

A STUDY OF THE RESPONSIBILITIES OF AN EXTRA-CURRICULAR  
ACTIVITY DIRECTOR IN THE MANHATTAN, KANSAS  
SENIOR HIGH SCHOOL

by

DELBERT FREDERICK EMERY

B. S., Kansas State College of Agriculture  
and Applied Science, 1925

---

A THESIS

submitted in partial fulfillment of the

requirements for the degree of

MASTER OF SCIENCE

KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

1931

## TABLE OF CONTENTS

	Page
INTRODUCTION -----	4
GENERAL SURVEY OF LITERATURE IN THIS FIELD -----	7
METHOD AND PROCEDURE -----	7
THE DIRECT RESPONSIBILITIES OF THE DIRECTOR OF ACTIVITIES -----	7
THE TEST OF A WORTH WHILE ACTIVITY -----	11
SETTING UP THE YEAR'S CALENDAR OF COMMUNITY AND SCHOOL EVENTS -----	12
CHART OF THE EXTRA-CURRICULAR ACTIVITY PROGRAM -----	14
UNDERLYING PRINCIPLES FOR THE ORGANIZATION AND ADMINISTRATION OF AN EXTRA-CURRICULAR ACTIVITY PROGRAM -----	15
DIRECTOR OF THE POINT SYSTEM -----	16
DIRECTOR OF THE HOME ROOM -----	22
DIRECTOR OF THE ASSEMBLY -----	35
DIRECTOR OF THE COMMENCEMENT -----	45
SPONSOR OF THE STUDENT COUNCIL -----	49
ADVISORY RESPONSIBILITIES OF THE DIRECTOR OF ACTIVITIES -----	55
THE SCHOOL NEWSPAPER -----	56

	Page
THE SCHOOL YEAR BOOK -----	57
THE PARENT-TEACHER-ASSOCIATION -----	61
CHARTING THE VALIDITY OF EACH ORGANIZATION -----	64
CHECKING THE EXTRA-CURRICULAR ACTIVITY PROGRAM WITH BRIGGS' PRINCIPLES FOR THE ORGANIZATION AND ADMINISTRATION OF AN EXTRA-CURRICULAR ACTIVITY PROGRAM -----	65
SUMMARY OF RESPONSIBILITIES OF THE DIRECTOR OF EXTRA-CURRICULAR ACTIVITIES -----	67
CONCLUSIONS -----	68
ACKNOWLEDGMENT -----	73
REFERENCES -----	74

## INTRODUCTION

Extra-curricular activities are commonly defined as those legitimate activities not provided for in the curriculum. In the Manhattan Senior High School all of those activities which furnish a series of happy experiences and which lead to some worthy, definite conclusion are called extra-curricular activities, regardless of whether they have a definite time schedule in the curriculum. They furnish psychological opportunities for reaching a worthy end in logical ways.

Briggs (1922) says that extra-curricular activities are justifiable in two respects: "First, they offer the school its best opportunity to help pupils do certain desirable things that they are going to do anyway; and second, they offer a ready channel through which the school may utilize the spontaneous interests and activities of the adolescent and through these lead to higher types of activities and make them both desired and possible."

To those two principles a third might be added. The school has become a residuary institution. Today the home, church, and industry are shifting many of their responsibilities to the school. The school can best care for these added burdens through an extra-curricular activity program.

In reviewing the history of the extra-curricular ac-



tivities of the Manhattan High School it was found that home room and student council had never proved successful. Both activities had been tried but had failed, and were dropped.

From a tabulation of a study (see chart page 6) of the relation between the activity participation of pupils and their class work for the school year 1928-1929, it was found that seventy-five pupils making below the average in grades participated in more than the median of activity points; and that one hundred seven pupils making above the average in grades participated in less than the median of activity points. Thus there was over participation on the part of a large number and under participation on the part of other students.

Those organizations which did survive were constantly conflicting with the activities of existing organizations. In view of the critical condition in which the high school extra-curricular activity program existed, it was deemed vitally important to reorganize, to stimulate, and to direct the extra-curricular activity program.

Since the duties of the principal were already numerous, one of the class room teachers was made director of extra-curricular activities. The purpose of this study is to show the responsibilities and value of this director of extra-curricular activities.

Tabulation of Study of the Relation Between the Activity Participation  
of Pupils and Their Class Work--For School Year 1928-1929

Activity Points	Seniors 93				Juniors 114				Sophomores 157				Total							
130-125	:	:	:	1	:	:	:	:	:	:	1	:	:	:	:	2				
125-120	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:					
119-115	:	:	:	:	:	:	:	1	:	:	1	:	:	:	:	2				
114-110	:	:	:	:	:	1	:	:	:	1	:	:	:	:	:	2				
109-105	:	:	:	:	:	:	:	:	:	:	1	:	:	:	:	1				
104-100	:	:	:	:	:	:	:	:	:	:	:	1	:	:	:	1				
99-95	:	:	:	:	1	:	:	:	:	1	:	:	:	1	:	3				
94-90	:	:	:	2	1	:	:	:	:	:	:	:	:	:	:	3				
89-85	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:					
84-80	:	:	:	:	:	1	:	1	:	:	:	:	:	:	:	2				
79-75	:	:	:	:	:	:	:	:	:	1	:	:	:	:	:	1				
74-70	:	:	:	:	1	:	2	1	:	1	:	1	:	1	:	6				
69-65	:	:	:	:	:	:	:	1	:	1	:	:	:	:	:	2				
64-60	:	:	:	1	1	1	:	2	:	1	:	:	:	:	:	6				
59-55	:	1	:	:	1	1	2	:	1	:	1	:	:	2	:	9				
54-50	:	1	:	2	2	1	:	2	2	:	1	:	:	:	:	11				
49-45	:	:	:	1	1	:	2	1	:	:	2	2	1	2	:	12				
44-40	:	1	:	1	2	1	:	1	1	1	1	:	:	1	:	10				
39-35	:	1	:	1	1	2	4	:	1	1	1	1	1	2	1	18				
34-30	:	:	:	2	2	3	3	:	3	10	3	1	1	:	1	31				
29-25	:	:	:	2	2	2	5	:	1	1	3	2	1	2	2	24				
24-20	:	1	:	2	3	3	7	:	3	6	:	7	2	1	3	45				
								Grade Median												
								Activity Point Median												
19-15	:	:	:	1	2	1	4	5	:	9	5	10	4	2	3	2	2	1	:	51
14-10	:	:	:	2	6	4	4	4	:	3	4	3	4	2	1	2	2	1	:	42
9-5	1	:	2	:	3	2	2	2	:	13	4	3	3	1	1	2	:	:	:	39
4-1	:	1	:	1	:	3	1	3	:	:	3	1	1	1	:	:	:	:	:	15
0	:	2	1	2	1	:	3	4	:	3	5	1	3	:	:	1	:	:	:	26
Total	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

All grades - 12 points or lower represent an average grade of III or better, more than 12 points represent an average grade lower than III.

In the above tabulation the activity point median and the grade median divide the tabulation into four quadrants. The tabulations of these four quadrants can be described as follows:

Quadrant I represents those students making above the average in grades and above the average in activity participation.

Quadrant II represents those students falling below the average in grades but above the average in activity participation.

Quadrant III represents those students falling below the average in grades and below the average in activity participation.

Quadrant IV represents those students making above the average in grades but below the average in activity participation.

This table clearly shows that there was over participation in activities on the part of a large number of students and under participation on the part of others.

## GENERAL SURVEY OF LITERATURE IN THIS FIELD

Many books and magazine articles have been written on the principles of extra-curricular activities, but the writer was unable to find any material which listed the duties and responsibilities of an extra-curricular activity director. Most of the references consulted dealt with the general proposition of extra-curricular activities.

## METHOD AND PROCEDURE

This study is the result of a year's observations as director of extra-curricular activities in the Manhattan Senior High School.

## THE DIRECT RESPONSIBILITIES OF THE DIRECTOR OF ACTIVITIES

In order to determine whether an activity was justifiable, the first duty of the director of activities was to devise some means of testing the value and desirability of each organization.

In order that activities of the high school should not conflict as to time with activities of the community, junior high school, college, and grade schools, it became the duty of the director of activities to assist the principal and superintendent, and sponsors of all organizations to set up

a calendar of all events which were to take place during the school year. Knowing the outstanding events of the community, college, and other schools which were to take place during the year, an attempt was made to schedule all high school activities so as not to conflict with them.

Since the physical set up of the building was such that the junior and senior high schools used the auditorium in common and the seats in the auditorium were used for seating spectators at all basketball games and athletic events demanding the use of a gymnasium, it became the duty of the director of activities to arrange a time schedule for letting the different activities use the auditorium, gymnasium, and other parts of the building. Sponsors of all organizations in both the junior and senior high schools were required to make arrangements with the director of activities for the use of the auditorium, gymnasium, and other parts of the building. This prevented conflicts on the part of existing organizations. If there was a conflict the director of activities was responsible.

In his attempt to co-ordinate all activities of the school, the director of activities was influential in conducting the all school activity ticket sales. This ticket sold for three dollars and gave the students admission to all athletic events, plays, music events, subscription to the school newspaper, debates, oratorical contests, and



gymnasium exhibitions. Since single admissions to each of the football games alone would have totaled more than three dollars, the activity ticket was a very good means of student financial saving. This ticket served as an incentive to students to attend all the activities of the school, and thus they gained an insight into the value of other activities than those with which they were connected. The extra-curricular activity ticket was one of the best cementing influences in the extra-curricular activity program.

The Girl Reserves, Hi-Y, intramurals, Future Farmers of America, assembly, and home room were the only organizations given a definite time for meeting on school time. All other organizations had to meet after the close of school. On Monday and Thursday school dismissed at four o'clock, but on Tuesday, Wednesday, and Friday school dismissed at three-twenty. These other activities scheduled meetings from 3:20 to 4:00 on these three short days.

As the activities had existed in the school, there was no regard on the part of one organization to respect the purpose, time, work, and value of another organization. Some evenings all organizations called meetings at the same time. Since several students belonged to several organizations, it was impossible for those students to attend all the meetings. These students went to the meetings they liked best or to those where the sponsors were feared most.

As a result some organizations had to postpone their meetings because not enough were present to carry on the business. This scheduling of meetings without respect to other meetings resulted in the complete failure of some very worthwhile organizations.

