

AN INVESTIGATION OF EXTRA-CURRICULAR  
ACTIVITIES AND LEAGUE AFFILIATIONS IN TWENTY-ONE  
SMALL HIGH SCHOOLS IN KANSAS

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TABLE OF CONTENTS

CHAPTER

PAGE

PART I INTRODUCTION

I.	THE PROBLEM . . . . .	1
	*The problem . . . . .	1
	Statement of the problem . . . . .	1
	Importance of the study . . . . .	1
	Definition of terms used . . . . .	3
II.	REVIEW OF LITERATURE . . . . .	4
	General literature . . . . .	4
	Literature concerning extra-curricular activities in small schools . . . . .	4
III.	THE METHOD USED AND SCHOOLS STUDIED . . . . .	6
	The method of investigation . . . . .	6
	The check list . . . . .	6
	The introductory letter . . . . .	6
	The list of instructions . . . . .	6
	The schools studied . . . . .	7

PART II ATHLETIC ACTIVITIES

IV.	INTRODUCTION . . . . .	13
	Importance of athletic activities . . . . .	13
	Participation in athletics . . . . .	14
	Participation of girls in athletics . . . . .	14
V.	FOOTBALL AND BASKETBALL . . . . .	16
	Football . . . . .	16
	Participation in football . . . . .	17
	Basketball . . . . .	18

Participation in basketball . . . . . 18

VI. OTHER SPORTS AND GYMNASTICS . . . . . 20

    Track and Field . . . . . 20

    Tennis . . . . . 20

    Baseball . . . . . 20

    Softball . . . . . 21

    Gymnastics . . . . . 21

VII. ATHLETICS AND PHYSICAL EDUCATION FOR GIRLS . . . . . 22

    The program of athletics . . . . . 22

    Basketball . . . . . 22

    Tennis . . . . . 22

    Softball . . . . . 22

    Gymnastics . . . . . 22

    The problem of competition . . . . . 23

PART III ACTIVITIES CLOSELY RELATED TO CLASSROOM WORK

VIII. INTRODUCTION . . . . . 25

    Participation in non-athletic activities . . . . . 25

IX. FORENSIC AND OTHER ACTIVITIES . . . . . 28

    Debate . . . . . 28

    Dramatics . . . . . 28

    Other activities . . . . . 29

X. MUSIC . . . . . 30

    Importance of music in school . . . . . 30

    Participation in various groups . . . . . 30

PART IV SOCIAL ACTIVITIES

XI. ALL-SCHOOL AND CLASS ACTIVITIES . . . . . 32

    All-school activities . . . . . 32

    Class activities . . . . . 33

	vi
Participation in social activities . . . . .	38
Junior-Senior banquet . . . . .	33

PART V SCHOOL-COMMUNITY ACTIVITIES

XII. COMMUNITY ORGANIZATIONS . . . . .	34
Parent-Teacher Associations . . . . .	34
XIII. ENTERTAINMENTS AND EXHIBITIONS . . . . .	36
Senior entertainments . . . . .	36
Junior entertainments . . . . .	37
Exhibitions . . . . .	37

PART VI ACTIVITIES RELATED TO SCHOOL CONTROL

XIV. COMMENCEMENT WEEK . . . . .	39
Baccalaureate and commencement . . . . .	39
Class night programs . . . . .	39
Honors to graduates . . . . .	40
XV. THE STUDENT COUNCIL . . . . .	41
XVI. THE ASSEMBLY . . . . .	43
XVII. THE HOME ROOM . . . . .	45
XVIII. STUDENT ACTIVITY ACCOUNTING . . . . .	47

PART VII LEAGUES

XIX. THE PRESENT LEAGUE AND ITS IMPROVEMENT . . . . .	50
The present league situations . . . . .	50
Are the present leagues satisfactory . . . . .	51
Improvement of the league . . . . .	52
New leagues proposed . . . . .	52
Mileage in leagues , . . . . .	52
Advantage of proposed leagues . . . . .	54

PART VIII CONCLUSION

<b>XI. SUMMARY AND CONCLUSIONS</b>	<b>56</b>
<b>BIBLIOGRAPHY</b>	<b>61</b>
<b>APPENDIX</b>	<b>63</b>

## LIST OF TABLES

TABLE	PAGE
I. The location of the high schools used in this study, their tax levies and the valuations for 1937-'38 . . . . .	8
II. The enrollment, number of teachers, and number of subjects offered in the schools studied . . . . .	10
III. The enrollments, number of activities, number and per cent of students participating in the twenty-one schools .	12
IV. The participation of students in athletic activities . . .	15
V. Athletic activities for boys . . . . .	16
VI. Football opinion questions . . . . .	17
VII. Has elimination of center jump improved basketball . . . .	19
VIII. Athletic activities for girls . . . . .	23
IX. Is inter-school competition in girls athletics desirable .	24
X. The participation of students in non-athletic activities .	26
XI. Organizations in fields closely connected with classroom work . . . . .	29
XII. Organized activity in music . . . . .	31
XIII. Participation in social activities . . . . .	32
XIV. Junior-Senior banquet . . . . .	33
XV. Parent-Teacher associations . . . . .	35
XVI. Senior class entertainments . . . . .	36
XVII. Junior class entertainments . . . . .	37
XVIII. Exhibitions . . . . .	38
XIX. Commencement week . . . . .	39
XX. Honor to graduates . . . . .	40
XXI. School-control activities . . . . .	41



XXII.	Does the student council further democratic edu- cation effectively in the small high school . . . . .	42
XXIII.	Does the home room accomplish an educational purpose in the small high school . . . . .	46
XXIV.	Support of activities . . . . .	47
XXV.	Activity accounting . . . . .	49
XXVI.	League affiliation . . . . .	50
XXVII.	Is your league affiliation satisfactory . . . . .	51
XXVIII.	A comparison of mileage in the existing leagues with mileage in proposed leagues . . . . .	53
XXIX.	Mileage advantage of the proposed leagues . . . . .	55

**PART I**

**INTRODUCTION**

## CHAPTER I

### THE PROBLEM

In recent years, especially during the last decade, there has been a great deal of discussion and difference of opinion as to the importance of extra-curricular activities and the position which the program of extra-curricular activities should receive in the secondary schools, as well as in other levels of education. By the present time, it seems to be a well-established fact that a program of extra-curricular activities, highly organized and supervised, is as important in educating the individual to meet actual situations in life as the regular curriculum.

Statement of the problem. It was the purpose of this study (1) to examine carefully the extra-curricular activities found in the programs of twenty-one small high schools in Kansas; (2) to show the deficiencies in these programs; (3) to study the "league" affiliations of these schools; and (4) to propose new leagues disregarding county lines, thus embodying all the desirable factors of the existing leagues but offering a decided advantage in the location of the members and the mileage of the league trips which must be taken.

Importance of the study. In the present rapidly changing social civilization, the making of satisfactory adjustments is important if the individual is to attain any degree of success. Therefore, any phase of education which prepares the individual to be able to make the necessary adjustments is certainly important. Since any program of extra-curricular activities aims at this objective, any study dealing with the problems of this program must also be important. Eugenie Hausle writes:<sup>1</sup>

With more and more emphasis on shorter working hours, the five-work-day week, the machine-made article which is replacing the hand-

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<sup>1</sup> Eugenie C. Hausle, "Control of Extracurricular Activities in High School," School and Society, 35:462, April 2, 1932.

made one, etc., it becomes necessary to provide for the unoccupied time, for a worthy use of leisure. The place to begin training for this is in school, since the school is replacing the home.

This study tends to deal with the extra-curricular programs and league affiliations of small high schools. The problems concomitant with the planning of a program of student activities and with the organization of leagues in small high schools differ a great deal from the problems of the larger schools. In spite of this, most of the thought and study in regard to these problems in the past, has been in connection with the larger schools. In regard to this, Roemer has stated;<sup>2</sup>

In much of our educational writing and thinking in secondary education, today, we are not discriminating clearly between the large and small high school. Most of our thinking is in terms of the large school.

and reading further;<sup>3</sup>

. . . the large high school, with its wonderful equipment and highly trained faculty, is liable to drift into mass production, thus losing sight of the individual pupil and the more human side of education. The small high school, on the other hand, with its many opportunities for personal contacts and intimate relationships, is in danger of becoming sterile and flat due to a lack of the stimulation and vision which comes from well-trained faculties with ample equipment, and an enthusiasm, generated a virile atmosphere of work and progress.

Considering the matter of league affiliations small high schools have in the past formed their leagues within county lines. Larger schools have been forced to go beyond county lines to get sufficient competition in their class. Although most of the leagues are satisfactorily organized, there is a constant waste for many of the schools because of excessive mileage. This study will attempt to point out that most of the desirable features of the existing leagues could be retained in leagues formed disregarding county lines.

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<sup>2</sup> J. Roemer. "Comparison of Advantages and Disadvantages in Developing Extracurricular Activity Programs in Large and Small High Schools", School Life, 15:66, December 1929.

<sup>3</sup> Ibid., p. 68.

A substantial saving would result for the majority of the schools concerned in reducing the average mileage of their league trips, and all of the long, disagreeable trips would be eliminated. The formation of leagues within county lines has probably resulted from the fact that these leagues were originally formed by the member-schools of a county teachers' association.

Definition of terms used. The terms extra-curricular activities or student activities will refer to those activities in the school program for which some credit or honor may be given, but this credit cannot be counted toward the minimum credits required for graduation by the State. Recent writers state that this term is not used correctly but it will be used in this study since the common conception of the term refers to those activities which have herein been considered. Edwin J. Brown writes:<sup>4</sup>

The gradual but definite development of the idea that high school is more than a preparation for college and that good secondary-school training means infinitely more than a mastery of the content of textbooks, has put emphasis upon many forms of activity in the school which are not taught in organized classes. The writer believes that these are erroneously spoken of as extra-curricular activities. The term is misleading, as the curriculum of the present-day secondary school includes everything from the opening exercises in the morning to the friendly "Good night" upon leaving the building in the evening. Nothing which should be specifically and definitely included in the general training program for a high-school boy or girl is "extra".

Leagues or league affiliations will refer to those organizations formed to sponsor inter-school competition in the form of games, tournaments, and festivals for these extra-curricular activities.

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<sup>4</sup> Edwin J. Brown, Secondary-School Administration, Houghton Mifflin Co., Boston, 1938. P. 66.

## CHAPTER II

### REVIEW OF LITERATURE

A great deal has been written on the subject of extra-curricular activities, the organization and planning of such programs in secondary schools, and the dangers or pitfalls into which many such programs fall. Especially during the latter part of the third decade of this century, did this problem and this subject matter receive a great deal of attention. Leading writers in this field at that time were probably McKown, Foster, and Wilds. But most of the material written was, as Roemer writes, ". . . in terms of the large school."<sup>5</sup> A few good studies have been made, however, concerning extra-curricular activities in the small high school. Noteworthy among these are especially the Master's Thesis by Ely,<sup>6</sup> and the study by Thompson and O'Brien.<sup>7</sup> The study by Thompson and O'Brien was based on the activities of small high schools in Kansas and was very significant at the time of its publication, but since much progress has been made in the field of extra-curricular activities in Kansas and elsewhere during the last eleven years, the study does not provide an accurate measurement of the situation as it exists today. The study by Ely is an intensive piece of work clearly depicting the extra-curricular programs of twenty-four small high schools in Oklahoma, and offering suggestions for the improvement of these programs. But, inasmuch as the situation of the high schools in this study differs because of location and difference in state and local administration

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<sup>5</sup> Roemer. Loc. cit.

<sup>6</sup> William Euen Ely. "Extra-curricular Activities of Twenty-Four Small High Schools of Southwest Oklahoma," (A Master's Thesis, University of Oklahoma, Norman, Oklahoma, 1935. Pp. 128.)

<sup>7</sup> L. L. Thompson and F. P. O'Brien. "Student Activities in the Small High School," School and Society, Vol. 25, Mar. 1927.

of education, the two studies could not be inter-changeably applied as a whole.

An intensive search has been made for some literature dealing with the "league" organizations for conducting the activities of small high schools, but no literature has been found which attacks the problem of improving these leagues for inter-school competition in student activities. Therefore, this study will attempt to make its contribution by showing the advantage which might be gained by small high schools through re-forming their leagues.

## CHAPTER III

### THE METHOD USED AND THE SCHOOLS STUDIED

The method of investigation. In order to obtain the necessary information or data upon which conclusions might be based, the following method of investigation was used in this study. First, some rather general reading was done upon the subject of extra-curricular activities. This was done in order to provide an adequate background for understanding the materials which would later be obtained. Secondly, a check-list\* was prepared covering the field of extra-curricular activities and league affiliation so thoroughly that every activity that might be present in any of the twenty-one schools to be studied, would be in this list. The list was made to facilitate checking. The questions were arranged in outline form at the left of the paper, and blanks for the check or answer in a straight column at the right. All questions were so stated that a check in the blank at the right would denote an affirmative answer and the space left blank would denote a negative answer. A few questions that could not be answered in this manner, could be answered by merely encircling the correct answer which was placed at the right. Third, this check list together with a letter of introduction\* and a list of instructions\* was sent to the executive of each of the twenty-one schools chosen. The letter requested that this executive should study the check-list, discuss portions of it with his teachers if necessary, and be prepared to answer any or all of the questions in an interview. The letter also requested this interview

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\* See Appendix for check-list, letter of introduction, and list of instructions.



at a specific time and date. The instructions were explicit in stating that this was not a questionnaire to be filled out and mailed back. Then appointments for personal interviews were made with each of these executives and the check lists filled out at these interviews. The school executives were in all instances exceedingly courteous in granting time for the interviews. The interviews averaged approximately two hours in length, and were highly beneficial in that much information was obtained that could not have been obtained by using a questionnaire. The material thus obtained has been carefully tabulated and all of the opinions or conclusions of this study are based upon these tabulations.

