

EXTRA-CURRICULAR DUTIES OF TEACHERS IN KANSAS  
SCHOOLS IN THE NORTH CENTRAL ASSOCIATION  
WITH ENROLLMENTS OF 100 TO 250

by

FRANCIS WOODROW BOYD

B. S., Kansas State College  
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## INTRODUCTION

Educators have recognized the value and place of extra-curricular activities in the school system, but they have failed to emphasize two important phases of the increased extra-curricular program. One is the increased teacher load caused by extra-curricular activities, and the second is the training of teachers for the extra-curricular activities they sponsor.

The writer became interested in these two problems because he had observed that many of the high school teachers were overburdened with school duties, and that many of the sponsors of high school activities were not adequately trained. He found in talking with school men that they thought these conditions existed.

This study had two definite objectives: first, to determine the combined curricular, extra-curricular, and community loads of the teachers; and, second, to determine the training teachers had for the extra-curricular activities they were sponsoring. The data were obtained from the high schools of Kansas belonging to the North Central Association, with enrollments of 100 to 250.

Following the study, a proposed method of limiting

the combined load and a minimum training requirement for teachers sponsoring extra-curricular activities is presented.

## A REVIEW OF IMPORTANT LITERATURE IN THE FIELD

### The Teacher's Combined Curricular and Extra-Curricular Load

An analysis of a rather typical high school teacher's duties in a grade A high school by Strickland (18, p. 10) revealed that:

She was on duty at the school building from eight to twelve and one to five, or frequently until six. This included the hearing of six classes and scheduled responsibility for all but 40 minutes up to five o'clock, with very seldom any chance of preparation during the evening. In addition to this a detailed schedule of the teacher's evenings during the six weeks before the holidays revealed that she had one evening at home and one evening at a social affair during that time. Every other evening contained from one hour to four hours of social service in some form. Thanksgiving dinner was taken out of town, but in the evening the teacher was back on the job. The entire day after Thanksgiving was spent in grading examination papers. Is it any wonder that under these conditions a teacher becomes a bit unapproachable or queer; that she carries the marks of a teacher about her so that she is recognized anywhere as such, and that she gets too old to be of service in the schoolroom?

A study by Gulp (7, p. 122-123) revealed that schools have placed a greatly increased emphasis on extra-curric-

ular activities during the last ten years. The writer did not want entirely to condemn the program, but wanted to uncover certain abuses. There is a real need for an extra-curricular program which is administered carefully and thoughtfully, especially in the small school systems of the country.

It is not uncommon to hear of teachers who succumbed to a nervous breakdown or need constant medical attention. The teacher is given a program that is far more arduous than that followed by the professional or business citizen. Besides doing their regular work, teachers are required to take charge of extra-curricular work. School work itself is a constant drain on nervous energy, but the work in extra-curricular activities is doubtless greater because it is after regular hours and often highly competitive. Besides correcting a stack of papers, the English teacher may supervise the school paper and engineer the forensic society. Another teacher may teach history and direct the band or orchestra or direct athletics.

According to Culp (7, p. 124), superintendents of public instruction and accrediting agencies have made rules limiting the number of classes the teacher should teach, and it should be added that these rules were made for the good of all concerned. In many schools the teacher uses as much time and energy on the extra-curricular activity as is required for the regular program. The whole scheme of extra-curricular events has many practical

implications, but it should be a planned part of the school program. The pupils, the teachers, and the activities themselves need a carefully directed administration.

Rules providing for a limit in number of activities are imperative. The work of both pupils and teachers will then be more in keeping with reasonable requirements. The school work will be of a higher grade, and time spent by many teachers will be drastically reduced.

McKown (11, p. 8) stated that extra-curricular activities exist in all schools, and they have to be handled by the regular staff of the school. Consequently a part of the teacher's load should be a share in the administration and supervision of these activities. The teacher who does not take these activities seriously should learn to appreciate their importance.

A study by Selvidge (17, p. 142) showed:

The equitable distribution of teaching load in many high schools is a serious problem. To overload a teacher in size of classes, or number of classes, will inevitably bring unfavorable results. The effect of overloading usually is manifest in the lowered efficiency of the teacher, increased nervousness, instability, petty difficulties with pupils and general decline in the morale of the organization.

It requires a great deal of energy to meet from 150 to 200 people a day and to take care of the details of classroom administration, discipline.

instruction, and testing. It may be inevitable that teachers should meet such a large number of pupils, but if it is appropriate, rest periods should be provided, for which the physical surroundings should be made as comfortable as possible.

Roemer (15, p. 670-671) listed an overloaded teaching staff and a lack of teachers trained in extra-curricular activities as two of the disadvantages of an extra-curricular program in the smaller high school.

Unzicker (19, p. 138) stated that 20 to 25 per cent of the teachers in the junior high schools of Wisconsin have charge of study halls, and a much greater proportion supervise extra-curricular activities. Since it was impossible to weigh supervision and activities accurately in the teacher's load, they were ignored.

According to Brady (5, p. 263) there has been an increase in teachers' loads during the depression. In 1925 a teacher with a heavy extra-curricular schedule taught four classes and supervised a home room. Today with approximately the same number of extra-curricular duties she has five classes and the home room.

In a survey conducted in 1925 by Davis (8, p. 426) among 1,101 teachers belonging to the North Central Association it was found that the average teacher's time



during the day was spent in the following manner:

Preparation	60 minutes
Teaching 5 (45)	225 minutes
Correction of papers	45 minutes
Keeping pupils after school	30 minutes
Extra-curricular	30 minutes
Delegated school duties	90 minutes
Private, professional reading	30 minutes
Other voluntary professional reading	0 minutes
Sleeping	480 minutes
Going to and from school	40 minutes
At meals	75 minutes
Reading for pleasure	40 minutes
Physical recreation	30 minutes
Social recreation	40 minutes
Religious and charitable work	5 minutes
Civic work	0 minutes
Home duties	220 minutes
Total	1440 minutes (or 24 hours)

Likewise the typical teacher spends part of Saturday and Sunday in school work.

The important determinants of the teaching load, according to Davis (8, p. 429) are:

1. Personality of classes.
2. Number of preparations daily.
3. Amount of clerical work connected.
4. Extra-curricular and extra-classroom duties.
5. Number of classes taught daily.
6. Social and civic demands.

According to Davis (8, p. 429) the sponsorship of extra-curricular activities showed lack of uniformity. Not all teachers were overburdened with such tasks, but the

teachers of certain departments seemed called upon for an excessive amount of such labor. Here, doubtless is the heart of the trouble. The extra-curricular activities were not properly distributed, or else their importance was not properly recognized and a sufficient allotment of the regular school time of teachers was not made for them. Too often he who could and would was given the extra tasks connected with these activities without, at the same time, being proportionately relieved of his normal quota of other school work. In the recommendations it was suggested that the school officials make provision in regular schedules of teachers for extra-curricular work or pass the extra jobs around among the teachers.

Houston (9, p. 289) stated that time should be allowed for extra-curricular activities on daily schedules of advisers who are responsible for exceptionally active organizations such as glee clubs, newspapers, orchestras, dramatic clubs, student councils, and athletic teams. If this arrangement is not made, teachers who carry full recitation loads will feel that they have been imposed upon, and rightly so. A great deal of work is attached to these activities when rightly sponsored. If the sponsor of an

activity is overburdened, an organization may continue for a while, but the pupils will be largely left to their own devices.

Bowman (2, p. 31) found in a study of Kansas rural high schools that each faculty member taught on an average of 4.01 academic subjects a day besides sponsoring outside activities and keeping study halls. He found several teachers with five curricular subjects and the sponsorship of extra-curricular activities and study halls in addition.

Cowing (6, p. 357) sent questionnaires to 100 high school teachers for the purpose of determining the amount of time they spent in school, in school work at night, in general educational reading, in church work, and in society work. It was found that one-half of the teachers worked more than 47.5 hours a week. Although scientific determination is lacking, physicians assert that the nerve strain in teaching is greater than in any other work.

There is much literature dealing with the problem of the teacher's load. In the first place, it is recognized by educational authorities that the average teacher is overburdened. In curricular work, state departments of education and accrediting agencies have fixed the maximum

curricular load for teachers. There is a recognition of the added time, effort, and nervous energy connected with the sponsorship of extra-curricular activities. Yet in educational literature the writer has not found any mention of an attempt to set a maximum limit for the combined curricular and extra-curricular load of teachers. The evil is recognized, but a definite remedy has not been formulated.

There is a real need for a system of evaluating the effect of the extra-curricular work on a teacher's load. A plan which would set the maximum combined extra-curricular and curricular load a teacher could carry should be formulated and put into effect.

#### The Training of Teachers for Extra-Curricular Activities

According to McKown (11, p. 9), the increased importance of extra-curricular activities can be shown by the amount of space given to their discussion in the educational journals and the inclusion of them in the regular schedule of the school. The activity program is rapidly changing from an extra-curricular to a curricular function.

This means a teacher or prospective teacher must be prepared to handle his assignment in the extra-curricular field as well as he handles his assignment in the regular work of the school.

In his guiding principles for extra-curricular work Pierce (14, p. 119) emphasizes the fact that a person trained in extra-curricular work should sponsor the activity. The activity program is the socializing factor of the school and its value as a training ground for democracy depends on the type of leadership furnished by the sponsors of the various extra-curricular activities.