Realizing that the most deadly weapon existing to kill an activity program was the lack of an activity time period, the director of activities called all the sponsors of activities together in an attempt to alleviate the situation.

The outgrowth of this meeting was a definite activity schedule which every sponsor helped to formulate. On definite days of each semester, certain activities were given the preference in scheduling meetings for after school hours. In case something arose which might necessitate a meeting of an activity at a time for which it was not scheduled, this meeting could meet provided its membership did not duplicate in any way the membership of the organization having preference that evening. In all cases where meetings were not scheduled, sponsors had to receive the approval of the director of activities for calling special meetings. The director of activities only approved this special meeting when he was certain it did not interfere with the organization having preference.

The value of such a schedule cannot be measured. It coordinated the activities, kept them from conflicting with

one another, and above all removed the nervous tension on the part of teachers and students who previously tried to conduct meetings at the same time three or four others were in progress.

In order to coordinate further all the activities of the school, it was his duty to work out a point system whereby the activities of the students could be limited, directed and balanced.

The director of activities was made individually responsible for the direction of the home room, student council, assembly, and commencement.

#### THE TEST OF A WORTH WHILE ACTIVITY

Kilpatrick (1920) says the criteria for learning are the best test to apply to the desirability of an extra-curricular activity. So the director of activities, in setting up a means of testing the desirability of an extra-curricular activity, utilized these criteria of learning which are as follows:

1. Is purposeful activity present?
2. Is adequate guidance provided?
3. Is opportunity provided for making conscious choice?
4. Is this conscious choice utilized by practical applications?
5. Are interests encouraged to grow out into new fields of interest?

6. Is co-operation with other social groups provided?

7. Is adult institutional training present?

As a further check to the desirability of an extra-curricular activity, the director of activities planned to evaluate the different organizations in terms of eight cardinal principles of education which are:

1. Health
2. Wise use of leisure time
3. Command of fundamental processes
4. Ethical character
5. Citizenship
6. Vocation
7. Worthy home membership
8. International good will

#### SETTING UP THE YEAR'S CALENDAR OF COMMUNITY AND SCHOOL EVENTS

Knowing in April 1930, that he was to assume the responsibility of the director of activities for the year 1930-31, he set about devising some means of formulating a calendar of all events which were to take place in the city of Manhattan during the ensuing school year.

Letters were sent to the ministers, chamber of commerce, heads of city clubs, and the head of college activities asking them to send a list of the dates of events which they knew would take place in Manhattan during 1930-31.

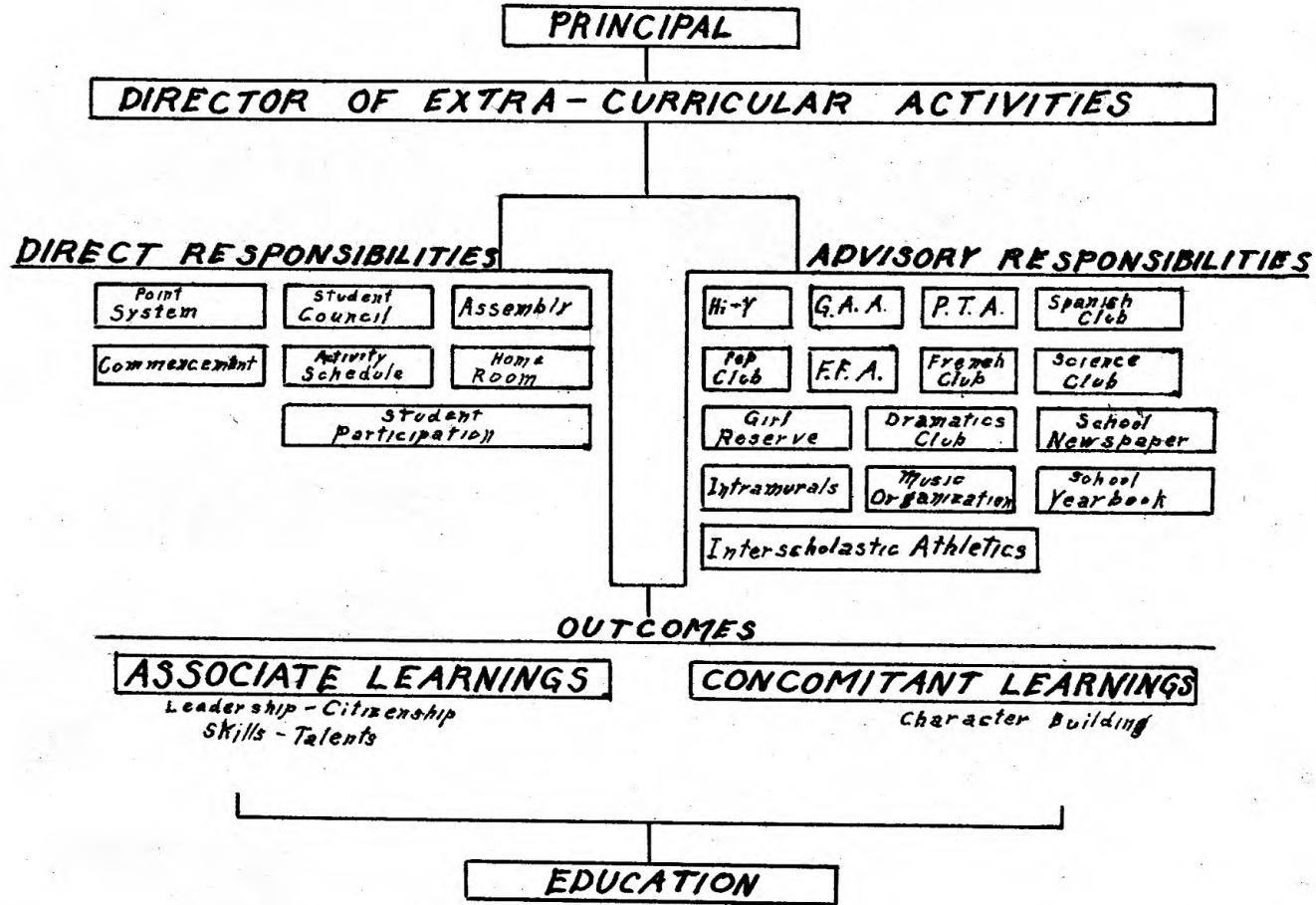


Another letter was sent to all teachers and administrators of the city schools asking them to list the events and activities which they hoped to direct during this same year.

With these two lists at hand a calendar was formed for the whole school year. The school's activities were thus woven into all the activities of the community and many conflicts which otherwise would have occurred were avoided. Many dates were left open on this calendar to care for unforeseen activities.

This calendar of events was sent to every city school teacher, and to every sponsor of city and college organizations.

CHART OF THE EXTRA-CURRICULAR ACTIVITY PROGRAM



UNDERLYING PRINCIPLES FOR THE ORGANIZATION AND ADMINISTRATION OF AN EXTRA-CURRICULAR ACTIVITY PROGRAM

In his attempt to organize and coordinate the extra-curricular activities on a sound basis the director of activities observed Briggs' (1922) principles for organization of an extra-curricular activity program. These principles are:

1. Provide a definite time allotment in the regular program wherever possible for each activity.
2. Have each organization sponsored by a faculty member.
3. Have every student meeting attended by a faculty sponsor.
4. In forming a new student organization have the principal's approval.
5. Each organization must guarantee absolute democracy for eligibility.
6. Let the work and purpose of the activity determine its membership.
7. To be eligible for membership a student must be in high school.
8. Have all meetings held in the school building.
9. School should limit and balance the student participation.
10. Have a centralized auditing and accounting system.
11. Limit the office holding of students.
12. Have a student advisory council.
13. Provide class, and honor organizations.

14. Provide a system for giving awards.
15. Be certain that the organization is the out-growth of the pupils' initiative.

#### DIRECTOR OF THE POINT SYSTEM

By the point system the high school was able to realize the following objectives:

1. To make the activities available and desirable to the greatest number of students.

This objective was accomplished by teacher guidance, by paying close attention to the worth while values of the separate activities, and also by the establishment of scales and marks for the different activities whereby participation might be sought in them for the successful completion of class room work.

2. To balance the activities of the student.

Since students should not belong to one division of activities to the exclusion of all others, a method of grouping was established whereby a good balance of social, academic, and athletic activities was secured.

3. To encourage scholarship.

In order to reach this objective, the student's grades were made the basis for determining the number of activity points he could successfully carry. The academic standing of the student was raised as a result of his desire to participate in more activities.

4. To establish a system of limitation.

This system of limitation is discussed later in this study. It prevented the over-zealous student from taking part in too many activities, and prevented the monopolizing of desirable positions by those so inclined.

5. To discover latent qualities of leadership.

By stimulating the more retiring student of good scholastic standing to participate in more activities, the school was able to discover latent qualities of leadership.

In the establishment of scales and marks, the offices which students could hold in the high school were classified into major, minor, and sub-minor groups. All activities were weighed by taking into consideration both teacher and student opinions as to the value to be attached to each activity. Weights were based on the amount of work necessary in performing the duties of the office, the responsibility of the position, and the honor attached to the office.

The editor, business manager, and production manager of the school year book, president of the Hi-Y, president of the Girl Reserves, and the president of the student council were classified under the major offices and were given activity ratings varying from 10-15 points.

The minor office classification was subdivided into athletic, academic, and social divisions. The offices in this division received an activity weight varying from 4-9

points.

The sub-minor office classification likewise was subdivided into athletic, social, and academic divisions. These offices received an activity rating varying from 1-3 points.

In like manner all activities of the high school were classified into athletic, academic, and social divisions. Weights varying from 1-10 points were given the different activities.

The following limitations were imposed and adhered to:

1. A student holding a major office was allowed to hold no other.

2. A student was permitted to hold one minor office and two sub-minor offices. One of the two sub-minor offices had to be in a different division from the one in which he held his minor office. This helped to balance the activities of the student, for if he held a minor office in the athletic division, then one of his two sub-minor offices had to be in either the social or academic divisions.

