

A SURVEY OF EXTRACLASS ACTIVITIES IN
MCDONALD RURAL HIGH SCHOOL

by

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TABLE OF CONTENTS

INTRODUCTION	1
SCHOOL DISTRICT AND STUDENTS	5
BOARD OF EDUCATION	7
EQUIPMENT AND FACILITIES	8
FACULTY	8
PRESENT PROGRAM OF EXTRACLASS ACTIVITIES	10
Classes	10
Student Council	13
Assemblies	14
Athletics	15
Publications	18
Music and Dramatics	21
Organizations	22
EVALUATION OF THE PRESENT PROGRAM AND PROPOSALS FOR IMPROVEMENT	25
Administration and Financing	25
Homeroom	31
Athletics	32
Student Council	36
Assemblies	37
Publications	41
Clubs	43

INTRODUCTION

A strong extraclass activities program is an asset to any secondary school. This program is an indispensable part of the educational program. Each student's curriculum should include the activities which will aid in bettering his growth and development. Since it is the opinion of many of our leading educators that extraclass activities are just as important as the academic subjects in the school's curriculum, this writer's purpose will be to evaluate an activity program of a small Kansas high school and offer constructive proposals for the student's mental and physical advancement.

This report will present a brief description of the physical and human elements of the school and community. The report will include an evaluation of the extraclass activities program which existed in McDonald Rural High School and proposals for improving this program. The administration of this improvised program will be discussed along with the sponsoring and the financing of extra-class activities.

The school used in this report, McDonald Rural High School, is located in the extreme northwest section of Kansas. The writer served as coach and commerce teacher there for his first two years of teaching. The time interval is the school year, 1950-1951.

Before the writer attempts to point out the many values which are derived from extraclass activities, a background of the disadvantages and objections will be presented. In an article by Shannon (22) an old-fashioned appraisal of extraclass activities is listed:

1. They used to be frowned upon.
2. The teachers were unsympathetic.
3. Life was regarded as too serious to permit such frivolity.
4. Why not use extracurricular activity interest as a bait for the curriculum? Why not harness the motives by making curriculum success a pre-requisite for participation?
5. Educators are beginning to foster school activities for their own sake.

Extraclass activities that are molded into the regular curriculum are adding to the betterment of student welfare. The students are being trained in leadership, discipline, and sociability. These extraclass activities are promoting good public relations between the school and community. Boone (4) relates a simple but potent point involving public relations in extraclass activities:

Before the beginning of the recent war, a former captain of the German navy said to several American educators: "Perhaps there are some things in European education that are superior to those you have in the United States, but if we had the activities in those European schools that you have here I do not believe that dictators could arise or wars start." He added humorously that if the European schools played football over the continent as

American schools do, no one could start a war until the football season closed, then the basketball season would be underway and it would be necessary to hold up until that was completed, then by that time baseball would be in full swing until football returned.

American school activities have a deep significance in the public relations of the schools. The public sees the school more in the light of these activities and makes its judgments more on the basis of them than it ever does upon the scholastic pursuits, no matter how anyone in the profession bases his opinions on the relative importance of each. The football squad of fifty candidates will receive thousands of lines more publicity than the activities of the four hundred students in the school that are pursuing biology.

In the Secondary School, athletics can make or break a school about as quickly as all of the other activities combined. If there are unscrupulous individuals in charge, or a careless administration, it will take but a short time to have the school on the proverbial rocks.

Because of the fact that most people view school activities from the sidelines, the importance of public relations through the athletic program is hard to over-emphasize. Music, forensics, dramatics, journalism, and other special group activities also attract a very large amount of public attention.

In giving a student an opportunity to participate in some activity, we do much to prepare him for later life. Whether for college or not it will prepare him for an avocation, an occupied mind, and a stimulating interest with an appreciation for the better parts of life.

Bennie (2) states that in no other phase of the school's program does the school even begin to approach the number of people in the community as it does in the various activities that are in the school program.

There are many lists of values of extraclass activities. The writer believes that since the activities are now accepted as an important part of the curriculum, the list by Shannon (22) of the Seven Cardinal Principles of Education should take pre-

cedence for illustrating the values of extraclass activities:

Health--Interscholastic teams were never intended as health agencies, but the training rules which athletes must observe are hygienic practices for anyone.

Command of fundamental processes--The only way to acquire a command of fundamental processes is drill. Where can one find better motivation for acquiring the fundamentals of English than in writing for a school paper or speaking in the debating society?

Worthy home membership--Indirectly,--can discover harmonies of personality essential for happy marriages.

Vocation--Can discover their interests and aptitudes for their work in athletics, publication, music, art, dramatics, business managerships, etc.

Civic education--School activities are the laboratories for teaching citizenship. Pupils learn better in them than in classes because they live it.

Worthy use of leisure time--The expressions which adolescents give to their natural urges during their leisure probably will affect their ultimate happiness more than any others, and it is leisure time that activities in most schools occupy. In medieval times the best architects built cathedrals, today they build gymnasiums.

Ethical Character--(same as citizenship) Participation values are greater than appreciation ones. One needs to be more of a performer than a spectator.

Other values of extraclass activities would include the decreasing of the number of dropouts in the school. While visiting with some high school students the writer was told that if it were not for athletics, dramatics, and music, they wouldn't be in school.

An extraclass activities program which is functioning well tends to cultivate self-expression in individuals. Facial expressions and physical expressions are loosed in many phases of extraclass activities.

Extraclass activities build social traits in an individual. They train him in getting along with other people which is very valuable in later life. Positions which are devoted entirely to research, which could be filled by introverts, are few in number. Other positions which do not require direct person-to-person contact and conversation are not common. Being able to meet people, converse with them intelligently, and leave a lasting good impression are priceless virtues.

These are just a few of the values which are gained from participating in a well-organized and working extraclass activities program.

SCHOOL DISTRICT AND STUDENTS

McDonald, Kansas, is located in the northwestern corner of the state and has a relatively constant population of about four hundred and twenty-five residents. It is primarily a wheat farming community but a large number of the farmers raise cattle. It is up-and-coming in every respect--religiously, socially, culturally, economically, and educationally. The community is civic-minded and is continually searching for ways and means for improvement. The business area includes such establishments as the bank, drugstore, grocery stores, appliance stores, garages, etc. The writer considers McDonald a typical Kansas rural community.