According to Houston (9, p. 288) many clubs considered beneficial are really a hindrance to an institution. Their service depends on the kind of guidance which they receive. The sponsor of any activity should be more than an attendant or a spectator. He should have training in that activity and recognize its place in the program.

In a study by Briggs (5, p. 693) 161 secondary school principals from 45 states supplied data concerning the demand for teachers prepared to guide and direct extra-curricular activities. These principals were from schools employing from two to 167 teachers. There were 4,981

teachers employed, and 3,794 or 76.2 per cent of the teachers participated in guiding and directing extra-curricular activities.

The desirability for preparation in special fields of extra-curricular activities is shown in table 1, by Briggs (5, p. 693). This study included nine types of activities: (a) assemblies, (b) student councils, (c) clubs, (d) forensics, (e) publications, (f) religious organizations, (g) socials, (h) music, and (i) class organizations. The desirability of preparation in each case was rated on a five-point scale by secondary principals. A rating of "1" indicated highly desirable; "2", desirable; "3", of no importance, "4", undesirable; "5", harmful.

Every placement bureau for teachers, according to Briggs (5, p. 695) asks questions about some kind of ability in extra-curricular activities. In the fields of music and dramatics, questions as to the candidate's ability to sing and to act are not counted. Only questions referring to ability, training, or experience in guiding and directing extra-curricular activities are included.

Table 1. Desirability of special training for guiding and directing certain extra-curricular activities as rated by 161 high school principals in 45 states in 1934. [From Briggs (5, p. 694)].

Type of Extra-cur- ricular Activity	Rating	Per Cent	: Type of : Extra-cur- : ricular : Activity	Rating	Per Cent
Assembly	1	37	: Religious	1	22
	2	44	:	2	48
	3	8	:	3	15
	4	10	:	4	13
	5	1	:	5	2
Student Council	1	42	: Social	1	19
	2	44	:	2	49
	3	5	:	3	20
	4	7	:	4	10
	5	2	:	5	2
Clubs	1	30	: Music	1	60
	2	47	:	2	30
	3	11	:	3	2
	4	10	:	4	2
	5	2	:	5	6
Forensics	1	56	: Class	1	16
	2	34	: Organizations	2	48
	3	4	:	3	19
	4	2	:	4	11
	5	4	:	5	6
Publications	1	56	:		
	2	33	:		
	3	4	:		
	4	3	:		
	5	4	:		

Table 2. Percentage of 35 teaching agencies (holding membership in the National Teachers Agencies Association) requesting information concerning training in certain types of extra-curricular activities of prospective teachers enrolled for placement in 1935. [From Briggs (5, p. 696)]

Type of Extra-Curricular Activities	Number of Teachers Agencies	Per cent Requesting Information
School Control	35	29
Clubs	35	74
Honorary Publications	35	34
Forensics	35	26
		91
Music	35	91
Social	35	31
Religious	35	31
Athletic	35	97
Miscellaneous	35	46

The summary of the study by Briggs (5, p. 696) is as follows:

(1) Approximately three-fourths (76 per cent) of the high school teachers of the nation participated in guiding and directing extra-curricular activities in high school

(2) Those high school teachers guiding and directing extra-curricular activities are rated among the best one-third of all high school teachers.

(3) Teacher-training institutions should provide opportunity for prospective teachers to participate in extra-curricular activities while in college.

(4) Teacher-training institutions should provide opportunity for prospective teachers to study (take work in) extra-curricular activities while in college.

(5) Teacher-training institutions should provide opportunity for prospective teachers to practice in guiding and directing extra-curricular activities.



(6) High school principals desired teachers prepared to guide and direct extra-curricular activities.

(7) Teacher agencies gathered data on extra-curricular activities. It is considered desirable training for obtaining a position.

(8) Sixty-one state teachers colleges kept extra-curricular activities records on prospective teachers.

(9) Preparation for direction and guidance of extra-curricular activities helped in placing a teacher.

Bowden (1, p. 169) thinks it should be emphasized that the primary aim of extra-curricular activities is to offer certain types of training and opportunity for development which can be provided in the usual college course and classroom only with difficulty or not at all, and which are regarded as contributing an essential part of the personal equipment of the industrial arts teacher.

Each year Bowden (1, p. 164) had his graduate students in industrial arts at Kansas State Teachers College, Pittsburg, engage in three extra-curricular activities pertaining to their subject. The activities were: (a) banquet once a week, with discussion following, (b) annual inspection tour of departments in high schools near Pittsburg, and (c) annual radio broadcast. (Each pupil read a paper on "Educational Values of Industrial Arts".)

Only one college, Kansas State College of Agriculture and Applied Science, out of 14 in Kansas\* has a course in extra-curricular organization listed in its catalogue. The 14 colleges teach courses in debate, forensics, dramatics, and journalism.

Teachers College of Columbia University, according to Watkins (20, p. 28), in 1922 started a collegiate course for training prospective teachers in parent-teacher work. By 1930, 14 colleges had started courses similar in nature.

In 1930, Rogers (16, p. 52) stated that there were 400 colleges and universities that offered teacher training in health and physical education. Four-year degrees were offered by 200 colleges. There were 20,000 trained health and physical education teachers in the field.

Briggs (4, p. 307) showed provisions made in 100 state teachers' colleges to prepare teachers of secondary schools for guiding and directing extra-curricular activities. The extra-curricular activities were shown in ten classifications: school control, clubs, honorary societies, publications, forensics, music, religion, social organizations,

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\*College catalogues examined.

athletics, and miscellaneous activities.

The summary of extra-curricular activities offered in state teachers' colleges by Briggs (4, p. 310) showed:

1. One hundred state teachers' colleges selected for diversity in size, income for operations, and in service offered 4,476 activities or 44.8 activities per institution, as follows: department clubs, 9.4; social organizations, 5.4; school control, 5.4; athletic activities, 5.0; music, 4.6; miscellaneous, 4.0; honorary, 3.8; student publications, 2.4; religions, 2.2; forensics, 2.2.

2. There are 386 different extra-curricular activities offered in the state colleges studied.

3. The curricula of 100 state teachers' colleges showed regularly scheduled courses for study of extra-curricular activities as part of regular course if units of work in extra-curricular activities presented in other courses might be counted. Six teachers' colleges show catalogued courses in guidance.

4. No provision for practice in guiding and directing student groups was made. If their reports may be accepted, one-half of all prospective teachers are going into the high school positions with no experience in this very important phase of preparation for guiding and directing extra-curricular activities, and those with training have had meager opportunities at best.

Summarizing briefly, the literature in the field shows a clear recognition of the need for teachers who are trained in the extra-curricular activities they are to sponsor. Again the evil is recognized, but the remedy, in this case, opportunity in our colleges for study in guiding and directing extra-curricular activities, has not been provided.

## THE STATUS IN KANSAS

After a study of the literature, a questionnaire consisting of four parts (see appendix) was prepared. The first page of the questionnaire consisted of a letter to the head of the school with instructions for filling out the questionnaire. In Part I, 16 extra-curricular activities, selected because they were thought to be typical, were listed with the purpose of finding out the teacher sponsoring each activity, the teacher's extra-curricular training, the number of curricular subjects taught by and the community services expected of that teacher. Part II was to be filled out by a typical teacher of the school. The teacher listed separately curricular, extra-curricular, and community services; the number of classes or meetings per week, the length of class or meeting in minutes, and the time spent in preparation for each class or meeting. Part III of the questionnaire asked for the schedule of an overburdened teacher in the system. The questions were the same as those asked the typical teacher. In the last part, questions concerning training of teachers for extra-curricular work and the combined load of teachers were asked.

The questions could be answered yes or no. Also, there was room left at the bottom of the last page for any comments the school head wished to make. Parts I and IV were to be filled out by the school head, and Parts II and III by teachers in the system.

The questionnaire was supplemented by personal interviews with several principals and teachers. From them the writer received more intimate contacts with the problems and obtained several of the ideas which are embodied in this study.

There are 88 schools in Kansas with enrollments from 100 to 250 which belong to the North Central Association. Schools which were members of the North Central Association were used in this study because they have to meet higher academic standards than do non-members; therefore, they should have better extra-curricular organizations.

As shown in table 3, replies to the questionnaire were received from 55 (62.5 per cent) of the schools.

In order to test whether or not a valid sample of the schools of the state with enrollments from 100 to 250 had been obtained, the enrollment, the number of teachers, and the number of pupils per teacher were tabulated for all

the schools in Kansas with enrollments from 100 to 250, as shown by Markham (12). The 88 schools in this study which belong to the North Central Association, according to table 3, had average enrollments of 160, with eight teachers and 19 pupils per teacher. The 163 high schools

Table 3. Comparison of schools in Kansas with enrollments from 100 to 250 which do and do not belong to North Central Association.

	Number	Enrollment	Number of Teachers	Pupils per Teacher
Non-members	163	144.80	7.16	20.22
Members	88	160.99	8.11	19.85
Schools reporting	55	150.36	7.77	19.35

with enrollments from 100 to 250 in the state which do not belong to the North Central Association had an average enrollment of 144, with seven teachers and 20 pupils per teacher. On the basis of these figures, it appears that an adequate sampling has been used in this study.

The mean is the statistical device used in all the tables. This study deals with the average case and in the interpretation of the data, the extreme cases are not considered.

### Examples of Typical Teachers' Schedules

Schedules for ten teachers who were reported as typical are given below.

English teacher: Taught five curricular subjects (hour periods); sponsored debate, dramatic club, and class plays; and sponsored P.T.A. programs and church plays.