3. A student was permitted to hold three sub-minor offices, though these three could not be in the same division.

4. Twenty-eight activity points was decided upon as the maximum number of points any one student could carry successfully at one time. The number of activity points that a student might carry any six week's period was determined by

his grades in each of his four solid subjects, a solid subject being defined as a subject taken every day of the week. For each I he was permitted seven activity points, for each II, six points, for each III, five points, and for each IV, four points. For each failure the number of activity points was reduced four points. No stipulation was made for students carrying five solids as four was the maximum load for students unless they showed unusual scholarship.

5. To balance the student in all three divisions of activities, he was permitted to carry three-fifths of his activity points in the division of his chief choice and interest. The remaining two-fifths had to be distributed at will between the two remaining divisions.

The machinery for carrying for the checking of this point system was very simple. Each home room teacher was responsible for the checking of the grades and activity points of the students in his home room each six weeks' period. One home room period during each six weeks was given over to this administrative duty, in order that the students could help the teacher carry out this routine matter.



The following card helped materially with the recording of activity and scholarship points:

MANHATTAN SENIOR HIGH SCHOOL										
Report of .....						Class .....				
For .....			Entered .....			Phone .....				
SUBJECT	FIRST TERM					SECOND TERM				
	Six Weeks Period					Second Six Weeks				
	1	2	3	Ex	Term	1	2	3	Ex	Term
Activity Points Permitted										
Home Room Teacher .....										

On a card like the one above the student recorded his own grades for each six weeks' period. From these grades he figured the number of activity points he would be allowed to carry the next six weeks.





ducting an election or appointing a committee in the organization for which they were responsible.

The results of this point system were highly satisfactory. Every student participated in some activity; all students were prevented from over participation; the offices were not monopolized by any set of students; and measures were set up for a democratic student body.

A survey of the failures for the year 1929-30 when the point system was not in effect revealed that 28 per cent of the junior class and 19.7 per cent of the sophomore class had failed in at least one subject. At the close of the year 1930-31 when the point system had been in effect one year this same study revealed that 17.2 per cent of the junior class and 15.7 per cent of the sophomore class had failed in at least one subject. Thus not only has the point system fostered wide participation, and a democratic student body, but also better scholarship, the main reason for its formulation.

#### DIRECTOR OF THE HOME ROOM

Since home room had never functioned in the high school to the satisfaction of the students and teachers, the administering of the home room program was a great responsibility.

The first duty of the director of activities in the

performance of his home room duties was to determine why it had failed. The study revealed that the administration, teachers, and pupils had misconceptions of the value of a home room period or had failed in methods for conducting it. The detailed reasons for its failure were:

I. On the part of the administration

a. No suggestions were given to the teachers as to the best method for conducting the home room. Each teacher was left to work this out for himself.

b. No stenographic help was provided, so the busy teacher had his home room students study.

II. On the part of the teachers

a. The teachers did not have a vision of the needs and opportunities which demanded a home room organization.

b. Many teachers made no plans for conducting home room but went before their groups unprepared.

III. On the part of the pupils

a. The pupils did not have a clear cut picture of the value of a home room period to them.

b. To the students it was a period where the teacher just preached.

c. Pupil suggestions for bettering the school were never put into effect, so why should they have such a period for discussion?

d. The home room material was centered around too many topics similar to those used in the junior high school home room.

Knowing the reasons for the home room failure, the re-organization and the administration of the home room were planned to overcome these defects.

During the teachers' institute week the superintendent, principal, and director of activities talked to the teachers on the value of a home room to high school students. They made the teachers realize that the purpose of the home room was to provide an opportunity for a closer relationship between pupil and teacher. By this closer relationship the teacher would know more of the pupil's difficulties, and therefore, would be able to guide him in overcoming them so as to help him to understand and appreciate his school better; to help him to prepare more efficiently for the immediate needs of life; and to guide him in selecting a school of higher learning. Thus the teachers clearly saw that the objectives of the home room were:

1. To bridge the gap between the home and the school.
2. To orient and socialize the students.
3. To develop attitudes which would foster the good life.
4. To provide vocational and educational guidance.
5. To unify the school.

6. To care for student participation in extra-curricular activities.

7. To serve as a unit for administrative functions.

At this meeting the teachers decided that home room would meet every Tuesday for 30 minutes between the second and third hour classes, and that home room classification would be by grades. Eight sophomore, seven junior, and seven senior home room were established. Sexes were not segregated. The principal and director of activities tried to make the home rooms homogeneous by placing an equal number of good scholars, poor scholars, problem cases, exceptionally talented students in each home room.

The principal appointed a sophomore, a junior, and a senior home room sponsor to assist the director of activities in setting up topics for the year's program.

This committee first studied the junior high school home room topics and then set up a year's tentative program which would not overlap it. This program was presented to the teachers for consideration. The program which appears in this study was the result of the work of this committee and the suggestions from the entire faculty. Thus the teachers had something definite in mind to plan for each home room period.

Each topic for home room discussion was presented in the form of guide sheets, or the unit system of study. Each



guide sheet used the problem approach to develop its unit. This sheet gave full detailed information of each topic. It gave a suggested procedure and some questions which the teacher might ask in leading the pupil discussion and participation. In case teachers did not like the guide sheets they were made to feel free to plan their own, but in every case teachers used them and were glad to be supplied home room information.

The first few guide sheets were developed by the director of extra-curricular activities; then each teacher with her home room program committee developed guide sheets which were made available for all home rooms. Stenographic help was provided in typing and duplicating the guide sheets.

Two guide sheets for each topic were placed in each teacher's mail box a week before they were to be used. The teacher used one guide sheet and the program chairman was handed the other to distribute the topics to different members of the home room. This year the same guide sheets were used by all three classes. These guide sheets were kept and will be used in the sophomore home rooms next year. New guide sheets will be made for the junior and senior home rooms. In three years the high school hopes to have a complete course of study for the home rooms. These guide sheets will not be printed but will be kept in mimeograph form. This method affords the director of activities an opportunity to

change easily the guide sheets as the desires and needs of the students change.

Students conducted their own home room programs. The teacher remained in the back of the room ready to assist and give wise direction if the situation called for it. Conducting their own programs and helping to write their own guide sheets overcame the mind set on the part of the students that home room was a place where they went to be preached to. All suggestions growing out of home room discussion were turned over to the student council, and this body with the aid of the principal considered them seriously to see if they could be utilized to the best advantage of both student and school.

Every student in the high school appeared on the home room programs, or participated somehow in the home room activities. The results of the year's home room experiences have been such that the same organization and method of procedure will be used next year.

Of particular note is the fact that the National Educational Association has asked for one of the home room guide sheets for considering its publication in the N.E.A. Journal.

The complete program for the year 1930-31 and a sample copy of a guide sheet follow.

HOME ROOM CALENDAR 1930-31

Date	Tenth Grade	Eleventh Grade	Twelfth Grade
1st. week Sept. 10	To set up home room objectives	To set up home room objectives	To set up home room objectives
2nd week Sept. 17 Sept. 19	The running gears of the school (Traditions) Selling the school activity ticket	The running gears of the school (Traditions) Selling the school activity ticket	The running gears of the school (Traditions) Selling the school activity ticket
3rd. week Sept. 24 Sept. 26	High school activities The point system	High school activities The point system	High school activities The point system
4th. week Oct. 1	Qualities of good officers	Qualities of good officers	Qualities of good officers
5th. week Oct. 9	Home room and class elections	Home room and class elections	Home room and class elections
6th. week Oct. 15	Wise guidance in preparing for six weeks' quizzes	Wise guidance in preparing for six weeks' quizzes	Wise guidance in preparing for six weeks' quizzes
7th. week Oct. 22	Recording grades and activity points, conference with those failing	Recording grades and activity points, conference with those failing	Recording grades and activity points, conference with those failing
8th. week Oct. 29	How to study	How to study	Parliamentary procedure
9th. week Nov. 5	How to study	Selling the Junior Class Play	Parliamentary procedure
10th. week Nov. 12	Flag salute-flag etiquette	Armistice Day Program	Senior class meeting
11th. week Nov. 19	Planning the sophomore party	Junior class meeting	Progress (7-old wonders of the world contrasted with the 7 modern wonders)
12th. week Nov. 26	Planning the sophomore party	Kindness to others. Preparation of basket of food for poor	Thanksgiving program
13th. week Dec. 3	Recording grades and activity points, conference with those failing	Recording grades and activity points, conference with those failing	Recording grades and activity points, conference with those failing
14th. week Dec. 10	Thrift--how to earn	Thrift--how to earn	Thrift--how to earn



Date	Tenth Grade	Eleventh Grade	Twelfth Grade
15th. week Dec. 17	Thrift--how to spend	Thrift--how to spend	Thrift--how to spend
16th. week Dec. 24	Christmas program	Christmas program	Christmas program
17th. week Jan. 7	Thrift--how to save	Thrift--how to save	Thrift--how to save
18th. week Jan. 14	Getting ready for final examinations	Getting ready for final examinations	Getting ready for final examinations
19th. week Jan. 21	Copying of grades and conferences	Copying of grades and conferences	Copying of grades and conferences
20th. week Jan. 27	Election of new home room officers	Election of new home room officers	Election of new home room officers
21st. week Feb. 3	Wise investments (time, money, health, friends)	Wise investments (time, money, health, friends)	Wise investments (time, money, health, friends)
22nd. week Feb. 10	Learning from Lincoln those qualities to strengthen one's personality	Learning from Lincoln those qualities to strengthen one's personality	Learning from Lincoln those qualities to strengthen one's personality
23rd. week Feb. 17	Using the life of Washington to better one's own life	Using the life of Washington to better one's own life	Using the life of Washington to better one's own life
24th. week Feb. 24	Art appreciation	Art appreciation	Art appreciation
25th. week Mar. 3	Recording grades and conferences	Recording grades and conferences	Recording grades and conferences
26th. week Mar. 10	How to use the library	Motion picture-"The Executive." Discussion by Supt. Sheffer	What are some of the things I would consider on selecting my life's vocation. Talk--Dr. C. V. Williams of K.S.C.
27th. week Mar. 17	Rating our school	Motion Picture-"The Artist" Discussion lead by college art supervisor, Mrs. Paddleford.	What are some of the vocations open to high school and college graduates. Dr. Williams talked to the boys and Dr. Justin of the college Home Economics Department talked to the girls.