The school district has a total assessed valuation of over

four million dollars. The general school levy for 1950-1951 was 5.77 mills (13, p. 43). The district did not own the school buses, but together with the grade school, the district paid the individual owners every month according to an amount arrived at before school opened. This amount was arrived at by the total mileage and the number of pupils transported. These buses were of medium size and seated approximately twelve pupils. The longest one-way trip was approximately 17 miles and this pupil was on the bus between 30 and 40 minutes. There were five buses in operation every day, carrying both grade school and high school students. Each bus made one trip in the morning and one in the evening. A strict evening departure time was set at 4:05 and a deviation from this time seldom occurred. The students who remained after this time to participate in extraclass activities informed the driver of the bus and then they would make their own arrangements for returning home.

There were 63 students in the McDonald Rural High School. Of this group, 31 used the buses as their means of transportation to and from school. The pupils were well-mannered, considerate, and courteous in all respects. However, for some reason their sense of educational values had become somewhat distorted. The writer feels that the past ten years of prosperity has had an undesirable effect on the teenagers of this western Kansas town. Many of the students were too interested in their material possessions to see real value in any form of culture. This feeling reflected in their extraclass activities. The financial cost of

any activity was of little concern to these students, but the actual planning and work of an activity was avoided. Consequently, the activities that involved work attracted a small group; the activities that involved only joining the fun attracted the bulk of the student body.

BOARD OF EDUCATION

The board of education in the McDonald Rural High School consisted of three men. They were elected for a term of three years, the election was staggered so as to elect only one every year. All of the members were engaged in the farming of wheat and were quite successful. The members lived on their farms throughout the year, and they were entirely interested in the satisfactory functioning of the school. The members of the board were broadminded and considerate and gave the principal full and complete control in the operation of the school plant. They were quick to see the necessity for and possibilities of worthwhile proposals submitted for the general welfare of the students, teachers, and community.

Being a rural high school, the board of education was responsible for only the four grades in the high school. School board meetings were held once a month, at which time regular monthly matters were discussed and decided upon.

EQUIPMENT AND FACILITIES

The McDonald Rural High School was built in 1937 and has been kept in excellent repair. The other building on the premises is the former high school building which is now used as the vocational agriculture building. The high school building contains seven classrooms, kitchen, music room, study hall, library, office, rest rooms, shower rooms, and a fine gymnasium. One of the classrooms is a science laboratory and one room is vacant. The furniture is always kept in the best of condition. There is excellent heating and ventilation in the building, but only fair lighting. Apparatus for the required physical education program is limited. The audio-visual aids equipment included a Bell and Howell 16 mm sound projector, a film strip projector, and an assortment of maps, graphs, and models necessary for teaching in each classroom.

The vocational agriculture building is well equipped and makes possible a fine training program for the agricultural student. It has a classroom, a Future Farmers of America meeting room, a shop, and a shower room. One room in this building is used for a football dressing room.

The school also has a good football field, a good baseball field, and an adequate parking lot.

FACULTY

The faculty of McDonald Rural High School for the school year

of 1950-1951 consisted of the principal and five teachers. The teachers were commerce, home economics and English, music, mathematics and science, and vocational agriculture. Each member of the faculty was held responsible for certain classes and extra-class activities. The principal had one class, supervised two study halls, and was the sponsor of the student council. The commerce teacher had one section of bookkeeping, one section of shorthand, one section of health, two sections of required physical education, and supervised one study hall. The commerce teacher also coached all the interscholastic teams, sponsored the freshman class, and handled a limited intramural program. The home economics and English teacher had one section each of English I, English II, Business English ($\frac{1}{2}$ year), speech ($\frac{1}{2}$ year), clothing, and had one study hall. She was the sponsor of the Y-Teens and director of the junior and senior plays. The music teacher had one section each of typing I and II, one study hall, band, glee clubs, and sponsored the junior class and the school paper. The mathematics and science teacher had one section each of algebra, biology, physics, general science, plane geometry, one study hall, and was the senior class sponsor. The vocational agriculture teacher taught three different sections of agriculture, had one study hall, and was the sponsor of the sophomore class.

The high school also was fortunate to have in its employ an extremely efficient custodian. He was neat and cooperative, both personally and about the school. Two of his children attended the grade school and he had a daughter in the senior class of the high

school. He was in attendance at all of the school functions and tended to the seating arrangements, ventilation, and all the other janitorial duties which existed during the activities. His pleasant association with the students and faculty proved valuable in the carrying out of the school program.

PRESENT PROGRAM OF EXTRACLASS ACTIVITIES

Classes

The four classes were the largest student groups represented in McDonald Rural High School. The senior class had a membership of 17 students, the juniors had 12, the sophomores had 14, and the freshman had 19. Regular monthly meetings were scheduled during the third hour in the morning every fourth Wednesday. The sponsors met with their respective classes and offered suggestions and advice wherever needed. Each class elected a president, vice-president, secretary, treasurer, reporter, and two members to act as representatives on the student council. Each class was responsible for one assembly program per year. At the beginning of the year, the principal notified each class of the date of their assembly. From the writer's observation, the principal selected these days as near to holidays as possible in order that the classes might have appropriate themes for their programs. The community was invited to attend these programs.

The senior class activities for the year included the senior

Table 1. Daily class schedule--McDonald Rural High School 1950-51.

Period:	:Principal:	:Music : Typing	:Science : Math.:	:Commerce : Coach:	:Home Ec. : English:	:Vocational :Agriculture
8:40	Office	Typing I	Physics	Study Hall	Sewing	Ag I
9:40						
9:40	Study Hall	Typing II	Plane Geometry	Book- keeping	English I	Ag II
10:40						
10:40	Family Life	Individual			Study Hall	Ag II
11:20	Consti- tution	Music	General Science	Free		
11:20		Boys' Glee Club T Th	Study Hall	Girls' Phys. Ed. T Th	Free	Free
12:00	Lunch	Band MWF				
12:00	Noon					
12:50	Duty	L	U	N	C	H
12:50						
12:50	Office	Study Hall	Algebra I	Short- hand	English II	Ag III
1:50						
1:50	Study Hall	Individual		Health	Speech	Ag III
2:50		Music	Biology	MWF	Business English	
2:50		Girls' Glee Club MWF				
2:50	Office		Free	Athletics	Free	Study Hall
3:50		Individual Music T Th				

play; a trip to Rockaway Beach, Missouri for five days, and the annual commencement activities. They also had charge of the freshmen initiation. This event took place on September 15 with the freshmen coming to school dressed as babies. The attire consisted of work shoes, baby bonnets, dishpans in which to carry their books, and baby bottles. At 7:30 in the evening the main street was swept with toothbrushes. The Freshmen ran to the local cemetery and back to the high school gymnasium for games, and refreshments ended the activities for the evening at 9:45. The senior class sponsored the yearbook, with all the profits, though small, going toward their trip. Other senior class activities were having their graduation pictures taken, deciding upon announcements, and planning for their commencement exercises.