Social science teacher: Taught four classes (hour periods); coached all sports.

English teacher: Taught five classes (hour periods); sponsored dramatics, Girl Reserves, and school plays.

English teacher: Taught five classes (45-minute periods); sponsored glee club, operettas, specialties, and girls' club; taught Sunday School class and attended Ladies' Aid weekly.

English teacher: Taught five classes (hour periods); sponsored glee club, school plays, and school paper; taught Sunday School class; sponsored two one-act plays a month for rural P.T.A. meetings.

Science teacher: Taught five classes (hour periods); and coached all athletics.

Science teacher: Taught six classes (hour periods); coached football and basketball; and taught Sunday School class.

English teacher: Taught five classes (hour periods); sponsored plays, debate, and dramatics.

Social science teacher: Taught five classes (hour periods); sponsored plays, debate, forum club, and school paper.

Principal: Taught three classes (hour periods); sponsored annual and school paper; belonged to

Chamber of Commerce and Lions Club; taught a Sunday School class; in addition, regular duties of a principal.

The schedules above of typical teachers were in most cases too heavy. Many of the schools did not report overburdened teachers in that category, but listed loads for their typical teachers which were excessive.

#### Examples of Overburdened Teachers' Schedules

Schedules of ten teachers who were reported as overburdened are given below:

Commercial teacher: Taught five classes (hour periods); sponsored band and orchestra and community music programs.

Science teacher: Taught five classes (hour periods); coached athletics; sponsored Hi-Y and senior class; taught a Sunday School class and sang in the choir.

Commerce teacher: Taught six classes (hour periods); sponsored football, basketball, and track; and attended church and Sunday School.

Home economics teacher: Taught six classes (hour periods); sponsored Girl Reserves and senior class.

Superintendent: Taught five classes (45-minute periods); sponsored debate, forensics, Hi-Y, and student council; taught Sunday School class; sponsored 4-H club work; and was a member of Lions Club and Masonic lodge.

English teacher: Taught five subjects (hour periods); sponsored plays, debate, forensics,



assembly programs, and annual; sang in the choir.

Social science teacher: Taught six classes (hour periods); sponsored plays, library, school news, and dramatics; belonged to study club; Y.M.C.A.; and taught a Sunday School class.

English teacher: Taught five classes (hour periods); sponsored Girl Reserves, Latin club, National Honor Society, and plays; taught Sunday School.

English teacher: Taught six classes (hour periods); sponsored class plays, forensics, school paper, and sophomore class.

Mathematics teacher: Taught six classes (hour periods); sponsored Girl Reserves, school plays, and Y.W.C.A.; and taught a Sunday School class.

The above teachers were obviously overburdened. The typical teachers had excessive combined loads, and those of the overburdened teachers were heavier. Besides the curricular, extra-curricular, and community service load, a teacher has a psychological load to carry in many communities. This is clearly shown by Strickland (18, p. 5).

"I am a school teacher in a small town in the Middle West. I admit this reluctantly because I know from past experience that the moment I make this confession, an invisible wall of reserve will rise between us. I am no longer a human being to you, a person who lives, thinks, hopes, and fears. Instead I become a dull person, a paragon of virtue, a member of the third sex, in short---a school teacher!

"But I insist if I am different from other people (and perhaps I am) it is because I have been made so by the very citizens who criticise me for being different.

"I doubt if anyone who has never been a teacher realizes the precariousness of my job. I may be dismissed for almost anything; for failure to go to church, for spending too many weekends out of town, for living in an apartment, for too strict discipline, for spending too much money outside of the community, for having too many opinions, for not playing favorites with children of school board members, or for holding a position coveted by some home town girl. Every one of these causes, to my own personal knowledge, has brought about the dismissal of some teacher.

"My case, I believe, is not unique. What, then, are to be the social consequences when large numbers of small town teachers are subjected to similar restraints?

"Well, one thing that happens is that many intellectually vigorous, worthwhile men and women shun the teaching profession entirely. These are the very people who ought to teach, if the schools are to train young people for good citizenship and fruitful living. Still others who refuse to lose their individuality go to the cities, shunning the small towns which they could help most if it were not for these ridiculous taboos.

"I believe, then, that citizens defeat their own ends when they force colleagues and me to become school teacherish."

The above typifies the burdensome conditions with which many teachers must be content. In many communities, this detrimental factor is overcome to a certain extent by friendliness toward the teachers, but it exists in some degree in almost every community.

### The Teacher's Total Load

In table 4 a list of the extra-curricular activities sponsored by the schools is given with the percentage of schools sponsoring the activity and the mean number of curricular subjects taught by each sponsor of the activity. In this study the term curricular subject means one academic course and does not refer to a class period.

All of the schools sponsored basketball, glee clubs, and school plays. Ninety-two per cent participated in football, 90 per cent in track, and 21 per cent in baseball. In the field of music other than glee clubs already mentioned, 89 per cent of the schools had bands and 71 per cent had orchestras.

The next most popular group of activities sponsored in the schools included Girl Reserves, 71 per cent; school paper, 62 per cent; student council, 53 per cent; and Hi-Y, 52 per cent.

In the next group, 37 per cent of the schools sponsored G.A.A.; 32 per cent, forensics; and 29 per cent, debate.

Pep clubs were reported by three and six-tenths per cent of the schools, and F.F.A., R.O.H., golf, tennis, operettas, science club, wrestling, National Honor

Table 4. Per cent of schools sponsoring each activity and the mean number of curricular subjects taught by the respective sponsors.

Activity	Number of Questionnaires	Number of Replies	Per Cent of Schools Sponsoring Activity	Number of Curricular Subjects Taught by the Sponsor
Football	55	51	92.7	4.8
Basketball	55	55	100.0	4.8
Track	55	50	90.9	4.8
Baseball	55	12	21.9	4.8
School Annual	55	18	32.7	5.4
Hi-Y	55	29	52.7	4.9
G. R.	55	39	71.0	4.9
Student Council	55	29	53.0	3.2
Band	55	49	89.0	1.3
Orchestra	55	45	81.9	1.2
Glee Club	55	55	100.0	1.8
School Plays	55	55	100.0	5.5
G. A. A.	55	20	37.0	4.9
Debate	55	16	29.0	5.4
Forensics	55	18	32.7	5.4
School Paper	55	34	62.0	5.4
F. F. A.	55	2	3.6	4.0
R. O. H.	55	1	1.8	5.0
Pep Club	55	2	3.6	5.0
Golf	55	1	1.8	4.0
Tennis	55	1	1.8	5.0
Operetta	55	1	1.8	1.7
Science Club	55	1	1.8	5.0
Wrestling	55	1	1.8	5.0
Nat. Honor Soc.	55	1	1.8	2.0
Home Room	55	1	1.8	6.0

Society, and home room were a part of the activity program in one and eight-tenths per cent of the schools studied.

In a study of Kansas schools with enrollments below 100, Hukriede (10, p. 55) found the smaller schools carried on a complete program in athletics, music, and dramatics. Many of the activities such as student government, service organizations, home rooms, and clubs, which have a high educational value, are not very extensively found in smaller schools.

Three-fourths of the 416 teachers in the 55 schools studied sponsored some extra-curricular activity. Ninety-three per cent of the teachers in a study of Kansas schools with enrollments below 100 by Hukriede (10, p. 53) sponsored some extra-curricular activity.

The teachers who sponsored school papers, school plays, forensics, debate and school annuals also had curricular loads averaging over five subjects. In a large majority of cases, as shown in table 5, these sponsors were English teachers.

The sponsors of Girl Reserves, Hi-Y, and G.A.A., had the same average curricular load which was 4.9 subjects per teacher. The teachers who sponsored these activities



were taken from a variety of curricular fields, although there was a tendency for home economics teachers to sponsor Girl Reserves and social science teachers to sponsor Hi-Y.

Athletic coaches had the next heaviest curricular load, which was 4.8 classes per coach. There was not any noticeable correlation between coaching athletics and teaching in any curricular field. The majority of coaches taught social science, manual training, science, or mathematics.

The sponsors of student council taught an average of 3.1 curricular subjects a day. This lighter load can be accounted for by the fact that 62 per cent of the sponsors were either principals or superintendents. In addition to music classes, the directors of band, orchestra, and glee clubs had an average teaching load of 1.45 academic subjects. The light academic load of these teachers can be accounted for by the fact that, in a majority of cases band, orchestra, and glee club periods were a regular part of the school's schedule and were considered curricular subjects and not extra-curricular activities.

As shown in table 5, in most of the activities

several types of sponsors were found. The music teacher was the sponsor of bands, orchestras, and glee clubs in 92, 91, and 87 per cent of the schools respectively.

Figure 1 shows that the English teacher was the sponsor of school papers, school plays, forensics, debate, and school activities in 88, 77, 73, 69, and 67 per cent of the cases respectively.

The home economics teacher sponsored Girl Reserves in 49 per cent of the schools, and the social science teacher was the sponsor of Hi-Y in 35 per cent of the schools. In all other activities that were reported by a representative group of schools there was a variety of sponsors.

As shown in table 5, only seven per cent of the 55 coaches were physical education teachers. This indicated that most schools were not teaching physical education. Twenty of the 55 schools had G.A.A., but only five per cent of the sponsors were qualified to teach girls' physical education.

