

THE EXTRA-CURRICULAR DUTIES OF TEACHERS
IN THE SMALLER KANSAS HIGH SCHOOLS

by

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INTRODUCTION

The growing regard of educators for the value of extra-curricular activities has resulted in a rapid expansion the country over. The added holding power of the school and the general conviction that these activities are the school's most useful tools in training youth for living in a democratic society are accepted as ample justification for this growth.

Particularly in the smaller high schools, sponsorship for the extra-curricular activities seems to have been added to the duties of the teachers already overburdened with a heavy teaching load and a great variety of subjects. In the author's experience as principal of a small high school, this sponsorship has been forced on his attention and his contacts with other principals have convinced him that they have encountered the same problem. In meeting this situation, the questions of adequate training and qualifications for handling extra-curricular sponsorships are pertinent.

The purpose of this study has been to obtain more representative information upon the extra-curricular burdens of teachers in the smaller high schools and the qualifications of teachers for such duties.

METHOD OF PROCEDURE

Most of the information for this study has been secured from questionnaires mailed to 404 high school principals who were in charge of high schools with an enrollment of 100 or less during the school year 1937-38. To determine the schools with such enrollments, reference was made to Markham (9). The questionnaire was formulated as a result of the author's experience, by conferring with other principals, and by points and questions treated in the class in extra-curricular activities during the 1937 summer session. Questions relating to the educational value, general scope, duties of teachers, burdens of teachers, factors in administration, and the training of teachers for sponsorship formed the basic material in the questionnaire (Appendix).

The questionnaire consisted of Parts I and II. Part I was answered by the principal and Part II by a representative teacher in the school, whose cooperation was obtained by the principal. By this method, the opinions of both principals and teachers entered into the study. The two parts were not the same questionnaire but covered the same material on several points and questions.

QUESTIONNAIRE RESPONSE

A total of 277 principals and 262 teachers cooperated in the study by returning the questionnaire. In only 15 cases was the part to be answered by a principal returned without the part to be answered by a teacher. Very few of the questionnaires were answered for every point or question but the general returns on each point or question were very satisfactory. On the basis of the 404 questionnaires that were mailed, the returns for the principals were 68.5 per cent and for the teachers, 64.8 per cent. A total of 238 of the 277 principals who cooperated stated that they were interested in obtaining a summary of the results when the study was completed.

QUESTIONNAIRE RETURNS

General Importance and Extent of Extra-Curricular Activities

A total of 276 principals expressed their opinion relating to the importance of the extra-curricular activities in comparison with curricular activities. The majority, or 69.9 per cent, stated that they considered the extra-curricular activities equally as important as curricular activi-

ties, while 3.3 per cent believed them to be of more importance. A total of 26.8 per cent believed them to be of less importance than curricular work. The results agree with the views of many leading educators. Douglass (3) states, "That they contribute just as effectively, if not more effectively, toward the aims of secondary education than do the regular studies." The results relating to the importance of the extra-curricular activities as judged by the high school principals may be found by referring to Table 1.

Table 1. Importance of extra-curricular activities as judged by high school principals.

Comparative importance	Number	Per cent
More important than curricular	9	3.3
Equally as important as curricular	193	69.9
Less important than curricular	<u>74</u>	<u>26.8</u>
Total	276	100.00

The above results, as indicated in Table 1, definitely show that the extra-curricular activities were considered to be equally important to the curricular activities by the majority of the high school principals.

The data tabulated in Table 2 resulted from the replies of the principals relating to specific activities. A list of the common activities, as well as additional ones, formed a basic portion of the principal's questionnaire. Several of the results are of special interest, and the following results are worthy of special comment:

1. Basketball was reported as a school activity more times than any other single activity. A total of 276 of the 277 principals reported it as an activity. Only 85 schools reported football.

2. Athletic activities for girls are not very extensively developed. A total of 131 schools reported girls' basketball, but only 74 schools reported the G. A. A. program of organized activities.

3. Nearly all schools had a Senior and Junior play and the majority had one-act plays. Only 59 schools reported debate as an activity.

4. Music activities were very extensive. Nearly all schools had glee clubs. The reports also indicated that instrumental music activities had been developed in the smaller schools, as nearly one-half of the schools had bands and more than one-half had orchestras.

5. Nearly three-fourths of the principals considered the service organizations of special educational value. There were nearly twice as many schools that had G. R. as schools that had Hi-Y.

6. Social activities consisted of parties and picnics. Twenty-nine schools reported school dances. Social activities were rated lower from the educational standpoint than any other group of activities.

7. School publications consisted of a school paper or school news in the local paper. A total of 111 schools reported yearbooks. Principals regarded this type of activity as valuable to the development of the student.

8. Only 25 schools reported any type of honor society.

9. There was considerable indication that educational trips had been utilized in many schools. Senior trips were reported by 80 principals, and 84 trips not listed as Senior trips were also reported.

10. Most schools used a commencement program, and the majority had a class program in addition to the commencement program.

11. Student government was reported by 99 of the principals. Thirty-nine reported a guidance program and only 38 reported homerooms. All of these activities were

rated as being of considerable educational value.

12. Assemblies were reported by 183 principals and were regarded as educationally valuable by most principals. Only 103 clubs were reported.

The extent to which extra-curricular activities were in operation in the smaller high schools, as well as their importance, may be noted by referring to Table 2.

The educational value of all activities, as tabulated in Table 2, may be summarized as follows: (1), (2), and (3) refer to the three gradations used by the principals in evaluating the activities from the educational standpoint, (1) being used when the activity was considered of special educational value, (2) when of some educational value, and (3) when of little or no educational value.

1. Service organizations, like the Hi-Y and G. R., received the greatest per cent of replies under (1) and fewer under (3), which indicated that service organizations were regarded as especially valuable by most high school principals.

2. Social activities received the highest percentage of ratings under (3) and a lower percentage under (1) than any other group of activities, indicating them to have been the least valuable in the educational development of the student.

Table 2. Evaluation of extra-curricular activities by high school principals.

Activities	(1) Special: : education- : al value	(2) Some : educational: : value	(3) Little : or no educa- : tional value	:Reported :but not :evaluated	: Total
Athletics-boys					
Football	24	45	6	10	85
Basketball	88	134	9	36	267
Baseball	38	105	18	26	187
Track and field	32	103	16	23	174
Tennis	26	76	17	20	139
Soft ball	26	99	13	27	165
Intra-mural	39	30	7	14	90
All others	4	10	1	9	24
Total	277	602	87	165	1131
Per cent	24.5	53.2	7.7	14.6	100.0
Athletics-girls					
Basketball	25	64	20	22	131
G. A. A.	35	28	3	8	74
All others	17	36	3	7	63
Total	77	128	26	37	268
Per cent	28.7	47.8	9.7	13.8	100.0
Dramatic					
Senior play	152	66	3	38	259
Junior play	145	64	3	38	250
School play	81	35	3	12	131
One-act play	116	57	4	29	206
Debate	44	7	1	7	59
Pageants	15	9	2	1	27
All others	12	2	1	-	15
Total	565	240	17	125	947
Per cent	59.7	25.3	1.8	13.2	100.0
Music					
Glee Clubs	173	48	3	33	257
Band	84	23	1	14	122
Orchestra	118	21	3	17	159
Operetta	91	33	12	16	152
Contests	42	33	12	16	103
Festivals	111	67	11	33	222
Total	619	225	42	129	1015
Per cent	61.0	22.2	4.1	12.7	100.0
Service Organization					
Girl Reserve	88	15	2	18	123
Hi-Y	54	7	1	5	67
Total	142	22	3	23	190
Per cent	74.7	11.6	1.6	12.1	100.0
Social					
Class parties	37	121	56	35	249
Class picnics	27	97	61	28	213
School parties	42	108	49	30	229
School dances	7	9	11	2	29
All others	6	5	-	1	12
Total	119	340	177	96	732
Per cent	16.3	46.4	24.2	13.1	100.0

Table 2. (continued).