The schools studied. The schools used in this investigation are located in five counties in central Kansas. The counties are Marion, Dickinson, Morris, Wabaunsee, and Lyon. Twenty-one schools were chosen so that three leagues could be proposed with seven members in each league. The twenty-one schools are, at present, members of five different leagues and two of the schools have no league affiliation in extra-curricular activities. The location of the schools by towns and counties, the district valuation and the tax levy for the school year 1937-'38, are given in Table I. It is interesting to notice in this table that the tax levies for the year 1937-38 ranged from .80 mills to 10.60 mills. Only four schools had a levy of more than six mills, however, and two of these were city school districts which limited their valuation. Only two rural high school districts, therefore, had levies of over six mills and in neither of these two districts was this levy necessary for operating expenses only. The fact that seventeen schools out of twenty-one are operating at such a small cost that the tax levies are below six mills in these districts, would indicate that schools are being operated at a very reasonable cost, or that they are being operated

TABLE I  
 THE LOCATION OF THE HIGH SCHOOLS USED IN  
 THIS STUDY, THEIR TAX LEVIES AND THE VAL-  
 UATION OF THE DISTRICTS FOR 1937-1938

Cities	County	Levy	Valuation
Parkerville	Morris	5.48	\$ 957,275
Delavan	Morris	5.18	1,208,271
Burdick	Morris	3.80	1,778,444
Miller	Lyon	1.20	1,097,384
Lost Springs	Marion	4.80	1,688,219
Admire	Lyon	5.10	1,488,763
Ramona	Marion	5.70	1,707,000
Bushong	Lyon	5.40	1,054,477
Allen	Lyon	1.30	2,723,077
Woodbine	Dickinson	3.40	2,500,000
Durham	Marion	10.60	803,042
Dwight	Morris	4.52	1,589,455
Reading	Lyon	1.80	2,071,485
Tampa	Marion	5.70	1,707,000
Dunlap	Morris	4.15	1,814,864
Lincolnton	Marion	8.70	514,661
Wilsey	Morris	2.39	1,675,277
White City	Morris	5.54	745,400
Americus	Lyon	.80	1,959,944
Alta Vista	Wabaunsee	10.07	534,826
Hope	Dickinson	9.00	3,780,000

Read table thus: The first school of the study is located at Parkerville in Morris County. For the school year 1937-'38 the tax levy for this school was 5.48 mills and the valuation of the district \$957,275.

too economically for the continued well-being of the schools. The valuations of the districts for the school year 1937-'38, ranged from \$514,661 to \$3,780,000. The lowest valuation for a rural high school district, however, was \$957,275. Some of the largest schools have the smallest valuations but this is only natural since most of these are city school districts that do not cover any rural territory. Since these schools enroll a considerable number of rural students, they receive tuition for the attendance of these students and this helps these schools to keep their levies as low as they are.

Table II illustrates the size of the twenty-one schools included in this study from the standpoint of number of boys enrolled, number of girls enrolled, total enrollment, number of teachers employed, and finally, the number of subjects offered during the year 1937-'38. The total enrollment ranges from thirty to 125. The enrollment of boys in the different schools ranges from fifteen to 64. The enrollment of girls ranges from twelve to 70. It is interesting to note that out of the total of 1,418 students enrolled in the twenty-one high schools, there is a difference of only sixteen between the total number of boys and the total number of girls. The average number of boys per school is 33.38 and the average number of girls per school is 34.14. The average enrollment of the twenty-one schools is 67.52. The number of teachers employed in these schools ranges from three to 7.5. The average number of teachers per school is 4.68. The total number of subjects offered by the various schools ranges from twelve to 25. It is interesting to note that some of the smaller schools offer as many or more subjects than some of the larger schools. For example, compare schools number II, IV, VI, X, XI, and XII, with schools XIV, XV, and XVI.

TABLE II  
 THE ENROLLMENT, NUMBER OF TEACHERS, AND NUMBER OF  
 SUBJECTS OFFERED IN THE TWENTY-ONE SCHOOLS STUDIED

School	Boys	Enrollment Girls	Total	Teachers	Subjects
I	15	15	30	3	12
II	20	12	32	4	18
III	24	16	40	4	14
IV	29	18	47	5	22
V	27	28	55	4.5	16
VI	51	28	56	4.5	21
VII	28	29	57	4.5	13
VIII	54	24	58	4	15
IX	29	30	59	5	17
X	30	30	60	5	21
XI	35	26	61	5.5	20
XII	27	40	67	5	22
XIII	35	36	71	5.5	21
XIV	40	32	72	5	15
XV	36	36	72	4.5	19
XVI	37	36	73	5	19
XVII	33	40	73	5	21
XVIII	35	57	92	5	21
XIX	42	56	98	5.5	20
XX	50	70	120	5.5	25
XXI	64	61	125	7.5	24
Totals	701	717	1,418	102.5	396
Average	33.39	34.14	67.52	4.88	18.86

Read table thus: In school number one fifteen boys and sixteen girls are enrolled making a total of thirty students. The school has three teachers and offers twelve subjects.

The student activities sponsored by these schools are shown in Table III. In number the range is from six to 16 with an average of 10.67 activities per school. The number of students participating in activities ranges from twenty-five or 42.38 per cent in one school to 100 per cent in several schools. As an average in all the schools, 86.33 per cent of the enrollment participates in extra-curricular activities. The number of activities seems to have little to do with the size of the school as can be noticed by comparing school number one and school number twenty.

From these facts it can be ascertained that the schools studied can be termed "small high schools," and that their problems of extra-curricular activity and league affiliation would be similar.

TABLE III

THE ENROLLMENTS, NUMBER OF ACTIVITIES,  
NUMBER AND PER CENT OF STUDENTS PARTICIPAT-  
ING IN THE ACTIVITIES IN TWENTY-ONE SCHOOLS

School	Enroll- ment	Number of activities	Number of students par- ticipating	Per cent of students par- ticipating
I	30	11	30	100
II	32	6	32	100
III	40	9	40	100
IV	47	12	47	100
V	55	16	51	92.72
VI	56	14	50	90.90
VII	57	16	57	100
VIII	58	10	58	100
IX	59	6	25	42.38
X	60	6	55	91.66
XI	61	11	61	100
XII	67	12	60	89.55
XIII	71	10	64	90.14
XIV	72	8	68	94.44
XV	72	7	56	77.77
XVI	73	13	60	82.19
XVII	73	10	70	95.89
XVIII	92	14	64	69.59
XIX	98	10	76	77.55
XX	120	9	90	75.00
XXI	126	14	100	80
Totals	1,418	224	1,224	
Average	67.52	10.67	58.29	86.33

Read table thus: School number one with an enrollment of thirty provides eleven activities in which thirty students or 100 percent of the enrollment participate.

**PART II**

**ATHLETIC ACTIVITIES**

## CHAPTER IV

### INTRODUCTION

Importance of athletic activities. Since the introduction of extra-curricular activities into the programs of the schools, athletic activities have probably been the most important from the standpoint of money expended and number of students participating. Two decades ago the extra-curricular program was commonly considered the athletic program. In recent years, however, the other phases of the extra-curricular program have advanced rapidly in importance until today there are more students participating in non-athletic activities than in the athletic activities. But from the amount of money expended and from the interest displayed, both by the school itself and by the community, athletic activities still rank toward the head of the list when considering relative importance. There is no doubt concerning the importance of this phase. But for an athletic program to really accomplish its purpose it must be highly organized to accomplish definite aims. Altstetter writes:<sup>8</sup>

"The whole program of extra-curriculum activities and all its units must have worthy and constructive objectives. Each organization should seek to promote the entire school program as well as its own."

Previous studies have shown that the participation in athletics does not signify lack of scholastic achievement. The following data are found in a study by Thompson and O'Brien.<sup>9</sup>

In nine of the 12 schools considered, the median school grades of the boys who had participated in athletics surpassed those of the boys who had not participated. The median grades of girls who participated in athletics surpassed those of girls who did not in eight of the twelve schools, and equalled them in two.

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<sup>8</sup> M. L. Altstetter, "Essentials of a Program of Extra-curriculum Activities," School Review, 43:372, May 1935.

<sup>9</sup> L. L. Thompson and F. P. O'Brien, Op. cit., p. 319.



Table IV shows the participation in athletics in the twenty-one schools studied. It is interesting to note that the range of participation is from 54.76 per cent of the boys enrolled to 100 per cent of the boys enrolled. In three schools 100 per cent of the boys enrolled participated in athletics. In ten of the schools over 90 per cent of the boys participated. In only five schools did less than eighty per cent of the boys participate in athletics. The average of all the schools is 83.02 per cent of all the boys enrolled.

The participation of girls in athletics shows an entirely different picture. The range of participation of girls in athletics is from zero to 95 per cent. In only three schools did over ninety per cent of the girls participate. In thirteen schools less than 50 per cent of the girls participated, and in six of the schools none of the girls enrolled participated in any form of athletics. The average participation of girls in all twenty-one schools was only 45.33 per cent. Athletic activity in this study includes all forms of physical training or gymnastics. The conclusion can be drawn, therefore, that athletic activities are well organized in these twenty-one small high schools as far as the boys are concerned. But there is something lacking in the physical education program for girls. This is undoubtedly the result of the movement to discontinue inter-school competition for girls in athletics. This movement has been recent and after this withdrawal from competition, nothing has been provided as a substitute for the girls. Students of high school age are in need of physical education, well organized and wisely applied. Every one of the schools studied should provide a regular course of physical education for the girls. Such a course could contain gymnastics, floorwork, marching, dancing, corrective exercises, and intramural games. Such a program would soon

eliminate the desire to return to the old form of league competition for girls in athletics which has, in Kansas, proven unsatisfactory.

TABLE IV  
THE PARTICIPATION OF STUDENTS IN  
ATHLETIC ACTIVITIES

School	Boys en-rolled	Number in activity	Per cent	Girls en-rolled	Number in activity	Per cent
I	15	15	100	15	14	95
II	20	19	95	12	--	--
III	24	23	95.83	16	13	81.25
IV	29	25	86.21	18	--	--
V	27	26	96.30	28	25	80.29
VI	31	27	87.09	25	20	80
VII	28	27	96.43	29	23	79.31
VIII	34	34	100	24	20	83.33
IX	29	25	86.20	30	--	--
X	30	25	83.33	30	--	--
XI	36	35	100	26	12	46.15
XII	27	25	92.60	40	18	45
XIII	35	20	57.14	36	--	--
XIV	40	36	90	32	30	93.74
XV	36	22	61.11	36	10	27.78
XVI	37	25	67.57	36	12	33.33
XVII	33	30	90.90	40	--	--
XVIII	35	30	85.43	57	34	59.65
XIX	42	23	54.76	57	51	91.07
XX	50	40	80	70	20	28.57
XXI	64	50	78.13	61	25	40.98
Totals	701	582		717	325	
Average	33.38	27.71	83.02	34.14	15.48	45.33

Read table thus: Of the fifteen boys enrolled in school number one, fifteen or 100 per cent participate in athletic activities. Of the fifteen girls enrolled, fourteen or 95 per cent participate in athletic activities.

## CHAPTER V

### FOOTBALL AND BASKETBALL

Football. Due to the impetus probably received from the importance of this sport at the college level, football is sometimes called the great American, school-sport. A decade ago this sport was one of the most important ones in the program of the high school athletics, both in the large and small schools. It remains today an important game in the athletic programs of large high schools, but has, during the last decade, been on the wane in smaller schools. This has been due to the fact that it is an expensive sport and small schools have been unable to support this phase of the athletic program during the depression. It might also be due to the fact that there seems to be a question among educators as to the benefit derived from this sport to boys of high school age.

Table V shows the various sports which were found in the extra-curricular programs of the twenty-one schools of this study.

TABLE V  
ATHLETIC ACTIVITIES FOR BOYS

Activity	Number of schools	Per cent of schools	Number of boys	Per cent of boys
Football	2	9.52	48	6.93
Basketball	21	100	477	68.83
Baseball	15	71.43	306	44.15
Track-Field	14	66.67	222	32.03
Tennis	4	19.05	30	4.33
Softball	6	28.57	151	18.90
Gymnastics	1	4.76	26	3.75

Read table thus: Of the twenty-one schools studied, two or 9.52 per cent participate in football. Of the total number of boys, forty-eight or 6.93 per cent play football.

This table reveals that only two of the twenty-one schools, or 9.52 per cent of the schools, offered football on their schedule of student activities. Of the 701 boys enrolled in these twenty-one schools, only forty-eight or 6.93 per cent participated in this activity. Sixteen of the twenty-one schools had played football within the last twelve years, but had been forced to discontinue the game for various reasons. In most of these schools, the equipment had been sold showing that no intention was present for the resumption of this phase of their athletic program for some time, at least. Two opinion questions were asked of the executives of the twenty-one schools in regard to football. These were: (1) Should small schools continue to participate in eleven-man football? and (2) Should six-man football be introduced as an activity for small schools? Table VI gives a tabulation of the answers received to these questions.

TABLE VI  
FOOTBALL OPINION QUESTIONS

	Voting yes		Voting no	
	Number	Per cent	Number	Per cent
Should small schools continue to participate in eleven-man football?	2	9.52	19	90.48
Should six-man football be introduced as an activity for small schools?	13	62.86	8	37.14

Read table thus: Of the twenty-one schools studied, two or 9.52 per cent favored the retention of eleven-man football. Nineteen or 90.48 per cent believed that this activity had no place in the program of activities in a small high school.

This table shows that only two schools, or 9.52 per cent of those studied favored the retention of football in the programs of the small school. It was interesting to note that only one of the two schools

still maintaining eleven-man football, favored its retention. Thirteen, or 62.86 percent of the executives interviewed favored the introduction of six-man football. The fact that 37.14 per cent of the executives were opposed to this, shows that there was some question in the minds of the school executives as to whether football is a proper and beneficial sport for high school athletes.