## (Home Room Calendar 1930-31)

Date	Tenth Grade	Eleventh Grade	Twelfth Grade
28th. week Mar. 24	Rating our school	Motion Picture-"The Industrial Worker" Discussion led by Prof. Scholer of the college engineering faculty	Requirements for entering the fields of agriculture, home economics, engineering, and business. Group discussions led in discussion respectively by Dean Call, Dean Alhbon, Prof. Durland, Prof. Spurrier, of the college faculty
29th. week Mar. 31	Sophomore grade assembly	Motion picture-"The Engineer" Discussion led by Prof. Furr of the college engineering faculty	Personnel work--Talk by out-of-state speaker, Dr. Foster
30th. week Apr. 7	Rating our school	Motion picture-"The Salesman." Demonstration by the H. E. Dept. on correct banquet etiquette for the Junior-Senior banquet	A study of professions. Group discussions led by leaders in the fields of religious education, retail business, education, medicine, banking, law, salesmanship, and investments
31st. week Apr. 14	Pre-enrollment for the junior year	Pre-enrollment for the senior year	Demonstration by the H. E. Dept. on correct banquet etiquette for the Junior-Senior banquet.
Apr. 16	Recording grades and conferences	Recording grades and conferences	Class meeting Recording grades and conferences
32nd. week Apr. 21	Pre-enrollment	Pre-enrollment	Selecting my school of higher learning. Discussion led by Dr. Hill of college public speaking department
33rd. week Apr. 28	Sophomore grade assembly	Motion picture-"The Journalist" Discussion led by Miss Hemphill of college journalism dept.	Group meeting for those interested and discussion led by experts in the fields of physical education and aviation
34th. week May 5	Rating our school	Motion picture-"The Doctor" Discussion led by Dr. McFarlane, Manhattan	Things to consider on entering college. Boys discussion led by College Dean of Men, and girls discussion led by the College Dean of Women.
35th. week May 12	How to spend my summer's vacation	How to spend my summer's vacation	How to spend my summer's vacation

The types of guidance offered during the home room periods were classified as follows:

	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>
I. Administrative requirements			
Copying grades and conferences	5	5	5
Pre-enrollment	2	2	2
II. Orientation			
Home room objectives	1	1	1
Running gears of the school	1	1	1
High school activities	1	1	1
The point system	1	1	1
The school activity ticket	1	1	1
III. Aesthetic			
Art appreciation	1	1	1
IV. Citizenship			
Election of officers	2	2	2
Qualities of good officers	1	1	1
Rating our school	4		
Qualities of Lincoln	1	1	1
Qualities of Washington	1	1	1
V. Special programs			
Armistice Day	1	1	
Christmas	1	1	1
Thanksgiving	1	1	1
Grade assemblies	1	1	1
Class activities	2	1	
VI. Guidance			
How to use the library	1		
How to study	2	1	
Parliamentary procedure			2
Health	1	1	1
Thrift	3	3	3
Preparing for quizzes	2	2	2
Vocational guidance		7	8
Planning the summer's work	1	1	1
Total	<u>38</u>	<u>38</u>	<u>38</u>

For helping to create a home room pride three contests were held during the year in which each home room competed. These contests consisted of selling the student activity tickets, school emblem and creed contest, and the Christmas window decorating contest.



HOME ROOM GUIDE SHEET

(Guide sheet no. 3)

"The Wise Use of Leisure"

- I. Problem: What are the activities for recreation in M. H. S. in which everyone can participate?
- II. Aim: The purpose of this guide sheet is to interest students in the intramural athletic program. Too many of our high school students do not have a well balanced program of outside activities. Some devote entirely too much time to one activity, neglecting others until their social and activity life is becoming one-sided. The purpose we hope to realize through this guide sheet is that those not athletically inclined will become interested in at least one intramural sport during the year.
- III. Content: Intramural athletics hopes to realize the following eight objectives:
1. Recreation--Fun, something we just enjoy doing. Recreation is a change from the every day routine.
  2. Social contact--Intramurals furnish a good way to get acquainted with others of the school. Dean Amos of the University of Pittsburg says that out of every ten failures in life one fails due to lack of achievement while nine fail due to the lack of social worth or social contacts.
  3. Group spirit--The kind of a spirit that caused the Duke of Wellington to say that the battle of Waterloo was won by the football boys of Rugby because it taught them courage, self-reliance, and a group spirit that would not fear the enemy. The kind of a spirit that makes one want to fight for his friend, his school, his country.
  4. Health--The development of a healthy body through participation in athletics. The intramural code includes this phrase: "To be morally clean, physically strong, mentally alert."
  5. Permanent interest in sports--This is the greatest objective realized by the intramural department. The greater part of one's life is yet to be lived after graduation from college where one's athletic experience usually ends. Seldom do you see a group of college graduates getting together to play football, basketball, and baseball, but very frequently you see them getting together to play tennis, handball, horseshoes, golf, and volleyball. Intramurals want to help create interests in these sports that one can participate in most of his life.
  6. Development of varsity material--Every ambitious boy has a desire to wear the high school M. He sees too many players much better than himself and he loses out. In most high schools his athletic experience ends here. Intramurals afford this boy an opportunity to participate in athletics where he can grow and develop until he is good enough for varsity material. The coach always has his eye on the intramural teams in search for better varsity material.
  7. Bodily prowess--Great is love for the body. It must be taken good care of if it is to develop so that it can clip a few seconds off of its former record in the hundred yard dash, or to increase its high jump record a half-inch.
  8. Scholarship--We believe interest in athletics makes for better scholarship.

The Intramural Athletic Creed

"Athletics for all  
Good sportmanship  
Clean speach  
Strong manhood  
and  
Fair play."

Poems

"Fair Play"

We can't all play a winning game  
Someone is sure to lose;  
Yet we can play so that our name  
No one may dare accuse.  
That when the Master Referee  
Scores against our name,  
It won't be whether we've won or lost,  
But how we played the game.  
-- J. B. Downie

"Clean Speech"

"Words unsaid die forever, but God, himself can't  
kill them when once said."

"Sportsmanship"

1. Plays the game for the sake of the game
2. Plays for his side and not for himself
3. Is a good winner and a good loser--i.e., modest in victory and generous in defeat.
4. Is unselfish and always ready to teach others
5. When a spectator, cheers good plays on both sides, but never interferes with the referee or players

--Sportsmanship code.

Questions:

1. Wherein can the intramural program be bettered?
2. How can we help to carry out each phase of the intramural creed?
3. Several of the boys of the smaller league have stopped coming to support their team because they have been defeated several times and feel that they have been placed on a very weak team. They have quit intramurals and will not come out until they have been transferred to a stronger team. What is to be done? Shall we transfer them to another team? How would this upset the intramural organization?

Additional information: The director of activities has had the librarian place all material on athletics on the reading table where home room chairmen might have easy access to it. Mr. Emery has some very good material on Knute Rockne. Mr. Moyer has some very good material on Sir Thomas Lipton, the best sport in the world.

- IV. Procedure: Let the students discuss the eight objectives upon which an intramural program is founded. Let some one experienced with this organization tell of its awards and its organization. Try to have students sign up for intramurals.
- V. Outcomes: Have the home room secretary keep record of every worthwhile suggestion and turn this in to the director of activities at the close of the home room period today.

## DIRECTOR OF THE ASSEMBLY

The principal appointed a committee of seven to direct the assembly programs. This committee was composed of three faculty members, three students, one from each class, and the director of activities as chairman.

This committee followed McKown's (1930) definition for the assembly and decided that the assembly should be inspirational, make for social education, focus attention on the higher and finer things of life, mirror the entire life of the school, and give training in participation to every student in the high school.

With this definition the committee hoped to realize the following objectives for the assembly programs. These objectives became the basis for administering and conducting the programs.

### 1. To unify the school

In order to accomplish this objective assemblies were sponsored by the different departments, classes, and extra-curricular activity organizations. Thus students were afforded the opportunity to appreciate the work of departments, classes, and extra-curricular activities with which they had no direct contact.

### 2. To correlate school and community activities

Local speakers appeared on the assembly programs.

A group of mothers assisted with the Mother Day program. The Service clubs took charge of one assembly. The balcony of the auditorium was reserved for parents and visitors. Honor guests were invited to each assembly. Letters of appreciation were sent out to all outside talent assisting with the programs.

3. To teach citizenship habits and promote patriotism

Some patriotic days were observed. The boy scout flag ritual and salute were used several times to open and close the assembly programs.

4. To build ethical character

Loyalty, devotion, respect, pride, group spirit, and group consciousness came as a result of the pupil's recognition of his relationship to his fellow men and to the departments and organizations of the school. Students led in devotions at every assembly.

5. To interest students in other extra-curricular activities.

All organizations either sponsored or appeared in the programs.

6. To widen and deepen pupil interest

7. To utilize the spontaneous interests of the students

In setting up the schedule for the year the programs were classified as devotional, educational, aesthetic, civic, and intertaining. This made for a wide variety of



programs and since they were sponsored by departments and clubs, gave the students an insight into a wide variety of interests. During the second week of school an assembly talent sheet was sent to each home room. On this sheet the students listed the names of every student whom they knew to possess certain talents which could be used for assembly. This assembly talent was classified and made available to every organization in the school.

8. To give active participation to every student

Since the main objective of the assembly was to educate the audience and not to train the performers, the meek and retiring students who possessed little talent were not given speaking parts. They fitted in nicely in tableaux, helping with the scenery, lights, and stage properties.

Teachers were required to come to the office of the director of activities and select their assembly participants from the list of unused students. The director of activities helped the teachers select these students.

Only thirty students of five hundred sixty-five in the high school were not used.

With the exception of five assemblies the students had complete charge.

9. To give recognition to student achievement

Two assembly periods were used for giving awards and recognition to students for their attainments in all

phases of school life. Special pep assemblies were held at noon.

10. To develop the aesthetic sense of the pupil

In order to assure worth while programs, sponsors were required to hand in to the assembly committee complete copies of their programs two weeks before its presentation. This committee helped the sponsor plan an entertaining, and instructional program. Teachers were responsible for training the assembly participants so that there would be no laughter due to the awkward appearance of students on the stage.

11. To foster correct audience habits

Seating arrangement in assembly was by home room groups. The home room teacher was responsible for the conduct of her group. No rigid rules for keeping order were made. Whenever possible announcements were kept off the program. Since the programs were planned in earnest and the performers were well trained, the programs made for good audience habits on the part of the students.