Activities	:(1) Special : education- : al value	:(2) Some : educational: : value	:(3) Little : or no educa- : tional value:	: Reported : but not : evaluated :	: Total
School publications					
School paper	95	20	3	18	136
Local paper	65	51	5	15	136
Yearbook	63	27	4	17	111
Magazine	6	4	4	-	14
Handbook	4	8	4	-	16
Total	233	110	20	50	413
Per cent	56.4	26.6	4.8	12.2	100.0
Honor societies					
National	8	6	3	-	17
Local type	5	2	-	1	8
Total	13	8	3	1	25
Per cent	52.0	32.0	12.0	4.0	100.00
Commencement activity					
Program	126	74	8	34	242
Class program	90	81	9	30	210
Total	216	155	17	64	452
Per cent	47.8	34.3	3.7	14.2	100.0
Educational trips					
Trips	39	25	7	13	84
Senior trips	63	9	-	8	80
Total	102	34	7	21	164
Per cent	62.2	20.7	4.3	12.8	100.0
Student government					
Student council	49	23	7	9	88
Other forms	3	-	-	-	3
Total	52	23	7	9	91
Per cent	57.1	25.3	7.7	9.9	100.0
Assembly programs	123	33	5	22	183
Per cent	67.2	18	2.8	12	100.0
Homerooms	25	9	1	3	38
Per cent	65.8	23.7	2.6	7.9	100.0
Guidance Program	28	6	-	5	39
Per cent	71.8	15.4	-	12.8	100.0
Activity financing	38	15	-	10	63
Per cent	60.3	23.8	-	15.9	100.0

Table 2. (continued).

Activities	:(1) Special : education- : al value	:(2) Some : educational: : value	:(3) Little : or no educa- : tional value:	:Reported :but not :evaluated:	Total
Clubs					
Pep	1	6	6	3	16
F. F. A.	7	3	-	3	13
Home economics	6	3	-	1	10
Letter	4	2	1	1	8
4-H club	4	1	1	1	7
Dramatic	5	1	-	1	7
Girls	5	2	-	-	7
Boys	5	1	1	-	7
Science	2	1	-	-	3
Music	-	1	-	1	2
Girl scouts	2	-	-	-	2
English	1	-	-	1	2
Current opinion	2	-	-	-	2
All others	6	6	2	3	17
Total	50	27	11	15	103
Per cent	48.5	26.2	10.7	14.6	100.0
<hr/>					
GRAND TOTAL	2679	1977	423	775	5854
PER CENT	45.8	33.8	7.2	13.2	100.0

3. Guidance activities and homerooms ranked high as to the per cent of replies received under (1), but relatively few schools had such activities. The same was indicated for school clubs.

4. Athletics, music and dramatics seemed to be the fields in which schools had the most complete offering of activities. It may be noted that music and dramatics both have received the rating of (1) in over one-half of the reports, while boys' and girls' athletics received the (1) rating in approximately one-fourth of the reports. This indicated that music and dramatics were considered more valuable than athletics from the educational viewpoint.

5. In the complete summation of all evaluations, 45.9 per cent of the replies were under (1), 33.8 under (2), and 7.2 under (3). A total of 13.2 per cent of the activities were reported but not evaluated. The results indicated that the high school principals considered the extra-curricular activities of considerable educational value.

Nearly all teachers who cooperated sponsored some extra-curricular activities. Only 18 of 261 who reported on this point stated that they sponsored no activities. The number of teachers who sponsored extra-curricular activities also indicated the extent of the program in the smaller high schools. In a nation-wide study, Briggs (1) found,

"That approximately three-fourths of the high school teachers of the nation participate in guiding and directing extra-class activities in high school." The percentage for the teachers who cooperated in this study was 93.1. The higher percentage in this study was very likely due to the fact that teachers in a small school would show a higher percentage than a study in which schools of all sizes were included.

Table 3 is a tabulation of the reports showing the number of teachers who sponsored extra-curricular activities.

Table 3. Teacher sponsorship of extra-curricular activities.

Sponsors	Number	Per cent
Number who sponsored extra-curricular activities.	243	93.1
Number who did not sponsor extra-curricular activities.	<u>18</u>	<u>6.9</u>
Total	261	100.0

Duties and Burdens of Teachers

In order to determine the duties of teachers and their time requirements for such duties, it is necessary to know the extent to which the teacher was occupied with daily duties as outlined in the daily school program. The results from the teacher questionnaires were tabulated using the daily assignment in minutes as a unit or method for determining the time that the teacher was definitely assigned to his work each day. The length of time that each class or activity was in session was reported in minutes and the total amount was recorded as the teacher's daily work assignment. The fact that many schools used a combination of different length periods made it necessary to use the total daily time in minutes, as it would have been difficult to use a period of definite length because of the variation in length of periods. Many schools used a combination of the forty, forty-five, and sixty-minute periods for class work and used periods as short as ten and fifteen minutes for certain activities. It was for this reason that the daily work assignment of the teacher during the hours of the school program has been used as a unit rather than a period of definite length. Table 4 includes the reports of the

teachers relating to the length of the daily work assignment.

Table 4. Daily assignment of teachers in minutes.

Length in minutes	Number	Number who had longer assignment	Per cent who had longer assignment
205	1	252	99.6
240	2	250	98.8
255	1	249	98.4
260	1	248	98.0
270	2	246	97.2
275	1	245	96.8
280	18	227	89.7
285	1	226	89.3
290	2	224	88.5
295	3	221	87.4
300	14	207	81.8
305	4	203	80.2
310	4	199	78.7
315	7	192	75.9
320	32	160	63.2
325	10	150	59.3
330	9	141	55.7
335	5	136	53.8
340	17	119	47.0
345	8	111	43.9
350	6	105	41.5
355	3	102	40.3
360	71	31	12.3
365	1	30	11.9
370	8	22	8.7
375	8	14	5.5
380	8	6	2.4
385	2	4	1.6
390	3	1	.4
400	1	none	none
	Total	253	
Mean	335.5		

The tabulation of the 253 daily assignments submitted by the cooperating teachers indicated that very few teachers had a daily assignment of less than 280 minutes for their regular daily program. For the purpose of comparison, reference is made to Markham (8).

Thirty-five forty-minute periods or twenty-five sixty-minute periods a week, including recitations, study hall, and all other work, should be the maximum for any teacher of academic subjects.

Reducing this statement in terms of the daily program, it would mean that no teacher should have in excess of seven forty-minute periods or five sixty-minute periods for daily work in the school program. Using the basis of 280 minutes and 300 minutes, it will be noted that the majority of teachers had in excess of that amount, as indicated by the returns on 253 questionnaires.