Basketball. There are more boys engaged in playing basketball than in any other sport in the high schools of Kansas. This fact was true also in the twenty-one schools of this study. Table V shows that all of the twenty-one schools gave basketball a regular place on their extra-curricular programs. Of the 701 boys enrolled in these schools, 477 or 68.33 per cent participated in this sport. And in all but two of the schools studied, this sport was not only self-supporting, but helped to support the rest of the athletic program. One question of opinion but of current interest was asked concerning basketball--"Has the elimination of the center jump improved basketball for the spectator, and for the player?" Table VII gives a tabulation of the answers received to this question. Twenty schools or 95.24 per cent of those studied voted that the elimination of the center jump improved the game for the spectator. However, ten schools, or 47.62 per cent voted that this elimination had improved the game for the player also, while eleven or 52.38 per cent voted that it had not improved the game for the player. It is impossible to form a conclusion upon this question. Most of the ten answering "yes" gave as a reason that it eliminated the great advantage of height, thus giving all boys more of an equal chance. Most of the eleven voting "no" gave as their reason that the elimination of the center jump had speeded up the game to the extent that it became injurious to the players in small schools where there is a lack of reserve material. Hence, this question still remains a problem.

TABLE VII  
 HAS THE ELIMINATION OF THE CENTER JUMP  
 IMPROVED BASKETBALL?

	For the spectator		For the player	
	Yes	No	Yes	No
Number of schools	20	1	10	11
Per cent of schools	95.24	4.76	47.62	52.38

Read table thus: Of the twenty-one schools studied, twenty or 95.24 per cent believe that the elimination of the center jump has improved basketball for the spectator.

## CHAPTER VI

### OTHER SPORTS AND GYMNASTICS

Track and Field. The sport with the oldest history of any sports or games found in the programs of activities of the modern high school is track and field. Not as many small high schools provide for this sport in their programs, however, as might be expected. This is partially due to the fact that the incentive of teamwork which is found in most games, is largely lacking in track and field. Table V shows that fourteen or 66.67 per cent of the twenty-one schools studied participated in this sport. Of the 701 boys enrolled in these schools, 222 or 32.03 per cent participated in track and field athletics.

Tennis. Only four or 19.05 per cent of the twenty-one schools studied provided for tennis in their programs of athletics. Thirty, or 4.33 per cent of the 701 boys enrolled in these schools participated in this sport. Two main reasons were given as the probable ones for the lack of providing facilities for this sport. The first one was that the relative cost per person participating was so high that most of the small schools could not provide the grounds and materials necessary to carry on this sport. The other was that the cost to the individual himself was so high that only a few could afford to purchase the necessary personal equipment to enable them to participate in the sport.

Baseball. Participation in the great American sport--baseball-- has increased rapidly during the last few years in the small high schools in Kansas. This increase in the popularity of this sport is largely due to the fact that as football was discontinued, baseball was substituted. Of the twenty-one schools included in this study, fifteen or 71.43 per cent have baseball on their programs of athletic activity. Of the 701

boys enrolled in these schools, 306 or 44.15 per cent play the game of baseball. Most of the schools play baseball in a fall season of from six to nine weeks. This indicates that the sport was placed on the program as a substitute for football.

Softball. During the last three or four years, softball has become an important sport in this state and nation. Softball provides an economical method for a large number of people to find entertainment for their leisure time. It was necessary for people to seek such entertainment inasmuch as financial conditions forced them to forego forms of entertainment to which they had been accustomed. Softball is also finding a place in the athletic programs of small high schools. In the twenty-one schools included in this study, six or 28.57 per cent provide regular time for softball in their programs. Of the 701 boys enrolled in these schools, 131 or 18.90 per cent participate in this sport. It was found that in none of the schools playing baseball regularly, was any provision made in the schedule for softball.

Gymnastics. According to Table V only one of the schools studied provided a regular course in gymnastics or physical education for boys. Of the 701 boys enrolled in these schools only twenty-six or 3.75 per cent had the opportunity of regular training. In all the other schools, however, special effort was made to introduce a great deal of gymnastics and physical education into the training programs for the various sports. This seems to be the weakness in the athletic program for boys in the small high school. The small minority of boys that does not participate in any sport contains those boys who are really in need of physical training. Therefore, some form of such training should be made compulsory to those boys who do not receive such training by their participation in sports.



## CHAPTER VII

### ATHLETICS AND PHYSICAL EDUCATION FOR GIRLS

The program of athletics for girls. Due to the fact that there has been a movement toward the withdrawing of girls athletics from the field of competition, much of the interest which schools and communities used to display in girls athletics, has subsided. Inasmuch as nothing has been placed in the school programs of many schools to take the place of this competition, the phase of physical education for girls is being neglected. This fact was found evident in the twenty-one schools included in this study. Table VIII illustrates the participation of girls in various sports and the facilities for such participation offered by the various schools. Only four, or 19.05 per cent of the schools provide for girls basketball, and only sixty or 8.63 per cent of the girls enrolled in the schools take part in this sport. Only four, or 19.05 per cent of the schools provide facilities for tennis, and only thirty girls or 4.33 per cent of those enrolled play this game. Five schools, or 23.81 per cent of those studied provide for softball as an activity for girls, and 104 or 15.01 per cent of the girls enrolled, participate in this sport. Twelve, or 57.14 per cent of the schools provide regular classes in gymnastics or physical education for girls, and 260 girls, or 37.52 per cent of those enrolled in the schools, receive this training. The trend, therefore, seems to be toward the introduction of regular classes in physical education or gymnastics to take the place of the competition in girls athletics which used to exist. The state provides an organized girls athletic association whose program could be introduced into the activity programs of small high schools to eliminate this existing weakness in their activity programs.

TABLE VIII  
ATHLETIC ACTIVITIES FOR GIRLS

Activity	Number of schools	Per cent of schools	Number of girls	Per cent of girls
Basketball	4	19.05	80	8.66
Tennis	4	19.05	30	4.33
Softball	5	23.81	104	15.01
Gymnastics	12	57.14	260	37.52

Read table thus: Of the twenty-one schools studied, four or 19.05 per cent participate in girls basketball. Of the total number of girls, sixty or 8.66 per cent participate in basketball.

There has always been some question as to the actual value of a program of competitive athletics for girls. This problem has been a touchy one for the State Activities Association during the past few years. It seems to be the concensus of opinion among the schools included in this study that inter-school competition for girls is dangerous and that it is not beneficial. Rogers writes;<sup>10</sup>

Most women who possess enough experience to weigh the consequences of athletic activities, especially in the higher levels of competition, and who give only serious consideration to the effects of athletics on human nature and conduct, will realize that for girls and women, most athletic activities for other than purely recreational purpose--and especially for the highest Olympic honors--are not worth the candle, even for the victor, while for all who strive and fail, the costs in terms of impaired health, physical beauty, and social attractiveness are absolutely prohibitive.

Quoting further from the same author;<sup>11</sup>

... Games and sports for girls, by all means, of recreative types which develop physical, psychic and social health and charm, but inter-school competition in basketball, baseball, track and field sports, and Olympic competition of whatever nature: No!

<sup>10</sup> Frederick R. Rogers. "Olympics for Girls?" School and Society, 50:191, August 10, 1929.

<sup>11</sup> Ibid., p. 194.

This question was given to the executives of the twenty-one schools studied. First they were asked if inter-school competition in girls basketball was desirable. To this question five executives, or 23.81 per cent of those interviewed answered affirmatively. Sixteen men, or 76.19 per cent of those interviewed answered negatively. Those who answered affirmatively all injected the provision--"under proper conditions." All who answered negatively stated that it was an impossibility to provide the proper conditions. The question was then asked if inter-school competition in any athletics for girls was desirable. The answers were very similar. Six men answered affirmatively and fifteen negatively. The tabulations of these answers are found in Table IX. The conclusion that inter-school competition for girls in athletics is not desirable, becomes apparent. The fact that it is impossible for small schools to obtain properly trained coaches and officials, and the fact that such competition does not tend toward instilling the desired standards or ideals of American womanhood into the girls, makes this conclusion obvious.\*

TABLE IX

IS INTER-SCHOOL COMPETITION IN GIRLS  
ATHLETICS DESIRABLE?

	Competition in basketball		Competition in other athletics	
	Yes	No	Yes	No
Number of schools	5	16	6	15
Per cent of schools	23.81	76.19	28.57	71.43

Read table thus: Of the twenty-one schools studied, five or 23.81 per cent favor inter-school competition for girls in basketball.

\* A study of the problem of competitive interscholastic basketball for women is now being made for Kansas by J. Dean Stutsman. The results should throw light more definitely on this important question.

PART III

ACTIVITIES CLOSELY RELATED  
TO CLASSROOM WORK

## CHAPTER VIII

### INTRODUCTION

It has been mentioned that the term extra-curricular activities in years past was commonly understood to mean the athletic program. Of course there were other activities in which the students might participate but these were, as a whole, haphazardly organized if organized at all. There was some music, perhaps some literary clubs, maybe a bit of debate, etc., but very few schools attempted to organize these activities to the extent to which they are organized today, or to provide well-trained sponsors for these activities.

Conditions have changed. No longer is the athletic program considered more important than other phases of the activity program. Consequently well organized programs are found, sponsored by well trained teachers. Ferris has written;<sup>12</sup>

Comparison of the data of the present study with data gathered a few years earlier indicates that certain changes have been taking place in the types of activities fostered by the small schools. Among these are: (1) An increased percentage of schools carrying an extra-curriculum program, (2) an increase in the variety of activities fostered, and (3) an increase in the extent to which these activities are given a place in the regular program of the school.

These facts were found true in the schools included in this study. Table X shows the participation of the students enrolled in these schools in activities of a non-athletic nature. It is interesting to note that in three schools, 100 per cent of the boys enrolled take part in non-athletic activities. In ten of the twenty-one schools, more than seventy-five per cent of the boys enrolled take part in these activities. In only

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<sup>12</sup> E. N. Ferris, et. al., "Smaller Secondary Schools," U. S. Office of Education, Bulletin, No. 17, Monograph 6, 1932, p. 150.

TABLE X  
THE PARTICIPATION OF STUDENTS IN  
NON-ATHLETIC ACTIVITIES

School	Boys en- rolled	Number in activity	Per cent	Girls en- rolled	Number in activity	Per cent
I	15	12	80	15	13	86.67
II	20	20	100	12	12	100
III	24	24	100	16	16	100
IV	29	18	62.07	18	18	100
V	27	27	100	28	28	100
VI	31	25	81.65	25	23	92
VII	28	28	100	29	29	100
VIII	34	12	35.30	24	24	100
IX	29	10	34.48	30	18	60
X	30	27	90	30	27	90
XI	35	25	71.43	26	26	100
XII	27	22	81.48	40	35	87.50
XIII	35	28	80	36	33	91.67
XIV	40	25	62.50	32	27	84.37
XV	36	24	66.67	38	24	66.67
XVI	37	20	54.05	36	35	97.22
XVII	33	23	69.69	40	35	87.50
XVIII	35	5	14.31	57	23	40.35
XIX	42	27	64.29	56	51	91.07
XX	50	30	60	70	60	85.71
XXI	64	50	78.13	61	55	90.15
Totals	701	482		717	612	
Average	33.38	22.95	68.76	34.14	29.09	85.35

Read table thus: Of the fifteen boys enrolled in school number one, twelve or 80 per cent participate in non-athletic activities. Of the fifteen girls enrolled, thirteen or 86.67 per cent participate in non-athletic activities.

three schools, less than fifty per cent of the boys participate. Out of the 701 boys enrolled in the twenty-one schools, 482 or 68.76 per cent take part in non-athletic activities. The participation of the girls is even better. In seven schools, 100 per cent of the girls participate. In eighteen of the twenty-one schools, over seventy-five per cent of the girls take part in non-athletic activities, and in one school only, does less than fifty per cent of the girls take part. The average participation for the girls of the twenty-one schools is 85.35 per cent. This shows then, that more boys participate in athletic activities than in non-athletic activities. The opposite is true of the girls. But combining these figures the fact becomes apparent, that a larger per cent of the students enrolled in the twenty-one schools takes part in non-athletic activities, than in athletic activities.

## CHAPTER IX

### FORENSIC AND OTHER ACTIVITIES

Debate. Probably one of the most important of the student activities from the standpoint of benefit to the individual and to the community can be found in debate. A study made in 1930 reveals the following:<sup>13</sup>

A survey of the practice of debating in high schools in the United States made by G. E. Denmore disclosed the fact that of 48 states, forty have high school debating leagues, with a membership of 11,392 high schools. Approximately 79,643 debates are held annually, with 99,978 high school students participating. The audiences at these debates exceed in a single year, four million. Such events must have a great influence in the home, in the school, and in the community at large in the molding of public opinion.

Table XI discloses the fact that in the twenty-one schools included in this study, debate has been neglected. Only two schools, or 9.52 per cent of those studied had any form of organized debate. To be sure, a majority of the schools gave some practical instruction in debating in other courses, especially in the English courses. The natural conclusion from this study would be, however, that debate should be organized as an activity in more of these schools and should be included in league competition.

Dramatics. There has been an increase in interest in the field of dramatics during the past few years. All of the schools included in this study, gave some instruction in this field in the form of class plays, "all school" plays, one-act plays, and preparation for league contests. Seven of the schools, however, gave regular instruction in dramatics, either in class work or in club work. Several of the schools offered one semester of dramatics and one semester of public speaking in the place of the regular course in fourth year English.

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<sup>13</sup> Almere L. Scott, "Debating as an Intellectual Activity in Our High Schools," School Life, 16:43, November 1930.



Other activities. According to Table XI, only one of the twenty-one schools or 4.76 per cent, had any organization in the field of social science. Three schools or 14.29 per cent of those studied had organizations in the field of home economics. Four schools or 19.05 per cent of those studied had F. F. A. clubs in the field of agriculture. These figures would indicate a neglect in the administration of the extra-curricular activity programs of these schools. Undoubtedly organizations should be formed in these and other fields, wherever they can accomplish a purpose, but when the size of the schools is considered as well as the heavy duties of the teachers and the fact that most students participate in many activities, this fact becomes more easily understood.