THE ASSEMBLY SCHEDULE

Week	Date	Assembly Theme	Department in Charge	Sponsor	Honor Guests
1	Sept. 11	"Extra-curricular Activities on Parade"	Director of Activities	Mr. Emery	City P.T.A. Council
2	Sept. 18	"Loyalty"	Director of Activities	Mr. Emery	Civic Clubs
3	Sept. 25	"Pep" (first football game)	The Pep Club	Gerber-Gaddie	Chamber of Commerce
4	Oct. 2	"Our Community"	Rotarians-Kiwanis-Co-ops	Bergman	Rotarians-Kiwanis-Co-ops
5	Oct. 9	"Our Future Education"	College, K.S.C.	Emery	Heads of College Depts.
6	Oct. 18	"Selling the High School Yearbook"	Annual Staff	Clark-Ernst	Chamber of Commerce
7	Oct. 23	"Appreciation of the Beautiful"	Churches	Hi-Y	Ministerial Assoc.
8	Oct. 30	"Music"	Music Dept.	Allen	Musicians of town Church choirs
9	Nov. 6	No assembly - K.S.T.A.			
10	Nov. 13	"Armistice Day Program"	Student Council	Browning	American Legion Ex-service men
11	Nov. 20	"Health"	Home Econ. Dept.	Rodewald Baxter	City Dept. of Health Heads of Hospitals
12	Nov. 27	"Thanksgiving"	Hi-Y Club	Moyer	Ministerial Assoc.
13	Dec. 4	"Art"	Art Dept.	Dobson French	The Art Guild
14	Dec. 11	"The Colored Children"	Colored Children	Emery	Colored parents
15	Dec. 18	"Christmas"	Girl Reserves	Socolofsky	Children of Odd Fellows Home
16	Jan. 1	"New Years"	Superintendent	Sheffer	W.C.T.U.
17	Jan. 8	"Comedy"	Dramatic Dept.	Purkaple	The Lawyers
18	Jan. 15	No assembly - Final Exam.			
19	Jan. 22	"Inspirations"	Outside of school talent	Principal	Faculty
20	Jan. 24	"Special Assembly"	Outside speaker	Principal	College Professors
20	Jan. 29	"Kansas Day Program"	The Faculty	Rude-Hochuli	Pioneers of Kansas
21	Feb. 5	"Melting Pot Program"	History Dept.	Berger Browning	Those of foreign birth
22	Feb. 12	"Lincoln Day Program"	Outside speaker	Principal	Daughters of G.A.R.
23	Feb. 17	"Washington Day Program"	Public Speaking Dept.	Purkaple	Junior Home Room Mothers
24	Feb. 26	"Physics"	Physics Dept.	Elliott Bishop	P.T.A.
25	Mar. 5	"Vocational Agriculture"	Voc. Ag. Dept.	Schmitz	Farmers' Co-op Club. Manhattan Grange
26	Mar. 12	"Honor Awards"	Principal	Bergman	Board of Education
27	Mar. 19	"Athletics"	G.A.A.	Little Gaddie	Sophomore Home Room Mothers
28	Mar. 26	"Virgil Influence on the Modern World"	Foreign Lan. Dept.	Gerber Morganson	The Woman's Club

## (The Assembly Schedule)

Week	Date	Assembly Theme	Department in Charge	Sponsor	Honor Guests
29	Apr. 2	"Easter"	Dramatic Dept.	Purkaple Emery	Ministerial Assoc.
30	Apr. 9	"Art-Music"	Music-Art Depts.	Brown Dobson	Manhattan Alumnae
31	Apr. 16	"Commerce"	Commercial Dept.	Snyder-Moggee	Chamber of Commerce
32	Apr. 23	"Shakespearian Program"	English Dept.	Campbell Holton Socolofsky Clark	All Literary Guilds
33	Apr. 30	"Biology-Chemistry"	Science Dept.	Elliott Moyer	Senior Home Room Mothers
34	May 7	"Mother"	Library	Mrs. Irish	Mothers
35	May 14	"National Honor Society"	Principal	Bergman	Board of Education
36	May 19	"Senior Class Day"	Senior Class	Sponsors	Senior Home Room Mothers

The assemblies other than being entertaining, educational, and inspirational were classified as follows:

- I. Inspirational
  - a. Loyalty
  - b. Appreciation of the beautiful
  - c. Armistice Day program
  - d. Thanksgiving Day program
  - e. Christmas program
  - f. Easter
  - g. Mothers' Day
  - h. New Year's Day
- II. Educational or instructional
  - a. Nine departmental programs
  - b. Selling the Blue-M
  - c. Extra-curricular activities on parade
  - d. Kansas Day program
- III. Aesthetic
  - a. Two out of state speakers
  - b. Our future education
  - c. Inspirational by local community talent
  - d. Two award assemblies
  - e. Two art programs
  - f. One music program



#### IV. Civic

- a. Our community service clubs
- b. Local speaker

#### V. Entertaining

- a. Comedy
- b. Colored children program
- c. Pep
- d. Class Day exercises

On the following pages there is included a sample copy of each of the five types of assembly. They are listed in the order of inspirational, educational, aesthetic, civic, and entertainment.

Sample Copies of the Five Types of Assembly Programs

-----  
Armistice Day Program

Student chairman-----John Endacott

Honor Guests-----American Legion

- |  |                        |
|--|------------------------|
| 1. Soft music during seating -----                                   | High school orchestra  |
| 2. Violin solo -----   | Student                |
| 3. Devotions -----   | Student                |
| 4. Bugle call -----  | Student                |
| 5. Tableau -- "In Flanders Field" -----                              | Group of students      |
| Recitation-"In Flanders Field" -----                                 | Student                |
| 6. War pictures taken in France during the World War -----           | Member American Legion |
| 7. Tableau -- "Lest We Forget" - In memory of the unknown soldier -- | Boy Scouts             |
| 8. War songs -----   | Boys' sextett          |
| 9. Tableau -- "Peace" -----  | Camp Fire Girls        |
| 10. Tableau -- "In Flanders Field" -----                             |                        |
| Recitation-"The Answer to Flanders Field" -----                      | Student                |
| 11. Boy Scout flag ritual and salute -----                           | Boy Scouts             |

-----  
Health Assembly

Student chairman-----Eleanor Otto

Honor Guests--City Health Department

- |  |                       |
|--|-----------------------|
| 1. Soft music during seating -----                     | High school orchestra |
| 2. Zylophone solo -----                                | Ivernia Danielson     |
| 3. Devotions -----                                     | Student               |
| 4. Musical Comedy -- "Pirates Health Chorus" -----     | Cast                  |
| 5. Talk -- "So You Think You're Perfect" -----         | Student               |
| 6. Play -- "Dr. Cure-em All & His Health Clinic" ----- | Cast                  |
| 7. School song -----                                   | Assembly              |

-----  
Our Future Education

Student chairman-----Francis Jensen

Honor Guests---Heads of College Depts.

- |                                    |                           |
|------------------------------------|---------------------------|
| 1. Soft music during seating ----- | High school orchestra     |
| 2. Soprano solo -----              | Member college faculty    |
| 3. Devotions -----                 | Minister                  |
| 4. Play -- "Ile" -----             | College dramatic dept.    |
| 5. Gym exhibition -----            | Members college gym class |
| 6. School song -----               | Assembly.                 |

Sample Copies of the Five Types of Assembly Programs

-----

Our Community Clubs

Student chairman-----Max McCord

Honor Guests-----Members Service Clubs

- |                                    |                       |
|------------------------------------|-----------------------|
| 1. Soft music during seating ----- | High school orchestra |
| 2. Trombone solo -----             | Student               |
| 3. Devotions -----                 | Student               |
| 4. Talk -----                      | Member Co-op Club     |
| 5. Entertainment -----             | The Co-op Club        |
| 6. Song to the Co-op Club -----    | Assembly              |
| 7. Talk -----                      | Member Rotary Club    |
| 8. Entertainment -----             | The Rotary Club       |
| 9. Song to the Rotarians -----     | Assembly              |
| 10. Talk -----                     | Member Kiwanis Club   |
| 11. Entertainment -----            | Kiwanis Club          |
| 12. Song to Kiwanis -----          | Assembly              |
| 13. Talk of appreciation -----     | Student Chairman      |
| 14. School song -----              | Assembly              |
- (Songs were flashed on the screen by means of the still film machine)

-----

Comedy

Student chairman-----Joe Walser

Honor Guests-----Lawyers

- |  |                       |
|--|-----------------------|
| 1. Soft music during seating -----       | High school orchestra |
| 2. String trio -----                     | Three students        |
| 3. Devotions -----                       | Student               |
| 4. Play -- "The Speed Light" -----       | Cast of boys          |
| 5. Comedy stunt -- "Eggs are Eggs" ----- | Cast of boys          |
| 6. Comedy stunt -- "Cream Puffs" -----   | Cast of boys          |
| 7. Tap dance -----                       | Student               |
| 8. School song -----                     | Assembly              |

## DIRECTOR OF THE COMMENCEMENT

Gertrude Jones (1929) says that, to the parents, commencement is the realization of cherished hopes, and the recompensation for sacrifices they have made. To the faculty, commencement is the harvest season of the school where the administration and teachers take pride in the latest crop of youth which they have helped to develop. To the underclassmen, commencement is a goal worthy of attainment. To the community, commencement is that which helps to bring it into closer appreciative contact with the school. To the seniors, commencement marks a mile stone in the attainment of the boys and girls who are ready to begin life careers.

In planning the 1931 commencement exercises for the high school, a program was planned which would meet the cherished hopes of the parents, faculty, underclassmen, and community. However, these exercises were primarily planned to stimulate the seniors, and to inspire them to commence and lead worthy life careers, for the seniors were the center of attraction at the commencement.

Realizing that the objectives of the commencement exercises were to recognize and inspire the seniors, the director of activities, principal, superintendent, and faculty decided that instead of the usual commencement speaker they would present a pageant. It was decided that the junior

class would give the pageant for the seniors. It was the responsibility of the director of activities to formulate this pageant.

The main characters for the pageant were those juniors who were talented and whose scholarship was such as to excuse them from the final examinations so that they could practice for this performance.

This pageant was formulated by the director of activities with the assistance of faculty members. It was called "Education and her Attendants."