There may be some question concerning the meaning of the recommendation as stated by Markham (8). Mr. Ralph Stinson¹ states that, "The interpretation of that sentence should be any regularly assigned work, whether of an activity nature or otherwise, provided it is placed on the regular school schedule."

¹ Letter from Mr. Ralph Stinson, Kansas High School Supervisor, written on June 15, 1938.

On this basis the daily work assignment of the teacher would seem to make a definite unit since it would include the time that the teacher was at work regardless of the type or nature of the work.

The data may be compared by determining the number of teachers, and the per cent in each case, that had in excess of a definite stated daily assignment in minutes. Table 4 shows that, of the teachers who reported, 89.7 per cent had in excess of 280 minutes and 81.8 per cent had an assignment in excess of 300 minutes, which exceeded the recommendations of seven forty-minute periods or five sixty-minute periods daily. The mean length of the teachers' daily assignment was 335.5 minutes, or 5 hours and 35 minutes.

The duties of a teacher were not limited to the time during the daily program that he had been assigned to a definite task. Preparation for the daily work was a considerable factor, since most of the preparation of a teacher was made outside of the hours of the daily school program. The time that the teachers used in minutes was stated, and the results were tabulated in Table 5. The majority of the teachers who cooperated answered the question that related to the daily preparation, and the answers varied from a few who reported 20 minutes to some who reported as much as

Table 5. Daily preparation of teachers for daily assignment.

Preparation in minutes	Number	Number us- ing more	Per cent using more
20	3	241	98.9
30	11	230	94.3
40	4	226	92.6
50	2	224	91.8
60	16	208	85.3
70	1	207	84.9
80	7	200	82.0
90	27	173	70.5
100	2	171	70.1
110		171	70.1
120	81	190	36.9
130		90	36.9
140	5	85	34.8
150	22	63	25.8
160	1	62	25.4
170		62	25.4
180	30	32	13.1
190		32	13.1
200	1	31	12.7
210	7	24	9.9
220	3	21	8.6
230		21	8.6
240	11	10	4.1
250	1	9	3.1
260		9	3.1
270	2	7	2.9
280		7	2.9
290		7	2.9
300	7	none	none
Mean	131.2	244	Total

300 minutes. The majority of the teachers used from 1 to 3 hours in daily preparation. One teacher stated that she had used from 7 to 12 o'clock each evening to prepare for her daily work. More than 85 per cent spent in excess of one hour and 13.1 per cent spent in excess of 180 minutes or three hours. The per cent that exceeded one hour in preparation was 85.3 per cent, the per cent that exceeded two hours was 36.9 per cent, while 13.1 per cent exceeded three hours in daily preparation. The mean for daily preparation was two hours and eleven minutes. The results have been tabulated in Table 5.

In some cases the time used for sponsorship of the extra-curricular activities had been provided in the regular school schedule. A portion of the questionnaire asked the teacher to state the hours per week that had been used in sponsoring extra-curricular activities outside of the time provided during the hours of the school program. Several teachers stated that it was impossible to determine such an amount. Some stated that they used as much as four or five hours daily at the time an activity was in session. Only replies in which the teacher had made a definite determination were included in the replies tabulated in Table 6. Since some of the time used for the sponsorship of extra-curricular activities had been included in the daily assign-

Table 6. Hours per week used by teachers in sponsoring extra-curricular activities outside of school hours.

Hours per week	Number	Number having more	Per cent having more
.5	6	192	96.9
1.0	33	159	80.3
1.5	6	153	77.3
2.0	49	104	52.5
2.5	4	100	50.5
3.0	22	78	39.4
4.0	17	61	30.8
5.0	21	40	20.2
6.0	12	28	14.1
7.0	3	25	12.6
8.0	5	20	10.1
9.0	1	19	9.6
10.0	9	10	5.0
11.0	1	9	4.6
12.0	5	4	2.0
13.0	1	3	1.5
18.0	1	2	1.0
20.0	2	none	
Mean 3.87	198	Total	

ment, only the time that teachers used outside of the hours of the regular school program was included in the reports of the teachers. It should be noted that the teachers who used more than 8 hours weekly were relatively few. This may indicate that a considerable amount of the time needed for the extra-curricular activities had been included in the hours of the regular school program. Ferris, Gaumnitz and Brammel (4) found that there had been an increase in the time provided for the extra-curricular activities during the hours of the regular school program, in comparing their survey with a previous survey.

The case of the one teacher who reported twenty hours per week may be noted as the extreme case. The activities sponsored by this teacher were as follows: Senior play, Junior play, one-act play, secretary of the P. T. A., activity fund treasurer, librarian, Junior-Senior banquet, art club, physical education club, and news reporter. The work of news reporter took three hours weekly throughout the school year. Such cases were few but they are sometimes found. The majority of the teachers reported from 1 to 5 hours weekly outside of the time provided in the regular school program, the mean being 3.87 hours, or 3 hours and 52 minutes weekly.

Community activities demanded a share of the teacher's time in some communities. There is evidently considerable variation, as teachers were free in some communities and were busy with such activities in other communities. In the principals' reports, 160, or 64.5 per cent stated that teachers in their schools sponsored community activities. Of the teachers, 105, or 41.2 per cent, reported that they sponsored community activities. The reports showed that a greater percentage of replies from the principals were answered in the affirmative than was true of the teachers. This may be due to the fact that principals replied for a school and would answer "yes" if one teacher sponsored community activities. The replies from teachers, however, were individual replies. Table 7 includes both the replies of the principals and the teachers.

Table 7. Sponsorship of community activities.

Replies of:	Yes	:	No	:	Total
	:Number:	Per cent:	Number:	Per cent:	
Principals	160	64.5	88	35.5	248
Teachers	105	41.2	150	58.8	255

The time required by the sponsorship of community activities showed considerable variation. Of the 87 teachers who reported a definite amount of time weekly, three reported one-half hour while the extreme cases were 12 and 15 hours. The majority of the 87 who reported the time reported from 1 to 2 hours weekly. No doubt it was difficult to estimate the amount, and many teachers did not answer this portion of the questionnaire. According to Table 7, only 105 teachers reported sponsorship of community activities, so the 87 replies included about 83 per cent of the teachers who sponsored community activities. The mean was 2.23 hours weekly, or 2 hours and 13 minutes. Data relating to the time spent in sponsoring community activities may be found in Table 8.

Table 8. Hours per week in sponsoring community activities.

Hours weekly		Number
	0.5	3
	1.0	32
	1.5	4
	2.0	27
	2.5	2
	3.0	8
	4.0	6
	5.0	1
	6.0	2
	12.0	1
	15.0	1
Mean	2.23	<u>87</u> Total

The community activities listed by teachers are of considerable interest and, in general, seem to have had some connection with churches. A total of 147 activities were mentioned and 110, or approximately 75 per cent, were church activities. Teaching a Sunday school class was the most common, as such activity was mentioned 56 times. The data relating to the community activities sponsored by teachers have been tabulated in Table 9.

Table 9. Community activities sponsored by teachers.

