

A STUDY OF EXTRA-CURRICULAR ACTIVITIES IN THIRD
CLASS CITY AND RURAL HIGH SCHOOLS IN KANSAS

by

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INTRODUCTION

The place and function of extra-curricular activities in the smaller high schools of Kansas has never been adequately determined. In the course of the writer's experience in teaching and in officiating, he has been impressed by the relative importance of extra-curricular activities in various high schools, especially those in cities of the third class and in rural high schools. As there seemed to be a possible relation between the spirit of the school and the degree to which extra-curricular activities were sponsored, it seemed desirable to make a study of extra-curricular activities in the rural high schools and in the high schools of cities of the third class in Kansas.

REVIEW OF LITERATURE

The broad purpose of extra-curricular activities is character training. It implies as special objectives a decent living in a democracy with special emphasis on two of the seven cardinal principles, namely, "Training for citizenship" and "Worthy use of leisure"(3).

When the committee drew up the seven cardinal principles of secondary education, they had little vision of the part the extra-curricular activities would play in the development of these principles. Wilds (17) called extra-curricular activities "intra" or "semi-curricular" activities. Still others call all school participation curricular activity. In this study, these so-called activities will be referred to as extra-curricular since there has been no uniform acceptance of their credit toward graduation or no standardization as to the use of the term.

Few ideas are fundamentally new. This is true of extra-curricular activities. McKown (9) said that they are almost as old as organized education, having existed hundreds of years before the Christian era, or as early as schools and colleges existed. People who are not informed of their existence in early times often call these activities "fads," "frills," or "new-fangled" education. They lack historical knowledge of this subject. In early times these activities were not a part of the curriculum but they occupied a very important place in the school (17).

Modern educators have begun to place a new emphasis on these extra-curricular activities consequently they are sometimes thought of as new. In a study by Porter (14) it was

found that in 269 schools, which were considered fairly representative, extra-curricular activities were thought of as a comparatively recent development in the program of the American public high school. Nineteen of the 28 categories of activities studied were introduced into more than half of the schools since 1928. The earliest activities to receive attention were journalistic or forensic in character. Athletics followed sometime later.

In the study of the history of education one is impressed with the activities recognized in the ancient schools. Certain games and sports were a part of the curriculum in Greece. These activities were not highly organized but were a very important part in the life of the people.

The activity program was an important part of the life of the child in Sparta. It was there that the beginning of secret societies and social fraternities was found. Public speaking was an important part of the child's life in both Sparta and Athens. Student government was quite common in Greece according to McKown (9).

The schools of Europe became buried within the church after the fall of the Roman Empire. They remained so until the period known as the Renaissance. At this time the classics of the Old Greek and Roman were studied. Teachers were

brought from the Byzantine Empire to establish schools. It was because of the shortage of teachers that much student participation and management of the schools was instigated. It was during the medieval school that such terms as bachelor's degree, master's degree, and the baccalaureate sermon were started.

At the beginning of the modern period schools became more academic in character. Student activities were not thought of as a part of the curriculum. Most emphasis at this time was placed on preparation for afterlife.

In England extra-curricular activities were recognized quite early. A Latin play was acted each year at Christmas time. Forensics on classical themes were a common interest at Rugby and Eton. Competition between schools was quite common. Inter-school contests in cricket were held in 1746 at Westminster. Football was played in 1867, while in 1813 there was competition in rowing events (14).

Extra-curricular activities were quite common in early New England schools. These included student government, rhetorical exercises, debating, the lyceum, the high school paper and athletics. An outstanding student government was a part of the school program in 1852 at the Hartford Public High School. The high school paper was very significant by

1850. Public exercises such as public examinations, the annual exhibition, and graduation exercises had their beginning in the Latin grammar school and the academy (2).

It was in the early part of the twentieth century before extra-curricular activities suffered very much. School rules abolished several. Today the trend is different. Fretwell (6) said, "Whether we like it or not, a long list of extra-curricular activities has come to exist in our junior and senior high schools."

In the United States there have been three distinct periods noticeable in the development of extra-curricular activities according to Roemer, Allen and Yarnell (16). The first policy of the teacher was one of entirely ignoring the extra-curricular activities. The teacher's only duty was to teach and lecture to students in a classroom. It was because of this attitude of the teacher that two institutions sprang up on every campus, one run by the faculty and another run by the students. The latter became so important in some cases as to present a real school problem. The second period was therefore natural as it was one in which the activities were recognized by the faculties but were not accepted as having educative value. The third period began when some educators finally concluded that there was as much influence and training in these extra-curricular activities

as there was in the curricular program. This fact can hardly be denied when we know that the fundamental purpose of the secondary school is for development of better social and moral living.

In a study by Hukriede (8) on the value of extra-curricular activities in the rural high schools of Kansas, he said, "A total of 276 principals expressed their opinion relative to the importance of the extra-curricular activities in comparison with curricular studies. The majority or 69.9 per cent stated that they considered the extra-curricular activities equally as important as curricular activities, while 3.3 per cent believed them to be of less importance than curricular work." These findings agree with those of Douglas (4) who stated, "They contribute just as effectively, if not more effectively, toward the aims of secondary education than do the regular studies."

McKown (9) listed two theories of education. The first is that knowledge constitutes education. This theory has two reasons for its existence. First, that discipline justified much information because it was "good for the soul" and also developed qualities, capacities, and abilities; and second, that it is easy to test proficiency of students in their knowledge of such information. McKown's second theory of education was that knowledge and practice must go

together. This based on the idea that what an individual does at least as important as what he knows.

One of the major purposes of education is to make good citizens. A good citizen is an individual who not only has ideals, attitudes, and knowledge of a desired type, but also has worthy habits. Extra-curricular activities provide a means to practice proper habits. The regular work of the school as it has been traditionally organized has offered comparatively few opportunities for the development of desirable social ideals and habits.