In the 55 schools reporting, a combined total of 472 activities were sponsored. Figure 2 shows that 29.3 per cent of the activities were sponsored by the music teacher,



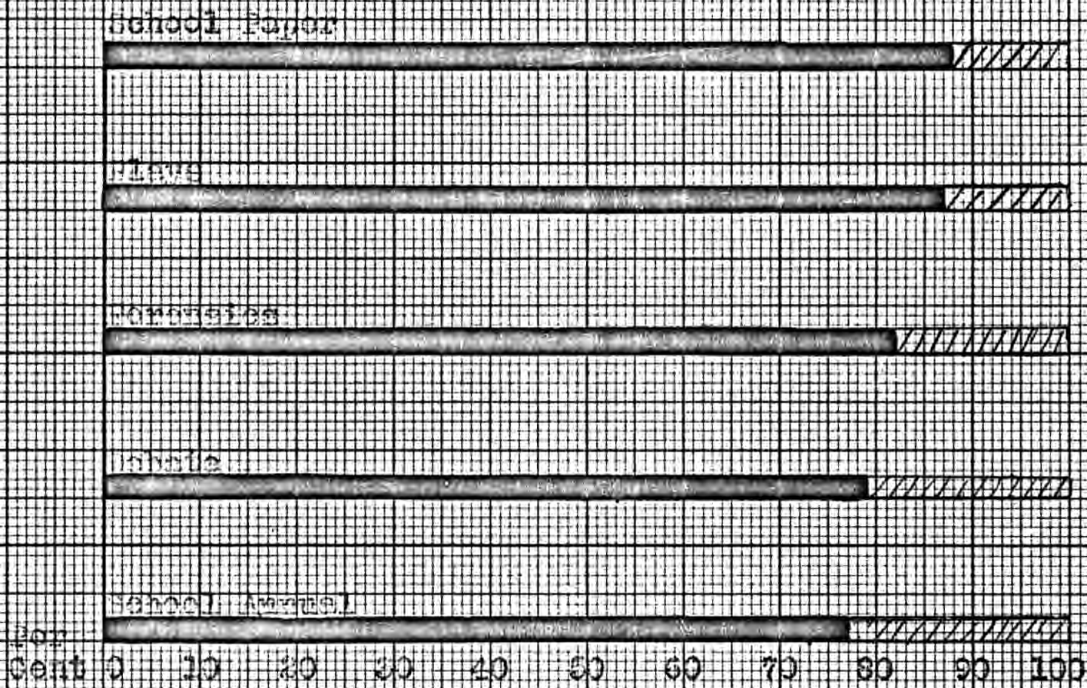


Figure 1. Relative predominance of English teachers as sponsors.

English  Others 

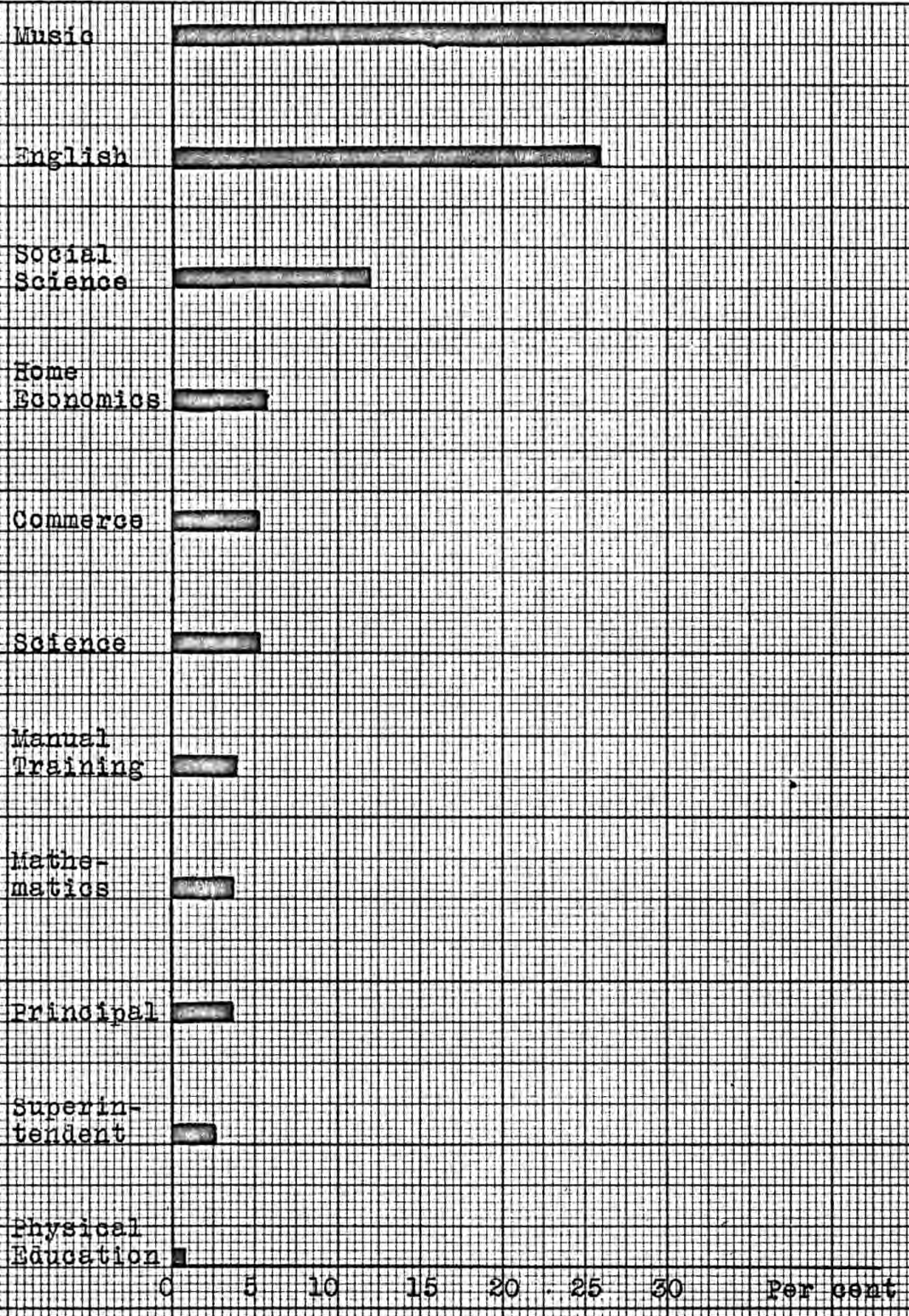


Figure 2. Curricular Classification of sponsors.

and in 26 per cent of the cases an English teacher was the sponsor. Social science teachers sponsored 12.1 per cent of the activities. Commerce teachers and home economics teachers sponsored 7.6 and 5.7 per cent of the activities respectively. The other teachers sponsored less than five per cent of the activities.

The music teachers sponsored band, orchestra, and glee club, which in a majority of schools are curricular. In the field of activities that were sponsored after school, the English teacher had the heaviest responsibility, with social science, commerce, and home economics teachers, respectively, carrying the next heaviest.

In reply to Part II of the questionnaire, the teacher with a typical load indicated the time she spent in curricular, extra-curricular, and community services per week. As shown in figure 3, the 47 teachers reporting were divided as to curricular classification in the following way: 18 per cent social science, 39 per cent English, 18 per cent science; 11 per cent mathematics, six per cent commerce, four per cent home economics, and four per cent principal.

Table 6 shows that the typical teacher had an average

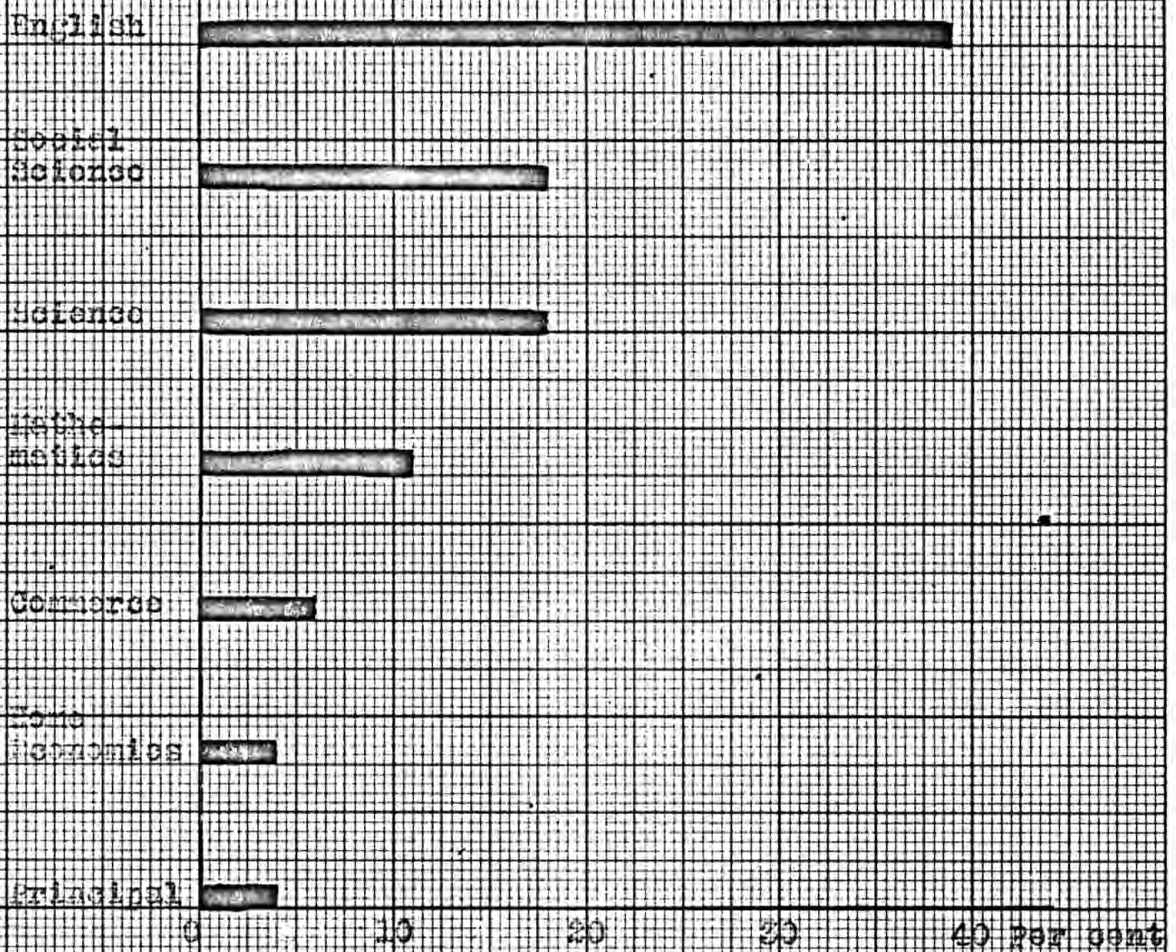


Figure 3. Curricular classification of the over-qualified teachers.