Activity	Times mentioned
Sunday school class	56
Church music	31
Church league	14
Other church activities	9
Clubs	8
Y. W. C. A.	5
4-H club	4
Band	4
P. T. A.	3
Plays	3
Boy scouts	2
All others	8
Total	147

The time per week or day that an average teacher may be engaged with his regular duties is of interest. In order to derive some figures for consideration, the means for the four types of work or duties were totaled and the average time per week was determined. By this method the average time per week was found to be 44 hours and 59 minutes, or 45 hours for the purpose of comparison. The daily work in hours, when determined on a five-day week, was 9 hours and 7.5 hours when determined on a six-day week basis. This would be true when all types of loads are constant. Under actual conditions, the community and extra-curricular load fluctuated to a considerable degree, and the weekly or daily load varied from the above figure, being more at times and less at other times. The fact that this would be an average load must be considered, since approximately 50 per cent of the teachers would have in excess of the above computed average.

Many teachers had an excessive daily load, as was indicated by the data submitted in Table 4. Since many of them had additional work outside of the school program, there is no doubt that they were overburdened teachers. In order to study the question of overburdens, principals and teachers reported on the overburdening. A total of 276 of

the 277 principals replied to the question of overburdening. The results indicated that over 74 per cent of the principals stated that some of the teachers were overburdened, while 3.6 per cent reported that all of their teachers were overburdened. A total of 21.8 per cent reported that none of the teachers were overburdened.

Table 10. Teachers overburdened as reported by principals.

Nature of overburden	Number	Per cent
All overburdened	10	3.6
Some overburdened	206	74.6
None overburdened	<u>60</u>	<u>21.8</u>
Total	276	100.0

Teachers expressed themselves on the same point by stating the amount of overburden in relation to the school year. The data indicated that relatively few teachers were overburdened at all times, but that the big majority were overburdened at some time during the school year. Since the curricular load was fairly constant, there is no doubt that the overburdening coming at certain times was caused by the extra-curricular load's being much heavier at certain times. The reports of teachers relating to the ques-

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amount, then it would seem that either the load was not evenly distributed among the faculty, or it was not evenly distributed as to the time of the school year, since a majority of the teachers were overburdened during certain times of the school year. It would seem reasonable that teachers in the smaller schools had a larger teaching load and this was very likely due to the extra-curricular activities sponsored. Quanbeck and Douglas (10) found that, "A portion of the greater load borne by teachers in the smaller schools may be attributed to the greater amount of time spent in extra-curricular activities." The results relating to the principals' expression of the extra-curricular activities offered in relation to the teaching staff have been tabulated in Table 12.

Table 12. Offerings of extra-curricular activities in relation to teaching staff.

Amount of activities offered	Number	Per cent
More than teaching staff could properly supervise	50	18.6
Amount that teaching staff could properly supervise	219	81.4
Total	269	100.0

Factors Related to the Extra-Curricular Load

The distribution of the extra-curricular teaching load and the relationship that it holds to the teaching burdens must be considered. Principals reported on the question of the distribution and 127 reported that they distributed the load evenly among the faculty, while 138 reported that they assigned more to some. Many of the principals stated that it was impossible to make an even distribution, for the reason that some teachers were untrained to sponsor the activities and more had been assigned to those better qualified. The results fell very nearly into equal divisions on this point, as about 50 per cent attempted or made an equal distribution. The fact that some of the principals stated that it was impossible to do so would agree with what has been stated by Diettert (2).

Why should a regular classroom teacher with a full teaching load be required or requested to sponsor and direct several extra-curricular activities, while another teacher in the same system escapes extra-curricular duties entirely? I know a teacher in a small rural high school who is asked to be dean of girls, to coach debate, to sponsor hobbies, occasionally to coach girls' basketball, to sponsor a class, and to give extra-curricular training in aesthetic dancing, and she has but one period a day free for the direction and organization of these activities. The burden of school activities is not sufficiently divided.

To say that other teachers are not qualified or interested is a poor excuse. If a teacher is not interested in the whole school program, she should not teach in it. If she cannot assist in an activity because she lacks qualifications, she should lose her job to someone who can.

According to the results there was considerable indication that the teaching load had not been evenly distributed and this caused an overburdening at the time the activity was in operation. Teachers who are asked to give an undue amount of time to certain activities will very likely become inefficient in all of their work. These conditions are very apt to occur when certain activities, such as a play, athletic contest, or music activity, are strongly emphasized. Such conditions are sure to become a burden. Selvidge (12) states

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

Table 13 includes the data relating to the distribution of the extra-curricular load.

Table 13. Distribution of the extra-curricular teaching load.

Type of distribution	Number	Per cent
Evenly distributed	127	47.9
Assigned more to some teachers	138	52.1
Total	265	100.0

Data submitted in Table 4 indicate that many of the teachers had a full or excessive daily teaching load. One solution to the problem of overburdening would be relief from the daily teaching load. Principals and teachers reported on this question in very much the same manner. Principals were asked if they relieved teachers of curricular work. The teacher was asked if he had been relieved of some of his curricular work in favor of extra-curricular work. The results have been tabulated in Table 14. There seemed to be some disagreement between the principal and teacher replies, as a majority of the principals replied "yes", while a majority of the teachers replied "no". The difference may be due to a difference of interpretation as to what constituted relief from curricular work. The teacher more than likely considered relief being allowed a vacant period, while the principal may have considered the

dismissing of a class for a few periods relief from curricular work. It is evident that, if teachers in general had a full load of classes and duties during the day, very little relief could have been provided unless the subjects offered in the school program had been reduced in number or the faculty enlarged. Table 14 shows the complete tabulation relating to the point of relief from curricular load.

Table 14. Relief from curricular load.

Relief from curricular load	Yes :Number	Per cent	No :Number	Per cent
As reported by principals	150	56.7	115	43.3
As reported by teachers	52	22.1	183	77.9

Table 14 would indicate that in most cases the load had not been lightened to the extent that it was noticeable to the teacher, or the amount of relief had been so small that the teacher did not regard it as relief from curricular work. It will be noticed that 56.7 per cent of the principals stated that they had relieved the teacher from curricular work, but only 21.9 per cent of the teachers reported that they had been relieved.

In many communities there exist certain extra-curricular activities that may be regarded as community "pets". Such a condition did not seem to exist in a general way, but thirty-nine principals stated they had activities they preferred to discontinue but hesitated to do so because of community sentiment. Seven additional principals stated that they preferred to curtail some of the athletic and music activities. It is interesting to note that in most cases the activity that principals preferred to discontinue was girls' basketball. This activity was reported 19 times of the 39 activities mentioned. The fact that so many small schools voiced their disapproval during the 1937-38 school year, when the State Activities Association attempted to curtail basketball for girls, may have had considerable bearing on this point. Table 15 includes the activities mentioned by principals in the report related to this point.

Table 15. Extra-curricular activities principals preferred to discontinue.

Activity	Number of times mentioned
Girls' basketball	19
Football	4
Banquets	2
Girl Reserve	2
4-H clubs	2
All others	10
Total	39

Table 15 shows that there were a few activities in some communities that principals preferred to discontinue. The questionnaire also revealed that, in general, most communities did not expect the school to offer more activities than are now in operation. Out of a total of 266 replies by principals, 195, or 73.3 per cent stated that the communities were satisfied with the extra-curricular offering, while 71 or 26.7 per cent replied in the negative.