In episode I of the pageant Education and her traits, Self-Control, Chivalry, Honesty, Ambition, Courage, Perseverance, Justice, Tolerance, Purity, Co-operation, Self-Reliance, Loyalty, were awakened from their slumbers by a little boy and little girl from the first grade. Education charged her attendants to take this little boy and girl and stay with them throughout their school careers.

Episode II showed the school room scene with all attendants of Education grouped by different children. The children were writing themes and the teacher was diligently helping them. In helping the children situations arose which called for the assistance of the different traits. By means of tableaux, music, dance, and talks these traits helped the children overcome trying situations. The talks of the traits were in poetry form while all other talks



were in prose.

Episode III showed the two children as seniors ready to commence their life careers. Education complimented her attendants for staying with these children from the first grade to the senior year. She then told her attendants that now their real mission in life had just begun, and charged them to take the seniors and stay with them throughout their life careers. The principal called the senior class roll and Education presented the diplomas.

The public was so well pleased with the commencement exercises that it probably will become tradition for the junior class to present the commencement pageant to the seniors.

The complete commencement program is inserted in this study.

PROGRAM

overature--"Rosamunde"-----Schubert  
 March--Processional-----High School Orchestra  
 Invocation-----Rev. W. U. Guerrant

## PAGEANT

## EDUCATION AND HER ATTENDANTS

Formulated by Mrs. Mary Myers-Elliott  
 Set to Poetry by Helen Sloan  
 Directed by Delbert Emery  
 Assisted by Edith Campbell,  
 Virginia Socolofsky, L. P. Elliott

## Episode I--THE AWAKENING OF EDUCATION

Education ----- Louise Rust

## TRAITS

Self-Control ----- Luella Lisk  
 Chivalry ----- Dorothy Moyer  
 Honesty ----- Eleanor McCord  
 Ambition ----- Maxine McKinley  
 Courage ----- Annie Spiker  
 Perseverance ----- Frances Tannahill  
 Justice ----- Elizabeth McKeen  
 Tolerance ----- Emma Lucille White  
 Purity ----- Eleanor Otto  
 Co-operation ----- Ivernia Danielson  
 Self-Reliance ----- Ellen Payne  
 Loyalty ----- Nelle Ruth MacQueen

## Episode II--THE SCHOOL ROOM

Teacher ----- Frances Farrell

## STUDENTS

Johnny ----- Glen West  
 Gerald ----- Charles MacQueen  
 Howard ----- Joseph Newman  
 Betty ----- Bonny Jean Canary  
 David ----- Richard Jaccard  
 William ----- Robert Bryant  
 Helen ----- Betty Lou Fisher  
 Other students--Edythe Hamler, Barbara Murphy,  
 Janise Gainey, June Ozment.

The traits appear in the order as listed  
 in Episode I

## TABLEAUX OF SIR LAUNFAL

Sir Launfal, the Knight ----- Tom Groody  
 Sir Launfal, the Beggar ----- James Andrews  
 The Beggar ----- Joe Eshbaugh  
 The Reader ----- Elizabeth Miller

Vocal Solo--"Charmant Oiseau"----- Selicien-David  
 Miss Talmadge  
 Flute Obligato----- Catharine Colver  
 Accompanist, Miss Jefferson

## TABLEAUX OF COURAGE

Reader ----- Lucille Fuller  
 Solo Dance of Purity ----- Miss Josephine Young  
 Xylophone Trio ----- Ivernia Danielson,  
 Virginia Baxter, Ned Kimball  
 Accompanist, Patricia Irwin  
 Bass Solo--"Requiem" ----- Bill Schade  
 Accompanist, Vanita Schade

## TABLEAUX OF LOYALTY

Naomi ----- Maxine Givens  
 Orpha ----- Bethel George  
 Ruth ----- Bonny Gandy  
 Reader ----- Cleo Wilson

## Episode III--THE COMMENCEMENT

## Education and All Traits

Solo--"Follow the Glean" ----- Helen Durham  
 Talk of appreciation for senior  
 class ----- Ned Kimball  
 Presentation of Senior Class to  
 Board of Education ----- Supt. W. E. Sheffer  
 Roll Call ----- Principal F. V. Bergman  
 Presentation of Diplomas ----- Mr. A. M. Johnston  
 Benediction ----- Rev. B. A. Rogers

## SPONSOR OF THE STUDENT COUNCIL

Fretwell (1931) cites seven principles why a school should consider pupil participation in school government:

1. "Pupil participation in government provides a favorable opportunity for the pupil to have a definite purpose of his own.
2. Pupil participation in government can be psychologically remedial.
3. Pupil participation in government tends to create a friendly feeling between teachers and pupils.
4. The development of a plan of pupil participation in government is concerned with the development of attitudes in pupils, in teachers, and in administrators.
5. Pupil participation in government tends to provide for emotional satisfaction.
6. Participation in government can make for intelligent obedience to authority.
7. Participation in government is a means of education!"

The sponsorship of the Student Council was another of the big responsibilities of the director of activities. Each year since 1925 a student council body has tried to gain foothold in the school, but each year has seen it fail and become a useless organization. After a series of failures it became the laughed-at organization of the school.

Realizing that in directing extra-curricular activities the students should have a voice in the regulating of their own extra-curricular activities, a new student council organization was formed. Its principles, organization, and functions were such that it soon overcame the ridicule of the students and won their admiration.

To make student council a democratic organization its membership was composed of an elected representative from each home room, and the director of activities as sponsor.

This group elected its officers and framed a tentative constitution. Each representative took a copy of this constitution to his home room group for changes and suggestions. These suggestions of the home room students were incorporated, when possible, into the new constitution. After the principal approved the constitution each home room student council representative took the constitution to his home room group for ratification. Thus the constitution was molded from the combined efforts and suggestions of the faculty, principal, and student body.

In order to assure complete work the council organized itself into committees. A faculty sponsor advised each committee. Each committee met as separate groups the first and third Wednesdays of each month to work on their projects. On the second and fourth Wednesdays of each month the council met as a body to discuss their different pro-

jects and to consider home room suggestions.

To orientate the whole school as to the functions of student council the home room program chairman in beginning the program called on the representative for a report of the student council meeting. This chairman took back to the student council for consideration the opinions and wishes of his home room group. Thus the student council became a democratic, cementing influence in the school. All student council minutes were printed in the school newspaper.

One of the reasons for recognizing a student council was that the students might have an opportunity for regulating their own extra-curricular activities. The first duty performed by the student council was to indorse the point system regulating student extra-curricular activities.

The functions of the student council can best be explained by quoting the editorial printed in the May 21 issue of the school newspaper:

"At the first of this year an organization started in M. H. S. met with much verbal and written opposition. Despite this opposition it has accomplished a great number of worthy projects entirely for the benefit of the school. This organization is known as the Student Council.

'The Student Council has made a tremendous leap this year,' said Principal F. V. Bergman.

This leap can only be measured by enumeration of the



achievements of this body--the governing unit of the school.

At the first of the year, the activity ticket sale was conducted by the Student Council, and the point system was endorsed by them.

The Council ruled that all school elections in the future must be decided by a majority vote.

Before Christmas it conducted a home room window lighting contest, the winner of which was presented with a beautiful picture to be hung in his home room. The picture was hung in the main hall, however, so that all could enjoy it. This contest caused the best Christmas atmosphere to prevail, a Christmas spirit which can hardly be equaled anywhere.

The council noted that the teachers had to walk clear around the school and often times wait many minutes to be let into the building, because the doors had to be kept locked to prevent over-studious scholars from entering too early. A remedy was then tried. The north door was opened at all times for the benefit of the teachers, upon request of the Student Council. Through splendid co-operation of the student body this plan was a notable success.

The costume room, which had become one conglomeration of carelessly thrown costumes, was put in order and all costumes neatly hung on hangers.

Over fifty letters of appreciation have been sent by the Council to out-of-school participants in school activi-

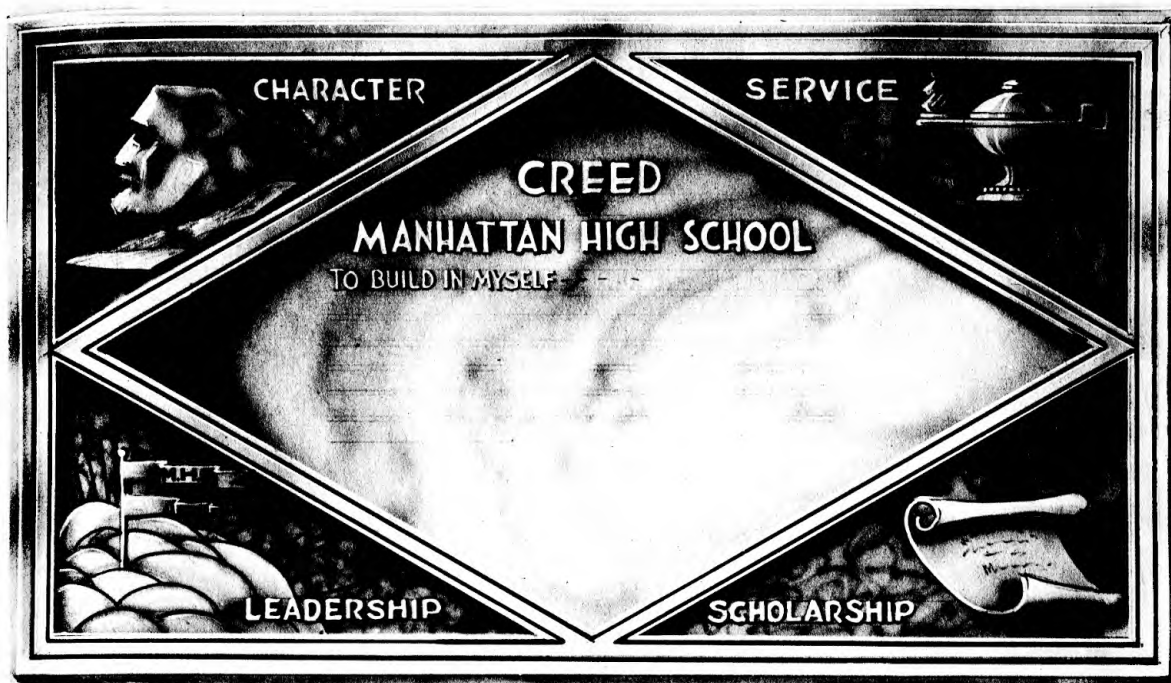
ties such as assembly, home room, and commencement.

A large bulletin board with sections reserved for all organizations has been placed in the main hall by the Council.

The last of its outstanding accomplishments is a creed and emblem contest out of which has come a creed and an emblem (see page 54) for M. H. S. This emblem and creed, according to the engraving company is prettier and better than any bank or other high school creed in the United States.

Student Council has fostered a better attitude and conduct on the part of the students. This better attitude by every student can be seen in his willingness to cooperate through the student council to make M. H. S. a better place in which to live.

In view of the above accomplishments how can any one deny that a great step has been taken, opening a future of great possibilities for the organization of, by, and for M. H. S."



To build in myself a character  
 of the highest standard  
 To co-operate in rendering service  
 For others at all times  
 To develop a loyal unselfish  
 leadership  
 To attain the highest in  
 scholarship  
 Shall be my purpose

### ADVISORY RESPONSIBILITIES OF THE DIRECTOR OF ACTIVITIES

In performing his duties as director of activities he was to assist with many of the organizations which were already sponsored by different faculty members.

The organizations to which he was advisor were the Hi-Y, Girl Reserves, Girls' and Boys' Intramural Organizations, Interscholastic Athletics, Spanish Club, French Club, Science Club, Pep Club, M-Club, Girls' Athletic Association, Future Farmers of America, National Honorary Society, Athletic Honorary Society, Dramatic Club, Production Guild, Senior Class, Junior Class, Sophomore Class, Home Economics Club, Teachers' Club, and Rifle Club.

In the case of all these activities his duties consisted mainly in directing students into them; seeing that the different organizations did not conflict as to time and place of meeting, ways of raising their budgets, and purposes; determining that they satisfied the criteria for the desirability of an organization; and in giving assurance of readiness to assist them in any other way which the sponsors or members desired.

In the case of the school newspaper, the school year book, and the Parent-Teacher Association, although he was just an advisor, he played a great part in their functions

during the year. These functions will be discussed separately in the following pages of this study.

### THE SCHOOL NEWSPAPER

In printing the school newspaper the journalism staff set up the following as their objectives:

1. To serve and educate boys and girls
2. To foster, mold, and influence the student opinion and spirit
3. To help unify and coordinate the school departments and activities
4. To help link the school and community together as to the functions of the school and home
5. To encourage all necessary extra-curricular activities

Though the school newspaper, "The Mentor", was published by the journalism class and was sponsored by one of the faculty members, the director of extra-curricular activities took a great deal of interest in this newspaper.

There exists no other medium through which a director of activities can work to coordinate extra-curricular activities better than through this school newspaper.

The newspaper needs to be controlled in that all items appearing should be censored and only printed when authentic, and even then the sponsor and staff should be sure that its



publication would not cause a turmoil in the school.

Realizing that a mis-lead student could quickly ruin a good activity by publishing unfavorable news concerning an activity, the director of activities was given permission to censor all items dealing with extra-curricular activities. If an item was written which in his estimation should not be published, then the author was called in along with the sponsor of the activity which the item concerned and an agreement and satisfactory settlement was attempted without publishing the item.

The Mentor was very democratic in that the names of and items concerning every student of our high school appeared at least twice a semester or four times during the year in its columns. A two to six inch biography of each of the 146 seniors was published during the second semester.

In the case of the school newspaper the director of activities used it as the medium through which the fifth objective of the school newspaper could be realized, namely, the encouraging of all necessary extra-curricular activities.

#### THE SCHOOL YEAR BOOK

Wells (1930) and McClaster (1930) thought of the school year book as being designed primarily for giving the history of the school for the year it was issued; and that the various editions furnished a consecutive story of the

school's achievements for a period of years.

Realizing that the school newspaper cared for this big objective of the school year book, a study was made to see if the year book furnished enough other worthy outcomes to justify its publication. The director of extra-curricular activities assisted and directed this study.

This study revealed that for each of the last five year books published there was a large deficit which had to be cared for by other means of raising money. Then, again, this study revealed that the only students receiving a good business training in working with the annual were the editor in-chief, assistant editor, business manager, and assistant business manager. Other members of the staff received training, but this training could easily have been accomplished in other activities of the school. It was noted that the energy and time of the faculty sponsor, printer, and staff were over-taxed. The publication of the annual in our print shop consumed so much of the time of the printing class, and the use of the printing equipment, that at the season of the year when the annual was being published other worth while matters had to remain unprinted. The cost of the 1931 year book amounted to one thousand three hundred and eighteen dollars. There was a big question as to whether the school really received in return for the publication of the annual, services, favorable community re-

actions, and gratifications adequate to justify the expenditure of \$1318.00.

Realizing that the publication of a year book did not provide for wide participation of the, students; that its material formulation taxed the energy and time of the staff and faculty advisors; that there was always a deficit to care for; that it did not give in return reactions justifying its publication; that worth while publications had to be postponed during the printing of the annual; and mainly, that the objective justifying the publication of the year book was realized in the printing of the school newspaper,-- it was decided that for the year 1932 a year book would not be printed.

In order that the student body might understand such a drastic ruling on the part of the administration, this problem was presented to the students. At first there was dissatisfaction on the part of a large number of students, and then from the combined faculty and student attempt at an agreement, came a substitute for the year book. This substitute will be initiated in the year 1931-32.

The different organizations will be asked to sponsor certain issues of the school newspaper throughout the year. In sponsoring its edition each organization will have a sub-editorial staff to work in conjunction with the journalism staff. Issues will be sponsored by each of the major organi-

zations of the school such as the Girl Reserves, Student Council, Hi-Y, Athletic Organizations, The Senior Class, The Junior Class, The Sophomore Class, Faculty, Clubs, Music Department, and Dramatic Department. Several minor organizations will combine to sponsor certain editions. These special editions will be in either loose leaf or magazine form.

The students will be encouraged to save these magazine editions of the Mentor and at the close of the school year have them bound in an attractive cover in the high school print shop.

By this plan wide student participation will be provided. Organizations sponsoring certain editions can sell extra copies of it to help them raise their budgets. There will be no deficit in publishing this type of year book for the school newspaper is so organized that it must pay out. It means a new era for the school in the attempt to coordinate all extra-curricular activities. It affords side-line advantages in that snap shots, a scrap book, and memory book can be kept along with the issues of the school newspaper. Time and energy of both teachers and students will be saved. The print shop will not be so heavily burdened and more worth while things can be published. Finally, the objective of the school year book will be realized, for the different issues of the school newspaper will contain a com-

plate history of the school's life for that year.

This movement will surely be nothing but highly successful in that the school year book and school newspaper will be combined into one democratic student publication.

#### THE PARENT-TEACHER-ASSOCIATION

Although the Parent-Teacher-Association was not one of the high school student organizations, the director of extra-curricular activities used this association as a means for interesting the community in the extra-curricular activity program of the high school.

Meeting with the P. T. A. Council he asked for permission to assist with the programs for the school year. Since P. T. A. had almost reached bed rock as far as being a life, thriving organization the council was quite willing to have his assistance.

The year's programs were set up early in September. Realizing that parents liked to see their students perform in public, each meeting was based on student participation and the theme for the year's program became, "Extra-Curricular Activities on Parade." Using the student participation as a drawing card to get the parents out to the meetings, vital programs concerning community and school were planned to keep them interested in the functions of P. T. A.



Since the daily newspapers, high school paper, and letters sent home by students failed to inform parents sufficiently of the time and place of the meetings, the director of activities worked out a P. T. A. calendar (see calendar page 63) to constantly remind parents of the meetings.

Every extra-curricular activity organization of the high school appeared on the P. T. A. programs sometime during the year. The director of activities deemed it his responsibility to see that student duplications of these meetings did not occur.

The results were highly satisfactory. Whereas in previous years twenty to forty people attended these meetings, there were four hundred fifty to the first meeting, over three hundred fifty to the second meeting, and over five hundred attended the last program. The student participation of the meetings gave the parents a direct knowledge of the value of extra-curricular activities.

One of the major outcomes from the P. T. A. theme was to interest the mothers in the home room program. They volunteered to help with its functions in any way they could. Twenty-two mothers were appointed to act as home room mothers for each of the twenty-two senior high school home rooms. These mothers met with their respective home room teachers and in co-operation with him worked out problems relating to home room and the home.

These programs cemented the school and community in a united endeavor for bettering the extra-curricular activity program in the high school.



**Junior-Senior High School  
Parent-Teacher Association**

**Junior-Senior  
High School  
P. T. A.**

1930-31

High School Auditorium

CHARTING THE VALIDITY OF EACH ORGANIZATION

(a mark of x indicates that the organization meets that particular test)

	Home room	Assembly	Student council	Commencement	School year book	School newspaper	Hi-Y	Girl Reserves	G. A. A.	Intramural athletics	F. F. A.	Spanish Club	French Club	Rifle Club	Science Club	Pep Club	Dramatic Club	Junior Class	Senior Class	Sophomore Class
<u>Briggs' Criteria for Learning</u>																				
1. Is purposeful activity present?	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Is adequate guidance provided?	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3. Is opportunity provided for making conscious choice?	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Is this conscious choice utilized by practical application?	x					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5. Are interests encouraged to grow to new fields of interests?	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Is co-operation with other social groups provided?	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
7. Is adult institutional training present?	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
<u>The Cardinal Principles</u>																				
1. Health	x	x			x	x	x	x	x	x			x	x	x	x	x	x	x	x
2. Command of fundamental processes		x			x	x	x		x	x				x	x	x	x	x	x	x
3. Worthy home membership	x	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x	x
4. Vocation	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
5. Citizenship	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
6. Wise use of leisure	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
7. Ethical character	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
8. International good will	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Student participation	:565	:565	:22	:75	:12	:14	:85	:288	:112	:352	:20	:48	:35	:44	:44	:50	:60	:150	:146	:170

CHECKING THE EXTRA-CURRICULAR ACTIVITY PROGRAM WITH  
BRIGGS' PRINCIPLES FOR THE ORGANIZATION AND  
ADMINISTRATION OF AN EXTRA-CURRICULAR  
ACTIVITY PROGRAM

1. Provide a definite time allotment in the regular program. Some activities meet on school time. Those meeting outside school time are given definite times for scheduling meetings so as not to conflict with the meetings of other organizations.
2. Have each organization sponsored by a faculty member. This principle is met in every respect.
3. Every student meeting attended by a faculty sponsor. This principle was adhered to closely.
4. Principal's approval for forming a new student organization. The principal was consulted in the forming of all new activities.
5. Does every activity guarantee absolute democracy for membership? Membership in every activity was placed on the democratic eligibility list.
6. Work and purpose of activity determines the membership. Students were directed into those activities in which they were vitally interested or in which the director of activities felt they would be greatly benefited by membership.
7. Only students attending high school to be eligible for membership. No student not enrolled was a member of any



organization of the high school.