TABLE XI  
ORGANIZATIONS IN FIELDS CLOSELY CONNECTED  
WITH CLASSROOM WORK

Field	Number of schools	Per cent of schools
Debate	2	9.52
Dramatics	7	33.33
Social Science	1	4.76
Home Economics	3	14.29
Agriculture (F. F. A.)	4	19.05

Read table thus: Of the twenty-one schools studied, two or 9.52 per cent sponsored organizations in debate and participated actively in this field.

## CHAPTER X

### MUSIC

Music has always had a place in the daily programs of the schools of this state. Elementary though it might have been, some time has always been left for group singing and studying music through song. There are several reasons why music should have a place in the curriculum. Maclary writes;<sup>14</sup>

We should strive to inculcate in the home a finer sense of appreciation for music, not only that which is introduced by means of radio and phonograph, but also that music which should be performed by the members of the family group.

And according to James Harper: "Schools thrive on enthusiasm, and nothing can surpass a well-managed school band in creating enthusiasm

From these quotations two reasons for having a place for music in the program of student activities are seen. The schools studied all provided for instruction in this field. All provided teachers with special training, to lead the various groups. Table XII shows the various groups existing in these schools. Nineteen, or 90.48 per cent of the schools studied had orchestras enabling 407 or 29.37 per cent of all the students enrolled to receive musical instruction in this field. Two of the schools had bands and there were forty-two or 3.03 per cent of the total number of students participating in this field. Eighteen schools had boys glee clubs and 369 or 53.25 per cent of the boys participated in these. Twenty of the schools had girls glee clubs and 556 or 80.23 per cent of the girls participated. The glee club members had opportunity to try out for quartets in sixteen of the schools, and for mixed

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<sup>14</sup> Chas. T. Maclary, "Developing Music Lovers in the Secondary School," School and Society, 37:800, June 24, 1933.

<sup>15</sup> James C. Harper, "Community Cooperation in Building a High School Band," School Life, 15:6, September 1929.

chorus in eighteen. Eleven schools had other groups such as double quartets, sextetes, and ensembles of various natures.

Thus from the standpoint of participation on the part of the students, and from the standpoint of money expended by the district, it seems evident that music continues to hold an important position in the programs of extra-curricular activities in the small high schools. M. F. Fremmer has written: "Every pupil possessing musical interest has a rightful place in the program of the music department even if his capacity is very small."<sup>16</sup>

TABLE XII  
ORGANIZED ACTIVITY IN THE FIELD OF MUSIC

Group	Number of schools	Per cent of schools	Number of students	Per cent of students
Orchestra	19	90.48	407	29.37
Band	2	9.52	42	3.03
Boys Glee Club	18	85.71	369	53.25
Girls Glee Club	20	95.24	556	80.23
Quartets	16	76.19	122	8.80
Mixed Chorus	18	85.71	852	61.47
Other groups	11	52.38	141	10.17

Read table thus: Of the twenty-one schools studied, nineteen or 90.48 per cent offer regular instruction in orchestra. Of the total number of students, 407 or 29.37 per cent are participating in this activity.

<sup>16</sup> M. F. Fremmer, "Extra-Curricular Activities in Music," Education, 56:97, October 1935.

**PART IV**

**SOCIAL ACTIVITIES**

## CHAPTER XI

### ALL-SCHOOL AND CLASS ACTIVITIES

All-school activities. In studying the programs of social activities of the twenty-one schools included in this study, quite a variety of practices was found. But tabulating the results of the investigation, it was found that a large number of schools provided certain forms of social activities, and these forms will be mentioned here. Table XIII shows the number of schools providing these activities. This table shows that all of the schools had one or more all-school parties during the year. Ten of the schools, or 47.62 per cent sponsored or cooperated with some local group to sponsor a father-son banquet. Seven schools cooperated in sponsoring a mother-daughter banquet. In fifteen of the communities, or 71.35 per cent of them, some form of regular community programs, dinners, etc., were sponsored and the school cooperated in all of these. Eight schools, or 38.09 per cent provided some other form of social activities too numerous and too different to enumerate.

TABLE XIII

#### PARTICIPATION IN SOCIAL ACTIVITIES

Activity	Number of schools participating	Per cent of schools participating
Junior-Senior Banquet	21	100
School Parties	21	100
Class Parties	19	90.48
Other School activities	8	38.09
Father-Son Banquet	10	47.62
Mother-Daughter Banquet	7	33.33
Community Programs, Dinners, etc.	15	71.35

Read table thus: Of the twenty-one schools studied, twenty-one or 100 per cent regularly sponsor a Junior-Senior Banquet.

Class activities. Two forms of class activity were found in most all the schools. Nineteen, or 90.48 per cent had several class parties or picnics during the year. All the schools sponsored a Junior-Senior Banquet. Various methods or practices were found in planning for this banquet. Table XIV shows that in nineteen or 90.48 per cent of the schools, the class sponsor had charge of the preparation and planning of the banquet. In two of the schools some other teacher, in both these cases the home economics teacher, planned the banquet. In thirteen schools, or 61.90 per cent of those studied, the banquet was served in the school building. In one school, or 4.76 per cent of those studied, it was served in some other local building. Seven of the schools, or 33.33 per cent of those studied, took their banquet out of the local town to some hotel to be served. These practices depend largely upon the community. The executives who took their banquets out of town stated that this practice was of great benefit to the individuals in the way of social experience and training.

TABLE XIV  
JUNIOR-SENIOR BANQUET

	Project of Junior Class	Sponsored by--		Served at--		
		Class Sponsor	Other	School Bldg.	Other Bldg.	Out of town
Number of schools	21	19	2	13	1	7
Per cent of schools	100	90.48	9.52	61.90	4.76	33.33

Read table thus: Of the twenty-one schools studied, twenty-one or 100 per cent delegate the Junior-Senior Banquet to be a project of the Junior Class. In nineteen schools the class sponsor plans this project.

1950-1951

1951-1952

1952-1953

**PART V**

**SCHOOL-COMMUNITY ACTIVITIES**

## CHAPTER XII

### COMMUNITY ORGANIZATIONS

Some forms of school-community activities were mentioned in the previous chapter under the discussion of social activities. Besides these activities certain others were found that were not especially of a social nature, and which cooperated actively with the schools in the furtherance of the school program. Church organizations were found in all of the communities, and these organizations always play an important part in education in any community. In two of the twenty-one communities visited, some form of commercial clubs was found. In these instances these organizations played an important part in the support of the athletic program of the school.

Parent-Teacher Associations. Active parent-teacher associations were found in only five, or 23.76 per cent of the communities studied. Table XV shows that all five of these organizations were affiliated with the state organization. In three of these organizations or sixty per cent of them the programs were educational in nature. The programs were merely for entertainment in the other two organizations. Two of the executives visited claimed that the accomplishments of the organizations were of real value, and three claimed that the organizations had no educational value. These executives claimed that the organizations were, in fact, detrimental to the progress of the school in that they merely provided a place for unjust criticism of the administration and the teachers. The purpose of such organizations is to study the problems of education in the respective communities and to offer constructive criticism toward the end that the problems may be solved. One executive suggested that too much of a personal element enters into such organizations in a small community to enable them to function objectively.



TABLE XV  
PARENT-TEACHER ASSOCIATIONS

	Affiliated with state	Program Educ. Other		Accomplishments Of real value None	
Number	5	3	2	2	5
Per cent	23.76	60	40	40	60

Read table thus: Of the twenty-one communities visited, only five or 23.76 per cent had organized P. T. A's. Three or sixty per cent of these organizations provided programs of educational nature.

## CHAPTER XIII

### ENTERTAINMENTS AND EXHIBITIONS

Entertainments. Various forms of entertainments were found throughout the schools studied. All of the schools provided some entertainments, largely for the purpose of financing their activities, that were put on by the whole school. These entertainments were largely in the form of musical programs, operettas, carnivals, and plays. The average number of such entertainments would be about three per year, considering these twenty-one schools. All of the schools provided entertainments to be put on by the two upper classes. Table XVI shows the senior entertainments.

TABLE XVI

#### SENIOR CLASS ENTERTAINMENTS

Entertainment	Number of schools	Per cent of schools	Use of proceeds		
			Memorial	Class Expense	Other
Senior play	21	100	7	12	2
Class Day program	21	100	--	--	--
Other	3	13.33	--	--	--

Read table thus: Of the twenty-one schools studied, twenty-one or 100 per cent regularly present a senior play. Seven schools use the proceeds from this play to present a class memorial to the school. Twelve schools use the proceeds to defray class expenses, and two schools use the proceeds for other purposes.

This table shows that in all of the schools, the senior class presented a play, and also a class day program. In three of the schools, the senior class gave some form of entertainment other than these two. The interesting figure was that in twelve of the schools, the senior class was allowed to use the proceeds from their play to help defray personal expenditures

for graduation. In seven of the schools the proceeds were used to leave a class memorial to the school, and in two schools, the proceeds were placed in the activity fund. Most of the officials seemed to think that it was an unethical practice for the class to use the proceeds from a school-activity to defray personal expenditures, and this study would suggest that this practice should be discontinued. These officials believed it commendable for a class to use these proceeds to leave a lasting gift to the school as a token of their appreciation for educational opportunity. In all of the twenty-one schools studied, the junior class presented a class play and entertained the seniors with a banquet. The junior class used the proceeds from its play, in all instances, to pay for the banquet. One class out of the twenty-one studied presented another entertainment. This was a carnival. These figures are presented in Table XVII.

TABLE XVII  
JUNIOR CLASS ENTERTAINMENTS

Entertainment	Number of schools	Per cent of schools	Use of proceeds	
			Banquet	Other
Junior play	21	100	21	--
Junior-Senior banquet	21	100	--	--
Other Entertainment	1	4.76	1	--

Read table thus: Of the twenty-one schools studied, twenty-one or 100 per cent regularly present a junior play. Twenty-one or all of the schools use the proceeds from this play to pay the expenses of the Junior-Senior banquet.

Exhibitions. Most of the schools studied exhibited their work to the public some time during the year. Of course, some departments like music, athletics, and dramatics, would be on exhibition often during the year at most of the gatherings or entertainments in the school building.

Table XVIII shows the exhibition of the work of the other departments. Here it is seen that fourteen of the schools studied, or 66.67 per cent, sponsored exhibitions of the department of home economics. Sixteen of the schools or 76.19 per cent, gave exhibitions of the work of the manual arts department. Nine of the schools, or 42.62 per cent, had one general exhibition in which the work in all the departments was on display. The policy of exhibition is considered one of good politics in selling a school program to the community.

TABLE XVIII  
EXHIBITIONS

Field	Number of schools	Per cent of schools
Home Economics	14	66.67
Manual Arts	16	76.19
Science	9	42.62
Social Science	9	42.62
Mathematics	9	42.62
Languages	9	42.62
Commerce	9	42.62
Fine Arts	9	42.62

Read table thus: Of the twenty-one schools studied, fourteen or 66.67 per cent gave yearly exhibitions in the field of Home Economics.

**PART VI**

**ACTIVITIES RELATED TO SCHOOL CONTROL**

## CHAPTER XIV

### COMMENCEMENT WEEK

The Commencement Week with all its festivities is one of the most important activities of school control. The plans for this week and its festivities in the twenty-one schools studied were quite uniform as is illustrated by Table XIX,

TABLE XIX  
COMMENCEMENT WEEK

	Baccalaureate service	Commencement program	Class night	Use caps and gowns
Number	21	21	21	6
Per cent	100	100	100	28.57

Read table thus: In the twenty-one schools studied, twenty-one or 100 per cent have regular baccalaureate, commencement and class night programs. Six or 28.57 per cent use caps and gowns for these programs.

From this table it is evident that all of the twenty-one schools studied provide for a Baccalaureate service, a regular Commencement program, and a class night program presented by the graduating class. Only six, or 28.57 per cent of the schools studied require that the graduating class use caps and gowns. All of the executives interviewed were of the opinion that the use of caps and gowns for all the graduating exercises is desirable, but they had been unable for various reasons to start this custom in their communities. The custom of wearing caps and gowns for graduation has been handed down from year to year and it is evident that this custom lends itself toward the building up of the dignity of the

occasion. Table XX shows that seventeen, or 80.96 per cent of the schools studied, still honor the valedictorian and salutatorian at graduation time. Nine schools or 42.86 per cent of those studied, give special recognition to an honor roll instead of to a valedictorian and salutatorian. Seven or 33.33 per cent of the schools studied give recognition to both valedictorian and salutatorian, and to an honor roll. It appears that in many of the instances where honor was given to valedictorian and salutatorian, it was done because the community was used to this custom and did not wish to break away from it. Most of the executives of these schools realized, however, that this policy might not be one which exemplified the higher ideals of a democratic education.

TABLE XX  
HONOR TO GRADUATES

	Valedictorian and Salutatorian	Honor Roll	Both
Number of schools	17	9	7
Per cent of schools	80.96	42.86	33.33

Read table thus: Of the twenty-one schools studied, seventeen or 80.96 per cent honor a valedictorian and salutatorian in the graduating class.

## CHAPTER XV

### THE STUDENT COUNCIL

As is shown in Table XXI, only five or 23.76 per cent of the schools included in this study, provide for any form of organized student government or control of student activities. According to most authorities, some form of student council government should be employed in all schools both large and small. Altstetter writes,<sup>17</sup>

There should be a central controlling body which authorizes new organizations, disbands any that have become useless, determines objectives for the program, and unifies the activities. This controlling body consists of faculty and pupil members, with a majority of pupils. Such control prevents undesirable ventures and gives dignity and unity to the undertaking as a whole.

