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Investigation of the activity programs of thirty-one Montana third-class high schools

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AN INVESTIGATION
of the
ACTIVITY PROGRAMS
of
THIRTY-ONE MONTANA THIRD-CLASS HIGH SCHOOLS

by

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Chairman of Board of Examiners

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CHAPTER I

THE PURPOSES OF THIS STUDY

Montana, a state whose population is essentially composed of small agricultural communities, has in recent years undergone a program of school district reorganization and consolidation. Because of the great distances between communities within the state, however, there are still 108 third-class high schools in Montana. A third-class district is defined by law as one having a population of less than one thousand. Under more favorable circumstances these schools would be consolidated and thus provide a more balanced academic and activity program than is possible when there are, on the average, only four teachers and forty pupils in an entire school. There appears to be little possibility of eliminating the majority of these small schools in the foreseeable future; hence, it seems worthwhile to try to improve the existing schools, rather than rely on further consolidation to meet the problem.

The programs of these schools, especially their informal activities, have long been a matter of concern to the writer. As a student, he attended three of these small Montana high schools, as well as a large one at Billings. As a camp counsellor with youth groups for three years, he observed the youth from many small schools in all forms of competition against what, in Montana, would be called "town"
or "city" youth. As a teacher, practice and substitute, he had an opportunity to compare a small high school in many of its aspects with Missoula County High School.

These personal observations have led him to the conviction that the students attending the small schools have been sadly neglected, if not virtually discriminated against, in their academic and activity programs. Other studies have been made to determine the nature and extent of the small school academic program. Little has been done, on the other hand, to analyze the current activity situation in these small schools. Therefore, the essential purpose of this study will be to investigate current offerings in the activity field in the small schools of Montana.

It is the contention of this writer that small school schedules can be adjusted to allow each student time during the school day in which he may participate in various forms of activity. Activities of personal benefit to the student can easily be introduced into the program without large expenditures of money by the school or pupil, or large expenditures of time by the supervisor.

Functions conducted on school property, either during or after the regular school period, such as clubs, forensics, dramatics, assemblies, and student government are included in the terms "extra-curricular," or "co-curricular." In this study they will often be referred to simply as activities.
Co-curricular is defined, in Webster's Collegiate Dictionary, as being included within the whole body of courses offered in an educational institution, or by a department thereof. The same source defines extra-curricular as, "not falling within the curriculum; especially of or relating to those activities, as debating, dramatics, and athletics, which form part of the life of students, but are not part of the courses of study."

Programs called intramural, or interscholastic, are frequently misinterpreted and therefore merit definition at this point. Intramural is derived from the Greek "within walls," and refers to activities carried on within a school. Interscholastic pertains to competition between schools.

The management of interscholastic activity has been taken away from the student and controlled by the administrators of the school. This, of course, is probably for the best, as interscholastic activity has become "big business" and involves the handling of large sums of money that adolescent youth is not felt equipped to handle. The intramural activity of the present day is largely student managed, and few financial problems are involved. The games are largely "for fun" although they often are used to provide training for the school's main interscholastic team.

The question will come to the mind of the skeptic, "Why all of this concern over the activity programs of our
schools?*. The best answer is to be found in the proceedings of the National Association of Secondary School Principals,\textsuperscript{1} who, during their thirty-seventh convention held three years ago, summarized the ten imperative needs of youth. One of these needs was found to be, "to develop the capacities of youth to appreciate beauty in literature, art, music, and nature." Another states that youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

All schools have a number of reasons for stressing as full an activity program as can be successfully financed and managed. In a rural state such as ours, where modern invention has given people a higher standard of living through increased income and shorter working hours, we must educate for relaxation, as well as for the attainment of skills and economic security.

Only within the last thirty years has much attention been given to the natural gregariousness of youth and their tendency to organize, compete, and present activities for public approval. In this same period of time the curriculum of the school has switched from the classical to the more

functional studies. Another recent trend in the school has been the addition and expansion of laboratory and athletic facilities which have played an important part in changing the program of academic studies as well as activities. The new experiences thus afforded have promoted a supplementary program that is variously known as "extraclass," "extra-curricular," "allied," "co-curricular," or "semi-curricular." Whatever the name given, the field has grown, through the unified efforts of students, faculty, and community, to give the individual an environment full of enriching experiences in which his own natural traits may be stimulated and new possibilities added.

The Federal Office of Education, in a recent book edited for use both here and abroad, emphasized school activity programs as the "cornerstone on which leadership and fundamental concepts of democracy are based." With these and other ideals as goals, it is seen that a training ground is needed for their practice. In the school-sponsored activity, these ideals can be practiced under competent authority.

Bivlin, in his book on secondary schools says:

Extra-curricular activities can help develop phases of the student's personality that are not

emphasized during the rest of the school day. In
the conduct of extra-curricular activities, students
can accept a degree of responsibility far greater
than is possible in a class situation dominated by
the course of study. Because they accept the
responsibility for the work they are doing, the
students have the opportunity to develop traits
that are important in learning how to cooperate.3

On the basis of such considerations, it would appear
advisable to present a full extra-curricular program to
expose our youth to responsibility which will better train
them for their future duties as citizens in a democracy.

Therefore, it appears to be desirable to determine
the scope of the activity program as it now exists in some
phase of our educational program. The third-class high
schools of Montana represent a field that is well known to
the writer and which seem to merit a sample investigation.
The questions we seek to answer are:

1. What are the current activity offerings of the
typical small Montana high schools?

2. To what extent are students participating in
existing programs?

3. What are some of the most important practices
pertaining to the activity programs of small schools?

4. What are some of the most important problems facing administrators and supervisors of these activities?

5. What is the degree to which acceptance of more responsibility for organization and administration of activities by the students themselves is believed feasible and possible by their administrators and supervisors?
CHAPTER II

EVOLUTION OF EXTRA-CURRICULAR ACTIVITIES

Activities that were once considered fads and frills, are now looked on as an integral part of the students' school life. The teachers and administrators who were formerly willing to pass the supervisory positions on to others, are now finding that participation and cooperation in the school program is essential, in order that they may retain their positions.

Twenty years ago, Terry noted:

The irrepresible urge of youth for social self-expression is a bewildering source of confusion to thousands of teachers and administrative officers. Boards of education wonder how the expenditure of large sums of money for this purpose can be justified in the eyes of a public that is increasingly sensitive to taxation. Parents, to whom education means an extension of the "three R's," are asking what good can come of these "new fads and frills."4

The situation is nearly reversed today. The parents often take more pride if their child is "in the play," or "on the team," than if he makes the honor roll. Extra-curricular activities have provided the most tangible indications as to what is going on in the school. Activities have proved to be the meeting point between school and community.

There are still some parents and taxpayers in any

community who question the program. This is especially noticeable when an additional mill levy for school buildings or expenses is to be voted on. Then there devolves upon teachers and administrators the duty of being clearly aware themselves, and informing others, as to why activities are considered essential in modern education.

Activities In Early European Schools.