The first duty of education as stated by Briggs(2) is to teach people to do better the desirable things that they are going to do anyway. As a teacher, we have another duty, namely, to reveal higher types of activities and to offer practice opportunity in them where possible to do so. This should be one of the most important jobs of the school, especially from our experiences as a nation the last few years in relation to the number of democracies existing at present. It was Roemer and Allen (15) who said, "More and more ideas of the world have become democratic. The World War placed in discard forever the notion of divine right of kings. Civilized nations no longer bow the knee at the throne of political czarism." From the trend of international events at present, one would question this statement. Possibly one

reason for the temporary reversal of conditions could be justified by the remainder of the statement of Roemer and Allen (15) when they said, "There remains, however, in many of our schools that spirit of autocracy wherein the teacher says, 'Come,' and the pupil cometh, 'Go,' and the pupil goeth. Here has remained too long that unquestioned submission to authority. Consequently, we glibly talk of training American youth for the rights of democratic citizenship; yet most of the time we fail to provide situations wherein he may exercise this training. We say we are teaching our youth to swim, but we are careful to keep them from the water." Daily we can see the accumulating dangers from democracy. If the child is to live in a democracy, it is reasonable that he should be prepared to live in it now and also when he is out of school. This must be accomplished not only by learning about democracy, but also by coming in contact with it.

The change which a child must go through in order to control himself in all situations must be very gradual. Too often parents are guilty of keeping the child from becoming self-directive. The school can be of great assistance to the pupil in that respect.

Cooperation in all cases is the quality of a good citizen. Little is done in the traditional work of the school

to develop it. Few principles of cooperation are taught in such subjects as algebra, history, or languages, but membership in a club, an athletic team, or on a student council necessitates the practice of such principles.

Interest in school is always increased by the student having a part in the management of the school or at least in the management of its activities. If greater opportunity around the school can be provided for the student to participate in "running" the school, the more contacts can be made for more students to have an interest; therefore we have more friends in the school because more are working for it.

Extra-curricular activities foster better sentiments of law and order. Fear has always been a cause of poor discipline. The best discipline is that which comes from within and comes because the group takes pride in holding up its own standard.

Extra-curricular activities can be justified by this statement from Fretwell (6), "It seems to all of us, I hope, that it is the business of education to arrange the whole educational situation so that the pupil has a favorable opportunity to practice the qualities of the good citizen here and now with results satisfying to himself." The two rural high schools which have been used as sample schools in the Rural High School Clinic at Kansas State College, Manhattan,

Kansas, in the summers of 1938 and 1939, have been schools which had very extensive and successful activities program. Evidences could be observed that showed each of the schools were devoted to the pupils and to the community and not of the traditional type of subject matter schools.

Meyer (12) said, "Extra-curricular activities offer a Do program and a direct interest in pupil rather than in subject matter. This type of program produces togetherness; develops school morale; creates leadership and moral activity; checks school mortality, and develops curricular activity. Individuals are often led into possible avenues of life work; undesirable tendencies are sublimated; personal responsibility, fair play, and unselfish service are developed". Meyer lists the following as principles regarding extra-curricular activities; (1) All activities should minister to the furthering advance of the cardinal principles of secondary education. (2) Extra-curricular activities may grow out of curricular activities and vice versa. (3) Where there is a need for a particular activity do not lose the opportunity to sponsor and promote it. (4) Do not expect too much all at once. (5) Forced activity cannot expect enthusiastic support. There must be both student and faculty interest. (6) The principal should have full control over all situations. (7) The program must be a Do program. (8) It is not

necessary to promote every activity suggested. One should select a few of interest and give them full and wholesome expression. (10) Note tendencies to overdo an activity. (11) Trend the practices into the full development of school morale. (12) Appreciate adolescence, know its fundamental characteristics, and study its trends. (13) Believe in youth and believe in their mistakes. (14) All activities should create the best through avenues of happy administration, sympathetic guidance, wholesome leadership, and above all else they should be in the spirit of youth.

Foster (5) gave as his underlying principles of extra-curricular activities the following: (1) Recognition of individual differences. (2) The best preparation for life is living, and the best training for citizenship in a democracy is citizenship in a democracy. (3) Equalization of opportunity. (4) Extra-curricular activities are educative only when they develop qualities that make for a complete citizenship, notably leadership, initiative, cooperation, and intelligent obedience to authority. (5) Should help to motivate curricular activities. (6) They should have a distinct moral value.

In addition to the principles listed above, Allen, Alexander, and Means (1) would add the following to a well-regulated activities program: (1) To stimulate the spirit

of tolerance and cooperation. (2) To help make the pupil increasingly self-directive. (3) To provide for universal participation with individual limitations. (4) To provide for special abilities and individual interests. (5) To stimulate interest in other subjects and to develop and crystallize right school spirit.

PROCEDURE

The information for this study was secured from questionnaires mailed to principals or superintendents of rural high schools and third class city high schools in Kansas. A sample was taken at random of approximately one-third of these schools.

A total of 164 questionnaires were sent out to these schools. At the end of three weeks reminder cards were mailed to those from whom no reply had been received. A total of 100 replies were received or approximately 61 per cent. The questionnaires were answered satisfactorily for this study.

The questionnaire was divided into two parts. Part one dealt with the organization and Part two with the character and scope of extra-curricular activities. The items for the questionnaire are the results of the writer's experience,

questions which grew out of college class instruction in "Extra-Curricular Activities," and from conferences with his major instructor, Dr. C. V. Williams.

According to Hausle (7) these activities fall into five groups. The findings in this study will be discussed under the same five headings, namely: (1) physical education, including all physical activities whether inter-scholastic or intramural; (2) clubs, hobby, welfare, or subject matter; (3) semi-curricular, including those activities which many schools have made curricular or in which there is a tendency to give some credit toward graduation; (4) citizenship, those activities which have as their purpose social service and real citizenship training; (5) miscellaneous, including activities which in the smaller school are usually school or class projects, instead of particular subject matter projects

PHYSICAL EDUCATION ACTIVITIES

Athletics, or physical development, has been over-emphasized in many of the smaller schools of Kansas. This can be seen clearly in Table 1 in the case of basketball which was reported in 97 per cent of the questionnaires. Basketball is a sport which comes at the time of year when the rural students are less occupied with their home work. The

spring and fall of the year are busy periods especially for farm boys. This fact, no doubt, accounts for the lesser number of principals reporting football, baseball, or track.