And according to Van Miller,<sup>18</sup>

It is not impossible for small schools to have a beneficial student government and it is possible for larger schools to obtain better results than they are now obtaining. Establish a student government that governs and not a student government which is to serve as a protective barrier for a feeble executive.

TABLE XXI

#### SCHOOL-CONTROL ACTIVITIES

Control Activity	Number of schools	Per cent of schools
Regular Assembly	12	57.14
Irregular Assembly	9	42.62
Student Council	5	23.76
Home Rooms	2	9.52

Read table thus: Of the twenty-one schools studied, twelve or 57.14 per cent had regular assemblies organized.

<sup>17</sup> Altstetter, Op. cit., p. 371.

<sup>18</sup> Van Miller, "Student Government That Governs," Educational Administration and Supervision, 17:682, December 1931.



Of the five schools studied that provided student councils, only two could be said to be very active and really to accomplish any purpose.

The check-list that was used in this study contained an opinion question concerning the student council. The question was whether the student council furthered democratic education effectively in the small high school, or not. Table XXII shows the results of the answers to this question. Ten, or 47.62 per cent of the executives interviewed seemed to believe that the student council could be used effectively in the small school. But for some reason, only four out of these ten men had a student council in their own school. Nine, or 42.86 per cent of the executives interviewed, stated that they could see no use for a student council in a school in which every student had free access to the executive's office and in reality thus had a voice in the policies of the school. Two of the executives, or 9.52 per cent would offer no opinion since they had had no experience with a student council. One of these two ventured to say, however, that he had never felt the need of such an organization in his school system. From these opinions it seems that there is some question among those actually engaged in educational work in the small schools, as to whether or not the student council accomplishes an educational purpose there.

TABLE XXII

DOES THE STUDENT COUNCIL FURTHER DEMOCRATIC EDUCATION EFFECTIVELY IN THE SMALL HIGH SCHOOL?

	Voting yes	Voting no	Not voting
Number of schools	10	9	2
Per cent of schools	47.62	42.86	9.52

Read table thus: Of the twenty-one schools studied, ten or 47.62 per cent believed that the student council could and should be used to an advantage in the small high school.

## CHAPTER XVI

### THE ASSEMBLY

According to Table XXI, all of the schools included in this study, provided assemblies at either regular or irregular intervals. Twelve of the twenty-one schools, or 57.14 per cent provided time in their programs for a regular assembly. Most of these meet weekly. Nine of the twenty-one schools, or 42.82 per cent of those studied, called assemblies whenever there was a need, or whenever some special occasion would demand this. There is no doubt in the minds of educators that the assembly plays an important part as an activity of school control. The question is whether a regular assembly, especially if it meets as often as once a week, in a small school becomes so much of a burden to the students and teachers that it loses much of its educational value. The concensus of opinion among most of the executives interviewed in this study was, that calling special assemblies whenever the need presented itself, sufficed in the small high school. But according to Fay M. Banta,<sup>19</sup>

The importance of the school assembly cannot be overestimated. It is the most important factor in unifying the school. . . . There must be an element of surprise. Monotony ruins everything. The assembly is never a time for scolding, faultfinding, or sermonizing. It is not a time for announcements, but if it is necessary to make any, do it expeditiously.

Thus it becomes evident that many school assemblies do not accomplish the purpose for which they are intended. This is probably true because of the fact that they are poorly planned, if they are planned at all. The assembly programs, whether for regular or specially-called assemblies, should be carefully planned by a committee composed of both

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<sup>19</sup> Fay M. Banta, "School Assemblies and Clubs," Journal of Educational Method, 8:187, January 1929.

teachers and students but with a majority of students. The performing on assembly programs should be spontaneous and not compulsory except in the cases of performance by regular classes. This would tend to build up a different attitude from the prevalent one--that assemblies are merely an added duty for the teachers, and an added requirement for the students.

## CHAPTER XVII

### THE HOME ROOM

"Probably one of the most neglected and unregulated factors in secondary school administration is the home room."<sup>20</sup>

This statement is true speaking of the small high schools in Kansas. According to Table XXI, only two schools of the twenty-one studied, or 9.52 per cent, provide home rooms. But this study raises another question. Does the home room accomplish an educational purpose in the small high school? This question was placed to the twenty-one executives interviewed. The answers are tabulated in Table XXIII. Of the twenty-one executives interviewed, only three, or 14.29 per cent answered the question affirmatively. Sixteen, or 76.19 per cent of the executives answered negatively, and two, or 9.52 per cent declined to answer. From this it would appear that the opinion of the men actually engaged in work in the small high schools is that the regularly organized home room does not accomplish a purpose in small schools. The general reason given was that in such schools every room should be a home room, every teacher should have a knowledge of the conditions which might have an effect upon the work of the students, which knowledge would be required of the home room teacher in a larger school. One of the two schools having home rooms had them because of a lack of study-hall room to care for all of the students. There was no definite home room program planned in this school. It still remains a problem. Quoting from Sarah Bundy again:<sup>21</sup>

The whole home-room question is a vital one worthy of consideration by administrators and teachers. In the home room the pupils

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<sup>20</sup> Sarah E. Bundy, "Giving the Home Room Fair Consideration," School Review, 37:780, December 1929.

<sup>21</sup> Ibid., p. 785.

meet not as pupils in science, language, or practical arts, but as boys and girls.

TABLE XXIII

DOES THE HOME ROOM ACCOMPLISH AN EDUCATIONAL PURPOSE IN THE SMALL HIGH SCHOOL?

	Voting yes	Voting no	Not voting
Number of schools	5	16	2
Per cent of schools	14.29	76.19	9.52

Read table thus: Of the twenty-one schools studied, three or 14.29 per cent believed that the home room accomplished a purpose in the small high school.

## CHAPTER XVIII

### STUDENT ACTIVITY ACCOUNTING

One of the weaknesses in the activity programs of schools as revealed by this study as well as some previous articles, is the method of student activity accounting. Reavis writes: "The greatest weakness revealed by the investigation in the organization and administration of interscholastic non-athletic activities consists of the character and method of financial support."<sup>22</sup>

And according to Altstetter: ". . . As a matter of proper and practical educational experience, a good accounting system should be installed and operated."<sup>23</sup>

Table XXIV shows the support of the activities in the schools of this study. This table reveals that in nineteen of the twenty-one schools

TABLE XXIV  
SUPPORT OF ACTIVITIES

Type of activity	Self-supporting				Supported by district			
	Entirely		Partially		Entirely		Partially	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Athletic activity	19	90.48	2	9.52	--	--	2	9.52
Non-athletic activities	13	61.43	8	38.09	--	--	8	38.09

Read table thus: In the twenty-one schools studied, athletic activities are entirely self-supporting in nineteen or 90.48 per cent and partially self-supporting in the other two or 9.52 per cent. Therefore they must be partially supported by the district in two of the schools.

<sup>22</sup> William C. Reavis, "Interscholastic Non-Athletic Activities in Selected Secondary Schools," School Review, 41:428, June 1933.

<sup>23</sup> Altstetter. Op. cit., p. 373.

studied, athletic activities are self-supporting. It also reveals that in thirteen out of the twenty-one schools, non-athletic activities are self-supporting. In the other schools, these activities are partially self-supporting, the district supplying the other funds necessary. This would indicate that some method of accounting would be necessary. Naturally, all of the schools had some kind of activity accounting, but the conditions in a number of them was far from being systematic or satisfactory.

Table XXV reveals the methods of accounting in the twenty-one schools studied. Nine schools had a central fund in which the money from all activities was placed. In seven of these schools the principal served as treasurer, in one a teacher served as treasurer, and in another, a student performed these duties. The difficulty with this method seemed to be that there was no systematic method for the allocation or expenditure of the funds. Ten schools had a central treasury for the funds of the various activities. In seven of these the principal served as treasurer, in two a teacher, and in one a student performed these duties. This seemed to be the best system of activity accounting. In two of the schools, separate treasuries were maintained for every activity fund. The weakness here lies in the fact that a great number of small bank accounts must be handled when one would suffice, and the principal has a poor check upon the use of all these funds. In the latter instance, students served as treasurers in both schools.

TABLE XXV  
ACTIVITY ACCOUNTING

Type of fund	Number of schools	Principal treasurer	Teacher treasurer	Student treasurer
Central fund for all activities	9	7	1	1
Central treasury for various funds	10	7	2	1
Separate treasuries for funds	2	-	-	2

Read table thus: Of the twenty-one schools studied, nine carried the funds for all activities in one central fund. The principal served as treasurer in seven of these schools, a teacher in one, and a student in one.



PART VII

LEAGUES

## CHAPTER XIX

### THE PRESENT LEAGUE AND ITS IMPROVEMENT

Wherever programs of extra-curricular activities are found in the secondary schools, there also, leagues are found, organized for the purpose of providing some means of comparison of the student activities among the member schools. Such leagues originated for the purpose of providing organized competition in the field of athletics among the schools. The scope of control of these organizations has grown until today they sponsor organized comparisons or competition in almost every field of extra-curricular activity, and also in many fields in the regular curriculum.

Table XXVI shows the league affiliations of the twenty-one schools included in this study. This table shows that fifteen, or 71.43 per cent,

TABLE XXVI  
LEAGUE AFFILIATION

	County leagues		Other leagues	
	Number	Per cent	Number	Per cent
Athletic competition	15	71.43	6	28.57
Non-athletic competition	15	71.43	6	28.57

Read table thus: Of the twenty-one schools studied, fifteen or 71.43 per cent are affiliated with county leagues and engage in both athletic and non-athletic competition in those leagues.

of the schools included in this study were members of county leagues, competing in both athletic and non-athletic activities. The other six schools, or 28.57 per cent of those studied were members of some league other than county leagues, and competed in both athletic and non-athletic

activities. Several of these six schools competed in some phases of the extra-curricular programs in the leagues which were organized for such purposes only. These leagues were not satisfactory as organizations controlling student activities, because they did not include many of the activities which the various schools sponsored. The only reason to be found, for the prevalence of county leagues among the schools studied, was that the league had been an offspring of the county teachers association, and no change had been attempted after the league had once been formed. This was true despite the fact that several of the schools, located close to the county lines, were far distant from the other schools of the county league and much closer to a group of schools in another county.

Two questions were asked the executives of the twenty-one schools visited. They were asked if the league organization to which they belonged was satisfactory, and if they would favor organizing leagues disregarding county lines. Table XXVII gives the results of the answers.

TABLE XXVII

## IS YOUR LEAGUE AFFILIATION SATISFACTORY?

	Satisfactory		Form leagues disregarding county lines	
	Yes	No	Yes	No
Number of schools	18	3	17	4
Per cent of schools	85.71	14.29	80.95	19.05

Read table thus: Of the twenty-one schools studied, eighteen or 85.71 per cent claimed that their existing league affiliations were satisfactory.

Eighteen of the schools, or 85.71 per cent, stated that their league organizations were satisfactory and were functioning efficiently. Three,

or 14.29 per cent of the men visited, stated that their league situations were not satisfactory. Seventeen of the executives, or 80.95 per cent of those interviewed said that they saw no reason why leagues formed by disregarding county lines could not be more efficient and satisfactory than the present leagues. Four of the men, or 19.05 per cent, stated that they believed an organization or league, functioning in cooperation with the county teachers association, would be more efficient than any other. The conclusion from this study would be, therefore, that leagues could be organized disregarding county lines, to the individual benefit of the member schools.

The improvement of the league. This study proposes three leagues of seven members each for the twenty-one schools included in this study. The first league would be composed of Delavan, Dwight, Parkerville, White City, and Wilsey, all of Morris County, Alta Vista of Wabaunsee County, and Woodbine of Dickinson County. The second league would consist of Admire, Allen, Americus, Bushong, Miller and Reading, of Lyon County, and Dunlap of Morris County. The third league would consist of Durham, Lincolnville, Lost Springs, Ramona, and Tampa, all of Marion County, Hope of Dickinson County, and Burdick of Morris County. Table XXVIII gives a comparison of the mileage of each school in the existing leagues with that of the proposed leagues. The average distance traveled by each school is obtained by dividing the total mileage from that school to the other schools in the league, by the number of schools to which this school must travel. The longest distance which must be traveled in the existing leagues is also compared with the longest distance that would have to be traveled in the proposed leagues. In the existing leagues, the average distance traveled ranges from ten miles for one school to thirty miles for two schools. The average distance in the proposed leagues would range from 10.33 miles to 22.67 miles. In the existing leagues, the longest distance

TABLE XXVIII

A COMPARISON OF MILEAGE IN THE EXISTING  
LEAGUES WITH MILEAGE IN PROPOSED LEAGUES

School	Existing Leagues		Proposed Leagues	
	Ave. distance traveled	Longest distance	Ave. distance traveled	Longest distance
I	14	25	12.5	19
II	19	29	16.5	31
III	23	35	15.17	25
IV	10	23	14.5	26
V	18	40	11	20
VI	14	35	11	17
VII	15	40	11.33	17
VIII	15	30	11.67	26
IX	20	35	10.33	18
X	30	40	22.67	32
XI	16	26	18.17	25
XII	21	36	15.83	25
XIII	15	30	18.33	26
XIV	12	20	12.5	17
XV	28	38	15.17	26
XVI	19	42	13.17	22
XVII	16	27	20.83	27
XVIII	17	35	13.67	21
XIX	17	30	15	26
XX	30	55	21.67	32
XXI	18	35	18.33	23

Read table thus: In school number one, the average distance of league trips is fourteen miles and the longest distance traveled is twenty-five miles in the existing leagues. In the proposed leagues, the average distance for this school would be 12.5 miles and the longest distance to travel, nineteen miles.

to be traversed ranges from twenty miles to fifty-five miles. In the proposed leagues, the longest distance to be traveled would range from seventeen miles to thirty-two miles.