Table 6. The mean weekly total teaching load of the typical teachers in the schools studied.

	Curric- ular	Extra- Curric- ular	Community Load	Totals
Number Questionnaires	55.0	55.0	55.0	55.0
Number Schools Reporting	47.0	47.0	47.0	47.0
Per Cent of Replies	85.4	85.4	85.4	85.4
Number Subjects Taught, Activities Sponsored, and Community Services	4.7	2.0	.8	6.8
Number Classes or Meetings per Week	22.7	3.3	.9	26.8
Length of Classes or Meetings in Minutes	55.5	49.5	67.0	
Preparation for Each Class or Meeting in Minutes	39.4	32.5	27.4	
Minutes per Week Spent in Classes or Meetings	1,257.1	162.9	59.6	1,479.6
Minutes per Week Preparation	892.4	106.8	24.0	1,023.2
Minutes per Week in Study Hall	216.0			216.0
Load per Week in Minutes	2,365.5	269.7	83.6	2,718.8
Load per Week in Hours	39.4	4.5	1.4	45.3
Load per School Day in Hours	7.9	.9	.3	9.1

of 26.8 curricular, extra-curricular, or community classes or meetings per week in which he spent 1,479.6 minutes. In addition, he spent 1,023.2 minutes per week preparing for his classes or meetings and 216 minutes on study halls, which made 2,718.8 minutes spent each week on curricular, extra-curricular, and community work. This average combined load of the typical teacher is 45.3 hours a week or 9.1 hours per school day. Many of the teachers have heavier loads than the average.

The typical teacher spent an average of 7.9 hours a day in curricular work; 0.9 hour per day sponsoring extra-curricular activities; and 0.3 hour per day in community service activities. This load did not include the amount of time the teacher spent attending school plays, school picnics, athletic games, and other activities sponsored by school organizations. It also failed to consider other ordinary duties of the teacher such as remaining during the noon hour.

The typical teacher spent an average per day of 468 minutes in curricular work, of which 292 minutes were spent in class or study hall and 176 minutes in preparation. In a study of Kansas schools with enrollments

below 100. Hukriede (10, p. 53) found the average daily curricular load of the teacher was 466 minutes, of which 335 minutes were spent in class or study hall and 131 minutes in preparation. The average daily curricular load of teachers in schools with enrollments below 100 and in schools with enrollments from 100 to 250 was approximately the same. The teachers in the larger schools spent daily 43 minutes less in class and 45 minutes more in preparation.

Markham (13, p. 53) stated that, "Thirty-five 40-minute periods, or 25 60-minute periods, a week, including recitations, study halls, and all other work, should be the maximum teaching load for any teacher of academic subjects."

According to Davis (8, p. 414) the North Central Association of Colleges and Secondary Schools has had among its standards for accrediting schools certain regulations concerning teaching loads:

The number of daily periods of classroom instruction given by any teacher should not exceed five 45-minute periods or four 60-minute periods. For interpretation in connection with laboratory work and study halls, no combinations of such work should exceed 35 40-minute periods a week or 25 60-minute periods.

As shown in table 5, the typical teacher in this study spent an average of 1,473 minutes a week in curricular classes and study halls. This is more than the maximum teaching load of 35 40-minute periods of 1,400 minutes a week, provided by the state and the North Central Association for any teacher of academic subjects. Nearly half of the teachers spent more than the average amount of 1,473 minutes in curricular classes and study halls. This does not take into account the time spent in extra-curricular activities, which should be included in the state requirements if the school provides time for them in the regular schedule.

The overburdened teacher in the school system was asked, in Part III of the questionnaire, to state the time he spent in curricular work, extra-curricular activities, and community services per week. The 28 teachers, as shown in figure 4, reporting were divided as to curricular classification in the following manner: English, 28.5 per cent; commerce, 25.5 per cent; social science, 18 per cent; science, 7 per cent; home economics, 7 per cent; mathematics, 7 per cent; manual training, three and one-half per cent; and superintendent, three and one-half per cent.



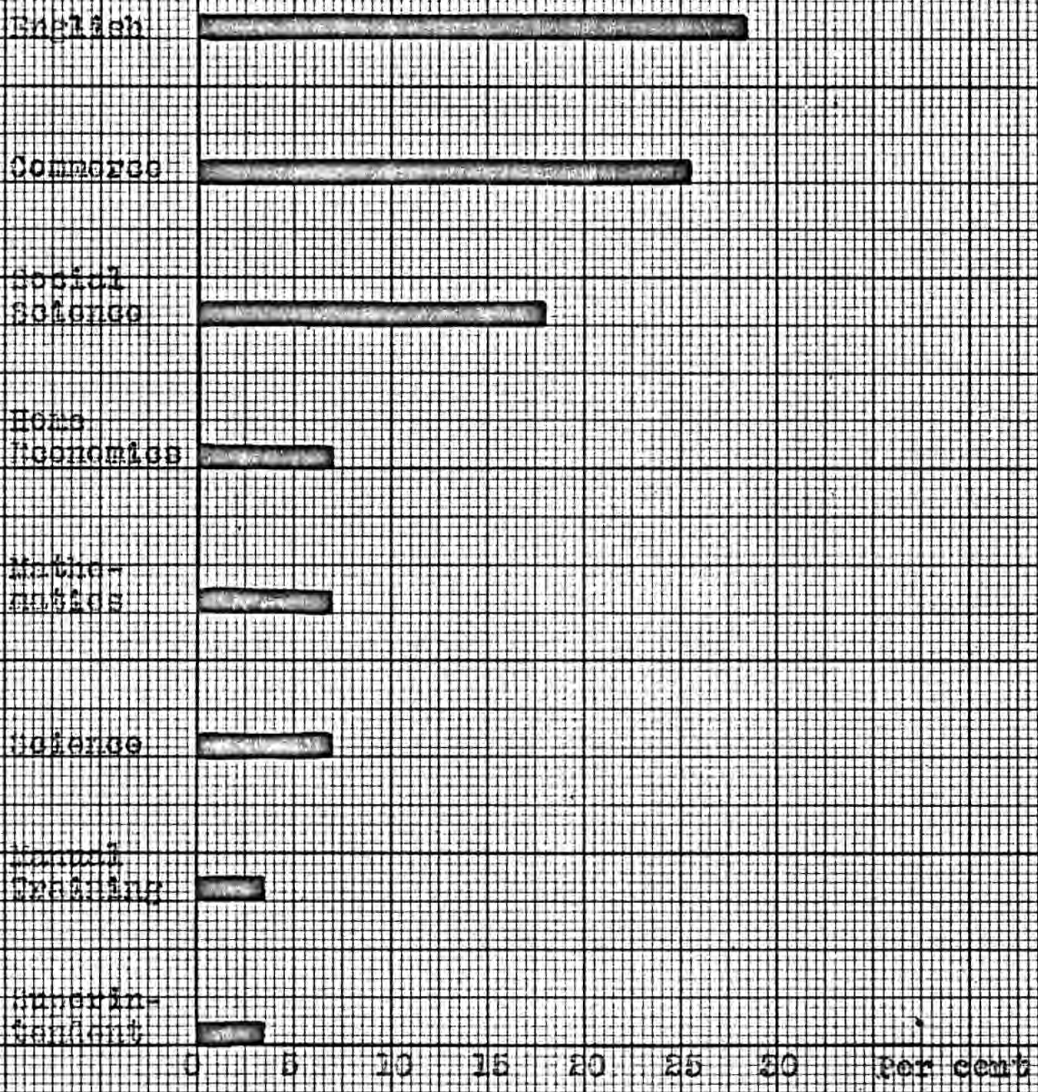


Figure 4. Curricular classification of the typical teachers.

According to table 7, the overburdened teacher had an average of 31.6 curricular, extra-curricular, or community classes or meetings a week in which he spent 1,738 minutes. In addition he spent 977 minutes per week on preparation for classes or meetings, and 216 minutes in study halls, which made 2,930 minutes a week spent in curricular, extra-curricular, and community work. The average combined load per week for the overburdened teachers was 48.8 hours or 9.6 hours per school day.