Terry, who has written a most comprehensive book on the subject, goes back to the beginning of human society and finds:

The meaning of adolescence did not escape the attention of primitive man, for scholars have discovered abundant evidence of the elaborate ceremonies by which prehistoric youth was formally inducted into the responsibilities of adulthood. Hazing and the rituals of secret societies are the only vestige of these ancient customs which have survived the passing of the centuries. The modern school has little to learn from this source beyond the very significant fact that man was conscious of the need of preparation for the social obligations of maturity even before the dawn of history. 5

Terry credits the ancient Greeks with originating activities that are still to be found in current school programs; school dueling and boxing competitions are still with us in the form of interscholastic meets. In the Greek schools the most fundamental forensic activity, public speaking, began. The fraternity system took root in the

procedure of electing students to select tables in dining halls.

Student government originated in the military schools of ancient Greece. A more democratic form of student government existed in the University of Athens, where students were elected as prefects for a ten day period. Students also selected their institution heads on occasion.

Societies made up of students of different nations were recognized by medieval European universities. These bodies acted in selecting presidents, determined fees and schedules.

England revived the interest in athletics in the mid-eighteenth century. Prior to this time there had been oratory, debate, and extemporaneous speaking in Rugby and Eton. In the early part of the nineteenth century, England also pioneered with school publications. Dramatics had been fostered early in England by royal decree. Queen Elizabeth ordered a Latin play each Christmas from Westminster.

Martin Luther, in early sixteenth century Germany, had a course of gymnastics incorporated into all of the parish schools he had established. He revealed a knowledge of human psychology in introducing these, saying that the corrupt practices of the court were due to the sedentary lives the rulers were leading. Activity for flexing the body and music for soothing the mind were two among many innovations.
Luther installed.

Activities in Early American Schools

In American schools the trend was slow to progress. Exeter Academy had a form of football in popular demand in 1811, but they had to wait forty-eight years before they found another team to play against, and an additional nineteen years passed before competition was labelled "interscholastic." High school baseball was first organized in Worcester, Massachusetts, in 1859.

In the speech activity fields, records of coeducational drama date back to 1790. Terry recognizes Exeter Academy as establishing rhetoric as an activity in 1812, and debate twenty-nine years later. Exeter is also credited with the first secondary school secret society in 1815. Debate and drama entered the public high schools around 1858 in Worcester, Massachusetts, and Hartford, Connecticut.

School publications were a branch of the early literary societies. In the 1850's, Philadelphia, Boston, Worcester, Hartford, and Portland, Maine, came out with monthly papers and magazines.

American student government originated around 1832, with honor and personal confessions of guilt as the keynotes. Monitor systems appeared in New York and Boston in 1825 and 1826.
Early-day leaders in education put increasing emphasis on competitive athletics as a diversion from academic routine. Nearly all early activity was of an intramural nature due to difficulties in travel and great distances between schools.

Activities in Montana

At the present time there are few schools in Montana, or elsewhere, that do not engage in some form of competitive activity, either among groups of their own students or with other schools. Montana holds an annual Interscholastic Competition at Missoula on which the eyes of the entire state are focused. Public interest consistently follows Interscholastic meets, as a result of development through the years.

Although Montana meets are for all of the state, we find only one in six of our third-class schools in athletic competition, one in ten in speech event competition, and 40 per cent of the schools submitting newspapers for competition. This clearly indicates that many of our Montana youth are being deprived of the normal enriching experiences of organized competition to which all students are entitled.

It appears that educators have long recognized the value of different types of activities as a supplement to the formal school program. Activities have been found in widely scattered parts of the world throughout the centuries.
None of our modern activities are brand new, although wider acceptance of activities has characterized comparatively recent times. Our modern schools have incorporated activities from all over the world in order to create a well-rounded program. Educators of recognized status, upon examining activities and their antecedents, have widely acclaimed them as a vital part of modern education. This fact is upheld by writers in the leading professional publications, as mentioned elsewhere in this chapter.
CHAPTER III

PREVIOUS STUDIES, ALLIED LITERATURE, AND OBSERVATIONS

Although much has been written on extra-curricular activities, a very small percentage of this literature has pertained to the small (meaning both urban and rural) high school. Earl V. Rugg points out that, as of 1924, "there were no systematic books dealing with this (extra-curricular) field and little published periodical literature." Other literature since then has dealt with the theories and practices of organization, administration, and supervision of activity programs. Articles on the subject concern themselves chiefly with problems, values, and purposes. Studies which evaluate existing programs are rare; none have been made for Montana third-class high schools.

The work most nearly resembling this study is to be found in a thesis by Brown, where the administration of four school programs is tabulated. This work compares one first-class school, and two second-class schools, with one third-class school. Actually there is little or no basis for comparison. Brown cites tables from Koos where values of activities, as recognized by writers prior to 1926, are

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tabulated. Essentially, the values cited for activities have varied little in the last twenty-five years. Rivlin, in a comparatively recent work (1948), examines the activity program to determine if activities deserve the secondary role to which they are relegated.

He finds that the nine basic values of activities are to encourage:

1. development of desirable personality traits
2. facilitation of youth's social development
3. supplementing of wholesome recreational outlets
4. enrichment of the curriculum
5. provision for individual differences in interests
6. bringing students together on a common basis
7. improved teacher-student relationship
8. a laboratory for trying out new curricular activities and procedures.
9. contribution of co-curricular activities to the attainment of the goals of modern education.

These values are stated broadly enough so that they cover a list of twenty-five previously established by Koos. Rivlin parses down other long lists, stating that the


8 Rivlin, op. cit., pp. 381-87.
best principles of a program:

1. stress student benefit above all else
2. guide the student's choice of extra-curricular activity.

Recent studies in magazines regarding student leadership, sociability, and grade averages in comparison with participation in activities, cannot be considered as too conclusive since they are generally based on a small number of cases or unequated groups.

Rivlin sees a dire need for a full and comprehensive examination into the activity programs of all of the schools. He feels that it is safe to predict that within a few years a system of standards will be set up by which schools will be rated on the basis of their activity programs; district and regional competitions by class will be established whereby a school will be rated by its actors and orators, just as it is now rated by its athletes.

The modern school is the instrument by which society hopes to assure a constant flow into the life stream of individuals capable of meeting satisfactorily the exigencies of modern life and living. Society places directly upon its schools the responsibility for making possible the realization of this hope. Through a great variety of agencies, society indicates to the schools that past experience has shown the desirability of certain characteristics in each oncoming generation, and it charges the schools with the duty of developing these characteristics in

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9 Ibid., pp. 388-90.
their students. The schools, being a part of society have a voice in this interpretation of experience and in the selection of desirable characteristics, through their officers, teachers and students. Thus educational objectives emerge and the goals of schooling are set.  

The contacts that an individual builds in his high school years are of vital importance to his future progress whether he goes on to college or not. It is essential that the adolescent youth learn how to make satisfactory contacts through able expression of his own thoughts. He should build satisfactory relationships with others while in high school.