Basketball and football rank high not only in this group of activities but also in the ranking of all activities because they are inter-school sports and much school spirit is centered in them. Football and basketball are traditional in most high schools.

Track ranks lowest in both division and all activities ranking. This may be due to poor equipment, practice tracks, poor supporting public, and the increased home work in the spring of the year.

Baseball ranks high in both rankings. Many small schools offer this sport both in the fall and also again in the spring. Added interest in baseball is given by the Kansas State High School Activities Association in its recognition of state-sponsored tournaments. The trend in organized baseball has also caused more interest because of the development of the farm systems in minor leagues.

Inter-school athletics for girls has taken a decided drop in recent years. The trend has been in that direction for many years but not so rapid until something was found to take its place. The Girls Athletic Association is a recent

Table 1. Organization and frequency of occurrence of physical education activities.

Activities	Per cent reporting activity	Average rank in group	Average rank in all activities	Organization					
				Officers		How chosen		Length of term	
				Capt. etc.	% None	Elec- ted	% Appt.	% Game	% Season
Basket- ball	97	1	1	79.1	20.9	62.2	36.8	28.3	71.7
Track	58	7	18	70.0	30.0	82.4	17.6	12.1	87.9
Base- ball	54	3	6	80.5	19.5	75.0	25.0	18.8	81.2
Foot- ball	35	2	2	79.4	20.6	91.7	8.3	12.5	87.5
GAA	25	6	16	85.7	14.3	100.0	0.0	0.0	100.0
Soft- ball	6	5	15	75.0	25.0	50.0	50.0	50.0	50.0
Tennis	5	4	12	0.0	100.0	0.0	0.0	0.0	0.0

development in Kansas in the small schools and may be expected to grow rapidly. With 25 per cent in the state now reporting it, the Girls Athletic Association will soon take a place in the school life for girls which will be much more beneficial than basketball, according to the Kansas State High School Activities Association.

The sports, softball, tennis, and many other minor activities of a physical nature seem to be decidedly lacking in small high schools. Lack of equipment is probably the reason for the low ranking of tennis. Softball ranks much lower than it should as it is a game that can be played by both boys or girls and at most any age. It is a good game for intramural athletics. There should be a place in the school life of the student to teach the major games in detail.

Current educational literature calls for more emphasis on those activities which the student will use in later life. Students cannot take part in major sports but for a few years after graduation. But such sports as tennis, softball, horseshoes, volley ball, tenniquoit, badminton, ping pong, and others which require but few participants, are adapted for later life and should be encouraged in schools. In years to come when we may have even more leisure time there will be a greater need for game appreciation. It is quite possible that radio and television will bring the athletic

events to the home.

Much can be taught to students relative to citizenship in a democracy by the proper organization of activities. In athletics this seems to be decidedly lacking according to the data in this study. With the exception of the Girls Athletic Association 95 per cent of those reporting some type of central organization limited it to the captain. Since the duties of a captain are usually prescribed and also since a large majority were elected for the season by the group, there could be but little opportunity for much social development other than for the captain. In approximately 12 per cent of the cases the coach appointed a captain for one event and an honorary captain was chosen at the end of the season. This system gives desirable opportunities to many more students.

In the case of the Girls' Athletic Association, 85.7 per cent were organized with the traditional officers-- president, vice-president, secretary, and treasurer. They were chosen by the members of the groups for the entire year. This could be improved by making the term of office shorter, thereby giving more girls the experience of office-holding.

The questionnaires show further that only a few principals reported the use of committees in connection with an extra-curricular activity. No doubt, the use of students on

activity committees would contribute much to more democratic management and offer training in citizenship to a larger number.

The most important value of physical activities is recreational. A person must have some vigorous practice so that he will be efficient. To be efficient one must be healthy. This probably is the reason that the committee on Reorganization of Secondary Education named health as its first cardinal principle. The chief outcome as reported by this study bears out this statement as 72 per cent listed health and proper physical development first. Other outcomes listed were: better interschool relations, citizenship pleasure, love of game, elimination of discipline, publicity, and school spirit. Probably the purely recreational value of physical education should be more emphasized. The recreational interests should be widened. School is one of the good places to teach a person to do better the things he is going to do any way. The educational value is often neglected in the smaller school. Physical activity in school should lead to better mental and social training--cooperation must be stressed. Here one must learn to subordinate himself for the good of the group. This is true also in relation to good sportsmanship. Competitive play is often necessary to teach good sportsmanship. So, it is the job of

the school to teach the non-players the same ideals.

Table 2 represents the character and scope of this division of activities. These figures are based on the reports taken from an average week's activity in any of the sports.

In basketball 61.5 per cent of the principals reported meeting daily; 17.6 per cent, four times weekly; 17.6 per cent, three times a week; and 3.3 per cent, twice a week. In baseball we find about the same frequency of meeting while in track and football there is a tendency for daily meetings. This is more necessary for football as Friday is generally the day of the games while Monday is used in lecture and limbering-up work.

Girls' Athletic Association is a part of the regular physical education period as it is scheduled regularly and 65 per cent of the meetings were twice a week while 35 per cent met three times weekly.

Softball and tennis are also sports in a regularly scheduled physical education program. In each case 50 per cent reported meeting daily and 50 per cent reported meeting three times a week.

In basketball 93.7 reported meeting in the afternoon during school. Two and four-tenths per cent met in the forenoon during school hours and 4.9 per cent met in the afternoon or evening out-of-school hours. This shows a very good

Table 2. Frequency, time, length of meeting and character of leadership of physical education activities.