The highlight of the year for the junior class was the elaborate and colorful junior-senior banquet. They used the New Orleans Mardi Gras as the theme with streamers and balloons decorating the gymnasium. They selected the sophomore girls to act as waitresses. These girls had made unusual carnival costumes and they all wore masks. This event was a great success and appreciated immensely by the senior class. Another junior class activity was taking charge of the concessions at all of the athletic contests.

The sophomore class entertained the entire student body with a square dance and later in the year, an all-school skating party at Benkelman, Nebraska.

The freshman class acted as host at a picnic for the

McDonald eighth grade students. They also sent invitations to all the other eighth grade students in the district. The response to the invitations was gratifying. The freshmen and their guests went by truck to a nearby lake for fishing, swimming, and other picnic activities. The freshman class sponsor and a grade school teacher were also invited. The freshmen class assembly was dated December 21 and the class did not hesitate in choosing the Yuletide season as its theme. The program consisted of an extended humorous variety program with the appropriate seasonal air and finally became serious with the singing of Christmas carols. The program was presented the day before the beginning of Christmas vacation and the students left the building full of the Christmas spirit. Other freshmen activities included challenging the sophomores to a volley ball game and challenging the grade school boys to a basketball game.

Student Council

The contributions and activities planned by the student council were rather shallow. This organization, as it existed throughout the year, was comparatively unnoticed. The council sponsored the all-school picnic at the close of the school year and aided in initiating the first 'homecoming' the school ever had. The final football game of the season was the time set for the homecoming program. The council decided to make the proceedings of the day as simple as possible so as to make it understood by

all and make it bigger and better every year. The alumni were invited to attend the football game and during the halftime intermission the crowning of the football queen, elected previously by the football team, was held.

A student mixer was sponsored by the student council after one of the basketball games, and teams and students from both schools participated. In order to preserve the gymnasium floor the students removed their shoes and danced in their socks. An activity such as this was known as a "sock hop" and the pupils, in anticipation, wore bright and colorful socks. This activity was held for about one hour on a Friday evening. These events were all the council sponsored.

Assemblies

The assembly programs in the high school usually took place at 8:40 in the morning or at 12:50 in the afternoon. They consisted mainly of announcements for the day or week. If an athletic contest was to be held that afternoon or evening the students, led by the cheerleaders, would participate in a pep rally.

The National School Assemblies were scheduled to bring educational entertainment to the students. This is a commercial concern and was contracted by the high school early in the year. These assemblies were scheduled to accomodate the entertainers rather than the school insofar as times and dates were concerned. There were six programs presented during the year. Four programs

were given during regular class time and two programs were presented in the evening. In either case, the community was invited to attend. The students activity ticket covered the cost of admission for the pupil but the adults were charged fifteen cents.

The awards assembly for the school year 1950-1951 was held on the last day of school. Awards in practically all fields were made. Athletic letters, emblems, and pins, representing the sport participated in, were given for participation in interscholastic athletics. Gold pins were awarded to the winners of the free throw contest, and certificates were given to the winners of the intramural activities. Award pins and certificates were presented in music, dramatics, typing, and vocational agriculture.

The assembly programs functioned well, but a few minor proposals will be made later together with the writer's evaluation of the program.

Athletics

Football. During the writer's association with the interscholastic athletics in the McDonald Rural High School, football was by far the most popular. Because of the shortage of boys in the school, six-man football was played. Over 120 high schools in Kansas play six-man football but because of the geographical location of the high school the administration was forced to schedule four games with Nebraska high schools, one Colorado high school, and only two games were played with Kansas schools. McDonald high

school was not a member of a football league.

Eighteen boys reported for practice on September 5. Of this group, eight were freshmen and six were seniors. The sophomore class and the junior class contributed the least number with one sophomore and three juniors reporting. Actual practice time, which was salvaged out of the interval between the school bell at 2:50 and the dismissal time at 3:45, was approximately 35 minutes. At the close of period six, 2:50, the boys went to the football dressing room in the vocational agriculture building. There they took, on the average, 10 minutes to dress, and after completing the required number of laps around the football field, it was 3:05. An inadequate five minutes of calisthenics and thirty minutes of football practice were held and the squad was dismissed at 3:45.

In the writer's opinion, the team was equipped with the best of protective equipment and playing facilities the school could offer. The board of education was ready to purchase equipment if the purchase was practical. The boys, however, had to buy their own football shoes.

The team had its share of injuries when two boys suffered broken legs. On these two occasions the morale of the boys was low, but with encouragement given by the community, faculty, and coach, their morale was lifted. The season ended November 10.

Basketball. Due to the lack of interest of the upperclassmen and the inexperience of the freshmen candidates, basketball was not accepted as wholeheartedly as football. During the basketball season the team participated in regular A A league play and the

principal scheduled pre-holiday games and contests for open dates. Sixteen games and two tournaments constituted the schedule.

The A A league was made up of neighboring schools of comparable size. The schools represented were Bird City, Edson, Brewster, Sharon Springs, Kanorado, and McDonald. Bird City is eight miles west of McDonald and Sharon Springs is eighty miles southwest of McDonald. These towns represent the shortest and longest distances the McDonald teams had to travel to play basketball. Efforts were made by league officials to schedule Friday evening games with teams who were far apart. School buses and the regular bus drivers were used to transport the basketball teams, as well as the football team during football season.

Throughout the basketball season records were kept of all free throws taken during the basketball games and at times during practice sessions. Two gold pins were awarded to the boys who held the highest percentages in this contest.

The basketball equipment was excellent and always in the best of condition. As in football, the boys were required to buy their own shoes.

The basketball season ended with the District Tournament March 1st.

Baseball and Track. These two spring sports were of interest to all of the freshmen but only two upperclassmen. One senior boy was especially interested in baseball and one in track. Because of the lack of interest that prevailed during the previous year very little equipment was purchased and very few games and

meets were scheduled for this season. However, the freshman boys took an interest in baseball and although they were small and inexperienced they played the game with real zest and enthusiasm. The writer believes that, as these boys grow in size and experience, baseball will become a major sport at McDonald High School for the next three years.