Schools have not always provided the best atmosphere for establishing such relationships. Seating arrangements frequently bring students together in the classroom on the basis of the first letter of the last name, or because their schedules happen to work out in the same way. Once in the classroom they are held rigidly under surveillance and exchange few ideas, except in oral recitation on their subject. Since our educative process places grades as a standard for promotion, youth in the classroom find themselves in competition against one another—an atmosphere not conducive to the establishment of friendships.

Once out of the classroom, the youngsters leave for

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widely separated points, and diverse human contacts. If there is not anyone living near them who share their interests, they may withdraw into themselves for lack of harmonious contacts. This is especially noticeable in rural areas where great distances separate the adolescent from others of his own age.

Here, then, we clearly see the service to be rendered by extraclass activities. Mutual interests would promote a meeting of minds and establish lasting contacts. Because of a wide variety of interests which young people find worthy of investigation, it becomes essential to establish a broad field of activities within the program in order to attract them all. If the activity program is to be of any value, it must have activities available that have no counterpart in the school curriculum. An attempt must be made to extend the program to include a wide variety of interests, yet remain within a governable scope.

The success of the 4-H Clubs and the Boy Scouts has been in the variety of interests originally planned for, and supplemented to keep step with advances in technology. For example, the 4-H has recently added a tractor maintenance course to its organization. Through this appeal to individual interests, these groups were able to enforce their general programs of health and patriotism, along with the special activities of interest to young people.
These organizations were established partially because their founders were aware that the schools were failing to educate adequately for citizenship responsibilities. Unadulterated citizenship courses, as taught in school, were found to be a bitter pill for students to swallow. However, when accompanied by a program of civic or personal betterment, it was found that youth took an entirely different and satisfactory approach to the matter.

Youngsters outgrow, or perhaps find themselves geographically removed from, such activities as these. There is also the natural desire to supplement these activities with newer, more varied ones to satisfy the exuberant urges of adolescence. Schools afford the best physical and organizational arrangement to provide these additional activities, in the average town of this writer's knowledge.

The school, through an activity program, provides opportunities to participate in activities not available elsewhere. Our new school systems recognize their responsibility for fulfilling the needs of individuals to develop their personalities, manners, and opinions in a manner not to be found in the older, semi-classical methods of education.

In activity, the pupil is learning to relate himself more beneficially to others. The unwritten rules of fair play, and the formal Robert's "Rules of Order," are both
considered builders for democracy. Through democratic living the youth meets his needs as an individual and a social participant. At the same time he is gathering valid information and acquiring skills in human relations. Through activity he grows aware of the fact that when he is in organized and purposeful contact with others, he is a constructive citizen benefitting society.

The development of communications and speaking techniques is becoming increasingly recognized as an essential part of education. The fundamentals of communication can be taught and practiced in the classroom and in school activities. Proficiency needs to be gained in speech activities, with the goal of becoming fully fluent in the years beyond school. As shall be pointed out, this is but another factor that is frequently neglected in the education of our rural and commuting pupils.

In an organized activity program, many youth also have new fields for future hobbies, interests, or occupations opened to them. The most important aspect of education opened to young people, as cited by activity leaders, is the correlation between actual experience and theoretic application that worthwhile activities provide.
CHAPTER IV

METHODS OF RESEARCH AND SOURCES OF DATA

An extensive amount of the literature, books, theses, and periodicals in the libraries of Missoula County, State Library Extension Commission, and University were studied before submitting a trial questionnaire for this thesis.

Several works were consulted before compiling the material to determine the importance and validity of the questions raised. In February, 1950, a preliminary inquiry form was submitted to the Superintendents of three third-class high schools. This inquiry was given after the purposes of the study were described, and it was understood that this was a tentative form. In urging thorough criticism of the questionnaire, it was pointed out that the inquiry was to be revised later for more widespread use. Each of the principals responded by giving a number of definite helpful suggestions. Early in March, 1950, the revised questionnaire (pages 65-9) was submitted to thirty-seven superintendents of third-class high schools in the state, as selected on the basis of a state-wide representation from the High School Directory of Montana for 1949. This number represented one-third of the third-class high schools in this state.

An effort was made to obtain a fine sampling of this
school group. Schools were selected to give a representative distribution, without giving consideration at this point to the nature of their current activity programs. The smallest school studied has a student body of ten, the largest 101; the averages were forty-four (43.9) pupils per school, with nearly four (3.9) teachers (including superintendents) per school.

The study was limited to third-class schools on the assumption that is in this particular grouping that their activities for teen-age youth are most neglected. In these districts the towns are too small to provide any organized civic activity and the schools curtail their program for many reasons, principally because of bus schedules and finance.

The inquiry asked for information regarding all forms of activity. To obtain complete answers, those questioned were assured that their personal-opinion answers would be handled in strictest confidence. In spite of this, two of the original thirty-seven superintendents did not choose to answer all of the questions submitted, and so their schools were taken out of the survey. The questionnaires filled out by the three superintendents in the trial test were not included in the tabulation of the revised questionnaires since many changes were incorporated into the final form, and the writer did not wish to trouble those three again.
Finally, one of the schools previously selected changed its status to a second-class school late in the year, thus invalidating its position in the survey. A total of thirty-one schools were left on which to base the information and conclusions in this study.

The thirty-one Montana third-class districts studied for this survey are as follows:

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<td>Edgar</td>
<td>Virginia City</td>
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<td>Florence-Carlton</td>
<td>Willow Creek</td>
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<td>Froid</td>
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The superintendents' personal opinions were recorded by means of a check in the "yes" or "no" column. In some cases they were asked to estimate percentages. Questions they could not readily understand were to be omitted. The writer had additional information available which made it possible to fill in many questions. Information regarding class schedules and salaries was obtained in the office of Mr. William King, State High School Supervisor, in Helena. The textbook on educational research by Good, Barr, and Scates, was used for reference, and was adhered to in pre-
paring the questionnaire.\footnote{11}

The communities in which these selected schools are located gain their support from a variety of occupations and interests. There are 122 high school teachers in the survey, and activities concerning 1,332 pupils are taken into consideration.

Another questionnaire regarding the extra-curricular activity of the thirty-one schools was sent to sixty-nine teachers, or 56.5 per cent of the total teachers. All of those questioned were activity supervisors. There are some teachers, even in the smallest schools, who do not assume any activity responsibility. These are part-time teachers, elderly teachers, and Smith-Hughes Project Supervisors.

The data for the study were obtained from questionnaires from superintendents, teachers, and the State Department of Public Instruction. These data were tabulated and will be brought forth in the following chapter.

CHAPTER V

FINDINGS

In these findings no attempt will be made to separate material gathered in the State Supervisor's office from that obtained in the questionnaires. To anyone familiar with the State reports, it will be unnecessary to indicate which questions are asked by the State Department of Public Instruction.

Administrators

More out of personal curiosity than anything else, the writer chose to examine the amount of education, salary, and teaching load of the superintendents and teachers in these schools. This is reported here not as an essential part of the study, but that it may throw additional light on these schools of which the activity program is a part.