Activities	Meetings per week				Time of meeting			Length of session			Training of coach		
	5	4	3	2	a.m.	p.m.	school	60"	60"	120"	Yes	No	Some
	%	%	%	%	%	%	%	%	%	%	%	%	%
Basketball	61.5	17.6	17.6	3.3	2.4	93.7	4.9	0.0	50.0	50.0	93.7	2.5	3.8
Track	73.0	7.9	14.3	4.8	1.8	92.9	5.3	5.5	73.5	21.0	98.0	2.0	0.0
Baseball	60.2	18.9	17.1	3.8	4.1	93.9	2.0	0.0	17.9	82.1	93.2	4.5	2.3
Football	88.5	5.7	2.9	2.9	2.8	94.3	2.9	0.0	24.3	75.7	94.3	0.0	5.7
GAA	0.0	0.0	35.0	65.0	29.4	70.6	0.0	60.0	40.0	0.0	79.0	21.0	0.0
Softball	50.0	0.0	50.0	0.0	0.0	100.0	0.0	25.0	50.0	25.0	66.7	33.3	0.0
Tennis	50.0	0.0	50.0	0.0	0.0	100.0	0.0	60.0	40.0	0.0	50.0	50.0	0.0

condition existing as the activity should be held when the greatest number can participate, hence we find the largest percentage of all activities in this group being held during school hours.

Track, baseball, and football were found to be similar to basketball as to the time of day when meetings were held. In all activities which met in the afternoon about 90 per cent reported 3:00 to 3:15 p.m. as the time of meeting. Twenty-nine and four-tenths per cent of the Girls' Athletic Association met in the forenoon while 70.6 per cent met in the afternoon with 3:00 to 3:15 p.m. as the most frequently reported meeting time.

The average length of a session of practice in basketball was 90 minutes. In track we find a shorter period needed, while in baseball and football the average length of meeting is 110 minutes. Football however requires more practice time and involves many more students than basketball. The average length of a period for Girls' Athletic Association was 45 minutes. This was also true of the tennis period while in softball the average was found to be 60 minutes.

In the major sports the instructor was in the majority of cases trained in the sport as shown in the range 93.2 per cent to 98 per cent. In the majority of other cases they had

had some training with only from 2.3 to 3.8 per cent having no training. The results are much different in the cases of Girls' Athletic Association work, softball, and tennis. Only 79 per cent reported having Girls' Athletic Association training while 21 per cent were untrained. Softball and tennis show comparative figures. It is a known fact that the instructor can have a marked influence on the popularity of an activity. With people directing these activities who have had special training their effectiveness no doubt is increased and the sport becomes more popular with students and schools. This has been true at least of the traditional major sports. Greater emphasis should be placed on the minor sport activity as these are the ones which will have the carry-over qualities in later life. The physical education program should include all pupils in some form of physical activity.

CLUB ACTIVITIES

Girl Reserve and Hi-Y clubs have a definite ethical place in all schools. This can be observed on Table 3 which shows that Girl Reserve was reported by 49 per cent and Hi-Y by 20 per cent of the school principals reporting. The reason for the particularly high percentage of these clubs

is due to the Christian organizations which sponsor them. Their value can be seen in the rankings which were fourth and sixth respectively. The comparatively low standing of Hi-Y with Girl Reserve can probably be explained by the fact that in smaller schools Young Women's Christian Associations are more active than Young Men's Christian Associations.

Under hobby clubs were listed all other miscellaneous clubs. Only 31 per cent reported any club organization and of these less than five schools reported more than one club. It is possible to organize hobby clubs within regular classes in schools which lack a definite school club program. This would be more ideal for the small school. With a high degree of organization as is shown in Table 3, the curricular work of the particular course would be greatly enriched. The school club program ranks 97.7 per cent, the highest of the five groups in organization. It could be improved by making the term of office shorter thus giving more pupils practice in leadership.

The sponsor in 88.9 per cent of all cases was appointed by the principal; 6.7 per cent elected by the clubs; 2.2 per cent chosen by the school board; and in 2.2 per cent the principal acted as the sponsor.

The chief outcome or purpose reported in 72 per cent of the cases was the development of boys and girls socially.

Table 3. Organization and frequency of occurrence of club activities.

Activities	:Per cent :reporting :activity	:Ave. Rank: :in :group	:Ave. Rank: :in all :activi- :ties	:Officers		:How chosen			:Term length		:Ave. :No. :Com.
				:Pres.: :etc.: :%	:None :tion :%	:Elec-: :Appt.: :%	:Year :mester :%	:Se- :Year :%			
Girl reserves:	49	1	4	:100.0:	0.0:	:100.0:	0.0:	:100.0:	0.0	4.9	
Hobby club	31	3	11	:83.9:	16.1:	:89.9:	11.1:	:83.3:	16.7	2.1	
Hi-Y	20	2	6	:100.0:	0.0:	:100.0:	0.0:	:100.0:	0.0	4.2	

Other purposes given by the principals were: to promote school spirit, guidance, develop cooperation, and ethical development.

Table 4 shows that the average club met weekly or bi-weekly. This condition no doubt varies according to the type of club. Those more closely related to the curriculum should meet at least weekly. Nearly all of the clubs except Hi-Y met in the afternoon. This is probably due to the athletic program of boys meeting most often in the afternoon. It appears that more effective conditions could be obtained by having a regular period possibly alternating with various curricular classes and meeting once a week. More effective work could also be obtained with a longer period than what Table 4 shows and with more efficiently trained sponsors.

School clubs should be based upon definite worthy objectives. The purposes and activities must be those of the pupil members.

The small school offers a unique opportunity for the club to grow out of curricular activities. Clubs should always vary to meet local situations. Provisions must be made to limit participation and also to encourage it. The faculty should always be educated or at least given some guidance in club ideals, methods, and procedures. According to

Table 4. Frequency, time, length of meeting and character of leadership of club activities.