The overburdened teacher spent an average of 1,750 minutes a week in teaching curricular subjects and in study halls. This far exceeds the maximum of 1,400 minutes set by the state and the North Central Association. This is the time spent by the average teacher of this group, although almost half of the teachers spent more than 1,750 minutes a week in curricular work.

#### Comparative Loads of Typical and of Overburdened Teachers

The typical teacher had an average combined load of 45.30 hours a week or 9.1 hours per day, while the overburdened teacher had an average load of 48.8 hours per week or 9.8 hours per day. The main difference in the

Table 7. The mean weekly total teaching load of overburdened teachers in the schools studied.

	Curric- ular	extra- Curric- ular	Community Load	Totals
Number Questionnaires	55.0	55.0	55.0	55.0
Number Schools Reporting	28.0	28.0	28.0	28.0
Per Cent of Replies	50.4	50.4	50.4	50.4
Number Subjects Taught, Activities Sponsored, and Community Services	5.4	2.1	1.1	8.6
Number Classes or Meetings per Week	27.2	3.3	1.1	31.6
Length of Classes or Meetings in Minutes	56.4	39.9	64.7	
Preparation for Each Class or Meeting in Minutes	29.1	26.0	36.0	
Minutes per Week Spent in Classes or Meetings	1,534.1	131.7	71.7	1,737.5
Minutes per Week Preparation	851.5	85.8	39.6	976.9
Minutes per Week in Study Hall	216.0			216.0
Load per Week in Minutes	2,601.6	217.5	111.3	2,930.4
Load per Week in Hours	43.4	3.6	1.9	48.8
Load per School Day in Hours	6.7	.7	.4	9.8

loads was the amount of time spent in curricular classes a week, which was 1,257 minutes for the average typical teacher, and 1,534 minutes per week for the average overburdened teacher.

The time required in preparation for curricular subjects by the average typical teacher was 892 minutes per week, which was more than the 852 minutes per week spent in preparation by the overburdened teacher. The extra-curricular and community service duties of the typical and overburdened teachers were found to be about the same. The typical teacher gave 343 minutes per week of her time to these duties, and the overburdened teacher gave 327 minutes. This indicates that very little consideration was given to the curricular load of the teacher when extra-curricular duties were assigned. Since both types of teachers were given practically the same extra-curricular load, one group was overburdened because of excessive curricular loads.

#### Point System for Determining Curricular and Extra-Curricular Loads

In part IV of the questionnaire, one of the questions was: Do you have a formal point system for determining

the combined extra-curricular and curricular loads of your teachers? Forty-four schools replied to this question, with 43 answering, "No", and one, "Yes".

Nearly every well-organized school has a point system for determining the combined curricular and extra-curricular loads of its students, yet only one out of 44 schools has made any attempt to determine scientifically the loads of its teachers.

The one school answering in the affirmative to this question was McDonald. On request, the superintendent\* sent the following plan for determining the combined curricular and extra-curricular loads of a teacher:

(a) Every teacher gives instruction in four classes in not more than two departments (40-minute periods).

(b) Two study halls or two periods are now added to each teacher's load, except in case of teachers with laboratory subjects and coaches and other directors of extra-curricular activities. The length of time spent in each activity is determined by multiplying the period in minutes by two (found to be nearer the actual time spent), and then by the number of weeks spent in said activity or sport. The result is equal to a study hall for that length of time. For example, the football season lasts 12 weeks. The time spent in football is determined in the following way: 1 period x 2 equals 2 x 12 weeks equals 24

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\*Donovan Rees, Superintendent of Schools, McDonald, Kansas.

weeks. The sponsoring of football, then, would be equal to a study hall for 24 weeks. For all other sponsors of extra-curricular activities, the time spent in an extra-curricular meeting is subtracted from the two study hall periods or additional periods that would be normally added to their schedules. This makes a maximum load of six classes or the equivalent for each teacher.

(c) Each teacher is given one whole period to himself in the faculty lounge room for relaxation.

(d) Teachers are selected and assigned for curricular and extra-curricular duties on the basis of training and native endowment.

There is an urgent need for the creation of a point system that would fix the maximum combined curricular and extra-curricular load of a teacher.

#### Tendency Toward Overburdening Capable Teachers

The following question was asked in Part IV of the questionnaire: Is there a tendency in your school toward overburdening some teachers with extra-curricular activities and giving less capable teachers lighter loads? Thirty-eight schools replied to this question, with 21 answering, "No", and 17, "Yes".

Approximately 45 per cent of the schools reporting admitted there was a tendency in their systems toward overburdening capable teachers. In most instances no compensation was made in their curricular loads when

additional extra-curricular activities were added to teachers' schedules.

#### Discussion of Teachers' Loads by School Officials

In Part IV of the questionnaire space was left for school heads to give their own opinions. The statements below show that school men have an appreciation of the problem of overburdening the teachers with curricular and extra-curricular work. There would be sympathy among them toward any attempt to equalize teachers' loads.

The school paper is written by members of the journalism class. School plays are prepared in the dramatics class. Physical education classes are a part of the teacher's load.

Boards should hire teachers with personality, enthusiasm, and interest in youth. If they qualify on these, one will not need to worry about the subjects they teach. In our school there is a tendency to load up the teacher who can do the job well and is willing.

This is a worthwhile move. There is a need for limiting schedules of teachers in the matter of extra-curricular and curricular duties.

Nearly all of our teachers are active in one of our five churches and in various clubs, societies, and organizations.

We let our teachers take on any outside activity in the community they want.

In a school of 150 such as ours we feel there is too much extra-curricular activity for the good of the student. Any system of limiting the number of activities a student can enter might be an improvement. (Note: This can be done and is done by many schools.)

Music is not extra-curricular. The school paper is written in journalism class.

We try to make the load as even as possible. Where it is necessary to give a teacher some extra work outside of school subjects, an attempt is made to reduce the teaching load.

Extra-curricular activities are apportioned according to interest and ability of teacher. Each teacher may contribute something in the form of community service if he desires, but no definite amount is expected.

There is a tendency to have more organizations than the school ought to sponsor. We try to employ teachers with the sponsoring of activities as one of the assigned duties.

Debate and forensics are a part of the class work.

Our teachers do not have more than four classes and one study hall. They do not sponsor more than one extra-curricular activity.

In our system we have an English teacher who



taught six classes (hour periods) last year. In addition she sponsored the school paper and directed two plays during the year. While she was directing the second play, her class work slumped and her attitude toward the school was very poor. At the conclusion of the play she became ill and missed two weeks of school. There is no doubt but the heavy load she had to carry sapped her strength and the additional physical work and mental strain attached to her play-directing activities caused her to become ill.

Teachers who have heavy extra-curricular duties should be given a higher wage scale than those who do little in extra-curricular work.

#### The Training of Teachers for Extra-Curricular Activities They Sponsor

Briggs (5, p. 696) has already suggested that three-fourths of the high school teachers of the nation participated in guiding and directing extra-curricular activities in high schools. There was a general demand by principals for teachers who were trained for the extra-curricular activities they were to sponsor.

Table 8, from Briggs (5, p. 696), shows how principals ranked the activities from the standpoint of desirability of training for the sponsor.

Ninety per cent of the principals desired special training for sponsors of forensics, school publications,

and music, while 85 per cent, 80 per cent, and 80 per cent wanted training for sponsors of student council, clubs, and assembly programs respectively. Seventy-five

Table 8. Desirability of special training for guiding and directing extra-curricular activities as rated by 161 school principals in 45 states in 1934. [From Briggs (5, p. 696)].

Activity	Number of Schools Reporting	Per cent of Principals Who Desire Teachers to Have Training in the Sponsorship of Activity
Assembly programs	161	80
Student council	161	85
Clubs	161	80
Forensics	161	90
Religious activities	161	75
Social activities	161	68
Music	161	90
Annual	161	64
School publications	161	90

per cent, 68 per cent, and 64 per cent of the principals desired the sponsors of religious activities, social activities and annual to have special training.

As shown in table 9, the music teachers who sponsored band, orchestra, and glee club all had college training in those activities. In the field of athletics, 96 per cent, 81.8 per cent, 84 per cent, and 50 per cent of the

Table 9. Relationship between activity and college training of sponsors directing the activity.

Activity	Number of Schools Reporting	Per Cent of Teachers with Training in Activities They Sponsor
Football	51	96.0
Basketball	55	81.8
Track	50	84.0
Baseball	12	50.0
School Annual	18	50.0
Hi-Y	29	41.4
G. R.	39	51.0
Student Council	29	43.0
Band	49	100.0
Orchestra	45	100.0
Glee Club	55	100.0
School Plays	55	56.0
G. A. A.	20	40.0
Debate	16	50.0
Forensics	18	44.0
School Paper	34	51.0
F. F. A.	2	100.0
R. O. H.	1	100.0
Pep Club	2	0.0
Golf	1	0.0
Tennis	1	100.0
Operetta	1	100.0
Science Club	1	100.0
Wrestling	1	100.0
National Honor Society	1	100.0
Home Room	1	100.0

sponsors had training in football, basketball, track, and baseball.

Fifty-six per cent of the sponsors of school plays had college training in dramatics. Fifty-one per cent, 51 per cent 50 per cent, and 50 per cent of the sponsors of school papers, Girl Reserves, debate, and school annuals, respectively, were trained for the activities they sponsored. In forensics, student council, Hi-Y, and G. A. A., 44 per cent, 43 per cent, 41.4 per cent, and 40 per cent, respectively, of the sponsors had training in the activities they sponsored.