The salaries of the superintendents range from $3,400 to $5,200, with the overall average at $4,247. The thirty-one superintendents have been in the teaching profession for a total of 393 years, averaging twelve years and eight months each. This experience ranges from two years to over thirty years.

Six of the thirty-one now hold Master's degrees. Four of these are Master of Education, one is a Master of Arts, and one a Master of Science.
Twenty-five have Bachelor's degrees. Fifteen have Bachelor of Arts degrees, nine of which are in education. Eight hold Bachelor of Science degrees, one has a Bachelor of Music degree, and one is a Bachelor of Philosophy.

These degrees, in twenty-one of the thirty-one cases, were obtained in Montana; fifteen of these were obtained at the University, five from the State College, and one from Carrol College. Ten Montana Superintendents obtained their degrees from out-of-state institutions; eight of these were from Minnesota and North Dakota.

The average Montana third-class district superintendent in this state spends all of the school day at work, plus an additional 1.63 hours per day in administrative duties, as stated in the Form A reports. This breaks down to three hours and nine minutes per day of teaching, or four and two-tenths periods daily. In twenty-nine of the thirty-one schools, there are eight class periods a day of forty-five minutes each. The other two schools are on a schedule of seven class periods a day—forty-five minute periods in the morning, and one hour periods in the afternoon. Therefore, we shall consider the typical period for the total study as consisting of forty-five minutes.

It is interesting to note the variety of duties assigned to the superintendent. Six of the thirty-one also serve as athletic coach, three as director of music, six as
instructors in shop. The largest single teaching field of the superintendents is found to be mathematics, with twelve teaching in that field. Ten teach some classes of science, eight handle business courses. Twenty-two have a teaching major or minor in history or social science, but only five actually teach one or more classes in those fields.

Of the 129 academic courses taught by instructors with less than thirty credits of college preparation, twenty-nine are taught by superintendents.
The Teachers

It was found, in studying ninety-one teachers in these thirty-one schools, that in no instance was a teacher with a Bachelor's degree earning less than the M. E. A. minimum. The lowest salary for any teacher is $2,550, the maximum is $4,100. The average salary for all teachers is $3,042. For the sixty teachers with more than one year of experience, the salary averages $3,328.

Breaking this down into specific groups, sixteen music instructors averaged $2,988. Twenty-seven teachers with English as their major instruction were averaging $2,953. Twenty athletic coaches averaged $3,111.

Thirty-one teachers were new to the teaching profession this year, and two of these were hired on emergency certificates. Three teachers who had previous experience, but were still on emergency certificates were continuing their teaching.

The sixty experienced teachers have a total of six hundred sixty-two years experience, or average a trace over eleven years apiece. This experience per teacher ranged from one year to over thirty-six. Twenty-two teachers, or 37 per cent, had taught less than five years.

The schools from which they obtained their degrees were scattered over the nation. Forty-nine teachers (53.8%) hold degrees from out-of-state institutions. Twenty-one, or
23.5 per cent of the teachers obtained their degrees from the University of Montana, thirteen from Montana State College, and eight from other Montana institutions of higher learning.

The average teacher in this study taught four and four-tenths different academic subjects in two or more different departments. He supervised a study hall for one and one-half periods per day.

Sixteen have official titles of coach of athletic affairs; two schools have no organized athletic program with an official coach. Six schools have a grade teacher who doubles as high school coach, and seven superintendents act as coaches.

Music training of any form was not found in thirteen schools. Three schools have a grade teacher who doubles as a high school music instructor; two superintendents act as music directors. Thirteen teachers act as full music instructors with two or more music classes each day.

In all of the thirty-one schools, a total of 631 academic class periods are taught each day out of 945 periods, or the teachers spend 33.3 percent of their time in teaching subjects including music and athletics, but not supervision of study hall. The distribution can be better understood by an examination of Graph I, on page 31.
The Pupils

The breakdown by sex and class of the 1,352 pupils in this study is found in Graph II on page 32.

It was found that of all these students, 507 (37.4 per cent) commuted to school by bus transportation furnished by the district. Each superintendent, in his annual Form A report, is requested to state the maximum distance pupils commute to school. This varied from five to twenty-six miles, with twenty of the thirty-one schools reporting an average of thirteen miles maximum distance.

Athletic activities

The next section of the questionnaire was a list of the forty common forms of activities that are most often found in the extra-curricular program of the smaller schools. The schools were asked to check which of these activities they included in their programs, and space was provided for writing in other activities. The wide variety of these responses is tabulated on pages 39-42. Interscholastic sports for girls were omitted due to the statewide program of abolishing such activity, inaugurated some years ago.

Football---In the small school of Montana, as everywhere, more emphasis is placed on interscholastic athletics, or even on some phases of intramural athletics, than on any other phase of the academic or activity side of education. In our small schools, eleven-man football is impossible due
Distribution of the proportion of time administrators and teachers devoted to various activities during the regular school day.

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Breakdown by sex and class of the 1,352 pupils in this study.

Graph II
the number of players required. In recent years, the modified game of football, played with six men on a side, has made an increasing number of small schools aware that they could engage in an autumnal sport activity that would draw widespread interest from youth and community. In this survey, seventeen out of thirty-one of the schools now present a number of games in district competition each fall. Three more are making plans to start such activity within the next year or two. Distance to competition with other teams is the main reason why football is curtailed in Montana. Community opposition was cited as the second major reason why more schools do not engage in six-man football. Lack of sufficient student players to conduct the game successfully is listed as the third.

Basketball - Considered by larger schools as equal in importance to all other athletic activities, basketball is listed by twenty-nine of the small schools as their major activity. Only two schools did not include basketball in their activity field, because they were too small to support a team. All of the twenty-nine engage in interscholastic competition with participation in district and regional tournaments. Within the school itself, there is always an intense interest in intramural basketball. This is considered a necessity to give the fundamentals and training to the fellows who will eventually constitute the interschol-
lastic team. Basketball also is regarded as the major activity during physical education classes for boys in all of the schools. Some forms of volleyball, indoor or outdoor, were considered by three schools as being of equal importance with basketball in regular gym work.

Baseball - Nine schools checked baseball as spring athletic activity. This was a case where the town organizations used some influence in advising the school in their activity program. Certain groups, predominately the American Legion, continued baseball on through the summer with competition scheduled through the summer with other organizations of that type. Some form of intramural baseball was listed by fifteen schools who did not consider their baseball as interscholastic. It is impossible to say how often this consisted only of noon-time activity.

Track - Track activity of some sort is undoubtedly found in all schools. However, of 108 third-class schools in Montana, only nineteen come to Missoula for state competition. Of these nineteen, eight were schools that are in this study. In March, when this survey was made, twelve indicated that they would participate. In the northeastern corner of the state, there is some interscholastic competition through play days or county meets. Distance to active competition is listed by twelve schools as the main reason why their program is curtailed. Twenty-seven of the thirty-
one included track as third or fourth of their main activities.