Intramurals. An intramurals program was initiated this year for the first time. It was designed to provide activity for all students between the end of the basketball season and the beginning of the spring sports season. A free throw contest, a ping-pong tournament, and dodge ball were scheduled for the girls. The boys participated in touch football, ping-pong, and dodge ball. Mixed groups played volley ball. A mixed track meet, to be run off at the all-school picnic, was also planned. Due to other activities in the school program, only the volley ball schedule and the boys' ping-pong tournament were completed. The coach planned and sponsored this program but cooperation was received from the principal and the rest of the faculty.

Publications

School Paper. It was decided by the principal, since little interest and cooperation existed in publishing the school paper in previous years, that a monthly publication would be sufficient to cover all of the news and activities of the school. The typing II class, with the typing instructor acting as sponsor,

elected an editor from the class and proceeded to publish the paper. Fortunately, the typing class had in its group a very capable and conscientious senior girl who, with the help of the sponsor, produced a fine paper. Before each issue was to be printed, the editor delegated certain copy to be written by members of the student body. This material was then inserted in that particular issue. This idea of obtaining news proved very successful.

During the course of the school year the editor had a seasonal picture drawn for the front page of each edition. The final edition of the year was taken over by the typing I students who dedicated it to the senior class.

Yearbook. During the spring months of 1950 the writer inquired throughout the school and community concerning possible interest in a school yearbook. The results of this inquiry revealed high enthusiasm from all who were approached. With the consent of the principal and the promised cooperation of the faculty and students, the writer laid tentative plans for the publishing of the annual.

The writer selected five senior girls, one senior boy, one junior girl, and one junior boy to be the yearbook staff. The reasons the writer selected his staff was because of the newness and expensiveness of the undertaking and he believed that this selection would bring about a sounder beginning than a student election. This appointed staff in turn elected an editor, three associate editors, two business managers, and two photographers.

For the remainder of that school year the staff was visited by a number of yearbook representatives. After much thought and

discussion the staff, with the principal and sponsor, decided to issue the contract to the Myers Publishing Company of Topeka, Kansas. The staff decided that since this was the first yearbook for McDonald Rural High School that emphasis would be placed on quality instead of monetary profits.

At the opening of school the next year the members of the staff began working and planning the book. By the end of the first six weeks of the new school year the business managers had completed the selling of advertisements and subscriptions, and the editor had paid for the annual in full--\$399.36 for 36 pages. The staff received a 4 percent discount for paying the total cost by October 24.

Snapshots and group pictures were taken of the students and their activities throughout the year. With full cooperation of the staff, faculty, and principal, the sponsor was able to deliver the completed layout to the publisher before the deadline date, June 1st.

The annual was a 36 page publication of student activity for the school year. By action of the staff, "Page Sponsor" and "Booster List" advertising were sold. The "Page Sponsor" idea was a plan whereby an advertiser may put a credit line on any page in the book. Double sponsor pages sold for \$15.00 and single sponsor pages sold for \$10.00. The only copy to write was a simple credit line for each page, and, because it was not necessary to purchase additional pages for advertising exclusively, money was saved. One page in the rear of the book was devoted to a "Booster List"

for which \$3.00 was charged for each name listed. An advantage of this style of advertising was that more professional people, doctors, lawyers, etc., are willing to support the yearbook on this basis. The subscriptions for the annual sold for \$3.00.

The yearbook staff decided upon a summer delivery for the annual. This decision was made so that the commencement and other spring activities could be included in the yearbook. Since school would not be in session on the delivery date, it was decided that the staff would sponsor a "Yearbook Night". It was planned that as soon as the staff was notified of the exact delivery date of the annuals, invitations would be sent to all the students, inviting them to "Yearbook Night". During this evening the formal dedication of the yearbook would be made, an award would be given to the student who had named the annual, and finally each student would receive his yearbook. The remainder of the evening would be spent with the students exchanging autographs with their friends and enjoying their first annual--"The MRHS Tiger of 1951".

Music and Dramatics

The music department entered in the A A league band contest at Brewster, and was awarded first place. The band consisted of all girls, which proved to be quite a novelty. The girls of McDonald Rural High School were very interested in music. Twenty of the 26 girls in the school played in the band. For the annual Christmas program the high school band and the grade school band

together presented a program in the high school auditorium. The band, always attired in their bright black and orange uniforms, also played at all of the football and basketball games.

The department organized a boys and girls glee club. Eighteen girls sang in the glee club. The interest in music shown by the boys was not so intense as that which was shown by the girls. About 10 boys enrolled in glee club. Of these 10 boys, only about half were interested in music. It is the writer's belief that somewhere in the lives of these high school boys they were saturated with the idea that only "sissies" liked music. This attitude was a serious thing to combat.

A girls' sextet was organized early in the year. They sang at various local and school affairs. The sextet along with three girl soloists participated in the A A league festival at Brewster and also the district festival at Oberlin.

The dramatics department was responsible for the direction of the junior and senior plays during the school year. The A A league speech and dramatics festival was participated in at Bird City. The one-act play placed second in this contest. One original oration was awarded first place and one placed third place. The A A league spelling contest, which the writer believes is remotely connected with this section, was held at the Edson high school and McDonald won second place.

Organizations

Y-Teens. The Y-Teens, under the sponsorship of the local

YWCA, met the first Tuesday of every school month during the seventh period. At the October meeting of the Y-Teens club the girls exchanged names with each other. They became the "Mystery Pals" of the girls whose name they had drawn. During the course of the school year small gifts were exchanged secretly, the recipient knowing only that the gift came from her "Mystery Pal". These "Mystery Pals" were revealed at a final meeting of the Y-Teens at the close of school. The Y-Teens also undertook to prepare shakers--black and orange crepe paper on an orange stick--for the homecoming activities. The organization cooperated with the YWCA for the annual Christmas party.

Future Farmers of America. The brother organization to the Y-Teens in McDonald Rural High School was the Future Farmers of America. This organization is affiliated with the Vocational Agriculture department of the high school. They met on the first Monday evening of the month. The Vocational Agriculture teacher was their sponsor and all agricultural students and alumni were eligible to be members and attend the meetings.

A "Get Acquainted" party was held the first week of school. This party was given for the freshman boys in order to acquaint them with the F.F.A. organization. Then an open house evening for the parents and students was held. During the year the agricultural students attended judging contests, leadership schools, and finally attended the State Convention at Kansas State College early in May. The annual crowning of the F.F.A. queen took place at a Valentine party in February. The entire student body was invited

to attend this social affair. The queen was crowned by the F.F.A. sponsor. She was presented with a white satin jacket by the F.F.A. president. Dancing and refreshments filled out this eventful evening.

Pep Squad. The pep squad was in reality the student cheering section. The membership was open to all students who were not participating in the sport of the season. The pep squad was led by three cheerleaders who were elected by the student body early in the school year. The cheerleaders for the year were three girls, one from each of the lower classes. These girls planned the "yells" and stunts that were to be done at the games. Practice periods were scheduled for the last 20 minutes of the day during the football and basketball season. This time was used to practice their "yells" and to learn new songs and stunts. Members of the pep squad sat together at all of the athletic contests and earned a small "m" if they attended 10 or more games. The spirit of the pep squad never faltered. They were often complimented for their pep and good sportsmanship by the rival teams and spectators.

EVALUATION OF THE PRESENT PROGRAM AND PROPOSALS FOR IMPROVEMENT

Administration and Financing

It is the purpose of this section of the report to evaluate the present program of extraclass activities in the McDonald Rural High School and to suggest possible improvements. According to Tompkins (25, p. 38)

To develop a program is one thing. To evaluate it is quite another thing. The high school, in attempting to do both, has found that program and evaluation are part of the same process and dependent on one another.

The extraclass activities in McDonald Rural High School are an integral part of the school program. They are related closely to the academic phase of the curriculum. Regular class time is assigned to some of the activities, such as the school paper in the typing class and orations in the speech class. Other activities took place during the regular activity period, 3:20-4:00. In some cases, such as music, one-fourth of a credit in glee club was given for student participation in the activity for a semester. The writer believes this is a good practice and should be carried over into interscholastic athletics for physical education credit and forensics for speech credit.

Extraclass activities are needed by the students to aid in the securing of educational and social growth and development. There are many lists of general principles for guiding the development and administration of a program of extraclass activities.

One of these lists is brought out briefly by Goetting (9, pp. 478-485):

1. Extracurricular activities should be properly related to the life of the school. There is a great danger that there may be two schools on the campus; one the curricular, the other, extracurricular. There must be harmony in objectives, methods, and results.

2. In general, the objectives of the extracurricular program are the same as those for the regular curriculum. Both strive to enhance the attainment of all objectives considered worthy of the secondary school.

3. One should give attention to individual differences of pupils. Choice of activity is usually made on the basis of interest.

4. Before any new extracurricular activity is commenced there should be adequate justification for it. The potential educational values of student activities should be apparent before the activities program is initiated in the school. Success on a small scale is the best type of experience to assure permanency of the undertaking.

5. Extracurricular activities finance should be properly managed and accounted for. Records are part of good business procedure.

6. Extracurricular activities program should be adjusted to the adolescent nature of high school pupils. An intelligent recognition of the adolescent's problems of adjustment may suggest possible opportunities of extracurricular activities, and may explain difficulties in the performances of individual pupils.

7. Extracurricular activities should encourage the broadening of pupil interest. High schools may do well to cultivate a variety of interests which may motivate pupils in their later educational experiences.

8. Extracurricular activities should give pupils opportunity to practice good citizenship. Qualities of democratic citizenship can be developed in small, face-to-face groups.

After the administration has felt a need to initiate a certain activity in the school system, and principles such as the list

mentioned above have been understood, the task of selecting a qualified sponsor enters into the planning. McDonald Rural High School, as in most schools its size in Kansas, has a small faculty. The distribution of the responsibilities of extraclass activities was based primarily upon teacher load and not qualifications in extraclass activities. Since three of the six members of the faculty were new to the school system, transcripts and credentials were the only means of determining their qualifications. In a study made by Hukriede (12) on the activities assigned to untrained and trained teachers in Kansas rural high schools, he found that untrained teachers were more frequently assigned to class plays, Girl Reserves, and clubs. The better trained teachers were assigned to music, athletics, and dramatics, in that order.

Another proposal for improving the administration of the extraclass activities program in the high school is that of studying the dates on which these activities are scheduled. During the 1949-1950 school year, the activities were bunched at the close of the year. This year they were grouped at the beginning of the school year. Because of this unbalanced scheduling the daily academic program was interrupted. Practice periods were necessary for each activity. Students were taken out of their regular class periods for these practices. Several of the students were in two activities and, consequently, conflicts arose. Hearn (11) states:

A technique which is helpful in scheduling activities is that of utilizing a calendar of school events. Ideally, this calendar should be outlined prior to the start of the school term. Dates for athletic contests and other activities over whose scheduling the school does not have control may be placed on the calendar first. Dates for the other

activities (plays, concerts, social events, assemblies, etc.) may be assigned in such a way that a balanced program is achieved. Advance planning can do much to eliminate the bunching-up of activities in the spring months--a condition which many schools face prior to the close of school each year.

The writer believes that if considerable time is taken at a faculty meeting to discuss dates for activities, proper distribution can be had. Ideas from the faculty, as to the dates they would prefer, could be considered and the principal would have a basis for the completion of the activities calendar.

An important phase in the administration of extraclass activities is the methods used for the financing of these activities. In McDonald Rural High School these activities are financed by school taxes, admissions to activities, and the activity ticket. In cases such as the yearbook, class rings, senior announcements, etc., the individual students paid directly. The Y-Teens and the Future Farmers of America organizations were self-supporting. The athletic program was financed partially by school funds and partially by admissions and activity tickets. This activity ticket cost the student \$2.00. The student holding an activity ticket was admitted to all of the football and basketball games and the National School Assemblies. Settles (23) points out the system used in Calhoun High School, Calhoun, Kentucky:

The high school experimented on the Student Activity ticket plan in 1941. The tickets were sold for \$2.50, in contrast to the \$4.25 that would have been the regular price for the various activities if paid for separately. The student could pay cash for the ticket or pay ten cents a week for the first twenty-five weeks of school. The activity ticket offered to the pupils included these activities:

School Paper	16 issues
Basketball	14 games
National Assembly Programs	5 assemblies
Dramatics Productions	5 school plays
Programs	3 musicals
Exhibitions	1 physical education
Exercises	3 by pupils from grades 1-6

The observations made were:

1. Increased attendance at school activities.
2. Received more money than under single admission tickets.
3. Made possible a school paper.
4. Eliminated drives and campaigns during the school year.
5. Students liked the plan.
6. Subsidized activities of little student support.
7. Increased student interest in school activities.
8. Increased adult attendance.
9. Resulted in better morale and school spirit.
10. Simplified ticket selling and made possible better administration.

The writer believes that if the activity ticket is to be used, school plays, school publications, etc. should be included in the total cost of the ticket. The cost of the ticket would then be increased slightly.

The graduating senior class paid for their own cap and gown rentals, announcements, pictures, and class rings. The students who were enrolled in band purchased their own instruments. The boys and girls in the physical education classes bought their own gym shoes and suits. The writer believes that if an extraclass activity is an educational portion of the school curriculum this activity should be financed by school taxes. These costs can be justified only if the activity is educative. In McDonald Rural High School the writer believes the following extraclass activi-

ties should not be financed by school funds; class parties, class rings, senior announcements, senior trip, senior pictures, and other activities which are not considered the financial obligation of the school. The activities which are the financial obligation of the school, as seen by the writer, are such activities as school paper, assemblies, exhibits, and musicals. Athletics and clubs should be partially financed by school funds. As Hand (10) states in his article on hidden tuition:

If the secondary school is to be "universal" it must be cost free. The logic runs thus:

1. The public school is by definition an educational institution.

2. As such, it has no business permitting, much less sponsoring, an activity (whether class or extraclass, formal or informal) which is not educative in nature.

3. If the activities permitted or sponsored are educative in nature, no public school in a democracy has any business making the accident of birth in an economic sense determine from said educative activities. To do otherwise--i.e., to continue on as at present--is to make a mockery of the ideal of equality of educational opportunity.

If the extraclass activities in the high school are just as important to the proper development of the child, as reflected by the Hukriede (12) study, then these activities should be financed as much as possible by the community. One example of this practice was begun by the school board of Rochester, Minnesota (19). It decided that all extraclass activities should be free to the students of their senior high school and a part of the regular school program.

As a result, crowds at various functions doubled and gate receipts increased because of added interest.

The writer proposes tax fund financing as much as possible but if this is not possible the complete coverage of extraclass activities by the activity ticket would suffice. This coverage would include the previously mentioned financial obligations of the school.

Homeroom

A homeroom program did not exist at McDonald Rural High School. The writer suggests a program be organized at the school. In the organization of the homeroom, Goetting (9, pp. 455-7) mentions the division of the students by grade or class, sex, alphabetical order, ability or achievement, or curriculum. The writer suggests that the homeroom be organized by classes. The reasons for this proposal is brought very clearly by McKown (17, p. 67):

The students are of about the same age and maturity; they have about the same general range of curricular and extracurricular interests; it is a typical democratic grouping with no overage or underage members and consequently can be given somewhat uniform guidance; it is easily handled administratively.

Some of the functions of the homeroom could include short announcements of coming events, roll call, and any opening exercises which would be in order. Special contributions concerning current events could be made by members of the class. Since the homerooms are made up of pupils in the same grade these contributions will be presented on the level of understanding of each member of the group. A great deal of guidance and counseling work can be

accomplished in the homeroom. McKown (17, p. 3) states that the homeroom:

1. Offers an opportunity for the student and teachers to become better acquainted and consequently make for more intelligent guidance.

2. Affords the student many opportunities to prepare membership in a democracy by participating in the life of a small democracy.

The homeroom program in McDonald High School would tend to strengthen the students' conception of living a democratic life. It would aid the student in developing himself more in something which he will engage in eventually--democratic living.

Athletics

In the early days, the extraclass activities program of a high school consisted mainly of athletics. Much has been written on student participation in interscholastic athletics and many lists of standards have been set up. Archer (1) bases his standards on a three-fold philosophy:

1. Athletics are to be an integral part of the secondary school program and should receive financial support from tax funds on the same basis as other recognized parts of the total educational program. As part of the curriculum, high school sports are to be conducted by secondary school authorities, and all instruction provided by competent, qualified, and accredited teachers so that desirable educational aims may be achieved.

2. Athletics are for the benefit of all youth. The aim is maximum participation--a sport for every one and every one in a sport--in a well-balanced intramural and interscholastic program with emphasis on safe and healthful standards of competition.

3. Athletics are to be conducted under rules which

provide for equitable competition, sportsmanship, fair play, health, and safety. High school sports are for amateurs who are bonafide undergraduate high school students. These youths must be protected from exploitation and the dangers of professionalism. Pre-season, post-season, post-schedule, all-star games or similar types of promotions are not consistent with this principle. A full understanding of the need for observance of local, league, sectional, state, and national standards in athletics should be developed.

Interscholastic athletic activities, as mentioned previously, are very popular at McDonald High School. A large amount of true school spirit was lacking during the athletic seasons of the past year. Many of the players displayed a high type of sportsmanship but the school spirit, the winning for the school, was not shown. The writer believes that if the total program of extraclass activities is strengthened by the proposals in this report, an improved school spirit will result which will in turn reflect on boys' athletics. School spirit, according to McKown (16, p. 215) is a feeling a school has when it knows it is good. Team play and school loyalty must be taught and encouraged in order to promote better school spirit.

Many out-of-state contests were scheduled during the past school year because of the geographical location of the high school. These out-of-state schools had their own High School Activities Association rules and regulations and, at times, conflicts would arise. In the 1948 and 1949 handbook published by the National Federation of State High School Athletic Associations (20) article II, section I, states:

In all interstate contests each contesting school shall follow the rules of its home state association or rules

which are more restrictive and which have been sanctioned by the home state association for interstate contests.

The writer believes that before a season begins, a meeting should be held for those competing schools. At this meeting, the rules and regulations of each schools' association should be discussed and agreements should be arrived at in cases of conflicts.

Another proposal for improving the athletic activities program would be to initiate a "Dads Night" at one athletic contest during each season. A tag would be issued to each player's father. This tag would have a number on it corresponding with the number on the uniform of the player. This event, in the writer's opinion, would tend to create more parental interest in the athletic program.

Baseball and track were offered as interscholastic sports during the spring months of the school year. Both activities were scheduled at the same time during the day. Consequently, the school excelled in neither activity. Because of the limited number of boys the writer suggests that the school sponsor either baseball or track, wherever the interest lies, not both.

An athletic program for girls has been a problem at the high school. With the exception of one intramural basketball game, intramural volley ball, and some softball for the freshman and sophomore girls during the required physical education period, girls' athletic activities were rare. From an article by Weiseger (26) the writer chose two principles for girls' athletics:

1. A rich and varied program of athletics should be provided for the girls in the modern secondary school.

2. Emphasis should be placed on an intramural program.

The writer believes that a limited and well-balanced intramural athletic program for girls would be beneficial. It would give the girls a feeling of real competition, build up their ideas of sportsmanship, and help fill in a portion of the girls' physical education program. Lund (15) suggests an ideal setup for an intramural program:

The ideal type of organization for the smaller high school is the centralized plan in which one person is directly responsible for the administration of the program. To insure success, voluntary assistance in the form of student leaders and officials has been advocated. The activities which are popular with the students in other schools are a good basis for the selection of sports to be included in the program. It is wise to give instruction in sports which may be enjoyed in later life, such as volley ball, handball, tennis, and golf. Intramurals should have a part in every high school program to give every pupil an opportunity for participation in competitive sports.

From this ideal setup the writer suggests the elimination of handball for girls because of the strenuous participation that exists.

McDonald Rural High School can sponsor a strong girls' athletic program. Since women physical education instructors are scarce, the principal would need to be especially careful as to his selection of a faculty leader. This faculty member should be athletic-minded and should have some knowledge of sponsoring girls' athletics and intramurals. An important phase of this program is to have all girls' athletics scheduled and not cancelled when space is needed in the school day for other activities.

Student Council

The student council activities, as was mentioned above, were limited in scope. The existing policies of the student council in the high school need some revision. McKown (16) says that there is always a danger that a new student council will attempt to do too much. The council at McDonald High School was never in that sort of danger. It failed in its primary purpose--that of student representation in the government of the school. There is a need for a functional student council at McDonald because there is an existing weakness in the practicing of citizenship and democracy in the school. In order to make this activity a functional reality the writer refers to McKown (18, p. 119) for the preliminary steps to be taken:

The advantage of the first procedure (to remodel the present student council) is that the better features of the plan--and all plans have some commendable features--represent a framework around which the new model may be built. These features, plus the contacts made and the experiences gained, should be capitalized if at all possible.

Instead of discarding the present student council the writer proposes that a study be made of the organization's activities and weaknesses. A redefinition of the school's student council should be arrived at and then the re-education of the community, students, and faculty should be undertaken. During this reorganization, new ideas, built around the commendable traits of the old council, should be added. A few of these ideas might include, the construction of a constitution, lost and found department, student

handbook, suggestion box, and promotion of civic services.

The writer believes that if a strong student council was in operation continually throughout the school year it could help the students in the building up of their school spirit. It could train the students in citizenship, encourage interest in the school and in proper standards of conduct, emphasize responsibility and social cooperation, and give experiences in democratic procedure.

In the forming of a student council Fretwell (7) reminds us to secure leaders, not bullies, but real leaders. After the purposes of the student council have been brought intelligently before the student body and understood by the student body, real leaders are more likely to be chosen.

Assemblies

The assembly program in the McDonald Rural High School was primarily used for student activities and for making announcements. This was a well-developed program but could have more educational value if the principal would utilize student talents on assembly committees. Roemer (21) suggests that:

The principal should appoint, among other committees for the year, a committee on assemblies with some leading faculty member as sponsor. If there is a functioning student organization, then a representative from it may also be included. The principal, or leader of the movement, should keep in close contact with the progress of the committee and should suggest to it, specifically and incidentally, certain readings and ideas. Water does not rise higher than its source. Neither will the findings of the committee be greater than the ability of its personnel

and the direction they receive. The principal should "interest, inspire, and instruct" this committee, and through it, introduce the proposed new (or modified) assembly program.

The assembly committee appointed by the principal should be the Student Council and in turn the council should appoint a working committee for each assembly. This proposed assembly committee could operate hand in hand with the homerooms in preparing for presentations. These presentations should be planned in order to keep the ideals of the assembly program at a high level. Punctuality should be practiced at all programs. Full cooperation of the students, faculty, and principal should be worked for at all times. During the past year an effort was made to have the parents of the students in attendance for these programs. For the next year a greater effort should be made to have the parents there. Foster (6, p. 120) points out value in having the community invited:

Experience has shown that this feature pays big dividends in bringing together school and community and in cementing the loyalty of both students and parents to the policy of the school. The principal should keep a record of all assembly programs and should take steps to see that there is general participation at all times.

The writer believes that the assemblies for the year were satisfactory but the program was not extensive enough. The National School Assemblies were educational, as well as entertaining, and the class and awards assemblies filled out the past year's program.

Some types of assemblies the writer would propose, besides the ones mentioned above, would be the engaging of out-of-school

speakers, scheduling exchange student assemblies with league and neighboring schools. Students speaking on current events and departmental exhibits such as Vocational Agriculture projects would aid developing a stronger program. Other suggestions for assembly programs can be obtained through the School Activities magazine. Each month the magazine devotes an entire section to suggestions for assembly programs for that particular month. Many of these suggestions are taken from ideas used by high schools throughout the country. The publication is printed at Topeka, Kansas, and can be subscribed for on a nine-month basis.

The assembly programs in McDonald High School did not reach all of the students. The programs to some of them meant merely the filling in of time ordinarily used for academic work. Except for proposals on parent and community attendance and the lack of interest of a few, the program functioned as well as possible. Many of the students were participants in the presentations and most of the ones who weren't participants remained a considerate and receptive audience. Quoting from the National Association of Secondary School Principals (24):

The modern school is a community. The assembly is one of its essential parts. The assembly makes the student realize he is a part of the school community. It gives the student a sense of belonging to the entire school.

In the assembly, as in the homeroom, all-pupil participation should exist. Carpenter and Ruff (5, pp. 145-146) state that writers on the subject of extraclass activities agree that the assembly should have a very important place in the modern high

school. They give the following excellent reasons:

1. They furnish an excellent opportunity for setting up group standards with reference to punctuality, regularity of attendance, and behavior.

2. They afford an opportunity to initiate and promote school projects and campaigns, to guide them, and to report progress and results.

3. They provide a time and place for the discussion of school problems, pupil participation in their solution, and the crystallization of school sentiment with reference to vital issues.

4. They furnish instruction on subjects outside of classroom instruction and thus widen the interests of pupils and teachers.

5. They afford an opportunity to encourage outstanding school service or worthy accomplishment through the appropriate recognition of these achievements.

6. They encourage the exercise of initiative, self-expression, ingenuity, and resourcefulness in the planning of programs.

7. They serve as a clearing house for all the other extracurricular activities of the school as well as for some of the curricular work.

8. As an administrative device they afford a means for disseminating school news, official information, and knowledge of regulations and traditions.

9. They give training to pupils in effective public appearance, they stimulate self-expression, and they help to overcome self-consciousness.

10. They give an opportunity for group expression by means of songs, cheers, and other services which call for group action and response.

11. They give training in the worthwhile use of leisure time and help to build up habits of harmless enjoyment.

12. Through their emphasis upon public speaking, dramatics, and music, they motivate curricular work within the various departments.

13. They unify and coordinate the life of the school and aid in the development of group consciousness and social coherence.

So, finally, the writer suggests that, in furthering the activities of the assemblies program, the principal use the above list of criteria.

Publications

The three basic school publications in a secondary school are the newspaper, yearbook, and the handbook. The yearbook, the writer believes, was a complete success. The school paper was weak in a number of ways, and the handbook will be proposed as a new school publication.

Yearbook. As the writer mentioned previously, the undertaking of the publishing of the school annual was begun this year. The writer's selection of the staff members proved satisfactory for the initiation of the publication. Until such a time that a better selection of staff is determined, it is suggested by the writer that the yearbook sponsor continue to select his staff with the help of the principal and faculty. The initial publication of the yearbook, the writer believes, was a success. Perhaps after the yearbook has been distributed at the "Yearbook Night", constructive criticisms will be made and adhered to by the prospective annual staff.

Newspaper. The school paper, the "Tigers Roar", was published once a month by the typing II class. Each edition required a

large amount of work. The paper brought out a variety of news items, it projected the policies of the school to the students. It also informed neighboring schools of activities, both class and extraclass, in which the students were participating. The paper served as a news medium. As Foster (6) puts it:

There are always students who read the publications from cover to cover, but who are negligent in their reference to bulletin boards or the announcements made from time to time in class. While it is not intended to over-emphasize the news value of high school publications, it should be recognized at the same time that such a value does exist, and this opportunity is neglecting one of the most valuable points of student contact.

The school paper, as the school's assemblies, was satisfactory as far as it went. The paper should enlarge on what activity it is performing now. This can be done by the development of a paper staff, selected from the student body by the sponsor, and the use of the typing II class merely to type the paper. Contributions from the student body, as previously mentioned, should continue also. The school paper can be an asset to the school in that it brings the principal, faculty, and students closer together.

Handbook. In regard to proposals for publications, the writer would suggest the initiation of a student handbook. This handbook would serve to orient new and old students. Each year the high school enrolls many new students. If these students had an inexpensive handbook to refer to, school life, for the first few weeks at least, would not be as confusing as it ordinarily is. The handbook would contain names of students and faculty, a list of activities for the coming year, curriculum requirements, and

general school policies. It would also tend to enlighten the new students' parents as to the class and extraclass activities of the school and of the schools' policies.

Carman (3), in his article on handbooks and student activities, says:

Handbooks are being widely used in schools throughout the United States. This is certainly a good medium for publicity. In some schools it is the only way a student knows about the many activities in which he may participate. To be effective, the handbook has to do more than list available activities. It must attempt to explain the activities program in a way that will cause students to not only read about them, but to become interested in the importance of his participation as a means of making him a better educated person.

The handbook should not be considered the chief publicity tool for the activities program--a mistake in some schools. Where this has happened, the program has waned and fallen in participation because action is needed to make any program exist and assume a full degree of importance. Mere words in a handbook do not constitute action. The handbook must be considered only as one of the aids necessary to the success of the program.

The writer believes that the principal should be responsible for the preparation of this publication. A committee selected from the student council of the past year could assist him. The handbook should be financed by school funds since it is a worthwhile project which promotes better student-school and community-school relationships.

Clubs

During the coming years at McDonald High School the officials in charge may see a need for the development of new clubs. There

are two clubs in existence at the high school; Y-teens and FFA. The only new club the writer wishes to see started in the high school would be a photography club. Many students during the past year showed signs of interest in photography. If this club were to be started it could work in conjunction with the publication of the yearbook. The vacant room in the high school building could be used for this club or any other club which might be initiated at the school.

New clubs should be formed when the students show an interest in a particular field. The writer believes that once a club is started that it should not be limited in membership. On the other hand, a club once begun, the members should be motivated and encouraged by the sponsor to maintain a high level of interest. Clubs give a student a feeling of belonging and they offer an excellent means for the child to expand socially. Shy pupils are difficult to get to take part in any extraclass activity and the club, in which the timid one shows signs of interest, may be a medium of drawing him out. Logan (14), in his article on the establishment of new clubs in the high school, says:

In a high school well established by age and traditions, the idea of a new club presents many problems. Questions arise regarding the need for a new activity as well as those that point out the existing over-abundance of current extra-curricular activities.

The principal and faculty, through future observation, can determine whether the development of new clubs would be justified.

SUMMARY

The physical facilities, in the McDonald Rural High School, are adequate to allow for some changes in and additions to the school's extraclass activities program. The school has an efficient, understanding, and reliable board of education.

The extraclass activities program which is in operation at the present time functions well in certain sections but many of the others need some adjustment. Some of the proposals projected by the writer to aid in enriching the present program are:

1. Strive to develop a stronger school spirit.
2. Study dates on which activities are to be scheduled.
3. Assign the most qualified person on the faculty staff to sponsor each extraclass activity.
4. Strengthen the activity ticket plan to include more activities.
5. Finance, through tax funds, any activity which is considered to be the financial obligation of the school.
6. Organize a homeroom program.
7. Consult with out-of-state schools, with whom extraclass activities are scheduled, concerning rules and regulations of those schools' state associations.
8. Initiate "Dads' Nights" at athletic contests.
9. Broaden the school's intramural program and athletic program for girls.
10. Reorganize the student council.
11. Promote better attendance of parents at all extraclass activities.
12. Develop more interest in the school paper.

13. Sponsor a student handbook.

14. Develop clubs in fields where student interest lies.

It was the writer's intent, at the beginning of this report, to help in carrying out some of these proposals. In the meantime, he has accepted another position.

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