Many educators are recommending that extra-curricular activities be made curricular, and that all activities that the school offers be approved for credit. Reports from principals indicated that this was true to some extent in the fields of music and dramatics, but to a much lesser degree in other activities. A total of 70 principals stated that they had made one or more activities curricular during the time of the last three school years. The results have been tabulated in Table 16.

The tendency of the extra-curricular activities to be made curricular should tend to lighten the teaching load. This would be due to the fact that many of the activities would be provided a more definite and regular place in the school program. The result would be that

more teachers would be required to take care of all the work that is at this time considered curricular and extra-curricular.

Table 16. Activities curricularized within the past three years.

Activity	Times mentioned
Music	23
Dramatics	23
School paper	9
Athletics	7
Physical education	6
Debate and public speaking	3
G. R. and Hi-Y	3
Total	79

Another factor that is of considerable importance to the teacher, and one that has considerable bearing upon the work of a teacher, is the emphasis placed on the teacher's success with extra-curricular activities and the bearing it has on his general success as a teacher in that school and the community. There are cases where the teacher's success is determined entirely by the showing made with some of the extra-curricular activities. This is often true of athletic coaches and also of music teachers. Such emphasis may cause the teacher to take every

possible means in order to win or make a showing before the general public. Under such conditions it would not be possible to teach good citizenship and character because questionable measures are sometimes used by the sponsor in order to win or make a popular showing. This is very well illustrated by the following newspaper item (11):

High school extra-curricular activities are developing into a racket, in which teachers, for their personal glory and advertisement work the students to death for unjustifiable ends, members of the Reno county Farm bureau advisory council declared at a session in Hutchinson yesterday.

Bureau officials intimated their organizations may later do something about the situation by appointing a committee to study extra-curricular activities and determine to what extent they give students value received for the time spent, and how much they detract from the efficiency of academic work.

Athletics, forensics, dramatics and musical activities, which take long hours of after school work on the part of students, with the coaches and faculty members taking the bows and gaining prestige were among the non-academic school events hit by the bureau speakers.

Such sentiment as the above article pictures is, no doubt, the fault of the people in the community, because the teacher would likely be under criticism if certain activities did not make a popular show. In order to do this the teacher is forced to use additional time of the students and this likely accounts for such actions as indi-

cated in the article quoted. No doubt, communities in which such sentiment exists would be the first to criticise the teacher if he did not win or make a big showing with the activities sponsored.

Teachers answered a portion of the questionnaire that related to the success with extra-curricular activities sponsored by stating the degree to which extra-curricular success was a factor in general success. The results which have been tabulated in Table 17 indicate that nearly 70 per cent of the teachers stated that their extra-curricular success was a factor to some degree in their general success, and 18.3 per cent stated that it was a factor to a considerable degree. Only 11.9 per cent stated that the extra-curricular success was a factor to no degree in their general success. There is little doubt but that the teacher's success, as judged by the people in general, is very often based almost entirely, if not entirely, upon the teacher's success in sponsoring extra-curricular activities.

The results relating to the general success of the teacher as determined by extra-curricular activities have been tabulated in Table 17.

Table 17. Teaching success with extra-curricular activities as a factor in general success.

Degree of extra-curricular success as a factor in general success.	Number of replies	Per cent
To no degree	30	11.9
To some degree	176	69.8
To a considerable degree	46	18.3
Total	252	100.0

In some cases teachers had been assigned to the sponsorship of an extra-curricular activity of which they had not been informed at the time they accepted their positions. A total of 254 teachers replied, and 98 stated that they had been assigned to the sponsorship of an activity of which they had not been informed at the time they had been engaged. Negative replies of 198 were received. This was a majority, but the fact that 98 replied in the affirmative would surely indicate that such a practice had been entirely too common. Stated in percentage, the affirmative replies were 38.6 per cent and the negative were 61.4 per cent. Since these activities are generally regarded as important, the teacher should have been informed of the activities he was to sponsor at the time he was engaged.

The conflict of activities may also be a factor in the teacher's work with extra-curricular activities. There are many instances in smaller schools where students participate in several of the activities and it may be difficult to eliminate conflicts as to the practices or meeting time. The writer's observation has been that students are so busy with music and athletics that such activities as clubs, plays, and others are handicapped because the student cannot be present. This is unfair to the teacher who sponsors the activity. In the smaller schools, too many students take part in many activities, and it is often necessary for the student to neglect one or several activities. The student then makes his own choice and naturally selects the activity that he likes best. It would seem that students should be limited in their participation, but too often the teacher is willing to use a talented student in his activity even though he does not attend all sessions or practices of the activity. Teachers who cooperated made a statement of the prevalence of conflicts in activities which they had encountered. The data have been tabulated in Table 18.

Table 18. Conflict of extra-curricular activities as reported by teachers.

Conflict occurred	Times mentioned	Per cent
Often	46	18.3
Sometimes	173	68.9
Never	32	12.8
Total	251	100.0

In some cases there may be a competitive spirit among certain extra-curricular activities. Such instances have been found with music and athletics, and usually result in friction between the athletic coach and music teacher. Such a condition was not found to be common as reported by high school teachers. Only 12, or slightly less than 5 per cent, of the teachers who answered the question felt that the activities they sponsored were of a competitive nature because of the activities sponsored by another teacher in the same school. This would indicate that the teachers in general entered into a cooperative spirit in sponsoring the extra-curricular activities.

The teachers who cooperated in this study were given an opportunity to make suggestions in a space provided for that purpose in the questionnaire. The suggestions listed

are of considerable interest because they indicated a number of points in the administration of the extra-curricular program that should be of value to administrators. It is for that reason that the suggestions have been tabulated and included in this part of the study.

The suggestions have been tabulated under 15 headings. The number in parentheses refers to the number of times the suggestion was made by teachers.

1. (36) Extra-curricular activities should have a definite time and place in the school program.
2. (15) The small school has too many activities.
3. (15) Teachers must be capable of sponsorship.
4. (12) Teachers should be relieved of curricular work in order to sponsor activities.
5. (8) Colleges should provide training for the sponsorship of extra-curricular activities.
6. (7) Duties of sponsorship should be evenly divided among the faculty.
7. (6) Extra-curricular activities should be made curricular.
8. (6) Instructors must cooperate with sponsors.
9. (6) Student participation should be limited.
10. (5) Activities should benefit the majority.

11. (4) Community should be educated to the value of the extra-curricular activities.

12. (3) Competition among sponsors should be prevented.

13. (2) Teachers should be informed of the activities they must sponsor at the time of engagement.

14. (1) Extra-curricular activities promote the sponsor and not the student.

15. (1) Extra-curricular activities are over-emphasized.

Training and Qualifications of Teachers for Extra-Curricular Sponsorship

The training of teachers in the smaller Kansas high schools for their extra-curricular duties was considered by an analysis of principal and teacher replies that related to the training of teachers. Since the majority of the high school principals believed that the extra-curricular work was of equal educational importance when compared with curricular work, as indicated in Table 1, one would also expect that the training had been considered equally important to curricular training. The data indicate this to be true, as 61.4 per cent of the principals stated that they considered the training of a teacher for extra-curricular activities equally as important as training for cur-

ricular work. An additional 2.5 per cent considered the extra-curricular training more important. The statements relating to the training verify, to a considerable degree, the expression of principals relating to the educational importance, as shown in Table 1. Table 19 is a tabulation of the principals' reports relating to the importance of training.