Activities	Meetings per week				Time of meeting			Length of meeting			Training sponsor		
	3 %	1 %	$\frac{1}{2}$ %	$\frac{1}{4}$ %	a.m. %	p.m. %	school %	Out of: 30" %	Less: 60" %	31- 90" %	61- %	Yes %	No %
Girl reserves	0.0	81.2	18.8	0.0	31.9	61.7	6.4	41.7	58.3	0.0	76.2	21.4	2.4
Hobby clubs	17.3	52.2	17.3	13.0	8.4	45.8	45.8	30.4	43.5	26.1	84.2	15.8	0.0
Hi-Y	0.0	66.7	33.3	0.0	61.1	22.2	16.7	70.0	30.0	0.0	53.0	47.0	0.0

McKown (10), failure of clubs comes about most often because of incompetent or unsympathetic sponsors. By using strictly business methods with the use also of charters, outlined purposes, projected methods and activities, there is greater chance of success because of this added dignity and honor to the club.

School clubs meet the natural urge to gang, congregate, and organize. The pupil matures his attitudes toward people and things as there is a widening and deepening of his interests. Club atmosphere is attractive and affords variety enough to motivate and enrich the whole school program. Interest is essential to learning. Since participation is voluntary the opportunity for learning is much increased. Democratic attitudes are developed much in clubs; hence, the school which has no well-defined club program is missing one of its best opportunities to teach democracy by living it.

SEMI-CURRICULAR ACTIVITIES

This group of activities which is often a part of the regular curriculum affords a very important means of carrying out one of the main educational objectives--decent living in a democracy. The leader or sponsor has an excellent opportunity to instil in pupils the necessity for team work

and cooperation as well as the possibilities for individual accomplishment.

According to Table 5, a much higher percentage of participation is in music than in the other activities. Glee club, which includes boys or girls or mixed glee clubs, is listed by 80 per cent of the schools. It ranked sixth when compared with all the activities and third in this particular group. This indicates that it is a popular activity. This can partially be explained by the fact that little expense is connected with the activity. Orchestra and band which were reported by 50 per cent and 43 per cent respectively are costly to students or the school because of the necessary investment for instruments. Orchestra was reported by more principals than was band probably because of the less number required to compose an orchestra. This is particularly true of the small school. Band ranked fifth which is higher than other musical activities. This is probably because of the uses made of the band in developing and maintaining school spirit according to the principals' reports. The part bands and glee clubs have in inter-school competition accounts for their rank standings also.

The formal organization of music activities is decidedly lacking in that 22.5 per cent of glee clubs were

Table 5. Organization and frequency of occurrence of semi-curricular activities.

Activities	:Per cent : :reporting : :activity :	:Ave. Rank : :in : :group :	:Ave. Rank : :in all : :activi- : :ties :	:Officers :			:How chosen :			:Term length : :Se- : :mester :	:Ave. : :no. : :com. :
				:Pres. : :etc. : : % :	:None : : % :	:Elec- : :tion : : % :	:Appt. : : % :	:Year : : % :			
Glee club	: 80	: 3	: 6	: 22.5 :	: 77.5 :	: 94.5 :	: 5.5 :	: 66.7 :	: 33.3 :	: 1.5	
Orchestra	: 50	: 5	: 13	: 30.0 :	: 70.0 :	: 89.0 :	: 11.0 :	: 56.0 :	: 44.0 :	: 1.8	
Band	: 43	: 2	: 5	: 42.0 :	: 58.0 :	: 86.0 :	: 100.0 :	: 77.0 :	: 23.0 :	: 1.9	
Forensics	: 18	: 1	: 3	: 11.1 :	: 88.9 :	: 100.0 :	: 0.0 :	: 100.0 :	: 0.0 :	: 0.0	
Debate	: 15	: 6	: 19	: 0.0 :	: 100.0 :	: 0.0 :	: 0.0 :	: 0.0 :	: 0.0 :	: 0.0	
Religious education	: 8	: 4	: 12	: 12.5 :	: 87.5 :	: 100.0 :	: 0.0 :	: 0.0 :	: 100.0 :	: 0.0	

organized, 30 per cent of the orchestras, and 42 per cent of the bands. The choosing of officers in those which were organized is much more ideal as 94.5 per cent in glee club, 89 per cent in orchestra, and 86 per cent in band were chosen by the members. They were elected for the school year in approximately two-thirds of the cases. It would probably be more desirable if more were chosen for only a semester. This would give more pupils the opportunity of practice in leadership positions.

Discipline is very often a problem in music organizations. It is possible that this could be reduced by having more organization for conducting the activity. This adds dignity, morale, and interest. In a small school where the same pupils quite often participate in all the music activities, probably one organization would take care of all music activities. This would call for the use of several committees. The organization would include some type of club whose main purpose is that of the appreciation of music.

Forensics and debate were reported by 18 and 15 per cent respectively. The value of these activities as the development of intellectual capacities and interests, good sportsmanship, self-reliance, confidence, and poise, should merit a much larger number of schools reporting them. This value can be recognized by the rank given to forensics by

the principals. Very little organization is reported in these activities. This may be due to their being a part of an English class. The trend until in recent years of doing away with contests in these activities has been reversed since the organization of the State Activities Association which sponsors and regulates them.

There is a tendency in high schools in Kansas at present to sponsor religious education. Certain community organizations such as clubs and ministers' alliances and also school administrators have advocated the need for this type of study. In the smaller town it is quite common to find a minister who has two or three charges. Eight per cent of the principals reported having some form of religious educative activity. These were conducted in all cases so that no conflict was met with other activities. The sponsors in most cases were the community ministers. A pupil could attend the group of his own denomination.

This group of activities ranks the lowest of the five in degree of organization. Nine school administrators saw enough value in them to grant credit toward graduation. If there really is that much value in them then there should be an added effort to make them more acceptable to greater numbers. This could be accomplished by activity organization including several active committees in each activity as

compared with an average of from 1.9 to 1.5 committees in the music organizations and none in the other three activities.

In all cases the principal appointed or the board of education chose the leader of the various activities.

The chief outcome as listed by the principals in order of frequency in the music activities were: culture and music appreciation, publicity, social contacts, habits, proper use of leisure time, and the promotion of school spirit. In debate and forensics the following were listed: training in public speaking, poise, and dramatic exposition. Moral and religious training was given as the chief outcome of religious education.