Others - Other activities listed; four schools present tennis, two have golf, two checked boxing, and one listed wrestling. Intramural sports of a minor nature were volleyball, soccer, rifle, wrestling, and hiking, with three schools listing each one. Riding, fishing, and archery received two votes. Boxing, fly-casting, roping, and geology field trips were also included, with one vote apiece. It may seem necessary to draw a line somewhere between these as to their value as a club or an athletic activity. Girls intramural sports show as wide a variety as the masculine versions. Basketball, although barred from interscholastic competition is found in some form in thirteen of the thirty-one schools. Volleyball was checked in as many schools, but nine of these were duplications. They probably meant that there is equal interest in both sports in these schools. The scale on Table I will give the definite tabulations and show that girls activity included badminton, softball, tennis, archery, riding, fly-casting, swimming, and one school listed geology field trips for girls as well as for boys.

Non-athletic Activities

Table II, on page 41, shows the programs of the thirty-one schools in relation to their non-athletic activi-
ties in the fields of music, publications, forensics, and dramatics. Here, it will be seen, vocal music predominates over all other types. All of the schools attempt some display of journalistic achievement, and while speaking may be part of the English curriculum in all schools, it is very often neglected in the over-all picture. The size of the schools plays a very definite part in the extent of publications, and in the type, quality, and amount of dramatics presented. The general attitude was well expressed by one superintendent who states, "we occasionally 'put on a play' but to call such activity 'dramatics' is stretching it a little."

All of the schools engage in some form of publication of school news. Twenty-five (80 per cent) publish their own paper on the school mimeograph. Three prepare a paper that is published by a local job printer. Three schools edit and write their school news for publication in the community weekly paper. This practice is a most economical one for the school. Eighteen schools produce a yearbook, seven of which are printed commercially, eleven mimeographed by the yearbook committee. Photographs are pasted in these books later.

Clubs of many varieties are to be found in twenty-eight of these schools. Six of this number present only one or two clubs. That these schools are located in rural communities is reflected in the fact that twenty-three schools list
agriculture clubs—the most widely recognized organization in the survey. Home economics clubs are found in twelve schools—the same number that present home economics as a regular academic subject. Athletic Lettermen have their organizations in nineteen of the schools thus attaining a position well ahead of any other two honor groups. Eleven schools list music clubs of some nature. Hobby clubs are few and generally pattern their community interests as seen by ski, sportsmen’s, and saddle organizations.

As seen by these tabulations, a consistent number of participants in each school engage in the four leading activities; football, basketball, track, and baseball. That these are largely diversified by participants is an accepted fact. The purpose of a variety of athletics is to maintain interest for those who are athletically inclines throughout the year. Coaches acknowledge that their athletic program, no matter how extensive, will continue to draw only one-half to three-quarters of the potential participants. Many students have investigated this problem and find that the reasons for non-participation are as assorted and varied as the personalities of the non-participants themselves.

The same problem faces the music instructor. A good deal of the participation in chorus is due to the widespread belief that Chorus or Glee Club is a "snap" course. In every school, there are to be found a few instrumental musicians
who double in the orchestra and band and would make interest in music appear much wider than it actually is.

Superintendents’ Opinion

The status of the activity program was determined by the question, "Do you consider your activity program as co-curricular or extra-curricular?" Twelve administrators answered co-curricular, eighteen gave extra-curricular as their answer, and one believed that his program fulfilled both requirements.

The answers to the next question, "Do you consider the activity program of your school, as it now stands, adequate for the youth of your community?" were interesting in the fact that thirteen answered yes and eighteen answered no. A comparison of these first two questions showed that eleven (85 per cent) of the thirteen administrators who thought their program adequate, also considered their program as co-curricular. Another interesting sidelight on these eleven was the fact that they were all commuting schools, where activity was definitely limited. Conversely, only two (11 per cent) of the eighteen schools with extra-curricular programs considered their programs as adequate.

A space was offered, following this second question, in which the administrator was invited to say why he thought the program of his school adequate or inadequate. Fifteen
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Survey of Thirty-One Schools Presenting Athletic Activities, and the Number of Participants in Each.

TABLE I

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Survey of Thirty-One Third Class Montana Schools Presenting Non-Athletic Activities, and the Number of Participants in Each.

**TABLE II**

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<td>31</td>
<td>10</td>
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<td>Totals</td>
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<td>471572491692</td>
<td>826314193411866119</td>
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<tr>
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<td>23</td>
<td>14</td>
<td>12/2</td>
<td>9/19</td>
<td>13</td>
</tr>
<tr>
<td>Ave. Particip.</td>
<td>10</td>
<td>17/6</td>
<td>6/15/115/10</td>
<td>9/5</td>
<td>12/5/6</td>
</tr>
</tbody>
</table>

Survey of Thirty-One Third-Class Montana Schools Presenting Clubs or Honor Organizations, and the Number of Participants Per School.
answered, with four confirming their "adequate" answers, and eleven giving reasons why they could not feel completely satisfied with their programs.

The affirmative answers stated: "Program now takes all of the time they have"; "Gives them all they want to do"; "Our well-rounded program gives every pupil an opportunity to participate in one or more activities"; "We have a small number of students, and meet all of their needs."

Of those eleven verifying their belief in the inadequacy of their program, two blamed inadequate facilities, two believed that not all of the students were included, two said there was not enough time, one failed to see enough interest in the program offered. Another said that the school fails to make the pupils feel as if they belonged. A possibility of too much activity was cited by two of those questioned, one of whom thought that athletics was so dominant that other activities were considered "petty." The other thought that too much "extra" work was relegating academic studies to a secondary position. Finally, one superintendent, with two physical education majors on his staff, stated his problem as "inertia on the part of the instructor."

The next question sought to determine the main problems in the school regarding the activity program. Seven main problems, determined by considerable previous study and questioning, were listed for checking, along with a space
for specifying any other reason the administrator might have. The writer asked the administrator to indicate the seriousness of the problem by itemizing the three main reasons one, two, and three. A more comprehensive breakdown of this question is to be found in Graph III on page 45. A summarization of the question shows that eighty-eight out of a possible ninety-three answers were obtained. Of these, twenty-two, or one-fourth of the total, indicated that the "teachers lacked time," nineteen listed that the "teachers lacked training to carry on activities." Tying for third place with seventeen apiece were "financial difficulties" and "lack of time on part of the pupils." Falling far behind, yet tying with four votes apiece, the suggestions that the "teachers demanded extra pay," and that there were "other activities in the community," did not seem to be of too great importance. Apparently the possibilities of "community objection to certain activities" is of minor importance, since only two schools listed it. Two write-in answers receiving one vote were "scheduling problems," and "too much activity program."

The superintendent's estimation as to the degree of active student participation was obtained by asking him what per cent of the students in his school were active participants in any form of activity. All thirty-one of the questionnaires were filled out in response to this question,
Lack of time on part of teacher

Teacher's lack of training

Financial

Lack of time on part of pupil

Teachers demand extra pay

Other community opportunities

Community objection to certain activities

Scheduling

Too much extra

Teachers too darned lazy

MAIN PROBLEMS OF PRESENTING ACTIVITY PROGRAM

Order of importance

One

Two

Three
with answers ranging from an estimated 10 to 100 per cent. Breaking down these estimations by school and attendance of each school, we find that 27 per cent of the total, or 361 of the pupils are estimated by their superintendents as non-participants. Upon examination of these figures, it is found that the larger schools have the lower percentages of active participants.