Table 19. Importance of training for extra-curricular sponsorship.

Degree of importance	Number	Per cent
Extra-curricular training equally as important as curricular training	170	61.4
Extra-curricular training less important than curricular training	100	36.1
Extra-curricular training more important than curricular training	7	2.5
Total	277	100.0

Principals also reported on the consideration of a teacher's training for sponsorship of extra-curricular activities in engaging teachers. Over 95 per cent of the principals stated that they considered the training of the teacher for sponsorship at the time the teacher was hired or engaged. Nearly the same per cent also gave consideration to the teachers' training in assigning them to the

extra-curricular duties. Data related to the training of teachers in engaging and assigning them to their duties have been included in Table 20.

Since the principals regarded the training for sponsorship of importance in most cases, the question as to the type of training is of considerable importance. Since the college training departments are responsible for the training of teachers for both curricular and extra-curricular duties, it is also important to determine whether or not principals have found the training to be satisfactory. Principals replied very decidedly in the negative. Of a total of 242 replies, 203, or 83.9 per cent, stated that the college training departments had not properly trained high school teachers for their extra-curricular duties, while 39, or 16.1 per cent, answered in the affirmative. According to the data, high school principals have found that the college training departments have not properly trained teachers for their duties with the extra-curricular activities. Results have been included in Table 20.

There may be some question concerning the results relating to the training of teachers, so a comparison with the curricular training of teachers was made by the principals. A total of 221, or 83.4 per cent of the 265 prin-

Table 20. Teacher training and extra-curricular activities.

Principal's consideration of teacher training	Yes		No		Total
	Number	Per cent	Number	Per cent	
Training for extra-curricular duties considered in engaging teachers	258	95.6	12	4.4	270
Training for extra-curricular duties considered in assign- ing teachers to duties	255	93.7	17	6.3	272
Teachers properly trained by colleges for extra-curricular duties	39	16.1	203	83.9	242
College training for extra- curricular duties equal to training for curricular work	44	16.6	221	83.4	265

cipals who replied, stated that the college training for extra-curricular duties was not equal to the training for curricular work. In other words, teachers are not as well-trained to sponsor extra-curricular duties as curricular duties, according to the reports of high school principals. The data concerning this comparison of training have been included in Table 20.

Another phase that may be considered is the training of teachers in different fields or lines. The reports of principals indicated that teachers were better-trained in the fields of music, athletics, and dramatics. Music was mentioned 197 times, athletics 185 times, and dramatics 116 times. It is interesting to note that the fields of music and dramatics also were mentioned as fields in which many of the activities had been made curricular (Table 16). It can be inferred that, as teachers become better trained, there may be a tendency to make more of the extra-curricular activities curricular. The fields and activities in which principals have found teachers better trained, and the number of times each was listed, may be noted by referring to Table 21.

Table 21. Extra-curricular fields and activities in which principals have found teachers better trained.

Field or activity	Times mentioned
Music	197
Athletics	185
Dramatics	116
G. R. and Hi-Y	22
Homerrooms	5
Debate	3
Newspaper	2
G. A. A.	2
All others	5
Total	537

The data recorded in Table 21 indicate very definitely that teachers are better trained in music, athletics, and dramatics. This would seem to agree with the statement made by Wright and Votaw (13).

Since the success of the teacher is coming more and more to depend on the ability to direct these activities as well as classroom work, it behooves the teacher training institutions to provide and direct an extra-curricular program which will meet the needs of the public schools. This is being done already to a large extent by the physical education people, and to some extent by the speech and music departments.

According to teachers' replies, there are instances in which teachers have been assigned to sponsorship of an activity for which they had no training. The data relating to this question has been tabulated in Table 22. It

will be noted that this was more common with such activities as class plays, clubs, G. R., Hi-Y, and class sponsoring. It was not at all common with music and athletic activities, and would substantiate the previous statement that teachers are better trained for music and athletic activities. Class plays were mentioned more times than any other single activity, even though dramatic teachers are usually well trained. This can be explained by the fact that, in most small schools, the class sponsor directs the class play. The data relating to this condition of the assignment of teachers to activities for which they had not been trained has been tabulated in Table 22.

Table 22. Activities most commonly assigned for which teacher was untrained for sponsorship.

Activity	Number times reported
Class play	55
G. R.	18
Clubs	12
Class sponsor	8
Banquets	8
Girls' athletics	8
Gym work	7
Hi-Y	6
School paper	6
Operetta	2
Basketball	2
All others	9
Total	141

Teachers listed the activities which they sponsored during the school year of 1937-38, and also, activities which they knew they would sponsor before the close of the school year. For each activity listed, the teacher indicated his college training under the following three heads: (1) college training in actual guiding and directing the activity, (2) college training by a class or related class, and (3) college training by participation in the activity while attending college. Data in Table 23 were the result of reports on 696 activities that had been listed in the questionnaires by the teachers.

Table 23. College training for extra-curricular activities.

Type of college training	Times mentioned Number	Per cent
College training in actual guiding and directing	213	30.6
College training by a class or related class	395	56.8
College training by participation in the activity while in college	341	49.0

The results tabulated in Table 23 are an indication that teachers did not have an opportunity to train themselves in actual guiding and directing of extra-curricular activities. This type of training was reported for approximately one-third of the activities. Training by a class, or related class, was reported for over 56 per cent of the activities, and training by college participation for approximately 50 per cent of the activities listed. It is very likely true that training by actual guiding and directing would be the most valuable, but it was reported for only one-third of the activities. The results indicate that the training for sponsorship of the extra-curricular activities could be greatly improved if the teachers reports are a true indication.

The data submitted indicate, in a general way, that the training of teachers for their extra-curricular duties has not been provided by the college training departments. As principals become more concerned for the proper extra-curricular training of the teacher, college training departments will need to provide adequate training. Many principals are demanding well-trained teachers for the sponsorship of the activities, as well as the curricular duties. In a nation-wide study of the preparation of sec-

ondary teachers for guiding and directing extra-class activities, Briggs (1) found, "That more than seventy-five per cent of the high school principals want the teacher to have training in directing the activities the teacher will sponsor."

Some institutions have taken recognition of this condition and are providing more practical training for prospective teachers. Kriner (6) states, with reference to the program developed under his leadership:

Thus, our program considers first the actual experience of a student before he enters college using it as a part of the criteria for admission; second, his actual participation in the activity program during his four years in college; third, his careful study of the extra-curricular activity problems by pursuing an academic course during the junior year; and fourth, his active practice in directing extra-curricular activities in connection with student teaching.

The need of practical training for sponsorship is mentioned by Hicks (5), who says, "Above all, however, practical training in the sponsorship of the various activities must be given." Lappin (7) makes practically the same statement.

Teachers in the modern school are expected to sponsor such activities. It, therefore, becomes necessary to include such training in the program of the teacher-preparing institution.