The remainder of the activities were reported by a small number of schools, therefore the data on the training of sponsors for these activities would be of little value. This limited participation might indicate that the schools had no teachers who were trained to sponsor these activities.

In a study of Kansas schools with enrollments below 100, Hukriede (10, p. 53) found that teachers were better trained for sponsorship of activities in the fields of music, dramatics, and athletics than they were for the sponsorship of Girl Reserves, Hi-Y, home room, class

sponsorship, and student government activities.

Table 10 shows that approximately 50 per cent of the typical and overburdened teachers had training in the activities they sponsored. This finding is consistent with the training of teachers for the sponsoring of all extra-curricular activities as shown in table 9.

Table 10. Per cent of typical and acknowledged overburdened teachers who had training in the activities they sponsored.

Typical Teachers		Overburdened Teachers	
Number Reporting	Per cent Which Had Training in Activity Sponsored	Number Reporting	Per cent Which Had Training in Activity Sponsored
47	51.6	28	49.8

#### Emphasis on Extra-Curricular Training in Hiring Teachers

"In hiring teachers in your system, how much emphasis is placed on their training for the extra-curricular activities they are to sponsor?" was asked in Part IV of the questionnaire. The following answers were received from 38 schools:

1. Not much in some cases.
2. Not much except in football and physical education.

3. Considerable.
4. We try to get teachers with training in extra-curricular activities.
5. Some considerable part.
6. Average.
7. No emphasis, but they know what is expected of them.
8. We give it considerable consideration.
9. Twenty per cent.
10. Very much.
11. Sometimes the determining factor; depends on our specific needs.
12. No great emphasis, but training and experience preferred.
13. Very little.
14. Just as much emphasis on extra-curricular as on curricular.
15. Very little as most of our so-called extra-curricular activities have a place in our regular program.
16. We require a teacher to sponsor at least one activity in which he has training.
17. It is considered.
18. Very little.
19. Effort made for each teacher to have one extra-curricular activity.
20. Experience or interest in activity.
21. Some emphasis, but not enough to pick a weak teacher.
22. Teachers are not assigned unless they have training in the activity.
23. Given serious consideration.
24. Every teacher sponsors some activity.
25. We try to hire teachers who are able to sponsor extra-curricular activities.
26. Much.
27. Very little.
28. Fifty-fifty.
29. Twenty-five per cent.
30. We try to pick teachers who have interest and experience in activity.
31. No emphasis.
32. Very much.
33. Thirty-three per cent.
34. A great deal.
35. Training is not as necessary as ability.

- 36. Not much.
- 37. It is considered.
- 38. Training is not necessary although desirable.

From the answers given above, one can readily see that there was very little uniformity among the schools of the state concerning the emphasis placed on the training of teachers for the extra-curricular activities they were to sponsor. This condition, no doubt, exists for several reasons. The proper emphasis has not been placed on the necessity of training the teacher in the direction of extra-curricular activities; the colleges have not provided proper facilities; and the state has not recommended any uniform plan. The extra-curricular program generally has been carried on in the various communities in a haphazard fashion, and definite attempts to improve the situation have been made in only a small percentage of the schools.

#### CONCLUSIONS

1. Three-fourths of the 416 teachers, in the 55 schools studied, sponsored some extra-curricular activity. Ninety-three per cent of the teachers, in a study of 273 Kansas schools with enrollments below 100, by Hukriede (10, p. 53) sponsored some extra-curricular activity. This

indicated that in schools with enrollments between 100 and 250 a smaller per cent of the teachers sponsored some extra-curricular activity than in schools with less than 100 enrolled.

2. From the standpoint of frequency among schools studied, the activities ranked in the following order: glee club, basketball, and school plays, 100 per cent; football, 92.7 per cent; track, 90 per cent; band, 89 per cent; orchestra, 81.9 per cent; Girl Reserves, 71 per cent; school papers, 62 per cent; student councils, 53 per cent; Hi-Y, 52.7 per cent; G.A.A., 37 per cent; school annual and forensics, 32.7 per cent; debate, 29 per cent; and baseball, 21.9 per cent. The smaller schools carried on a complete program in athletics, music, and dramatics. Many of the activities, like student government, service governments, home rooms, and clubs, which have a high educational value, are not very extensively found in the smaller schools.

3. The sponsors of school plays, school annuals, forensics, school papers, and debate carried the heaviest average curricular loads with 5.5, 5.4, 5.4, 5.4, and 5.4, subjects respectively. The majority of the sponsors of these activities were English teachers. English teachers



sponsored 88 per cent, 77 per cent, 72.5 per cent, 69 per cent, and 67 per cent, respectively, of the school papers, school plays, forensics, debate, and school annuals.

4. The sponsors of Hi-Y, Girl Reserves, and G.A.A. had an average curricular load of 4.9 subjects. Thirty-eight per cent of the Hi-Y sponsors taught science, and 35 per cent social science. Forty-nine per cent of those directing Girl Reserves were home economics teachers. G.A.A. was sponsored by teachers in several curricular fields with no group predominating. Twenty schools offered G.A.A., but only five per cent of the schools had a qualified girls' physical education teacher.

5. Athletic coaches taught an average of 4.8 curricular subjects. Twenty-nine per cent of these sponsors were social science teachers; 24 per cent, manual training; 22 per cent, science; and 15 per cent, mathematics. Only seven per cent of the schools had physical education teachers sponsoring athletics.

6. The directors of glee club, band, and orchestra taught an average of 1.8, 1.3, and 1.2 academic subjects, respectively, in addition to their music classes. Practically all of these directors were music teachers who had full music programs which were considered a part of the

regular curricular schedules of the schools.

7. The sponsors of student council taught 3.1 subjects a day. Thirty-four per cent and 28 per cent of these, respectively, were principals and superintendents.

8. There was no tendency toward positive relationship between the activity sponsored and curricular classification except in the following: band, orchestra, and glee clubs where music teachers predominated; and in school publications, plays, forensics, and debate, where English teachers were the most numerous. In the other activities teachers in several curricular fields were the sponsors.

9. Forty-seven out of 55, or 87.4 per cent, of the schools reported the combined extra-curricular, curricular, and community service loads of their typical teachers. The typical teacher spent an average of 9.1 hours a day working on curricular, extra-curricular, and community duties. Many of these teachers spent more than the average time.

10. Twenty-eight of the 55 schools, or 50.4 per cent, reported the combined curricular, extra-curricular, and community loads of their overburdened teachers. These teachers spent an average of 9.8 hours a day in school work. Many of these teachers spent more than 9.8 hours a day.

11. The average overburdened teacher spent 4.6 hours more a week in class than did the average typical teacher. The average typical teacher and the average overburdened teacher had almost the same extra-curricular and community service loads. The average typical teacher spent more time in preparation than the average overburdened teacher spent. Additional curricular work and not extra-curricular duties made the average overburdened teacher's load heavier than the load of the average typical teacher.

12. The typical teacher spent an average per day of 468 minutes in curricular work, of which 292 minutes were spent in class or study hall and 176 minutes in preparation. In a study of Kansas schools with enrollments below 100, Hukriede (10, p. 53) found the average daily curricular load of the teachers to be 466 minutes, of which 335 minutes were spent in class or study hall and 131 minutes in preparation. The teachers in schools with enrollments from 100 to 250 spent daily 43 minutes less in class and 45 minutes more in preparation than did the teachers in schools with enrollments below 100.

13. The average typical teacher spent 1,473 minutes weekly in curricular classes and study halls, while the average overburdened teacher spent 1,750 minutes a week.

The state department and the North Central Association have set the maximum time a teacher may spend in curricular work at 1,400 minutes a week (35 40-minute periods). The time spent by the typical and overburdened teachers is an average which means that many of these teachers spent more time in curricular work than the state and the North Central Association allow.

14. A majority of the typical teachers reported were English instructors, while in the case of overburdened teachers there was a wide variance in the curricular classification, with English again the predominant teaching field.

15. Only one school out of 44 reporting had a point system for determining the combined extra-curricular and curricular loads of teachers.

16. Approximately 45 per cent of the 38 schools reporting admitted that there was a tendency in their schools toward overburdening capable teachers with extra-curricular activities and giving less capable teachers lighter loads.

17. All music teachers and 85 per cent of the athletic coaches had training in the activities they sponsored. Slightly more than 50 per cent of the sponsors

of school annuals, Girl Reserves, school plays, and debate had college training in the activity directed. Less than 50 per cent of the sponsors of Hi-Y, student council, G.A.A., and forensics had college training in these activities.

In a study of Kansas schools with enrollments below 100, Hukriede (10, p. 53) found teachers were better trained for sponsorship of activities in the fields of music, dramatics, and athletics than they were for the sponsorship of Girl Reserves, Hi-Y, home rooms, class sponsorship, and student government activities.

18. Only one of 14 colleges in Kansas (Kansas State College of Agriculture and Applied Science) listed a course in its catalogue under the heading of extra-curricular activities. The colleges offer courses in debate, forensics, journalism, and dramatics. In most cases where the schools had the teachers listed as having college training in the activities sponsored, they must have meant participation, because none of the colleges gives prospective teachers much opportunity for training in guiding and directing extra-curricular activities.

19. Fifty-one per cent of 47 typical teachers reporting and 49 per cent of the 28 overburdened teachers had

college training in the activities they sponsored. This was in line with the general trend found in the training of sponsors in all extra-curricular activities.