In determining the causes for non-participation, a question was set up similar to the one determining the problems of the activity program. Eight main reasons, determined in the tryout were listed for checking, along with a space for specifying any other reason. Again, the checking of the three main problems was asked for, but from a possible ninety-three answers, only sixty-seven were obtained. Twenty-six schools listed at least one cause, twenty-three listed two, and nineteen gave three. A comprehensive breakdown of this question is to be found in Graph IV, page 47.

The major reason listed for non-participation was "lack of interest in offered activities," checked by seventeen superintendents. "Distance from school to home" was second with fourteen check marks, then "natural timidity" with twelve, followed by "complete indifference to any activity" with eleven. These latter two may appear to be similar, but apparently the division was warranted, for they were understood. Only three inquiries were both checked.
REASONS FOR NONPARTICIPATION IN OFFERED ACTIVITIES

Order of importance

One
Two
Three
"Physical defects" with six indications, "failure to keep up grades" with five, "employed" with two, and one for "parental opinion," indicate that these reasons are not serious enough to play a major part. Only one write-in vote—"lack of ability"—was given.

From the initial inquiries of the writer about the three original schools, it appeared that two out of the three questioned believed that their students studied equally well at home or in school study hall. In submitting this question to thirty-one superintendents, however, an entirely different response was obtained. Only three of the thirty-one were of the opinion that home study proved as satisfactory as, if not more satisfactory than, supervised study hall work. No reasons were asked for, but five reasons for believing supervised study hall superior were given. Two thought the parents did not care, one believed home lighting was poor, one stated that reference books were available only at school where all children could use them, and one believed that homes offered more distractions than did study halls.

When the question "What percentage of the students in your school do you believe use their study hall time effectively?" was put to the group, answers varied from 10 to 100 per cent. However, the majority were of the opinion that little effective use is made of the study hall. The overall
The question of whether or not the supervisor believed the possibility of letting the students conduct their own clubs with a minimum of faculty organization during study hall time, was answered by thirty of the thirty-one questioned. Fifteen believed that Freshmen and Sophomores could conduct their own organizations, while fifteen thought not. With regard to students in the upper two years, the vote was eighteen in favor of the idea, with twelve believing it unworkable.

"Has your school ever tried to let the students conduct their own club with little or no supervision? Yes __ No ___ Did it work? _____ How long did it last? ______" To this question twelve answered in the affirmative, eighteen in the negative. Five answered that the idea had not proven satisfactory, and one of these answered the last part of the statement, "one-half hour. They nearly tore the place apart." Three answered that the program met with
approval and was still in existence. The remaining four who answered affirmatively did not elaborate further, and so no conclusions can be made.

"Would you object to the formation of such a club if a group asked for it?" Thirty responses were received to this question, with eleven objecting to such a plan, and nineteen stating that they would not object. A comparison of the respondents to these last two questions showed that the five answering that their school had tried this plan only to have it fail, would object to any further attempts. Of the remaining six administrators giving negative answers, two had said that their school had tried the idea, but elaborated no further on it. Four who opposed forming such a club had never had such a club in their school.

Twenty-eight administrators answered that they considered an average of nine students adequate to begin a club. The number seems to coincide fairly well with the actual number of students now engaged in existing organizations of a social nature.

Twenty-eight administrators answered the question, "How much time does an organization other than athletic or musical, require of the faculty-member sponsor in the average week, including meeting time?" Seventeen, or 61 per cent, believed that one period was required per week. Eight, or 28 per cent, checked two periods, and three
thought three or more periods were required.

The balance of the questions concerned specific organizations. Twenty-eight schools reported that they had a total of fifty-eight service clubs. However, according to questionnaire $H$, there appears to be a wide divergence of opinion concerning what constitutes a service club. As a result, this question may be considered invalidated.

The number of years physical education was compulsory in each of the thirty-one schools was determined for each sex. One school did not require any physical education for girls; one school required three years for both boys and girls; thirteen schools required four years for all. Two years of compulsory physical education seems to be the common requirement. Seventeen schools required that amount from boys, and sixteen demanded two years from the girls.

To determine the actual amount of unrequired athletic participation, administrators were asked "If the above answer is less than four years, what percentage of students would you say actively participate in any athletic activity, even though it is not required?" Since thirteen schools demanded the full four years, eighteen answers were obtained to this question, ranging from nought to 100 per cent. The average for girls tallied at 73 per cent, and for the boys at 89 per cent.

"Are the schools at the present time conducting any
clubs during the study hall periods?" Twenty-three schools answered no; eight, or 29 per cent, answered yes.

Whether these clubs were offering opportunities for the students in acquiring leadership qualities was determined by the question, "What percentage of your pupils have actual responsibilities in an activity (hold an office or responsible position) during a given period." Answers varied from 10 to 100 per cent, with the average for the twenty-seven schools who replied being at 31 per cent. These positions of responsibility were generally held for a full year. Five schools out of twenty-nine change offices every semester.

The non-athletic activities found most popular are school paper and dramatics. All of the schools have some form of paper; nearly a fourth of the students work on the paper during a given year. Since twenty of the schools present the paper as a project in journalism, typing, or English class, participation is based on the students' own interests and capabilities. In the eleven other cases where the paper is put out by a group entirely separate from any academic course, though still under teacher supervision, leadership is generally given to students on the basis of popularity. In fifteen of the schools, the paper is dependent on the school for all or part of its support. Combinations of advertising, subscription, and school support are
found. One school depends entirely on advertising, three on subscription, and nine on complete school support to keep their papers in existence.

Twenty-two of the schools present senior plays, twenty-one give junior plays, five have no form of dramatics, and six present plays in which the entire school participates.

The effect of bus transportation on their activity program was asked of the administrators of twenty-eight schools where buses are used. Thirteen administrators believed their program had been hindered, only seven thought it had been helped. Eight gave no answer of any kind (all eight cases listed their program as co-curricular). Write-in reasons were requested; thirteen were received. Reasons given for listing bus transportation as a help were, "brought program to school hours," "know how many to plan for and where they are," "we have buses to transport students to other activities," "we have more students, which makes for varied activities." Of the nine who gave reasons why transportation was a hindrance, seven said there was no time for activities, one thought them "too expensive for this district--no money for anything else," and another said it was hard for the students to come back in the evening.

Town organizations reported as voicing opinions in regard to the school's activities were present in twenty-five of the thirty-one communities, with women's clubs and
church groups in the majority. Other opinions were from farm groups, and the Parent-Teacher associations, veteran's organizations, service clubs, and the 4-H groups.