The results of the principal and teacher reports relating to the training of teachers, as well as the ideas

of leading educators, indicated that there is a need of an improved training service for activity sponsorship. Just what are the present methods and courses for the training of teachers along this line in our Kansas institutions? The catalogues of fourteen institutions of higher learning maintaining a four-year course were analyzed in order to determine the present extent of teacher-training for the sponsorship of extra-curricular activities. No mention of any type of training along this line was found in the descriptions of practice and supervised teaching courses. Four of the catalogues listed courses as special practice teaching courses for music and three listed similar courses for physical education. Only one institution listed a course as "Extra-curricular Activities". As far as was learned from college catalogues, the college training departments provide little, if any, training for the sponsorship of Hi-Y and G. R., homerooms, direction of organized class activities, class plays, and student government. There is provided special training in some institutions for the sponsorship of music, dramatic, and athletic activities. The training in our colleges is primarily limited to the curricular duties, and the prospective teacher has little opportunity to train himself for extra-curricular duties. The reports of the principals and teachers in-

indicated a need for special training for such activities as are now carried on in the smaller high schools. The teacher-training for the extra-curricular activities must be developed in the training institutions according to the views of many educators.

CONCLUSIONS

1. Extra-curricular activities were considered equally or more important than curricular work from the educational standpoint by nearly three-fourths of the high school principals.

2. Ninety-three per cent of the teachers who cooperated in this study sponsored extra-curricular activities.

3. Seventy-five per cent of the principals stated that some of their teachers were overburdened. Sixty-four per cent of the teachers reported being overburdened during a portion of the school year, and 7.5 per cent were overburdened during the entire school year.

4. Approximately fifty per cent of the principals divided the extra-curricular load evenly among the faculty.

5. The majority of principals stated that they offered no more activities than the teaching staff could properly sponsor.

6. The average daily teacher assignment based on the daily assignments as submitted by 253 teachers was 5 hours and 35 minutes. This was in excess of the recommended load for teachers of thirty-five forty-minute periods, or twenty-five sixty-minute periods, weekly. The majority of teachers had from 280 to 360 minutes daily.

7. The majority of the teachers used from 2 to 3 hours in daily preparation. The mean preparation was 2 hours and 11 minutes.

8. The extra-curricular activities not provided a definite place in the daily program may be considered as extra burdens to the teaching load.

9. In some communities, the teachers sponsored community activities. Most of the community activities reported had some church connection.

10. Over 88 per cent of the teachers who reported believed their general success as a teacher was determined to some degree or to a considerable degree by their success with extra-curricular activities.

11. Most principals considered the training for extra-curricular sponsorship equally important to training for curricular work. Nearly 84 per cent of the principals stated that the college training departments had not properly trained teachers for extra-curricular duties. Approximately the same per cent stated that teachers had not been as well-trained for extra-curricular duties as for curricular duties.

12. Teachers were found to be better trained for sponsorship of activities in the fields of music, dramatics,

and athletics, according to reports of high school principals. Teachers were found to be not as well-trained for sponsorship of activities as G. R., Hi-Y, homerooms, class sponsorship, and student government activities.

13. Kansas institutions of higher learning train teachers primarily for curricular duties in their teacher-training activities. There is a definite need for a new type of teacher-training to provide proper training for the extra-class duties. This is indicated by the reports of principals and teachers and the statements of educational leaders.

14. The smaller schools carried on a complete program in athletics, music and dramatics. Many of the activities, like student government, service organizations, homerooms, and clubs, which have a high educational value, are not very extensively found in the smaller schools.

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APPENDIX

Principal of the High School,
-----, Kansas.

Dear Principal:

Many school administrators and teachers are finding that the duties and the training of teachers in the extra-curricular field are presenting many problems. The following questionnaire is submitted in the hope that the facts concerning some of the problems may be determined. The study is being made as a part of the requirement for a Masters degree at Kansas State College, Manhattan, Kansas. Your cooperation and also that of a representative teacher of your school in answering and returning the questionnaire is hereby solicited. The questionnaire is divided into Parts I and II. Part I is to be answered by you and Part II by a teacher of your school who is willing to cooperate with you in answering it. A stamped and addressed envelope is enclosed for the return of the questionnaire. Your cooperation as well as the cooperation of the teacher will be greatly appreciated.

Supt. W. H. Hukriede,
Lewis, Kansas.

QUESTIONNAIRE—Part I

(To be answered by the principal)

Answer by making a check mark, or provide proper answer.

1. Do you consider the educational value of extra-curricular activities of more, equal, or less importance than curricular activities?
1. () more importance. 2. () equal importance. 3. () less importance.
2. Do you find teachers overburdened as a result of their curricular and extra-curricular duties?
1. () all overburdened. 2. () some overburdened. 3. () none overburdened.
3. Do the teachers in your school sponsor activities not directly connected with the school, as church choirs, 4-H clubs, boy and girl scouts, and other clubs?
1. () yes. 2. () no. 3. ()
4. Do you distribute the extra-curricular load evenly among your teachers, or do you assign more to those teachers better qualified by training and experience to sponsor them?
1. () distribute evenly. 2. () assign more to some. 3. ()
5. Do you relieve teachers of some of their curricular work so they may have more time to devote to extra-curricular activities?
1. () yes. 2. () no. 3. ()
6. Do you find that your school offers more extra-curricular activities than the teaching staff can properly supervise?
1. () yes. 2. () no. 3. ()
7. Does your community expect more extra-curricular activities than the teaching staff can properly direct and supervise?
1. () yes. 2. () no. 3. ()
8. Do you have any extra-curricular activities in your school that you would like to discontinue but do not think it advisable to do so because of community sentiment?
1. () yes. 2. () no. 3. ()
If your answer is "yes," which ones would you prefer to discontinue?
1. ----- 2. ----- 3. ----- 4. -----
9. Within the last three years, have you changed any extra-curricular activity to a curricular activity?
1. () yes. 2. () no. 3. ()
If your answer is "yes," list those which have been made curricular.
1. ----- 2. ----- 3. ----- 4. -----
10. In engaging teachers in your school, are the qualifications for sponsoring extra-curricular activities considered?
1. () yes. 2. () no. 3. ()
11. Do you consider the ability and the training of a teacher to sponsor extra-curricular activities of equal, less, or more importance than the ability and training of a teacher to teach the regular curricular work?
1. () equal importance. 2. () less importance. 3. () more importance.
12. Do you assign a teacher to the guiding and directing of an extra-curricular activity on the basis of that teacher's training and experience to sponsor that particular activity?
1. () yes. 2. () no. 3. ()

13. Do you find teachers as well trained to sponsor extra-curricular activities as curricular work?
 1. () yes. 2. () no. 3. ()
14. Do you find that the college teacher training departments have properly trained teachers for the guiding and directing of extra-curricular activities?
 1. () yes. 2. () no. 3. ()
15. Do you find that teachers have been better trained to sponsor the extra-curricular activities in certain fields as music, dramatics, athletics, homerooms, etc.?
 1. () yes. 2. () no. 3. ()

If you have answered "yes," list those fields in which you have found teachers to be better trained to sponsor extra-curricular activities.

1. ----- 2. ----- 3. ----- 4. -----

The following is a list of the extra-curricular activities common in Kansas high schools. Underline the extra-curricular activities that you have in operation in your school. Of those underlined place a (1.) before the activities which you consider of special educational value to the students. Place a (2.) before those of some educational value, and place a (3.) before those that you consider of little or no educational value.