8. All meetings held in the school building. Some banquets and meetings were held elsewhere but these were well sponsored.
9. School should limit and balance the student participation. The point system took care of this nicely.
10. Limit the office holding of students. The point system regulated this also.
11. Have a centralized auditing and accounting system. All school finances were handled in the office by the secretary of the principal. All funds were placed in a general fund.
12. Have a student advisory council. Had a very efficient student advisory council.
13. Provide class, and honor organizations. Our extra-curricular activity programs include the National Honor Society, and the National Athletic Honor Society.
14. Provide a system for giving awards. Each organization gave its own awards in assembly.
15. Organization should be the outgrowth of the pupils' initiative. No organization was given a place in the activity program unless it was brought about by student initiative. On the other hand, several organizations desired by the students did not receive the principal's approval.



The extra-curricular activity program in the Manhattan High School meets the underlying principles for organization and administration suggested by Briggs.

SUMMARY OF RESPONSIBILITIES OF THE DIRECTOR  
OF EXTRA-CURRICULAR ACTIVITIES

1. To develop capable leadership on the part of students.
2. To direct students into the different activities.
3. To limit pupil office holding and pupil activity participation.
4. To make activity participation available to the largest possible number of students.
5. To coordinate the extra-curricular activities of the school.
6. To serve as a central unit where all extra-curricular activities could be centralized into one responsible body.
7. To provide an extra-curricular activity program rich and varied enough to meet the eight cardinal principles of education.
8. To see to it that each activity meets the criteria for organizing as an extra-curricular activity.
9. To prevent overlapping of organizations as to purpose, time of meetings, and activities.
10. To direct the assembly.
11. To direct the home room.
12. To direct the commencement.
13. To direct the formulation and sale of the student activity ticket.
14. To sponsor student council.

15. To interest the community in the value of an extra-curricular activity program. Do this by means of the P.T.A., the school newspaper, and all activity functions.
16. To help the sponsors of the different organizations in any way they might desire help.
17. To keep record of all student participation.
18. To give permission as to when the auditorium, gymnasium, and other part of the building may be used.
19. To be instrumental in setting up the activity schedule.
20. To assist in setting up the activity calendar of the community, college, school, and grade schools.
21. To attempt to balance the students in their activity participation so that they do not become one-sided and narrow due to over participation in one activity.
22. To originate printed forms to care for all records dealing with extra-curricular activities.
23. To censor items dealing with extra-curricular activities for the school newspaper.
24. To be responsible to the administration of the whole extra-curricular activity program.

### CONCLUSIONS

In carrying out his duties as the director of extra-curricular activities he was much pleased with the outcomes of the whole program. Everything was not perfect and notes were made of those things which might be bettered for another year. A list of recommendations for improving the extra-curricular activity program follows:

1. The assembly
  - a. The unit for conducting the assembly programs

should be the home room and organizations instead of departments. With the home room as a basis it will be much easier to have every student participate and surely, will avoid class interruptions due to the fact that all assembly participants will be together during home room period where the sponsor of the assembly can talk to them and have them practice. This unit for basing the assembly programs still carries out the idea of department information as one home room sponsored by a history teacher can conduct a history assembly; the home room sponsored by the manual training teacher can stage an assembly portraying the merits of the manual training department.

## 2. The home room

a. It was noticed that one of the big defects of the home room was that the guide sheets predominated to such an extent that the programs became an end in themselves and there was no time left for case study and vocational guidance. To care for case study we hope to have one period every six weeks where most of the students can go to the auditorium for a sing period while others report to the home room teacher where she can talk to them unmolested so as to help the students better meet the problems which are confronting them.

b. A home room personnel record card needs to be developed.

c. More programs need to be of the vocational instead of the educational nature.

### 3. The student council

a. This body needs to be kept unusually busy on projects to keep it a thriving organization.

b. In order to give the students more responsibility in handling their own extra-curricular activity program the chartering of new clubs and activity organizations will be an added function of the council. In all cases the principal must give approval.

c. Once in twelve weeks a special assembly needs to be called where the student council can have direct charge in conducting business of the council. Here the student body will get direct knowledge as to the power and value of their student organization.

### 4. The point system

a. The point system made student participation democratic. It prevented over participation on the part of a large number of students and directed every student into some kind of activity participation.

b. It kept the over-zealous student from occupying all of the important positions in the school.

c. In connection with the point system an accumulative record of activity points should be kept during the student's attendance in the school. Many firms are asking

for a record of the student's activity participation along with his scholarship rating.

5. The commencement

a. The pageant form of commencement was very pleasing. Many parents have asked that the same pageant be given next year. The commencement plan needs to vary year from year. The pageant form, the outside speaker form, the student speech form, and the alumni speaker form of commencements need to be considered instead of using one to the exclusion of the others.

6. The Hi-Y

a. There is doubt as to whether the Hi-Y is serving enough students. The membership is seventy whereas the total number of boys enrolled in the school is two hundred sixty. The type of boys in the Hi-Y are those of good Christian character. This organization ought to extend the contagious Christian character to others of the school. The State Hi-Y recommends small groups in conducting the Hi-Y program, but to allow a small group of seventy boys to meet while one hundred ninety others remain in their classrooms to study is not placing the extra-curricular program on a democratic basis.

b. It is recommended that more boys be induced to join the Hi-Y and that more teachers be asked to sponsor this organization so that the boys can be divided into small



groups so as to carry on better the functions of the Hi-Y and to meet the State's recommendation.

#### 7. The school newspaper

a. The school newspaper exists for all the students and the journalism class needs to be warned about letting any one group of students or any certain organization predominate in the type of new items appearing in its columns.

#### 8. The school year book

a. As suggested in the main body of the thesis, the school year book and the school newspaper should be combined.

#### 9. The Parent-Teacher-Association

a. This organization exists to help unify the school and community. The home room mother organization growing out of the relationship with the P. T. A. had a tendency to take up matters which were purely school administrative and should have been handled by the teachers and administrators and not by the parents. It is recommended that the director of activities help this organization so that it will not dictate to the school but advise and assist the school.

#### 10. Other organizations

a. In the case of all other school organizations the responsibilities of the director of extra-curricular activities were purely advisory and should remain that way next year.

11. The director of extra-curricular activities

a. The director should be given a half-day free from class room work in order to accomplish everything in a worth while way.

b. In evaluating the merits of an extra-curricular activity director much could be written. Everything has not been perfect. It was dissappointing to see things move so slowly at times; to see students and teachers shirk responsibility often. But then, is it not so in all life? A perfect thing cannot be accomplished in one year. God cannot be blamed for not creating everything in one day but rather he set one day aside for constructing the sun, another the earth, and so on till seven days had passed. The school will never arrive at pure democracy; the ideals will always be ahead; but the satisfaction will come from being far up the trail. But being far up the trail, comes from placing the responsibility of conducting the extra-curricular activity program on an extra-curricular activity director.

#### ACKNOWLEDGMENT

The writer wishes to express his appreciation to Dr. C. V. Williams and Dean E. L. Holton for their wise assistance in the formulation of this study.

## REFERENCES

- Brewer, John M.  
1929. Cases in the Administration of Guidance. McGraw-Hill Book Company, N. Y.
- Briggs, Thomas H.  
1922. Educational Administration and Supervision, January, Volume VIII, Pp. 1-9. Warick and York, Baltimore, Md.
- Cardinal Principles of Secondary Education  
1918. Bulletin 35. Bureau of Publications, Department of Interior, Washington, D. C.
- Draper, Edgar M.  
1930. Intramural Athletics, The Extra-Curricular Library. Barnes and Company, N. Y.
- Eddleman, Samuel McKee  
1929. Financing Extra-Curricular Activities, The Extra-Curricular Library. Barnes and Company, N. Y.
- Evans, Evan E. and Hallman, Malcolm S.  
1930. Home Rooms, The Extra-Curricular Library. Barnes and Company, N. Y.
- Foster, Charles R.  
1925. Extra-Curricular Activities in the High School. Johnson Publishing Company, Richmond, Virginia.
- Fretwell, Elbert K.  
1931. Bulletin No. 35, The Department of Secondary School Principals. The National Education Association, Washington, D. C.
- Johnston, Edgar G.  
1930. Point Systems and Awards, The Extra-Curricular Library. Barnes and Company, N. Y.
- Jones, Gertrude  
1929. Commencement, The Extra-Curricular Library. Barnes and Company, N. Y.
- McKown, Harry C.  
1930. Assembly and Auditorium Activities. Macmillan Company, N. Y.

Meyer, Harold D.

1931. The School Club Program, The Extra-Curricular Library. Barnes and Company, N. Y.

Millard, Cecil V.

1930. The Organization and Administration of Extra-Curricular Activities, The Extra-Curricular Library. Barnes and Company, N. Y.

Pound, Olivia

1931. Extra-Curricular Activities of High School Girls, The Extra-Curricular Library. Barnes and Company, N. Y.

Roemer, Joseph and Allen, Charles F.

1929. Readings in Extra-Curricular Activities. Johnson Publishing Company, Richmond, Virginia.

Terry, Paul W.

1930. Supervising Extra-Curricular Activities. McGraw-Hill Book Company, N. Y.

Vineyard, Jerry J. and Poole, Charles F.

1930. Student Participation, the Extra-Curricular Library. Barnes and Company, N. Y.

Wagner, M. Channing

1930. Assembly Programs, The Extra-Curricular Library. Barnes and Company, N. Y.

Wells, George C. and McCalister, Wayde H.

1930. Student Publications, The Extra-Curricular Library. Barnes and Company, N. Y.

Wilds, Elmer H.

1926. Extra-Curricular Activities. Century Company, N. Y.