Table 6 shows glee club met 50 per cent of the time twice a week; 25 per cent, three times weekly; 6.3 per cent, four times weekly; and 18.7 per cent, daily. According to the activity schedules 75 per cent were worked into alternating schedules. This was also true of orchestra. In band there is a higher frequency of meeting per week. Twenty-seven and nine-tenths met daily, 2.3 per cent met four times weekly, 41.9 per cent three times weekly, 23.2 per cent twice weekly, and 4.7 per cent met weekly. In an average week of forensics a larger percentage met daily, one-third met twice each week, and the remaining third was evenly

Table 6. Frequency, time, length of meeting and character of leadership of semi-curricular activities.

Activities	Meetings per week					Time of meeting			Length of meeting			Training sponsor		
	5 %	4 %	3 %	2 %	1 %	a.m. %	p.m. %	school %	30" %	60" %	90" %	Yes %	No %	Some %
Glee club	18.7	6.3	25.0	50.0	0.0	33.7	57.5	8.8	30.5	69.5	0.0	97.4	2.6	0.0
Orchestra	18.0	4.0	16.0	58.0	4.0	32.6	48.0	19.4	17.8	80.0	2.2	100.0	0.0	0.0
Band	27.9	2.3	41.9	23.2	4.7	17.7	31.1	51.1	23.3	75.0	1.7	97.9	0.0	2.1
Forensics	44.4	0.0	22.2	22.2	11.0	25.0	25.0	50.0	14.3	71.4	14.3	100.0	0.0	0.0
Debate	33.3	11.1	11.1	33.3	11.2	28.6	28.6	42.8	12.5	75.0	12.5	88.9	0.0	11.1
Religious education	0.0	*	**	0.0	62.5	16.7	83.3	0.0	66.7	33.3	0.0	50.0	50.0	0.0

* Biweekly 25 per cent.

** Monthly 12.5 per cent.

divided. Religious education groups met weekly in 62.5 per cent of the cases, 25 per cent biweekly and 12.5 per cent met monthly.

In 57.5 per cent of the cases glee club met in the afternoon at approximately three o'clock. Forty-eight per cent of the orchestra meetings were at the same time while 32.6 per cent met in the forenoon and 19.4 per cent met during out-of-school hours. In a majority of cases the band met in the forenoon at from eight to eight-thirty. This is probably due to the number taking part in band therefore a greater necessity of meeting when all can participate. Forensics and debate had approximately the same condition as band in that a greater percentage met during out-of-school hours. All religious education was held during school hours.

The average length of a session in glee club was 40 minutes as 69.5 per cent reported meeting from 31 to 60 minutes. In forensics and debate 45 minutes was the average length of a period, while in religious education the average was 30 minutes.

According to Table 6, good evidences as to training of sponsors can be seen. The only case where this is not true is in religious education. In those cases when ministers were not in charge teachers had taken the initiative to sponsor the activity.

CITIZENSHIP ACTIVITIES

The opportunity to develop democratic ideals is found in this group. It is in these activities that we can develop within the pupil those responsibilities and powers whereby he is better able to take his place in the world and thereby make it a happier place in which to live. Successful operation of such a program of citizenship requires careful organization and administration. The advisors of such activities are usually individuals who sense their responsibility and ones who can exercise mature judgment from out of their own experiences. Class organization is useful as it helps the student to feel placed and gives him a feeling of belonging to the school. Some matters about the school cannot be handled in any other way. Certain responsibilities and duties can be turned over to the classes. This makes it an organization for service. Table 7 shows it to be emphasized in 75 per cent of the schools. This high rating is due to the low ranking of home room organization as there is little use for both activities if either one is properly used. The home room is found in only 15 per cent of the schools yet it ranks tenth in the comparison with all activities.

Table 7. Organization and frequency of occurrence of citizenship activities.

Activities	:Per cent : :reporting : :activity :	:Ave. rank : :in : :group :	:Ave. rank : :in all : :activi- : :ties :	:Ave. rank: Officers		:How chosen				:Term length		: Ave. : : no. : : com.
				: Pres. : : etc. : : % :	: None : : % :	: Elec- : : tion : : % :	: Appt. : : % :	: Year : : % :	: Se- : : mester : : % :			
Class or- ganization:	75.0	3	14	88.0	12.0	100.0	0.0	84.2	15.8	2.2		
Student council	44.0	1	9	95.5	4.5	90.9	9.1	75.0	25.0	2.8		
Home room	15.0	2	10	53.3	46.7	100.0	0.0	62.5	37.5	1.5		
Honor society	14.0	4	17	35.7	64.3	71.4	28.6	60.0	40.0	1.7		

There is much evidence of undemocratic principles in the organization of classes as 88 per cent of the classes were organized while only 53.3 per cent of the home rooms were organized. In each case those organized were entirely democratic in their selection of officers.

A student council is of paramount value in every school, yet it is found in only 44 per cent of the schools. The choice of officers by the student body is the common practice as only 9.1 were reported as appointed by the principal. The principal needs suitable checks and balances on this organization yet the officers need to be representative of the school and not of the administration.

The student honor society was reported in 14 per cent of the schools. Of this number only 35.7 per cent were organized. The values of this organization in small high schools are questioned by some authorities. They seem to be more suited to a large high school.

The sponsors for this group of activities were chosen as follows: in 85 per cent of the cases the principal appointed the sponsor or was the sponsor himself; in 14.2 per cent the organization elected its sponsor; and in one case, the board of education appointed the sponsor.

The chief outcomes listed were: to make better citizens, practice in democracy, and to create proper school

spirit.

Class organizations did not function as home rooms as the majority of their meetings were held weekly or were called as needed according to Table 8. They met most often during the noon hour for an average length of 30 minutes. Student councils in 47.5 per cent of the cases met weekly for an average of 30 minutes. This session was held most often in the afternoon. In home room 40 per cent met daily. This was probably used as an administrative device. In 50 per cent of the cases it met weekly. These meetings were more similar to those of a home room. They were always held in the morning for an average of 30 minutes. Honor societies met in 59.1 per cent of the cases biweekly, and in 42.9 per cent monthly. The sessions were always held in the afternoon for an average of one hour.