List of Extra-Curricular Activities

- | | | |
|---|--|---|
| <p>Athletics (Boys)
 <input type="checkbox"/> 1. Football.
 <input type="checkbox"/> 2. Basketball.
 <input type="checkbox"/> 3. Baseball.
 <input type="checkbox"/> 4. Track and Field.
 <input type="checkbox"/> 5. Tennis.
 <input type="checkbox"/> 6. Softball.
 <input type="checkbox"/> 7. Intra-mural.
 <input type="checkbox"/> 8
 <input type="checkbox"/> 9.
 <input type="checkbox"/> 10.</p> <p>Athletics (Girls)
 <input type="checkbox"/> 1. Basketball.
 <input type="checkbox"/> 2. G. A. A.
 <input type="checkbox"/> 3.
 <input type="checkbox"/> 4.
 <input type="checkbox"/> 5.
 <input type="checkbox"/> 6.
 <input type="checkbox"/> Assemblies
 <input type="checkbox"/> Home Rooms</p> <p>Clubs
 <input type="checkbox"/> 1.
 <input type="checkbox"/> 2.
 <input type="checkbox"/> 3.
 <input type="checkbox"/> 4.
 <input type="checkbox"/> 5.</p> <p>Dramatics
 <input type="checkbox"/> 1. Senior play.
 <input type="checkbox"/> 2. Junior play.
 <input type="checkbox"/> 3. All school play.
 <input type="checkbox"/> 4. One act plays.
 <input type="checkbox"/> 5. Debate
 <input type="checkbox"/> 6. Pageants.
 <input type="checkbox"/> 7.
 <input type="checkbox"/> 8.</p> | <p>Music
 <input type="checkbox"/> 1. Glee clubs
 <input type="checkbox"/> 2. Band
 <input type="checkbox"/> 3. Orchestra.
 <input type="checkbox"/> 4. Operetta.
 <input type="checkbox"/> 5. Music contest.
 <input type="checkbox"/> 6. Music festivals.
 <input type="checkbox"/> 7.
 <input type="checkbox"/> 8.
 <input type="checkbox"/> 9.
 <input type="checkbox"/> 10.</p> <p>Social Activities
 <input type="checkbox"/> 1. Class parties.
 <input type="checkbox"/> 2. Class picnics.
 <input type="checkbox"/> 3. School parties.
 <input type="checkbox"/> 4. School dances.
 <input type="checkbox"/> 5.
 <input type="checkbox"/> 6.
 <input type="checkbox"/> 7.
 <input type="checkbox"/> 8.</p> <p>School Publications.
 <input type="checkbox"/> 1. Printed or mimeographed paper.
 <input type="checkbox"/> 2. School news in local paper.
 <input type="checkbox"/> 3. Yearbook.
 <input type="checkbox"/> 4. Magazine.
 <input type="checkbox"/> 5. Handbook.
 <input type="checkbox"/> 6.
 <input type="checkbox"/> 7.
 <input type="checkbox"/> 8.</p> <p>Service Organizations
 <input type="checkbox"/> 1. Girl Reserve.
 <input type="checkbox"/> 2. Hi-Y.
 <input type="checkbox"/> 3.
 <input type="checkbox"/> 4.</p> | <p>Honor Societies
 <input type="checkbox"/> 1. National Honor Society.
 <input type="checkbox"/> 2.
 <input type="checkbox"/> 3.
 <input type="checkbox"/> 4.
 <input type="checkbox"/> 5.</p> <p>Commencement Activities
 <input type="checkbox"/> 1. Commencement program.
 <input type="checkbox"/> 2. Class program.
 <input type="checkbox"/> 3.
 <input type="checkbox"/> 4.
 <input type="checkbox"/> 5.
 <input type="checkbox"/> 6.</p> <p>School finances
 <input type="checkbox"/> 1.
 <input type="checkbox"/> 2.
 <input type="checkbox"/> 2.
 <input type="checkbox"/> 4.</p> <p>Trips and Excursions
 <input type="checkbox"/> 1.
 <input type="checkbox"/> 2.</p> <p>Student Government
 <input type="checkbox"/> 1. Student council.
 <input type="checkbox"/> 2.</p> <p>Guidance
 <input type="checkbox"/> 1. Dean of boys.
 <input type="checkbox"/> 2. Dean of girls.</p> <p>Miscellaneous
 <input type="checkbox"/> 1.
 <input type="checkbox"/> 2.
 <input type="checkbox"/> 3.
 <input type="checkbox"/> 4.
 <input type="checkbox"/> 5.</p> |
|---|--|---|

(Note) Do you wish a summary of the findings of this study after its completion? -----

Name ----- High School -----

To High School Teachers:

The time requirements, the training, and the duties of the teachers in the smaller Kansas high schools are presenting many problems to the principals and teachers. The following questionnaire is submitted in the hope that the facts concerning some of the problems may be determined. The study is being made as a part of the requirement for a Masters degree at Kansas State college, Manhattan, Kansas. Your cooperation with your principal in answering the questionnaire will be very much appreciated. After you have answered the questionnaire, return it to your principal who will return it with one he is answering in connection with this study.

Supt. W. H. Hukriede,
Lewis, Kansas.

QUESTIONNAIRE — Part II
(To be answered by a teacher)

Answer by making a check mark, or provide proper answer.

1. Of what college or university are you a graduate?

----- Year graduated -----

2. Please indicate your daily assignment of classes, study halls, and work during the regular daily school program.

Period	1	2	3	4	5	6	7	8	9	10
Length of Period in Minutes										
Class or activity										

3. What is your average daily preparation in minutes for your regular curricular work? (Include time spent in grading papers, note books, work books, etc.) ----- minutes.

4. Do you sponsor extra-curricular activities?
1. () yes. 2. () no. 3. ()

5. Have you at any time been assigned to the sponsorship of an extra-curricular activity for which you had neither training nor former experience in sponsoring the activity?
1. () yes. 2. () no. 3. ()

If your answer is "yes," to what activity? -----

6. Does the combination of your curricular and extra-curricular duties make an excessive teaching load?
1. () at no time during the school year. 2. () at all times during the school year.
3. () at some time during the school year.

7. Has your curricular load been lightened in order to provide more time for the extra-curricular activities you sponsor?
1. () yes. 2. () no. 3. ()

8. Have you at any time been assigned to the sponsorship of an extra-curricular activity of which you were not informed at the time you were engaged for your position?
1. () yes. 2. () no. 3. ()

9. Do you find that students, wishing to take part in the activities you are sponsoring, will be engaged in another activity at the time the particular activity you are sponsoring has its meeting or practice?
1. () often. 2. () sometimes. 3. () never. 4. ()

10. Do you sponsor activities not connected with the school as church choirs, church activities, clubs, etc.?
1. () yes. 2. () no. 3. ()

If you have answered "yes" to question No. 10, list activities sponsored:

1. ----- 2. ----- 3. ----- 4. -----

How many hours per week are you engaged in sponsoring such community activities? (Make a fair estimate). ----- hours.

11. Have you any reason to feel or believe that the extra-curricular activities you were assigned to sponsor were of a competitive nature because of activities sponsored by other teachers?
1. () yes. 2. () no. 3. ()

12. Do you feel or believe that your success in your position and in the community is dependent upon your success with the extra-curricular activities you were assigned to sponsor?
1. () to no degree. 2. () to some degree. 3. () to a considerable degree.

13. How many hours per week do you spend in sponsoring the extra-curricular activities to which you are assigned, outside of the time provided for the activities during the hours of the regular school program. (Make a fair estimate.) ----- hours.