Table XXIX shows the advantage in mileage which would result from changing the present league situation into the proposed organizations. The distance saved per average trip would range from one-half mile to 12.83 miles. In six schools the average distance to be traveled would be greater than it is in the existing leagues. But the longest average distance of any of these schools would still be just a fraction above twenty miles while the average distance of six schools in the existing leagues is above twenty miles. The advantage in the longest distance to be traveled would range from zero to twenty-three miles. Only one school would have a longer trip in the proposed leagues than it has in the existing leagues, and the longest trip for that school would still be only thirty-one miles, while the longest distance for fourteen schools in the existing leagues is above thirty miles, and for one school is fifty-five miles.

These figures indicate that a large saving could be effected by the majority of the schools included in this study, by the reorganization of their leagues for the sponsoring of extra-curricular activities. It is impossible to estimate even an approximate amount for this, but when one considers that each school probably takes about twenty-five trips for league activities during the year, and that at least three cars are required for all these trips, shortening the distance of each trip by a few miles would make a considerable saving. And when one considers the number of cars from each community that follows the school group, the saving which would result becomes much greater. None of the existing leagues was so formed that all-weather roads existed between all the towns. Therefore, the shortening of the distances to be traveled, would have another great advantage during times of inclement traveling conditions.

TABLE XXIX  
MILEAGE ADVANTAGE OF THE PROPOSED LEAGUES

School	Advantage in average of trips	Advantage in longest trip
I	1.5	6
II	.5	2*
III	7.83	10
IV	4.5*	3
V	7	20
VI	3	18
VII	3.67	23
VIII	3.33	4
IX	9.67	17
X	7.33	8
XI	2.17*	1
XII	5.17	11
XIII	3.33*	4
XIV	.5	3
XV	12.83	12
XVI	5.83	20
XVII	4.83*	--
XVIII	3.33	14
XIX	2	4
XX	8.33	23
XXI	.33*	12

Read table thus: The average distance traveled for school number one in the existing league is 1.5 miles greater than it would be in the proposed league. The longest distance traveled is six miles greater in the existing league than it would be in the proposed league for the same school.

\*In these schools the slight advantage shown by the figures is in favor of the existing leagues.

PART VIII

CONCLUSION



## CHAPTER XX

### SUMMARY AND CONCLUSIONS

1. A program of extra-curricular activities is as important in educating the individual to meet actual situations in life, as the regular curriculum.
2. The purpose of this study was (1) to examine the extra-curricular activity programs of twenty-one small high schools in Kansas; (2) to show the deficiencies in these programs; (3) to study the league affiliations of these schools; and (4) to propose new leagues disregarding county lines.
3. Extra-curricular activity programs aim to help the individual make the necessary adjustments in life. Any study of such programs is, therefore, important.
4. Most of the thinking and writing upon this subject has been done in connection with larger schools. This is a study of the problems in the small high school.
5. A great deal has been written on the subject of Extra-Curricular Activities, but very little of this material is applicable to the small school.
6. No studies have been made, until the present, of the league affiliations of small schools, with the purpose of improving these organizations on the basis of accessibility.
7. The method of a check-list, followed up by a personal interview, was used to obtain the data for this study.
8. Twenty-one schools, located in five different counties of east-central Kansas, were included in the study. The schools were small high schools ranging from thirty to 125 in enrollment.

9. The range in number of student activities offered by these schools was from six to sixteen, with an average of 10.67. An average of 86.33 per cent of the total enrollment of the twenty-one schools, participated in extra-curricular activities.

10. Athletic activities are very important in any activity program, both from the standpoint of money expended and from interest displayed.

11. Of the boys enrolled, 83.02 per cent participated in athletics. Of the girls enrolled, 45.33 per cent participated.

12. The difference is due to the fact that inter-school competition for girls has recently been suspended, and nothing substituted for it in some of the schools.

13. Only two schools played football and only two favored the retention of eleven-man football. Thirteen schools favored the introduction of six-man football.

14. All of the schools studied, and 68.83 per cent of the boys enrolled, participated in basketball.

15. The elimination of the center jump in basketball has improved the game for the spectator. There was a division of opinion as to whether or not this improved the game for the player.

16. The interest in other sports, baseball, tennis, track and field, softball, and gymnastics was varied with baseball and track the most popular and tennis and gymnastics less popular. Only one school provided a regular class in gymnastics for boys.

17. Twelve schools had made provision for regular class in gymnastics for girls. Five of the executives interviewed were in favor of inter-school competition in girls athletics. Sixteen were decidedly against such competition.

18. Of the boys enrolled, 68.76 per cent participated in non-athletic activities and 85.35 per cent of the girls enrolled participated in these activities. This shows a greater degree of participation in non-athletic activities than in athletic activities.

19. A lack of interest in debate was evident since only two schools provided for this activity.

20. All schools provided some training in dramatics and one-third of the schools had regular class work in this field.

21. A lack of interest in activities in other fields of classroom work was evident. One school had a social science club, three schools had home economics clubs, and four schools provided clubs in the field of vocational agriculture.

22. Music is one of the most important student activities from the standpoint of expenditures and interest. All students should have opportunity to receive this training even though they lack special talents in the field.

23. School parties, class parties, and junior-senior banquets were provided by almost all the schools as social activities. Fifteen communities had community gatherings of a social nature. Ten sponsored father-son banquets and seven sponsored mother-daughter banquets.

24. The junior-senior banquet was taken out of town in seven of the schools. This could be an easy solution, and an educational one, or one of the best methods of handling one of the constant problems in the small school.

25. Only five of the communities had P. T. A.'s. Of these, only two were of any real value to the school.

26. The senior class presented a play and a class day program in all the schools. The junior class presented a play and banquet in all the schools. The freshman and sophomore classes presented no entertain-

ments except for the part that members played in all-school entertainments.

27. Sixteen schools provided some kind of exhibition of their work for the public. This is a good method of selling the school to the community and should be employed to a greater extent.

28. Baccalaureate, Commencement and class night programs were given in all the schools. Only six schools used caps and gowns. This custom should be encouraged to add dignity to the occasion as the executives agreed on the desirability of this garb.

29. Seventeen schools still honored valedictorian and salutatorian. Several executives proposed the practice of honoring a certain per cent of the class without divulging the standing of those honored.

30. Five schools had student councils and ten executives voted that the council method was efficient in a small school. Eleven voted that there is no need for an organized council in a school in which every student has a voice in the policies.

31. Twelve schools had regular assembly programs and the other nine called special assemblies whenever it was necessary or convenient. The concensus of opinion here was that the assembly is important but that it might lose its value by becoming a burden in the small school.

32. Only two schools provided organized home rooms. Sixteen of the executives voted that there was no need for organized home rooms in these small schools. They believed that every room should be a home room, and every teacher a home room teacher.

33. Fifteen of the schools were members of county leagues. Six were members of other leagues in some activities, but not in their whole program.

34. All of the schools competed with other schools, and in their leagues, both in athletic and non-athletic activities.

35. Eighteen schools were satisfied that their league organizations were efficient and satisfactory. Seventeen stated, however, that forming leagues disregarding county lines, should be to the advantage of the member schools, and such leagues should be just as efficient.

36. By the organization of the twenty-one schools studied into three new leagues, decided savings could be effected in the mileage of the average distance of league trips as well as the mileage of the longest distance to be traversed.

37. By the organization of new leagues, the advantage in average trips would range from one-half mile to 12.83 miles, and in only six schools would the average distance be increased, and that increase only a few miles. These six schools would still have reasonable distances to travel.

38. The advantage in the longest distance would range from zero to twenty-three miles. Only one school would increase its longest trip and that only two miles.

39. Considering the number of trips per season, the number of cars necessary per trip, a considerable saving would be realized by each league member. Considering the transportation for the supporters of the school who always follow the activities, the saving would become great for each community.

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## APPENDIX

Dwight, Kansas.

Mar. 21, 1938.

Dear Administrator:

This letter comes as a request for a professional favor. I am asking for your assistance in obtaining some authentic information concerning extra-curricular activities in small high schools. This study is being carried on in partial fulfillment of the requirements for a Master's Degree at Kansas State Teachers College of Emporia, under the supervision of Dr. Edwin J. Brown.

Under separate cover I am sending you a check list. This is not a questionnaire to be filled out by you. Would you kindly examine this check list so that you may refer to your records or discuss portions of it with some of your teachers to get the necessary information. I would then like to arrange for an interview with you to fill out this list and discuss some of the problems which arise from extra-curricular activities to obtain your personal opinion upon these problems.

I am trying to arrange these interviews so that I can interview several schools in the same community on one day. Would it be possible to interview you on \_\_\_\_\_ at \_\_\_\_\_ o'clock? Kindly notify me on the enclosed card as to whether this date will be satisfactory or not.

I wish to thank you for your time in assisting me with this study. I realize that this is an extremely busy time for schoolmen but I also know that school men are most generous in giving their help for such purposes.

Respectfully yours,

Joel N. Martin  
Dwight, Kansas.

## INSTRUCTIONS

1. The following check list has been made with the purpose of making it possible to get information concerning extra-curricular activities in small high schools as easily as possible. Please examine it. You may wish to refer to records or discuss portions of it with teachers in your system to get the necessary information. An interview, at your convenience, is then desired by the writer, to fill out the check list and to obtain your opinions concerning the problems which arise from extra-curricular activities.
2. The blanks in the right hand column of the list should be filled in with numbers wherever possible.
3. Where numbers do not answer the question, a check (x) will signify an affirmative answer and blanks left unchecked will be considered as negative answers.
4. Please encircle the word or letter which answers the question correctly where these are placed in the right hand column. The letters M and W have been used for the words "man" and "woman".
5. Notations in the margins or at the bottom of the pages are desirable. Any opinion offered will be appreciated.
6. If in some instances, exact answers cannot be given, your estimate should be given.
7. The information asked for in the list should be for the present school year (1937-'38).
8. The material obtained through this check list will not be used in such a way that it can be identified with your school. The purpose of the study is to ascertain the weaknesses which prevail in the extra-curricular programs of small schools, and to attempt to offer suggestions which will improve these programs.
9. I hope that it will not inconvenience you too much to give the necessary time for the interview and examining this check list. I also hope that this study may have some results which will be of benefit to the small high schools in which we are working.

\_\_\_\_\_ HIGH SCHOOL  
\_\_\_\_\_ KANSAS  
\_\_\_\_\_ PRIN. or SUPT.

- I. Organization
  - 1. Evaluation \_\_\_\_\_ 2. Levy \_\_\_\_\_
  - 3. Legal Organization \_\_\_\_\_
  - 4. Number of buildings \_\_\_\_\_
  - 5. Number of periods per day \_\_\_\_\_ Length of period \_\_\_\_\_
  - 6. Number of subjects offered \_\_\_\_\_

- II. Number of H. S. Teachers
  - 1. Full time \_\_\_\_\_
  - 2. Part time \_\_\_\_\_

- III. Number of Students in High School
  - 1. Boys \_\_\_\_\_
  - 2. Girls \_\_\_\_\_

- IV. Number of graduating students (seniors) \_\_\_\_\_

- V. Number of Activities \_\_\_\_\_

- VI. Number of students participating in activities
  - 1. Athletic activities
    - a. Boys \_\_\_\_\_
    - b. Girls \_\_\_\_\_
  - 2. Non-athletic activities
    - a. Boys \_\_\_\_\_
    - b. Girls \_\_\_\_\_

- VII. Are Grades and H. S. under same Administration Yes No

REMARKS:

PART II ATHLETIC ACTIVITIES

- I. Athletic activities for boys
  - A. Football
    - 1. Special football coach Yes No
    - 2. General athletic coach Yes No
    - 3. Practice
      - a. Number of times per week \_\_\_\_\_
      - b. Time of day for practice \_\_\_\_\_
    - 4. Number of boys participating \_\_\_\_\_
    - 5. Number of games played
      - a. Conference or league games \_\_\_\_\_
      - b. Non-conference games \_\_\_\_\_
  - B. Basketball
    - 1. Special basketball coach \_\_\_\_\_
    - 2. General athletic coach \_\_\_\_\_
    - 3. Practice
      - a. Number of times per week \_\_\_\_\_
      - b. Time of day for practice \_\_\_\_\_

- 4. Number of boys participating \_\_\_\_\_
- 5. Number of games played \_\_\_\_\_
  - a. Conference or league games \_\_\_\_\_
  - b. Non-conference games \_\_\_\_\_
- 6. Number of tournaments entered \_\_\_\_\_
  - a. Invitation \_\_\_\_\_
  - b. League or county \_\_\_\_\_
  - c. District \_\_\_\_\_
  - d. Regional \_\_\_\_\_
  - e. State \_\_\_\_\_
- 7. Intra-mural basketball program **Yes No**
  - a. Number of boys participating \_\_\_\_\_
  - b. Number of games per season \_\_\_\_\_

C. Baseball

- 1. Special baseball coach **Yes No**
- 2. General athletic coach **Yes No**
- 3. Practice \_\_\_\_\_
  - a. Number of times per week \_\_\_\_\_
  - b. Time of day for practice \_\_\_\_\_
- 4. Number of boys participating \_\_\_\_\_
- 5. Number of games played \_\_\_\_\_
  - a. Conference or league games \_\_\_\_\_
  - b. Non-conference games \_\_\_\_\_
- 6. Number of tournaments entered \_\_\_\_\_
  - a. Invitation \_\_\_\_\_
  - b. County or league \_\_\_\_\_
  - c. District \_\_\_\_\_
- 7. Season **Fall Spring**
  - a. Number of weeks \_\_\_\_\_

D. Track and Field

- 1. Special track coach **Yes No**
- 2. General athletic coach **Yes No**
- 3. Practice \_\_\_\_\_
  - a. Number of times per week \_\_\_\_\_
  - b. Time of day for practice \_\_\_\_\_
- 4. Number of boys participating \_\_\_\_\_
- 5. Number of meets entered \_\_\_\_\_
  - a. Invitation \_\_\_\_\_
  - b. County or league \_\_\_\_\_
  - c. Regional \_\_\_\_\_
  - d. Other \_\_\_\_\_