Table 8 shows a very bad condition prevailing relative to the training of sponsors. Because of the importance of this group in developing good citizens there could well be a place for special training of sponsors in the teacher-training courses of college.

The home room and the student council are evidently the most valuable of this group. The council can grow out of the home room organization as shown by Fretwell (6). McKown (11) lists four objectives of the home room:

Table 8. Frequency, time, length of meeting and character of leadership of citizenship activities.

Activities	Meetings per week					Time of meeting			Length of meeting			Training sponsor			
	5	4	3	2	1	a.m.	p.m.	school	Out of school	Less than 30"	31-60"	61-90"	Yes	No	Some
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Class organization	0.0	40.4	36.2	10.6	12.8	22.2	27.8	50.0	91.1	8.9	0.0	45.4	54.6	0.0	
Student council	0.0	18.4	47.5	18.4	15.8	28.1	40.6	31.3	48.3	44.8	6.9	59.1	35.7	7.2	
Home room	40.0	10.0	50.0	0.0	0.0	100.0	0.0	0.0	63.6	36.4	0.0	36.4	63.6	0.0	
Honor society	0.0	0.0	0.0	59.1	42.9	0.0	75.0	25.0	33.3	50.0	16.7	66.7	33.3	0.0	

* Meetings as needed.

(1) to develop desirable pupil-teacher relationships, (2) to guide the pupil, (3) to develop desirable ideals and habits of citizenship, and (4) to expediate the handling of administrative routine educatively.

MISCELLANEOUS ACTIVITIES

All pupils are interested in some form of dramatics. All of them like plays either to take part in them or at least to attend them. Plays help to discover and develop talent. A student learns good expression, develops poise and confidence, and learns proper enunciation. Plays have a commercial value to schools as a source of income. Most all departments may profit by using some dramatics or dramatic procedure in their work.

Table 9 shows 74 per cent of the schools reporting plays. This was most often a class activity. The principals ranked the play eighth in relative importance. One principal ranked it first and stated that plays were the leading activity in the school. This conclusion was drawn from the student opinion and community interest. The crowds attending plays were always larger than at any other activity.

Table 9. Organization and frequency of occurrence of miscellaneous activities.

Activities	:Per cent : :reporting : :activity :	:Ave. rank : : in : : group :	:Ave. rank : :in all : : activi- : : ties :	:Ave. rank: Officers			:How chosen			:Term length :		:Ave. : :mester : :no. : :com.
				:Pres. : : etc. : : % :	:None : : % :	:Elec- : : tion : : % :	:Appt. : : % :	:Year : : % :	:Se- : : % :			
School play	: 74	: 2	: 8	: 19.2 :	: 80.8 :	: 54.5 :	: 45.5 :	: 83.3 :	: 16.7 :	: 2.0		
Assembly	: 64	: 3	: 10	: 59.6 :	: 40.4 :	: 92.3 :	: 7.7 :	: 53.8 :	: 46.2 :	: 1.6		
School paper	: 49	: 1	: 7	: 81.2 :	: 18.8 :	: 54.1 :	: 45.9 :	: 67.7 :	: 32.3 :	: 3.0		
School annual	: 43	: 4	: 12	: 79.1 :	: 20.9 :	: 75.0 :	: 25.0 :	: 76.0 :	: 24.0 :	: 3.7		

The organization of this activity was almost entirely that of class officers. According to Table 9, 80.9 per cent were unorganized, hence the opportunities for better interest and more worthwhile results could be obtained in a fully organized staff although in a small school their duties would be minor.

The assembly can be classed as a clearing house for student life. Student interest and activity should reach its highest place there. It is a means of unifying the school especially in school spirit. The assembly is valuable as an administrative device but this feature must not be overworked. Fretwell (6) says that the assembly "tends to develop an emotional attitude that makes for unity of feeling as well as an intellectual appreciation of common factors in the life of the school". The main value of the assembly is educational. The material for programs should come mostly from the students and should represent the school and its work. Few outsiders should be included on the assembly program. The assembly affords great opportunity for school and community correlation. It is a place for developing wholesome public opinion and the recognition of worthy achievement. The assembly should be under the direction of an assembly committee holding office through appointment by the student council. It is surprising that only 64 per cent of the

principals reported assemblies. It is to be inferred that a great number of schools hold assemblies, if at all, very irregularly and probably then to further some desired interest of the principal instead of letting it be a student enterprise. The method of choosing assembly officers was good as 92.3 per cent were elected.

The school paper and school annual are valuable in unifying school spirit, encouraging desirable school activities and enterprises, and as a medium of expression of student opinion. Public opinion can be influenced by the authentic news of the school going directly to the parents and patrons. The paper and annual give a good opportunity for self-expression and creative work. The annual is of much worth in recording the history of the school. The school paper and school annual were reported as an activity by approximately one-half of the schools according to Table 9. Each ranks in the upper half of the activities. The organization of each was more thorough than that of other activities in this group. This is true since they are more often the outcome of advanced English classes which is under good supervision, as a majority of the sponsors were English or commercial teachers.

The chief outcome of these activities as listed by the principals were: (1) journalism and business training, 36.6

per cent; (2) ease in public, 34.8 per cent; (3) publicity and school spirit, 19.6 per cent; and (4) miscellaneous, 9 per cent.

According to Table 10, during an average week, school play practice is held daily in 51.9 per cent of the time and 28.9 per cent listed the frequency of meetings "as needed." The most common meeting time was out-of-school hours in 53.8 per cent of the cases. The majority of these meetings were at evening practices for an average of one hour. The leader or coach of the play was trained in 75.6 per cent of the cases.

Assemblies were held weekly in 57.4 per cent of the cases and 34.2 per cent were held as needed. The morning was the most common time of meeting with 11:15 a.m. being mentioned most often as the meeting time. The average assembly was 45 minutes in length. The sponsor was the principal or was appointed by the principal in all cases and in only 62.5 per cent was he experienced.