Teachers' Opinions

Of the ninety-one teachers in this survey, sixty-nine were recognized as sponsors of some non-athletic or non-musical activity. To these sixty-nine, the writer sent a questionnaire concerning personal opinions about their activities. A response was received from forty-six of these. No follow-up letter was sent out, as was the case with the administrator's questionnaire. Therefore, only a 61 per cent response was achieved.

Forty-six teachers answered the question, "Is the main activity which you supervise the one for which you are best fitted?" Thirty-one teachers, or 74 per cent answered yes; eight, or 18 per cent answered no. The remaining four did not know.

"Why were you selected to supervise this activity?" The same group answered; 62 per cent, or twenty-eight teachers, believed that they possessed some special quality such as training, experience, or interest in the activity. There were five who frankly did not know; the other thirteen cited miscellaneous reasons not connected with their qualifications such as "somebody had to do it," or "the superintendent asked me to."
"Is there any limit to the number of activities you may sponsor?" Ten teachers, or 22 per cent checked two or less. Thirty-six, or 78 per cent indicated that no limitations curtailed them.

Thirty-eight answered the question, "Do you plan and evaluate your clubs at teachers' meetings?" Ten said they did; twenty-eight, or 74 per cent testified to a complete lack of planning.

Point systems as awards for participation are maintained in only eight schools out of the thirty-one, where twelve, or 33 per cent of the thirty-seven teachers who answered this question, were situated.

"Does your guidance service or instructor:
(a) advise you (the teacher) about the clubs
(b) aid the student in selecting his club
(c) no guidance in this school."

Part (a) was checked by six teachers, or 13 per cent of the total of forty-six teachers. Part (b) received twenty-two, or 48 per cent of those questioned. Fifty-two per cent of the teachers, in fourteen schools, checked that they had no guidance in their school.

Ninety per cent of the teachers attend all of their club meetings; 80 per cent of them were required to attend. Forty-two per cent do not believe their presence is necessary. Seventy-four per cent must get their superintendent's
permission on vital issues or proposed projects.

Finally, the teachers were asked if they sincerely believed that the aims, purposes, and objectives of clubs were satisfactorily explained to club members. Forty-four answered, with sixteen (36 per cent) believing that this was done. Twenty-eight, or 64 per cent of those responding, did not believe so.
CHAPTER VI

SUMMARY, LIMITATIONS, CONCLUSIONS, AND RECOMMENDATIONS

I. Summary

A. The purposes of this study were:

1. to determine current activity offerings in Montana third-class high schools.
2. to determine the actual amount of student participation in existing programs in these schools.
3. to determine administrative practices relative to the activity programs.
4. to determine the most important problems facing administrators and supervisors of activities in Montana third-class high schools.
5. to determine what is the degree to which acceptance of more responsibility for organization and administration of activities by the students themselves is believed feasible and possible.

B. The procedure used in obtaining the data included in this study consisted of:

1. comprehensive investigation of available literature.
2. interviews with three administrators as "test cases,"
3. compilation of two questionnaires, one for administrators and one for teachers,
4. comprehensive analysis of "Form A reports"
submitted by superintendents to the State Office of Education,

5. submission of the administrators' questionnaire to thirty-four third-class high school superintendents,

6. submission of the teachers' questionnaire to sixty-nine teachers who were sponsors of some type of activity in these thirty-four schools, and

7. comprehensive tabulation and analysis of questionnaires received from thirty-one administrators and forty-six activity supervisors.

C. The findings of this study may be summarized briefly in the following statements.

1. The thirty-one schools in this study reported presentation of sixty-eight different activities as enumerated on pages 39-42 of this study.

2. Heaviest emphasis in the schools observed was placed on athletic activity; basketball is the most popular sport with more participants than any other; there is a noticeable trend toward including football and baseball in the activity programs of these small schools.

3. All schools engage in the publication of some form of newspaper—the only consistent and unanimous activity in this entire study.
4. Approximately one-fourth of the students in these schools were seen by their administrators as non-participants in any form of activity.

5. Pupils were found to be largely unaware of the aims, purposes, and objectives of activities as laid down by educational authorities in the extra-curricular fields.

6. Most administrators choose teachers to be activity supervisors because they feel that these teachers possess special qualifications for such duties.

7. The majority of superintendents recognize that their activity programs are inadequate.

8. In the main, schools do not yet have activity evaluation, guidance programs, credit for activity participation, or extra pay for teacher sponsors.

9. Study halls are reported as not being effectively used by half of the students in this survey. Home study is reported to be less effective than study at school.

10. The majority of administrators would be willing to allow their students an opportunity to conduct their own clubs with a minimum of faculty supervision.

11. Even though their schedules are full, most teachers would like to encourage more organizations in which
the students would take a large share of the responsibility for their own activities.

12. The administrators and faculty in the schools of this survey were above national averages in the amount of education they have received and in the amount of salary they currently earn.

II. The Limitations of this Study

1. The writer recognizes that this study is not sufficiently comprehensive that the observations apply to all of the high schools in the nation, or even in Montana. These thirty-one schools do appear, however, to be fairly representative of the third-class schools of Montana.

2. The writer recognizes that information on student participation was not obtained with sufficient accuracy and detail to reveal the extent to which individual students were participating in one or more activities. Data were obtained on a school basis rather than on an individual pupil basis.

3. This study is primarily quantitative in nature rather than qualitative. No attempt has been made to determine the quality of the experiences provided students in the various activities reported.
III. Conclusions

1. While the small Montana high schools are offering their students a wide variety of activities, a significant number and proportion of the pupils do not participate in these activities and teacher participation is frequently enforced or required. It is evident that much needs to be done to establish activity programs which attract more pupils and teachers voluntarily.

2. Many teachers are poorly trained to assume the sponsorship of activities, but once on the job, most of them devote much time and labor to this phase of the school program, even though they receive no extra pay for this work.

3. Since the encouragement of self-initiative is an accepted goal of education and administrators and teachers are willing to allow students to assume more responsibility for activity programs, it seems clear that students should be given more responsibility in the formation and maintenance of their activities.

4. Since parents and townsmen have an influence on the progress of school activities and this influence is not always in wise directions, it is the duty of the administrator to inform these groups concerning the purposes and values of an activity program.
5. Third-class schools with programs recognized as co-curricular are, in the opinion of this observer, presenting more beneficial and comprehensive programs for their pupils than those schools which label their programs "extra-curricular."

IV. Recommendations

1. It is recommended that future educators in teacher training institutions in this state be made aware of the importance of activities in order that they may plan their course work and their own out-of-class activities so that they will be reasonably well qualified to direct activity programs in Montana high schools.

2. It is recommended that the philosophy of the co-curricular program be made available to all educators through such mediums as teachers meetings, university courses, and the professional literature.

3. It is recommended that students be given more opportunities to test the possibility of organizing and maintaining their own clubs and other activities.
APPENDIX

Questionnaire to Superintendents

Please indicate your schools activity program and participation by enumerating the number of participants in each activity in the space provided. If some activity is presented in your school that is not listed here, would you list that activity and its participants in the "Other" group.