E. Tennis

- 1. Special tennis coach **Yes No**
- 2. General athletic coach **Yes No**
- 3. Practice \_\_\_\_\_
  - a. Number of times per week \_\_\_\_\_
  - b. Time of day for practice \_\_\_\_\_
- 4. Number of boys participating \_\_\_\_\_
- 5. Number of competitive meets entered \_\_\_\_\_
  - a. Invitation \_\_\_\_\_
  - b. Conference or league \_\_\_\_\_
  - c. Other \_\_\_\_\_
- 6. Intra-mural program **Yes No**
  - a. Number of boys participating \_\_\_\_\_
  - b. Number of contests per season \_\_\_\_\_

F. Soft ball

- 1. Special soft ball coach Yes No
- 2. General athletic coach yes No
- 3. Practice
  - a. Number of times per week \_\_\_\_\_
  - b. Time of day for practice \_\_\_\_\_
- 4. Number of boys participating \_\_\_\_\_
- 5. Number of games played \_\_\_\_\_
  - a. Conference or league games \_\_\_\_\_
  - b. Non-conference games \_\_\_\_\_
  - c. Intra-mural games \_\_\_\_\_

G. Boxing and Wrestling

- 1. Special coach Yes No
- 2. General athletic coach Yes No
- 3. Practice
  - a. Number of times per week \_\_\_\_\_
  - b. Time of day for practice \_\_\_\_\_
- 4. Number of boys participating \_\_\_\_\_
- 5. Number of contests regularly scheduled \_\_\_\_\_
  - a. Invitation meets \_\_\_\_\_
  - b. County or league contests \_\_\_\_\_
  - c. Tournaments \_\_\_\_\_

H. Gymnastics

- 1. Special instructor Yes No
- 2. General athletic coach Yes No
- 3. Class meeting
  - a. Number of times per week \_\_\_\_\_
  - b. Time of day for class \_\_\_\_\_
- 4. Number of boys enrolled \_\_\_\_\_
- 5. Is credit given for this work Yes No
  - a. Amount of credit given \_\_\_\_\_

I. General Information

- 1. Support of athletic program for boys
  - a. From school funds
    - (1) Entirely Yes No
    - (2) Partially Yes No
  - b. By student activity fund
    - (1) Entirely Yes No
    - (2) Partially Yes No
  - c. By athletic fund
    - (1) Entirely Yes No
    - (2) Partially Yes No
- 2. Officiating of competitive contests
  - a. Registered officials Yes No
  - b. Local officials Yes No
  - c. Fees paid
    - (1) Football \_\_\_\_\_
    - (2) Basketball \_\_\_\_\_
    - (3) Track \_\_\_\_\_
    - (4) Baseball \_\_\_\_\_
  - d. Number of officials used in a game
    - (1) Football \_\_\_\_\_
    - (2) Basketball \_\_\_\_\_
    - (3) Baseball \_\_\_\_\_

3. Honor or recognition given		
a. Football	_____	Yes No
b. Basketball	_____	Yes No
c. Baseball	_____	Yes No
d. Track and Field	_____	Yes No
e. Other sports	_____	Yes No

REMARKS:

## II. Athletic Activities for Girls

A. Basketball		Yes No
1. Special basketball coach		M W
2. General coach for girls athletics		M W
3. Practice		
a. Number of times per week	_____	
b. Time of day for practice	_____	
4. Number of girls participating	_____	
5. Number of games played	_____	
a. Conference or league	_____	
b. Non-conference	_____	
c. Intra-mural	_____	
6. Number of tournaments entered	_____	
B. Track and Field		
1. Special track coach		M W
2. General coach for girls athletics		M W
3. Practice		
a. Number of times per week	_____	
b. Time of day for practice	_____	
4. Number of girls participating	_____	
5. Number of meets entered	_____	
a. Invitation	_____	
b. Conference or league	_____	
c. Other	_____	
C. Tennis		
1. Special tennis coach		M W
2. General coach for girls athletics		M W
3. Practice		
a. Number of times per week	_____	
b. Time of day for practice	_____	
4. Number of girls participating	_____	
5. Number of contests	_____	
a. Invitation	_____	
b. Conference or league	_____	
c. Other	_____	
D. Soft ball		
1. Special soft ball coach		M W
2. General coach for girls athletics		M W
3. Practice		
a. Number of times per week	_____	
b. Time of day for practice	_____	
4. Number of girls participating	_____	
5. Number of contests	_____	
a. Conference or league	_____	
b. Non-conference	_____	
c. Intra-mural	_____	

E. Gymnastics or physical education

- 1. Special instructor M    W
- 2. General coach for girls athletics M    W
- 3. Meeting of class \_\_\_\_\_
  - a. Number of times per week \_\_\_\_\_
  - b. Time of day for class \_\_\_\_\_
- 4. Number of girls enrolled \_\_\_\_\_
- 5. Is credit given for this work Yes    No
  - a. Amount of credit given \_\_\_\_\_
- 6. Nature of work done \_\_\_\_\_

F. General Information

- 1. Support of athletic program for girls
    - a. From school funds Yes    No
      - (1) Entirely Yes    No
      - (2) Partially Yes    No
    - b. By student activity fund Yes    No
      - (1) Entirely Yes    No
      - (2) Partially Yes    No
    - c. By athletic fund Yes    No
      - (1) Entirely Yes    No
      - (2) Partially Yes    No
  - 2. Officiating of competitive contests
    - a. Registered officials M    W
    - b. Local officials M    W
    - c. Fees paid \_\_\_\_\_
      - (1) Basketball \_\_\_\_\_
      - (2) Tennis \_\_\_\_\_
      - (3) Soft ball \_\_\_\_\_
      - (4) Other sports \_\_\_\_\_
  - 3. Honor or recognition \_\_\_\_\_
    - a. Basketball \_\_\_\_\_
    - b. Track and Field \_\_\_\_\_
    - c. Tennis \_\_\_\_\_
    - d. Soft ball \_\_\_\_\_
    - e. Other sports \_\_\_\_\_
- REMARKS: \_\_\_\_\_

PART III ACTIVITIES CONNECTED WITH CLASSROOM WORK

I. Debating Organizations

- 1. Regularly organized Yes    No
- 2. Special debate coach Yes    No
- 3. Other coach Yes    No
- 4. Number of students participating \_\_\_\_\_
  - a. Boys \_\_\_\_\_
  - b. Girls \_\_\_\_\_
- 5. Frequency of meeting \_\_\_\_\_
  - a. Weekly \_\_\_\_\_
  - b. Semi-weekly \_\_\_\_\_
  - c. Other \_\_\_\_\_
- 6. Time of meetings \_\_\_\_\_
  - a. Activity period \_\_\_\_\_
  - b. Other \_\_\_\_\_
- 7. Length of meetings \_\_\_\_\_



- 8. Number of debates \_\_\_\_\_
    - a. Conference \_\_\_\_\_
    - b. Non-conference \_\_\_\_\_
    - c. Tournaments \_\_\_\_\_
  - 9. Credit given Yes No
    - a. Amount of credit \_\_\_\_\_
- REMARKS: \_\_\_\_\_

II. Dramatics

- 1. Is regular class in dramatics organized Yes No
    - a. Amount of credit given \_\_\_\_\_
  - 2. Club regularly organized Yes No
  - 3. Sponsored by dramatics teacher Yes No
  - 4. Other Sponsor Yes No
  - 5. Number of students participating \_\_\_\_\_
    - a. Enrolled in class \_\_\_\_\_
    - b. Members of club \_\_\_\_\_
  - 6. Frequency of meeting of club \_\_\_\_\_
    - a. Weekly \_\_\_\_\_
    - b. Semi-weekly \_\_\_\_\_
    - c. Other \_\_\_\_\_
  - 7. Time of meeting of club \_\_\_\_\_
    - a. Activity period \_\_\_\_\_
    - b. Other \_\_\_\_\_
  - 8. Number of programs given \_\_\_\_\_
    - a. By class \_\_\_\_\_
    - b. By club \_\_\_\_\_
- REMARKS: \_\_\_\_\_

III. Organizations in any of the following fields; social science, languages, science, household arts, agriculture, commerce, art and drawing, industrial, or other organizations organized in connection with classroom work.

- A.
- 1. Name of club \_\_\_\_\_ Field \_\_\_\_\_
  - 2. Regularly organized \_\_\_\_\_
  - 3. Regularly sponsored \_\_\_\_\_
  - 4. Frequency of meeting \_\_\_\_\_
    - a. Weekly \_\_\_\_\_
    - b. Semi-weekly \_\_\_\_\_
    - c. Other \_\_\_\_\_
  - 5. Time of meeting \_\_\_\_\_
    - a. Activity period \_\_\_\_\_
    - b. Other \_\_\_\_\_
  - 6. Length of meetings \_\_\_\_\_
  - 7. Number of programs given \_\_\_\_\_
  - 8. Purpose of organization \_\_\_\_\_
- REMARKS: \_\_\_\_\_

## IV. Fine Arts

## A. Orchestra

- |  | Boys  | Girls | Yes | No |
|--|-------|-------|-----|----|
| 1. Number of students                      | _____ | _____ |     |    |
| 2. Teacher                                 |       |       |     |    |
| a. Separate teacher for high school        |       |       | Yes | No |
| b. Same music teacher for H. S. and Grades |       |       | Yes | No |
| 3. Frequency of meeting                    |       |       |     |    |
| a. Weekly                                  |       |       |     |    |
| b. Semi-weekly                             |       |       |     |    |
| c. Other                                   | _____ |       |     |    |
| 4. Time of meeting                         |       |       |     |    |
| a. Activity period                         |       |       |     |    |
| b. Other                                   | _____ |       |     |    |
| 5. Length of period                        |       |       |     |    |
| 6. Number of programs given                |       |       |     |    |
| 7. Credit given for orchestra              |       |       | Yes | No |
| a. Amount of credit given                  |       |       |     |    |

REMARKS:

## B. Glee Clubs

- |  |       |  |     |    |
|--|-------|--|-----|----|
| 1. Boys in boys glee club                  | _____ |  |     |    |
| 2. Girls in girls glee club                | _____ |  |     |    |
| 3. Teacher                                 |       |  |     |    |
| a. Separate teacher for high school        |       |  | Yes | No |
| b. Same music teacher for H. S. and grades |       |  | Yes | No |
| 4. Frequency of meeting                    |       |  |     |    |
| a. Weekly                                  |       |  |     |    |
| b. Semi-weekly                             |       |  |     |    |
| c. Other                                   | _____ |  |     |    |
| 5. Time of meeting                         |       |  |     |    |
| a. Activity period                         |       |  |     |    |
| b. Other                                   | _____ |  |     |    |
| 6. Length of meetings                      |       |  |     |    |
| 7. Number of programs given                |       |  |     |    |
| 8. Amount of credit given                  |       |  |     |    |

REMARKS:

## C. Other groups

- |  |             |       |  |  |
|--|-------------|-------|--|--|
| 1. Chorus                                  | Number boys | _____ |  |  |
|  | girls       | _____ |  |  |
| a. Frequency of meeting                    |             |       |  |  |
| (1) Weekly                                 |             |       |  |  |
| (2) Semi-weekly                            |             |       |  |  |
| (3) Other                                  |             | _____ |  |  |
| b. Time of meeting                         |             |       |  |  |
| (1) Activity period                        |             |       |  |  |
| (2) Other                                  |             | _____ |  |  |
| c. Number of programs given                |             |       |  |  |
| 2. Quartets                                | Number boys | _____ |  |  |
|  | girls       | _____ |  |  |
| a. Frequency of meeting                    |             |       |  |  |
| (1) Weekly                                 |             |       |  |  |
| (2) Semi-weekly                            |             |       |  |  |
| (3) Other                                  |             | _____ |  |  |
| b. Amount of credit given for quartet work |             | _____ |  |  |

3. Other groups in music
- |    |                        |             |       |
|----|------------------------|-------------|-------|
| a. | _____                  | Number boys | _____ |
|    |                        | girls       | _____ |
| b. | _____                  | boys        | _____ |
|    |                        | girls       | _____ |
| c. | _____                  | boys        | _____ |
|    |                        | girls       | _____ |
| d. | Frequency of meeting   |             |       |
|    | (1) Weekly             |             | _____ |
|    | (2) Semi-weekly        |             | _____ |
|    | (3) Other              |             | _____ |
| e. | Amount of credit given |             | _____ |

REMARKS:

PART IV SOCIAL ACTIVITIES

- I. Class Banquets
- |                          |       |     |    |
|--------------------------|-------|-----|----|
| A. Junior-senior banquet |       | Yes | No |
| 1. Project of            |       | Yes | No |
| a. Junior class          |       |     |    |
| b. Other                 | _____ |     |    |
| 2. Sponsored by          |       |     |    |
| a. Class sponsor         | _____ |     |    |
| b. Other                 | _____ |     |    |
| 3. Served at             |       |     |    |
| a. School building       | _____ |     |    |
| b. Other local building  | _____ |     |    |
| c. Out of town           | _____ |     |    |
| B. Other banquets        |       |     |    |
| 1. Project of            |       |     |    |
| a.                       | _____ |     |    |
| b.                       | _____ |     |    |
| 2. Sponsored by          |       |     |    |
| a.                       | _____ |     |    |
| b.                       | _____ |     |    |
| 3. Financed by           |       |     |    |
| a.                       | _____ |     |    |
| b.                       | _____ |     |    |
- II. School parties
- |                         |       |     |    |
|-------------------------|-------|-----|----|
| 1. Number per year      |       |     |    |
| 2. Regularly sponsored  |       | Yes | No |
| 3. Where held           |       |     |    |
| a. At school building   |       | Yes | No |
| b. Other local building |       | Yes | No |
| c. Out of town          | _____ | Yes | No |
| 4. Financed by          |       |     |    |
| a. School funds         |       | Yes | No |
| b. Activity fund        |       | Yes | No |
| c. Special assessment   |       | Yes | No |
| d. Other                | _____ | Yes | No |
- III. Class Parties
- |                                       |       |     |    |
|---------------------------------------|-------|-----|----|
| 1. Number allowed each class per year |       |     |    |
| 2. Place held                         |       |     |    |
| a. School building                    |       | Yes | No |
| b. Other local building               |       | Yes | No |
| c. Out of town                        | _____ | Yes | No |

- 3. Regularly sponsored Yes No
- 4. Time allowed \_\_\_\_\_
  - a. On nights before school days to \_\_\_\_\_
  - b. Other nights to \_\_\_\_\_
- 5. Financed by Yes No
  - a. Class treasury Yes No
  - b. Special assessment Yes No
  - c. Other \_\_\_\_\_

IV. Entertainments

- A. By school as a whole
  - 1. Number given during year \_\_\_\_\_
  - 2. Nature \_\_\_\_\_
    - a. Plays \_\_\_\_\_
    - b. Carnivals \_\_\_\_\_
    - c. Other \_\_\_\_\_
  - 3. By whom sponsored \_\_\_\_\_
    - a. Principal Yes No
    - b. Athletic coach Yes No
    - c. Music teacher Yes No
    - d. Other teachers Yes No
  - 4. Proceeds used for \_\_\_\_\_
    - a. Activity fund Yes No
    - b. Special funds Yes No
    - c. Special projects Yes No
    - d. Other Yes No
- B. By Classes
  - 1. Senior class
    - a. Number of entertainments given \_\_\_\_\_
    - b. Nature of entertainments \_\_\_\_\_
    - c. Sponsored by \_\_\_\_\_
    - d. Proceeds used for \_\_\_\_\_
  - 2. Junior class
    - a. Number of entertainments \_\_\_\_\_
    - b. Nature of entertainments \_\_\_\_\_
    - c. Sponsored by \_\_\_\_\_
    - d. Proceeds used for \_\_\_\_\_
  - 3. Under-classes
    - a. Number of entertainments given \_\_\_\_\_
    - b. Nature of entertainments \_\_\_\_\_
    - c. Sponsored by \_\_\_\_\_
    - d. Proceeds used for \_\_\_\_\_

REMARKS:

- V. Social gatherings of other organizations
  - 1. Number of gatherings permitted per year \_\_\_\_\_
  - 2. All regularly sponsored Yes No
  - 3. All come under school supervision Yes No
  - 4. Nature of these gatherings \_\_\_\_\_

REMARKS:

## PART V SCHOOL-COMMUNITY ACTIVITIES

## I. Parent-Teacher Organization

		Yes	No
A.	Regularly organized	Yes	No
1.	Affiliated with state organization	Yes	No
2.	For how many years	_____	
3.	Officers		
a.	President	Patron	Yes No
		Teacher	Yes No
b.	Vice-President	Patron	Yes No
		Teacher	Yes No
c.	Secretary	Patron	Yes No
		Teacher	Yes No
d.	Treasurer	Patron	Yes No
		Teacher	Yes No
4.	Meetings		
a.	Monthly	_____	
b.	Other	_____	
5.	Program		
a.	Largely by teachers and students	Yes	No
b.	Largely by patrons	Yes	No
c.	A fair combination of both	Yes	No
d.	Type of program		
	(1) Educational	Yes	No
	(2) Merely entertainment	Yes	No
6.	Membership		
a.	Patrons	_____	
b.	Teachers	_____	
B.	Accomplishments of organization		
1.	Public library	_____	
2.	Free health clinic	_____	
3.	Other	_____	
4.	None	_____	

REMARKS:

## II. Banquets

A.	Father-son banquet	Yes	No
1.	Regular event	Yes	No
2.	By whom sponsored	_____	
3.	Place served		
a.	High school building	Yes	No
b.	Other	Yes	No
4.	Served by		
a.	Home economics department	Yes	No
b.	Other organization	Yes	No

REMARKS:

B.	Mother-daughter banquet	Yes	No
1.	Regular event	Yes	No
2.	By whom sponsored	_____	
3.	Place served		
a.	High school building	Yes	No
b.	Other	_____	
4.	Served by		
a.	Home economics department	Yes	No
b.	Other organization	Yes	No

REMARKS:

- G. Other community banquets \_\_\_\_\_ Yes No
- 1. Annual event \_\_\_\_\_ Yes No
- 2. By whom sponsored \_\_\_\_\_
- 3. Place served \_\_\_\_\_ Yes No
- a. High school building \_\_\_\_\_ Yes No
- b. Other \_\_\_\_\_
- 4. Served by \_\_\_\_\_ Yes No
- a. Home economics department \_\_\_\_\_ Yes No
- b. Other organization \_\_\_\_\_
- REMARKS: \_\_\_\_\_

- III. Other Community Organizations
- 1. Name \_\_\_\_\_
- 2. Membership \_\_\_\_\_
- 3. Regularly organized \_\_\_\_\_ Yes No
- 4. Number of meetings per year \_\_\_\_\_
- 5. Purpose \_\_\_\_\_
- REMARKS: \_\_\_\_\_

- IV. Public Exhibitions
- 1. Number per year \_\_\_\_\_
- 2. Departments participating \_\_\_\_\_
- a. Art \_\_\_\_\_
- b. Science \_\_\_\_\_
- c. Social science \_\_\_\_\_
- d. Home economics \_\_\_\_\_
- e. Industrial art \_\_\_\_\_
- f. Commercial \_\_\_\_\_
- g. Language \_\_\_\_\_
- 3. Place held \_\_\_\_\_ Yes No
- a. School building \_\_\_\_\_ Yes No
- b. Other \_\_\_\_\_
- REMARKS: \_\_\_\_\_

- V. Community Programs, Meetings and Dinners
- 1. Number per year \_\_\_\_\_
- 2. Sponsored by \_\_\_\_\_
- 3. Program \_\_\_\_\_ Yes No
- a. By students and teachers \_\_\_\_\_ Yes No
- b. By patrons \_\_\_\_\_ Yes No
- c. Outside talent \_\_\_\_\_
- REMARKS: \_\_\_\_\_

- VI. Other Community Activities
- 1. Name of activity \_\_\_\_\_
- 2. Nature of activity \_\_\_\_\_
- Remarks: \_\_\_\_\_

PART VI SCHOOL CONTROL ACTIVITIES

- I. The Student Council \_\_\_\_\_ Yes No
- A. Membership \_\_\_\_\_
- 1. Boys \_\_\_\_\_
- 2. Girls \_\_\_\_\_
- 3. Teachers \_\_\_\_\_

B. Method of selection of members		Yes	No
1. Appointment		Yes	No
a. By whom	_____		
2. Election		Yes	No
a. By classes		Yes	No
b. Home rooms		Yes	No
c. Student body at large		Yes	No
C. Power		Yes	No
1. Unlimited		Yes	No
2. Legislative		Yes	No
D. Term of office		Yes	No
1. School year		Yes	No
2. Semester		Yes	No
E. Frequency of meeting		Yes	No
1. Weekly		Yes	No
2. Bi-weekly		Yes	No
3. Irregularly		Yes	No
F. Time of meeting		Yes	No
1. Activity period		Yes	No
2. After school hours		Yes	No
3. Irregularly		Yes	No
G. Miscellaneous information		Yes	No
1. Does council charter all student activities		Yes	No
2. Are records of activities kept by council		Yes	No
3. Does Council have real voice in policies		Yes	No
4. Does council meet with approval of students		Yes	No
REMARKS:			

## II. The Assembly

A. Regularly organized		Yes	No
1. Number on committee			
a. Teachers	_____		
b. Students	_____		
B. Frequency of Assembly			
1. Weekly			
2. Other	_____		
C. Time of meeting			
1. Day of week			
2. Time of day	_____ to _____		
D. Number of programs			
1. By faculty	_____		
2. Classes	_____		
3. Other school organizations	_____		
4. Outside talent	_____		
E. Financed by		Yes	No
1. Activity fund			
2. Other	_____		
REMARKS:			

## III. Home Rooms

A. Method of segregation		Yes	No
1. By classes		Yes	No
2. By ages		Yes	No
3. By individual desires		Yes	No
4. Other	_____	Yes	No

- B. Meetings
  - 1. Number per week
  - 2. Time of day
- C. Nature of work \_\_\_\_\_ to \_\_\_\_\_
  - 1. Check attendance \_\_\_\_\_
  - 2. Study lessons \_\_\_\_\_
  - 3. Specially planned projects \_\_\_\_\_
    - a. By teacher \_\_\_\_\_
    - b. By students \_\_\_\_\_

REMARKS:

IV. Activity Accounting

- A. Central fund or treasury Yes No
  - 1. Treasurer \_\_\_\_\_
    - a. Principal \_\_\_\_\_
    - b. Treasurer of council \_\_\_\_\_
      - (1) Teacher \_\_\_\_\_
      - (2) Student \_\_\_\_\_
  - 2. Financing \_\_\_\_\_
    - a. Appropriations from school fund Yes No
    - b. Proceeds from activities Yes No
      - (1) Divided according to regular percentage Yes No
      - (2) Credited to activity raising the money Yes No
    - c. Activity tickets for all activities Yes No
- B. Separate treasuries for each activity Yes No
  - 1. Treasurer \_\_\_\_\_
    - a. Student \_\_\_\_\_
    - b. Teacher \_\_\_\_\_
  - 2. Regular audits made Yes No
- C. General information
  - 1. Are activities self-supporting Yes No
    - a. Athletic activities Yes No
    - b. Non-athletic activities Yes No
    - c. If not self-supporting, from where does the support come \_\_\_\_\_
  - 2. Are financial reports of each activity regularly recorded in the Principal's office Yes No
  - 3. With the treasurer of the activity fund Yes No

REMARKS:

V. Commencement Activities

- A. Organization Yes No
  - 1. By administration Yes No
  - 2. By class sponsor Yes No
  - 3. By class under supervision Yes No
- B. Number of exercises \_\_\_\_\_
  - 1. Baccalaureate \_\_\_\_\_
  - 2. Commencement program \_\_\_\_\_
  - 3. Class night \_\_\_\_\_
  - 4. Other \_\_\_\_\_
- C. Nature of programs \_\_\_\_\_
  - 1. Traditional \_\_\_\_\_
  - 2. Original \_\_\_\_\_
- D. Number of graduates boys girls \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_



- E. Number participating in exercises
    - 1. Seniors \_\_\_\_\_
    - 2. Teachers \_\_\_\_\_
    - 3. Board members \_\_\_\_\_
    - 4. Speakers \_\_\_\_\_
    - 5. Other students \_\_\_\_\_
  - F. Use of caps and gowns
    - 1. For all exercises Yes No
    - 2. For baccalaureate and commencement only Yes No
  - G. Honor given
    - 1. Valedictorian Yes No
    - 2. Salutatorian Yes No
    - 3. Honor roll Yes No
- REMARKS: \_\_\_\_\_

PART VII MISCELLANEOUS ORGANIZATIONS

- I. Boy Scout Yes No
    - 1. Sponsored by school \_\_\_\_\_
    - 2. Number of members \_\_\_\_\_
  - II. Girl Scout Yes No
    - 1. Sponsored by school \_\_\_\_\_
    - 2. Number of members \_\_\_\_\_
  - III. Girl Reserve Yes No
    - 1. Sponsored by school \_\_\_\_\_
    - 2. Number of members \_\_\_\_\_
  - IV. Y. M. C. A. Yes No
    - 1. Sponsored by school \_\_\_\_\_
    - 2. Number of members \_\_\_\_\_
  - V. Y. W. C. A. Yes No
    - 1. Sponsored by school \_\_\_\_\_
    - 2. Number of members \_\_\_\_\_
  - VI. Hi-Y Yes No
    - 1. Sponsored by school \_\_\_\_\_
    - 2. Number of members \_\_\_\_\_
  - VII. 4-H Club Yes No
    - 1. Sponsored by school \_\_\_\_\_
    - 2. Number of members \_\_\_\_\_
  - VIII. Other Organizations
    - 1. Name \_\_\_\_\_ Members \_\_\_\_\_
    - 2. Name \_\_\_\_\_ Members \_\_\_\_\_
- REMARKS: \_\_\_\_\_

PART VIII LEAGUE AFFILIATION

- I. Organization
  - A. County \_\_\_\_\_
  - B. Other \_\_\_\_\_
- II. Competitive activities
  - A. Athletic \_\_\_\_\_
  - B. Non-athletic \_\_\_\_\_
  - 1. Nature of activities \_\_\_\_\_

III. Financing			
A. Annual membership fee	Yes	No	
B. Assessments made when necessary	Yes	No	
C. Self-supporting	Yes	No	
IV. Supervision			
A. County superintendent	Yes	No	
B. Elected officials	Yes	No	
V. Miscellaneous information			
A. Is the league organization satisfactory			
1. For athletic competition	Yes	No	
2. For other competition	Yes	No	
B. All-weather roads between all the towns	Yes	No	
C. Greatest distance traveled by your school			
D. Average distance of your league trips			
REMARKS:			

### PART IX    OPINION QUESTIONS

I. Athletics			
1. Do you believe that football should remain as an activity for small high schools?	Yes	No	
2. Would you favor the introduction of six-man football in small high schools?	Yes	No	
3. Has the elimination of the center jump improved basketball--			
a. For the spectator?	Yes	No	
b. For the high school player?	Yes	No	
c. Why			
4. Do you believe girls should be allowed to compete with other schools in basketball?	Yes	No	
5. Should they be allowed to compete in tournaments?	Yes	No	
6. Do you believe inter-school competition in athletics for girls in secondary schools desirable?	Yes	No	
II. School Control			
1. Do you as administrator believe that the council method furthers democratic education efficiently?	Yes	No	
2. Do you believe the home room accomplishes an educational purpose in the small high school?	Yes	No	