According to Table 10, the school paper and annual were very uniform in their meetings as to frequency, time, and length. This is to be expected in the small high school as the work in these activities is more incidental. It is unfortunate that a greater percentage have not had training in sponsoring these activities.

Table 10. Frequency, time, length of meeting and character of leadership of miscellaneous activities.

Activities	Meetings per week					Time of meeting			Length of meeting			Training sponsor			
	5	4	3	2	1	a.m.	p.m.	school	Out of school	Less than 30"	31-60"	61-90"	Yes	No	Some
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
School play	51.9	9.6	9.6	0.0*	28.9	10.3	35.9	53.8	15.0	55.0	30.0	75.6	15.5	8.9	
Assembly	4.2	2.1*	34.2	2.1	57.4	62.9	37.1	0.0	30.6	69.4	0.0	62.5	37.5	0.0	
School paper	26.9*	22.0	9.8	12.0	29.3	35.5	41.9	22.6	27.3	72.7	0.0	82.1	17.9	0.0	
School annual	21.1*	26.3	10.5	15.8	26.3	28.6	35.7	35.7	23.5	53.0	23.5	58.8	41.2	0.0	

* Meetings as needed.

Extra-curricular activities most often fail because of the philosophy of the administrator and the character of supervision. Pierce (13) stated, "The principal too often places these activities last among his reorganization measures." This is best observed by the percentage of organization in the semi-curricular group and also in various activities in other groups. The success of an extra-curricular program is in direct ratio to the teachers' interest and in a greater degree depends upon the cooperation of the entire faculty. The most essential fact for the whole program is the wisdom, sympathy, and enthusiasm of the principal.

SUMMARY

1. The small high schools of Kansas have a full program of competitive athletics but are decidedly lacking in a physical education program for all students.

2. The number of activities to be organized should be determined by the student enrollment, viewpoint of faculty, the educational ends to be achieved, the variety and nature of interests to be served, finances, and possibly other local conditions.

3. Some extra-curricular activities succeed because of their very nature and because of community traditions and interests.

4. With an experienced and enthusiastic sponsor extra-curricular activities have a great influence in the later life of the student.

5. Extra-curricular activities should have regular places in the daily and weekly schedule.

6. There is urgent need for each school to carry on some study to determine the proper activities to include.

7. There should be more regularity in scheduling of activities such as assemblies, school paper, and school annual.

8. It is quite evident that many principals are using undemocratic methods in the organization of the citizenship activities.

9. The activities having the least degree of organization included those pertaining to music which should have a valuable carry-over effect and in those activities in which the teaching of citizenship should be much emphasized.

10. The best organized activities are Girl Reserve, Hi-Y, and class organizations.

11. There is a need for more organization of each activity with a shorter term of office for all officers.

12. The use of committees is inadequate in all activities with the possible exception of Girl Reserve and Hi-Y.

13. The character of supervision of extra-curricular activities can be improved by employing teachers who have had experience in extra-curricular activities in college or in a practice school, or who have studied a course covering the theory and practice of extra-curricular activities.

14. The promotion of health and physical development were listed by principals as the chief objective for physical education. The recreational viewpoint should be emphasized more than at present in most schools.

15. The club program is decidedly lacking in most schools. Those reporting clubs had them well organized and supervised. It is possible to work a club program into the regular class work in a small high school.

16. The home room program should be found in every school if the class organization is not functioning adequately. No school is too small for a home room program.

17. All schools reported no variance in extra-curricular program in first and second semester with the exception of athletics.

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APPENDIX

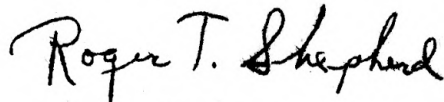
Rural High School Superintendent
or Principal

Dear Sir:

I am making a study of the character and scope, organization, and supervision of the extra-curricular activities found in third class city and rural high schools of Kansas. This material will be used in writing my Master's Thesis to apply on my work at K.S.C. toward my Master's Degree in Education. I would consider it a very great favor if you would take the time to carefully fill out the enclosed questionnaire and return it to me in the enclosed stamped and addressed envelope.

The name of your school will not be disclosed but I shall try to make a summary of the results known and if you would desire them, I would be glad to send you a complete summary.

Sincerely yours,

A handwritten signature in cursive script that reads "Roger T. Shepherd". The signature is written in dark ink and is positioned above the typed name.

Roger T. Shepherd

Questionnaire Concerning the Organization of Extra-
Curricular Activities in Third Class City High
School.

1st Semester

Activity	Activity Rating	Officers (List pres. v.pres. etc.)	How chosen	Length of term of office	No. of committees	Sponsor how cho- sen	Chief Outcome
1. Football							
2. Basketball							
3. Track							
4. Baseball							
5. Band							
6. Orchestra							
7. Glee Club							
8. Home Room							
9. School Club							
10. Hi-Y							
11. Girl Reserve							
12. Student Council							
13. School Paper							
14. School Annual							
15. School Plays							
16. G. A. A.							
17. Class Organization							
18. Debate							
19. Forensics							
20. Honor Societies							
21. Assembly							
22. Religious Education							
23.							
24.							
25.							

Questionnaire concerning the Character and Scope of Extra-Curricular Activities in Third Class City and Rural High Schools of Kansas.

(Use an average school week during season of activity)

Activity	Frequency of meetings per week	Time of day of meeting	Length of each session in min. during or after school hours.		Teacher in charge--- ie. math., science, music, etc.	Was teacher trained for this work.
			During	After		
1. Football (Cor 11)						
2. Basketball						
3. Track						
4. Baseball						
5. Band						
6. Orchestra						
7. Glee club						
8. Home Room						
9. School Club						
10. Hi-Y						
11. Girl Reserve						
12. Student Council						
13. School Paper						
14. School Annual						
15. School Plays						
16. G. A. A.						
17. Class Organizations						
18. Debate						
19. Forensics						
20. Honor Societies						
21. Assembly						
22. Religious Education						
23.						
24.						
25.						

Please state reasons for variation in activities in first and second semesters.

Please give any suggestions here which you might have.

Signature _____

School _____