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<thead>
<tr>
<th>Boy's Interscholastic Activities</th>
<th>All School Activities</th>
</tr>
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<tbody>
<tr>
<td>Football</td>
<td>Music</td>
</tr>
<tr>
<td>Basketball</td>
<td>Chorus</td>
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<td>Instrumental</td>
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<td>Tennis</td>
<td>Orchestra</td>
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<tr>
<td>Golf</td>
<td>Appreciation</td>
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<td>Other</td>
<td>Other</td>
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<td></td>
<td></td>
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<tr>
<td>Boy's Intramural Activities</td>
<td>Publications</td>
</tr>
<tr>
<td>Basketball</td>
<td>Literary</td>
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<td>Paper</td>
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<td>Tennis</td>
<td>Yearbook</td>
</tr>
<tr>
<td>Track</td>
<td>Other</td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
</tr>
<tr>
<td>Golf</td>
<td>Forensics and Drama</td>
</tr>
<tr>
<td>Boxing</td>
<td>Debate</td>
</tr>
<tr>
<td>Wrestling</td>
<td>Extemporaneous</td>
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<tr>
<td>Soccer</td>
<td>Oratory</td>
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<td>Declamation</td>
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<td>Dramatics</td>
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<td></td>
<td>Stagecraft</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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**Girls Interscholastic Activities**
- Basketball
- Volleyball
- Softball
- Badminton
- Tennis
- Archery
- Swimming
- Other

**Subject Clubs**
- Agriculture
- Commercial
- History
- Home Economics
- Mathematics

**Honor Organizations**
- Student Council
- Girls Athletic
- Lettermen
- National Honor
- Quill & Scroll
- Other
- Other

**Hobby Clubs**
- Art
- Movie
- Music
- Photography
- Radio
- Ski
- Other
- Other
- Other
QUESTIONNAIRE FOR ACTIVITY SPONSORS

1. Is the main activity which you supervise, the one for
   which you are best fitted?  
   Yes  No
   Don't know

2. Why were you selected to supervise your main activity?
   Special fitness (training, experience, liking)
   Accidental reasons
   Somebody had to do it.
   Principal requested that you do so
   Don't know

3. Is there any limit to the number of activities you may sponsor?
   Yes  No

4. Do you plan and evaluate your clubs at teachers meetings?
   Yes  No

5. Do you maintain a system for awarding participation?
   Yes  No

6. Does your guidance service:
   (a) work with you in the club?  Yes  No
   (b) advise you about the club?  Yes  No
   (c) aid the student in selecting his club?  Yes  No

7. Do you attend all of your clubs' meetings?
   Yes  No

8. Are you requested to attend?
   Yes  No

9. Do you believe your presence is necessary at these club meetings?
   Yes  No

10. Must you obtain higher authority to initiate any form of a project?
    Yes  No

11. Do you sincerely believe that the aims, purposes and objectives of activities are satisfactorily explained to club members in your school?
    Yes  No
QUESTIONNAIRE

Do you classify your activity program as

___ Co-curricular
___ Extra-curricular
___ Other________

Do you consider the activity program of your school, as it now stands, adequate for the youth of your community?

___ Yes
___ No

Would you care to state why?

What are the three main problems in your school in regard to activities? (Itemize 1, 2, and 3, in order of importance.)

___ Financial
___ Lack of time on part of teacher
___ Lack of time on part of pupil
___ Teachers lack of training
___ Teachers demand extra pay
___ Other community activities
___ Community objection to certain activities
___ Other (specify)

What percent of the students in your school could you say were active participants in any form of activity?

___ %

What percent could be listed as passive members?

___ %

For those who do not take part in any but required activities, check what you believe are three main reasons why they don't participate. (1, 2, and 3.)

___ Employed
___ Low grades
___ Parental opinion
___ Physical defects
___ Lack of interest in offered activities
___ Natural timidity
___ Complete indifference
___ Distance from school
___ Other (specify)
What percentage of the students in your school do you believe use their study hall time effectively?

______%

Do you have any clubs conducted during the study hall periods?

______ Yes

______ No

Do you believe that the average student in your school does as well by studying at home as in school study hall?

______ Yes

______ No

Do you believe that your students could actively conduct an interest (hobby, school or sport) club or organization with a minimum of faculty supervision?

(Fr. Soph.)

______ Yes

______ No

(Jr. Sr.)

______ Yes

______ No

Has your school ever tried to let the students conduct their own club with little or no supervision?

______ Yes

______ No

Would you object to the formation of such a club if a group asked for it?

______ Yes

______ No

How many students would you consider adequate to begin a club of such a nature?

______

How much time does an organization, other than athletic or musical, require of the faculty-member sponsor, in the average week, including meeting time?

______

What percentage of your pupils have actual responsibilities in an activity (hold an office or responsible position) during a given period?

______
Do these positions of responsibility or elective offices change more than once a year by natural process?

- Full year.
- Semester

How many service or honor organizations does your school have?

Is your school paper conducted as part of

- An English class
- A Senior or other class project
- A Journalism course
- A separate organization altogether

On which does your paper depend for support?

- Advertising
- Subscription
- School finance
- Other _____________________

What kind of drama program do you have?

- Senior plays
- Junior plays
- All school
- Carnival
- Other (describe) ____________

How many years is physical education compulsory in your school? (Circle)

For Boys 0, 1, 2, 3, 4, years
For Girls 0, 1, 2, 3, 4, years

If the above answer is less than four years, what percentage of students would you say actively participate in any athletic activity, even though it is not required?

% Girls
% Boys

Check which organizations compete in collegiate high school week.

- Paper
- Dramatic group
- Oratory
- Debate
- Athletic track meet
- Music - vocal
- Music - instrumental
- Other (specify) ____________
Does your school compete in interscholastic track meets?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

If none of the collegiate competition activities are participated in, indicate by numbers 1, 2, and 3, the main reasons why your school does not participate.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No interest</td>
</tr>
<tr>
<td></td>
<td>Too far from sponsor institution</td>
</tr>
<tr>
<td></td>
<td>Travel to compete too expensive</td>
</tr>
<tr>
<td></td>
<td>Feeling that school is too small</td>
</tr>
<tr>
<td></td>
<td>Other (specify)</td>
</tr>
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</table>

Has consolidation or bus transportation of your enrollment been a beneficial or a detracting feature for your activity program?

<table>
<thead>
<tr>
<th></th>
<th>Hindered</th>
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<tbody>
<tr>
<td></td>
<td>Helped</td>
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<tr>
<td></td>
<td>How?</td>
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What organizations in your town voice opinions in regard to school activities?

<table>
<thead>
<tr>
<th></th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women's clubs</td>
</tr>
<tr>
<td></td>
<td>Farm groups</td>
</tr>
<tr>
<td></td>
<td>Church groups</td>
</tr>
<tr>
<td></td>
<td>Veteran organizations</td>
</tr>
<tr>
<td></td>
<td>Service clubs</td>
</tr>
<tr>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>
A. BOOKS


B. PERIODICAL ARTICLES