### RECOMMENDATIONS

#### Proposed Maximum Combined Curricular and Extra-Curricular Load

It was shown by this study that the teacher's average load was over nine hours per day. In the recommendations which follow, the maximum teacher's load is set at approximately eight hours a day, which is the recognized working day in industry.

The maximum daily load is limited to 490 minutes (40-minute periods) and 500 minutes (60-minute periods). This load can consist of curricular or extra-curricular duties.

#### A. Teacher with Curricular Load Only

##### 1. Hour-period schools

4 subjects	240 minutes
2 study halls	120 minutes
30 minutes preparation per subject	120 minutes
Teachers' meetings, conferences, class meetings	20 minutes
Total	<u>500 minutes</u>

## 2. Forty-minute-period schools

5 subjects	200 minutes
3 study halls	120 minutes
30 minutes preparation per subject	150 minutes
Teachers' meetings, conferences, class meetings	20 minutes
Total	<u>490</u> minutes

The North Central Association and the State of Kansas allow a maximum load of 35 40-minute periods, or 25 60-minute periods a week. This includes curricular classes, laboratories, and study halls which are part of the regular school schedule, but it does not take into consideration the extra-curricular duties. The above recommendation allows a maximum combined curricular and extra-curricular teacher's load of 40 40-minute periods or 30 60-minute periods a week.

### B. Teacher with Curricular and Extra-Curricular Duties

The extra load will be figured, and the time spent will be subtracted from the maximum curricular load carried by the teacher without extra-curricular duties.

Assume that the sponsor of an extra-curricular activity spends 90 minutes for each meeting. This is nearly the amount of time actually spent. The sponsors of activities such as Girl Reserves and Hi-Y, which are

ordinarily given school time, will spend 90 minutes in the meeting and in preparation for it. The activities that meet outside the school will usually average an hour and a half.

For computation purposes, the extra-curricular period will equal the following curricular periods:

Hour period schools

1 extra-curricular period = 1 curricular subject  
1 extra-curricular period =  $1\frac{1}{2}$  study halls

40-minute period schools

1 extra-curricular period =  $1\frac{1}{2}$  curricular subjects  
1 extra-curricular period = 2 study halls

The method of computation is as follows: The football season lasts 12 weeks. The time spent by the sponsor will be equal to teaching one curricular subject, or keeping one and one-half study halls a day for 12 weeks in a school which has hour periods. In a 40-minute period school the sponsor will spend time equal to teaching one and one-half curricular subjects, or keeping two study halls for 12 weeks.

In case of the sponsor of plays, the teacher will spend approximately one month on each play. Her work in plays would be equal to a curricular load for eight weeks



of one curricular subject, or one and one-half study halls (60-minute periods), or one and one-half curricular subjects or two study halls (40-minute periods).

With this unit for a basis, the principal can determine the load of the teacher in extra-curricular work and subtract that from her curricular load. This will insure the teachers against carrying schedules too heavy for effective service. If all the subjects and extra-curricular activities cannot be worked into a schedule, the work should be evaluated and the least valuable eliminated. It is better for the school to limit the teacher's load and do a reasonable amount of work well than to overload the teachers and do many things poorly.

#### Minimum Amount of Training for Teachers Who Sponsor Extra-Curricular Activities

In this study it was found that approximately half of the teachers stated they had training for the activities they sponsored. Because of the lack of training facilities for the sponsorship of extra-curricular activities, other than debate, forensics, journalism and dramatics, in our colleges, much of this training was probably participation.

There is an urgent need for better training for sponsors of extra-curricular activities.

(Note: The colleges will have to add training courses in organization of extra-curricular activities before this training requirement can be put into force. At present only one Kansas college, Kansas State College of Agriculture and Applied Science, offers a course listed as extra-curricular activities.)

General requirement: (For all teachers who sponsor extra-curricular activities.)

3 hours, extra-curricular activities  
3 hours, vocational guidance

Special requirement:

1. Athletics:

a. Football	)	15 hours physical educa-
b. Basketball	)	tion which includes a
c. Track	)	three-hour course in the
d. Baseball	)	theory of the sport
		sponsored.

2. School plays:

Dramatics	6 hours
Speech	3 hours

3. Forensics:

Speech	6 hours
Debate	3 hours

4. Debate:

Debate	6 hours
Speech	3 hours

5. School paper or school annual:

English major (curricular)  
Journalism 6 hours

6. Hi-Y, G. R. or student council:

Guidance of  
school clubs 3 hours

7. Any other activity sponsored:

The minimum of six hours required to sponsor any extra-curricular activity and some formal training in the specific activity sponsored.

The purpose of the general requirement is to give every sponsor of an extra-curricular activity a mental picture of the whole extra-curricular program. There is a lack of cooperation among sponsors of different extra-curricular programs in many schools because they do not recognize the problems associated with the other activities. Specifically, the school should require definite training of the teacher in the extra-curricular activity sponsored. It is hoped that teachers would pick the extra-curricular activities they intend to sponsor and train themselves for that sponsorship. The teacher then would be trained to teach and sponsor definite subjects and activities. To systematize training to meet these requirements, it is recommended that athletic coaches

teach physical education and English teachers sponsor forensics, debate, plays, and school publications. This would require another English teacher in most schools, which would be an improvement over present conditions. The sponsor of Girl Reserves should be a home economics teacher, while the Hi-Y sponsor would ideally be a social science teacher. Student councils should be sponsored by the superintendent or principal.

The typical and overburdened teachers in this study are shown to have had maximum curricular loads that exceeded the state and the North Central Association regulations. In addition, three-fourths of the teachers had extra-curricular activities to sponsor. It is generally agreed that extra-curricular activities require the expenditure of more nervous energy by the teacher than curricular classes require under present conditions. If the teacher were well-trained for his extra-curricular activities, it seems reasonable that the amount of nervous energy required by the sponsor would be reduced greatly.

It is recommended that the commissioner of the Kansas State Activities Association set up definite training requirements for teachers who sponsor extra-curricular activities. The Kansas State Activities Association

should rate schools A, B, or C on the basis of the efficiency of their extra-curricular programs. The rating of an individual school should be determined yearly by the training of its teachers for the extra-curricular activities they sponsor.

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**APPENDIX**

**QUESTIONNAIRE CONCERNING EXTRA-CURRICULAR DUTIES OF  
TEACHERS IN KANSAS SCHOOLS WHICH ARE MEMBERS  
OF THE NORTH CENTRAL ASSOCIATION**

**PART I**

The first part of the questionnaire asks for:  
 (1) Teacher in charge of extra-curricular activity;  
 (2) A check if the teacher has college training and preparation for activity sponsored; (3) The number of curricular subjects taught by the teacher in charge of the listed extra-curricular activity; (4) Other official duties of teacher in addition to class work and extra-curricular work; (5) Community services expected of the teacher.

	(1)	(2)	(3)	(4)	(5)
	Teacher in charge (i.e., science, math. etc.)	Check if teach- er has col. train- ing in activ- ity	Number of curric- ular sub- jects taught	Other offi- cial du- ties	Commun- ity ser- vices expected of teacher
1. Football					
2. Basketball					
3. Track					
4. Baseball					
5. School Annual					
6. Hi-Y					
7. G. R.					
8. Student Council					
9. Band					
10. Orchestra					
11. Glee Club					
12. School Plays					
13. U. A. A.					
14. Debate					
15. Forensics					

16. School paper

17.

18.

19.

20.

## PART II

Scheduled week's work of a typical teacher in your system.

The following asks for the subjects you taught, the activities you sponsored and your community services during one week of the school year 1937 and 1938.

For each subject and activity and community service you are asked to answer: (1) Number of class meetings or activities held during the week. (2) Length of class or meeting in minutes. (3) The average time you spent in preparation for each class or meeting. (4) Make a check for each class and activity for which you have had college training and preparation.

Number meetings during week	Length class meeting in minutes	Average No. minutes in preparation for each class or meeting	Check ones for which you have college training
-----------------------------	---------------------------------	--	--

## CURRICULAR SUBJECTS

1.

2.

3.

4.

5.

EXTRA-CURRICULAR  
ACTIVITIES

1.

2.

3.

4.

5.

## COMMUNITY SERVICES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## PART III

Scheduled week's work of an acknowledged overburdened teacher in your system.

The following asks for the subjects you taught, the activities you sponsored and your community services during one week of the school year 1937 and 1938.

For each subject and activity and community service you are asked to answer: (1) Number of class meetings or activities held during the week. (2) Length of class or meeting in minutes. (3) The average time you spent in preparation for each class or meeting. (4) Make a check for each class and activity for which you have had college training and preparation.

Number meetings during week	Length class, meet- ing in minutes	Average No. minutes in preparation for each class or meeting	Check ones for which you have college training
--------------------------------------	--	---	--

## CURRICULAR SUBJECTS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

EXTRA-CURRICULAR  
ACTIVITIES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4.

5.

## COMMUNITY SERVICES

1.

2.

3.

4.

5.

## PART IV

In hiring teachers in your system how much emphasis is placed on their training for the extra-curricular activities they are to sponsor? \_\_\_\_\_

Do you have a formal point system for determining the combined extra-curricular and curricular load of your teachers? \_\_\_\_\_

Is there a tendency in your school toward overburdening some teachers with extra-curricular activities and giving less capable teachers lighter loads? \_\_\_\_\_

The following space is included in order to give you an opportunity to express yourself on this problem in categories not listed in the questionnaire: