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SCHEDULING OF EXTRACURRICULAR ACTIVITIES IN THE CONSOLIDATED
SCHOOLS OF SOUTH DAKOTA

by

Charles Webbenhurst

A Problem submitted to the Graduate Faculty of
South Dakota State College in partial fulfillment
of the requirements for the Degree of Master of
Science in Education.

December 1953

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ACKNOWLEDGMENT

I am deeply indebted to Professor Stanley Sundet of the Education Department of South Dakota State College for the guidance and assistance which he gave me in writing this paper. I am also indebted to the administrators who answered the questionnaires upon which this study is based.

Charles Webbenhurst

TABLE OF CONTENTS

	PAGE
LIST OF TABLES	
SECTION I	
INTRODUCTION	1
Statement of Problem	1
Importance of Study	3
Review of Literature	4
Procedure	6
SECTION II	
RESULTS OF STUDY	10
High School Enrollments of the Schools in this Study	10
The Use of the School Bus in the Schools of the Survey	11
Amount of time of the School Day Spent in Extracurricular Activities	12
Hours of the Day during which the Activity Periods are Scheduled	14
Extent of the Activities Scheduled by the Schools of the Survey	16
The Opinions regarding the Adequacy of the Present Activity Schedules	18
Opinions Regarding Over-emphasis of Activities	19
Scheduling Practices for the Most Popular Activities	20

SECTION III	PAGE
SUMMARY AND CONCLUSIONS	23
Summary	23
Conclusions	24
SECTION IV	
RECOMMENDATIONS	27
SECTION V	
BIBLIOGRAPHY	29
SECTION VI	
APPENDICES	30
Appendix A	30
Appendix B	32

LIST OF TABLES

TABLE	PAGE
I. High School Enrollment Figures for the Schools Participating in this Survey as of May, 1952	10
II. Per cent of Students of the High Schools in This Survey who Ride to School in Buses	12
III. Minutes Per Day of the Regular School Time Which Are Spent as Activity Periods by the Schools in This Survey	14
IV. Various Times of Day When the Activity Periods of the Schools in the Survey are Scheduled	15
V. The Number and Per Cent of the Schools in This Survey Which Offer the Listed Activities	17
VI. Number of Schools Which were Satisfied with their Present Activity Schedule	18
VII. Result of Poll in Regard to those Who felt Some Phase or Activity was being over-emphasized to the Detriment of other Activities in Regard to Practicing Time	19

SECTION I

INTRODUCTION

Statement of Problem

In the State of South Dakota we have had well over fifty Consolidated Schools operating for the past several decades. There are many problems in connection with the operating of a Consolidated School. It is rather obvious that these schools must do comparatively well in most phases of activity to avoid undesirable criticism from outsiders as well as from the patrons of the local district. These consolidated schools should strive to do at least as good a job of educating the individual student as the neighboring non-consolidated schools do. This would include the extracurricular program of the consolidated school just as well as the curricular.

It is the extracurricular part of the school program with which this study is concerned. Particular emphasis is given to the amounts of time which are allowed for each of seventeen different

activities that are considered in this study. Subjects discussed in this paper are:

1. The total number of minutes out of the school day which are devoted to the activity periods. (An activity period as used here may be defined as an amount of time in the daily schedule of a school which is devoted for a meeting of a cocurricular group or class.)
2. The number of activity periods scheduled per day.
3. The time of day that each activity period is scheduled.
4. Trends for scheduling several of the most difficult to schedule activities.

Importance of the Study

Many school administrators have been wondering which method of scheduling they should use for extracurricular activities. The writer found upon talking with a number of school administrators of South Dakota that there is a great variety of different methods of scheduling being employed in the high schools of South Dakota. Some of these plans use school time entirely for this extracurricular scheduling. Other plans do not use any part of the regular school day for this purpose. A good many of the remaining plans include various combinations of the first two mentioned. A great number of the men seriously question whether they are using a justifiable system. If all of the various phases of the present-day activity field are to be included in the schedule of the average small consolidated school of South Dakota, we have a most serious problem.

It is the intent of this study to show the amount of time which is devoted to each of a number of activities in the schools surveyed for this purpose, and to make suggestions for a desirable schedule; and to show the various times at which these activities are being scheduled. This information will allow each administrator to find out how much his program varies from the others. He may or may not be concerned with the fact that his schedule is or is not similar to the others, but may become aware of the trend of South Dakota Consolidated Schools in this regard at the present time.

Review of Literature

Much has been written about extracurricular activities and the scheduling thereof but very little of it relates to the problem in this study. Most writers are in agreement that some of the activities should be conducted during school time. The consensus seems to be that if the activities are worthwhile they should rightfully have a place in the school schedule. It is difficult to find a writer who states that all activities should be conducted during school hours. In many of the schools of this survey it is necessary that practically all of the activities be held during the regular school day so that the students may have the opportunity to participate and be transported by the school bus. With the trend in South Dakota being toward consolidation, that fact becomes increasingly important.

An opinion about scheduling the athletic activities is expressed by Almack and Bursch¹ as follows:

Fitting athletics into the school program.

Owing to the transportation feature of the consolidated school, athletic practice after regular school hours is no longer practicable. Athletics must have its regular part during the school day. This can be arranged for only by putting it on the daily program as any other subject. When the weather is good and the playground can be used, all physical education can be set for the same hour. Periods of twenty to forty-five minutes are generally endorsed, twice a day, at hours corresponding to the oldtime recesses. In several of the Middle Western consolidated schools, physical education and playground activities are put in the forenoon, and athletics scheduled the last period in the afternoon.

1. John Almack and James Bursch, The Administration of Consolidated and Village Schools, Boston: Houghton and Mifflin Company, 1925, p. 332.

Harl R. Douglass² makes the following comment on the activity period:

Many organizations are able to hold meetings within the limits of a school period and during school hours if classes do not conflict. Others such as athletic teams, must meet after school hours. If the school day is six hours or more in length, programs of students who expect to participate in activities carried on at the close of the school day should be scheduled, if possible, so that they have no classes during the last period. As a means of encouraging activity participation of all pupils (including those who live at a distance and are transported and those who are employed at home or elsewhere after school hours), and of encouraging members of the faculty to serve as advisers, there has developed the practice of setting aside each day for organization meetings a period of from 25 to 40 minutes in length, in which no classes are scheduled, such periods being almost universally referred to as "activity" periods.

Leonard V. Koos³, as early as 1927, had this to say of the activity period:

A large number of sources would make the activities a part of the regular program. Usually this refers to a period at the end of the school day, but some would go farther and give them a place in the heart of the school day. This practice is more often proposed for the junior than for the senior high school.

Another writer, Ward G. Reeder⁴, found a different approach

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2. Harl R. Douglass, Organization and Administration of Secondary Schools, Boston: Ginn and Company, 1945, p. 243.
 3. Leonard V. Koos, The American Secondary School, Boston: Ginn and Company, 1927, p. 594.
 4. Ward G. Reeder, The Fundamentals of Public School Administration, New York: The Macmillan Company, 1941, p. 744.

for incorporating the activity period into the school day:

Furthermore, in many schools and school systems a special period in the school day or school week is set aside for the activities, and credit toward graduation is frequently given pupils who engage in them.

A principle of administration for the extracurricular program is expressed by C. F. Allen, T. R. Alexander and H. W.

Means⁵ in the following manner:

1. A place and time should be provided in the daily and weekly schedule. This dignifies the activity and makes possible more general participation while at the same time it limits individual participation.

Procedure

The method of securing data for this study was primarily that of a questionnaire (Appendix B). A two-page questionnaire was designed, which, it was thought, could be answered with little difficulty and which would still give a fairly good description of the scope of the extracurricular program and the scheduling of the meetings for these activities.

The first part of the questionnaire, after identifying the name of the school and its reporting administrator, was divided into three sections. The first section of this part asked for the enrollment and the per cent of the high school pupils who were transported by bus. The second section had to do with the number

5. C. F. Allen, T. R. Alexander, and H. W. Means, Extra-Curricular Activities in the Elementary Schools, St. Louis: Webster Publishing Company, 1937, p. 12.

of minutes per day which were devoted to activity periods and to the time of day during which the activity periods were scheduled. The third section asked for the administrator's opinion of the schedule in his own school. They were asked if they were satisfied with their own schedule; if they could suggest any improvements which they might be contemplating; if they felt that they were over-emphasizing any of their activities to the detriment of others regarding practice time; and if so, which activities were being over-emphasized. There was a place provided for the administrator to check if he desired a copy of the summary of the survey.

The second part of the questionnaire was in the nature of a table with spaces provided which were to be checked according to the situation in the school of the reporting administrator.

A total of seventeen activities in four fields were selected to give a rather complete picture of the extracurricular programs of the schools which participated in the study.

The fields were those of Music, Athletics, Dramatics and Speech, and Journalism. The following seven activities were listed under Music: band, orchestra, instrumental groups, girls glee club, boys glee club, mixed chorus, and small vocal groups. Under Athletics the following five activities were included: football, basketball, track, baseball, and softball. Declamation, debate, and class plays were the activities listed in the field of Dramatics and Speech. School paper and school annual were the only activities included in the fourth field of Journalism.

After each of these seventeen items were spaces to be checked if the school offered that activity. Following this was a series of four spaces, the first of which was to be checked if the meeting time for that activity was to be before school in the morning, the second if it was to meet during the noon hour, the third if there was a scheduled activity period during school time, and the fourth was to be checked if the group met after school. If any of the groups met at more than one of the four times they had but to check as many spaces as applied to that particular activity.

The next series of spaces following the seventeen activities called for a number to be written in denoting the number of practices or meetings which that group held during a week.

The last series or column of spaces following the list of activities called for the length of each activity period in minutes.

Included with the questionnaire when it was mailed to fifty-five school administrators, was a letter which stated the problem of the study and the reason for doing the study. There was a statement signed by a member of the Education Department of South Dakota State College verifying the problem and the purpose of the study and encouraging participation in the survey.

The next task was to select the schools to whom the questionnaire should be sent. The schools were chosen from the 1951-1952 Educational Directory of South Dakota Schools. Fifty-five of the sixty-six consolidated schools listed in the directory were selected to be included in the survey. The schools selected are those located in the eastern

part of South Dakota with the thought that the activities and problems of the group would be similar. The consolidated schools were selected because it is generally assumed that they are the schools which have a number of their pupils transported by bus. Two of the schools in the survey are not consolidated schools but they do offer bus service to a part of their high school students. For the most part the schools in this survey are the smaller high schools of this part of the state, and are located in the smaller towns. The several larger consolidated schools in the study will allow a comparison of the schedules of the two types of high schools.

By early June 1952, thirty-seven of the fifty-five questionnaires had been returned. Several of the administrators were contacted and in response to a personal request filled out the questionnaires during the summer school session of South Dakota State College in 1952. A total of forty-three of these questionnaires were received and this number was deemed to be a satisfactory percentage of returns to warrant a reasonable representation of the original list of schools. It was felt that these results would show the true picture as far as this group of schools is concerned in regard to their scheduling of extracurricular activities.

SECTION II

RESULTS OF THE STUDY

High School Enrollments of the Schools in This Study

The enrollment of the high schools included in this study ranges from a low of sixteen to a high of 295. The median enrollment is fifty-nine. Eighteen of the forty-three schools have enrollments of fifty or under; this represents 42 per cent of the group. Thirty, or 70 per cent, of the schools have enrollments under seventy-five students. Thirty-six, or 84 per cent, of the schools have one hundred or less students. Six of the schools are between one and two hundred in enrollment. Only one of the schools has more than two hundred people and this high is two hundred ninety-five students. (Table I)

TABLE I. HIGH SCHOOL ENROLLMENT FIGURES FOR
THE SCHOOLS PARTICIPATING IN THIS
SURVEY AS OF MAY, 1952

High School Enrollment	Number of Schools
0 - 50	18
51 - 75	12
76 - 100	6
101 - 200	6
Over 200	1

The Use of the School Bus in these Schools

All but two of the forty-three schools have school bus facilities for their high-school people. Both of these schools are consolidated, but do not operate buses. One of the remaining forty-one schools stated that only two per cent of the high-school students of its school system rode to school on the bus.

The remaining forty schools reported that from 10 to 100 per cent of their students normally rode the bus to school and back each day. Only eight of the schools listed as less than 50 per cent of their high-school people as those having bus service. The median per cent of students being transported by bus, for the forty-three schools, was found to be 75.

It is significant to note that the greatest tendency was for the schools of larger enrollments to have the smaller per cents of their students coming to school in buses. One report indicated that all of its forty-one students came to school by bus. It might be pointed out that in a number of the smaller schools involved in the survey the per cent may vary a great deal in consecutive years. A school which has all of its students riding on the bus in one year may have the per cent reduced to 90 during the next year. Evidently then, the exact per cents are not of too much importance but the median figure and the general tendency for the larger per cents of the high-school students in the smaller high schools to be transported by bus can be considered as important.

Considering the schools of this survey it seems that we may conclude that a majority of the students from the smaller schools do have to rely on bus transportation as their means of coming to school, while the vast majority of the students from the larger schools included here do not come to school by bus. (Table II)

TABLE II. PER CENT OF STUDENTS OF THE HIGH SCHOOLS
IN THIS SURVEY WHO RIDE TO SCHOOL IN BUSES

Per cent	Number of Schools
Less than 20	7
40 - 60	12
70 - 85	15
87 - 100	8

Amount of time of the School Day Spent in Extra-
Curricular Activities

The school day as used here refers to a regular six-hour day. It cannot safely be defined as being from nine to four o'clock as some schools start before nine and many more are dismissed before four o'clock by reason of a short noon period. Any time spent before school, at noon, or after school is dismissed is not counted as a part of the school day in this section of the discussion.

Only one of the forty-three schools included in this survey reported that none of the regular school time was spent for these activities. It might be pointed out that this was the largest school

of the group and that none of the students rode buses even though it was a consolidated school. The remaining schools reported that they spent from forty-five to 150 minutes of each school day in extracurricular activities. Roughly, one-half of the schools spend from forty-five to sixty minutes per day in this manner; one-fourth of them use from seventy-five to ninety minutes daily and the remaining one-fourth report from 105 to 150 minutes per day of school time as spent on these activities. (Table III)

There appears to be a wide variation in the amount of school time which is spent for the various activities which are considered as extracurricular, and which, in many schools are partly or wholly outside of school time.

Actually, this is the reason that this survey was conducted. It seemed to the writer that the time taken for extracurricular activities was about as much as should be taken from academic subjects and study periods. Yet it was very difficult to compete with those schools which were able to use considerable amounts of time outside of the regular school hours for the practice of competitive activities. Upon questioning other administrators of consolidated schools, widely different plans for scheduling these activities were found to be employed. This survey bears out this premise very well.

TABLE III. MINUTES PER DAY OF THE REGULAR SCHOOL TIME WHICH ARE SPENT AS ACTIVITY PERIODS BY THE SCHOOLS IN THIS SURVEY

Number of Schools	Minutes per day	Per Cent of Schools
1	None	2
8	45	19
13	50 - 60	31
11	75 - 90	26
9	105 and more	21

Hours of the Day During which the Activity Periods are Scheduled

The time of day during which the activity periods are scheduled does not vary as much as some of the other factors in this survey. Eighteen of the reporting schools have all of their activity time at the end of the school day. Nine of the eighteen have only 45 minutes at the day's end. The others have sixty and ninety minutes at the end of their school day (five have sixty minutes and four have ninety minutes). Fifteen of the schools have one or two periods in the morning and one period in the afternoon. The total time for these schools varies from seventy-five to 105 minutes. Three schools have two activity periods in the afternoon. These three schools spend from 60 to 108 minutes per day, with the median being eighty-four minutes.

Three other schools spend only the last hour of the morning for their total activity period for the day. One school used one activity period only for glee club, and it was scheduled from 1:50 to

2:40 o'clock P. M. each day. A different time period used by one school was from 1:00 to 2:20 o'clock P. M. each day. Only one school did not report how much time and what time of the day its activity period occupied.

The most popular time for the activity period seems to be during the last period of the day when thirty-four of the forty-one schools reporting in-school time have that as all or a part of their activity time. The last period in the morning is the next in line with twelve schools reporting that period as being all or a part of their activity schedule. The first period in the morning is the third most popular time with eight schools using that period as one of their two or more activity periods for the day. The remaining periods which were reported were scheduled in the first and second periods of the afternoon. (Table IV)

TABLE IV. VARIOUS TIMES OF DAY WHEN THE ACTIVITY PERIODS OF THE SCHOOLS IN THE SURVEY ARE SCHEDULED

Time of day	Number of Schools
Last 45 minutes of school day only	9
Last 60 minutes of school day only	5
Last 90 minutes of school day only	4
Both morning and afternoon periods	15
Two periods in the afternoon	3
Last 60 minutes of morning only	3
1:50 P. M. to 2:40 P. M.	1
1:00 P. M. to 2:20 P. M.	1
None given	2

Extent of the Activities Scheduled by the Schools
of the Survey

A total of seventeen different activities were listed in the questionnaire, which were to be checked if engaged in by that school. These were in the fields of Music, Athletics, Dramatics and Speech, and Journalism.

In the field of Music, five of the seven activities listed were offered by over one half of the forty-three schools. One of the schools had orchestra and forty of them indicated that they had girls glee club.

Football, basketball, track, baseball and softball were listed under Boys Athletics. All of the schools had basketball. Football was played by twenty-five of the schools and many of the remainder had either baseball or softball. Track was participated in by thirty-five of the forty-three schools.

In the field of speech and dramatics, declamation, debate and class plays were included in the questionnaire. Only three of the schools offered debate while thirty-five took part in declamation and forty had class plays.

School paper and annual were listed under Journalism. The school-paper activity was engaged in by forty of the forty-three schools while thirty-nine indicated that they put out a school annual.
(Table V)

A total of 461 of the activities were checked by the forty-three schools for an average of 10.72 activities per school. If we disregard

the small participation activities of debate and orchestra the average number of activities offered by each school is better than ten out of fifteen or two out of every three.

This might suggest that for a few major activities, such as basketball, class plays, school paper, girls glee club, band and track, most of the schools queried in this survey are facing the same problem of trying to find sufficient time for practice periods which will not conflict too much and still allow the participants to travel to school by bus at the regular hours. An important consideration is that each student must also have at least four periods during the day for academic work.

TABLE V. THE NUMBER AND PER CENT OF THE SCHOOLS
IN THIS SURVEY WHICH OFFER THE LISTED
ACTIVITIES

Activity	Number of Schools	Per Cent of Schools
Basketball	43	100
Girls Glee Club	40	93
Class Plays	40	93
School Paper	40	93
School Annual	39	91
Track	35	82
Declamation	35	82
Mixed Chorus	32	75
Smaller Vocal Groups	31	72
Band	30	70
Football	25	58
Boys Glee Club	25	58
Instrumental Groups	15	35
Baseball	14	33
Softball	13	30
Debate	3	7
Orchestra	1	2

The Opinions Regarding the Adequacy of the Present
Activity Schedules

According to the questions which were answered seventeen of the administrators felt that they were not satisfied with the activity schedule which they were then following. Several others indicated satisfaction with their schedule under the conditions which were theirs, inferring that they felt that it was the best that they could obtain with the limitations of time and staff that they had.

Very few of the administrators with whom the writer talked expressed complete approval of their schedule. Many of the school men told of changes which they had made recently or of plans which they had for the future to try to improve the over-all picture for their activity program.

Evidence of the feeling of need for a study and a possible change in the activity scheduling can be found in the fact that thirty-seven of the forty-three administrators expressed a desire to have a copy of the summary of the survey. (Table VI)

TABLE VI. NUMBER OF SCHOOLS WHICH WERE SATISFIED
WITH THEIR PRESENT ACTIVITY SCHEDULE

	Number of Schools
Satisfied with schedule	23
Not satisfied with schedule	17
No comment	3

Opinions Regarding Over-emphasis of Activities

One of the questions asked in the questionnaire was: Do you feel that you are over-emphasizing any of your activities to the detriment of others regarding practicing time? If so, which ones? Forty of the men answered the first part. Sixteen indicated that they believed that there was over-emphasis in their schedule and twenty-four felt that there was none.

Of the sixteen who indicated over-emphasis in the first question only fourteen answered the second question as to which activities they felt were being over-emphasized. Four indicated that music was the over-emphasized activity while the remaining ten suggested that it was athletics. (Table VII)

TABLE VII. RESULT OF POLL IN REGARD TO THOSE WHO FELT SOME PHASE OR ACTIVITY WAS BEING OVER-EMPHASIZED TO THE DETRIMENT OF OTHER ACTIVITIES IN REGARD TO PRACTICING TIME

Activity being over-emphasized	Music	Athletics	Total
Number of administrators who believed there was over-emphasis	4	10	16
Number of administrators who believed there was no over-emphasis			24
Number of administrators who made no comment on over-emphasis			3

Scheduling Practices for Most Popular Activities

Band is one of the more popular activities in the larger schools of the survey. It is an activity which is difficult to schedule. Five of the thirty bands met before school in the morning. One school had band practice at noon. In twenty-one schools the band met during an activity period only. In one case the practice period was from 8:30 to 9:30 o'clock A.M., and in the remaining two schools having band, practices were held in the morning before school, during activity period and also after school.

At least ten of the twenty-one schools which had band practice during activity periods scheduled it during the morning of the school day. Only six of these schools had band practice during the last period of the day. The amount of time taken for band during school hours varied from 90 to 300 minutes per week with 150 minutes being the median amount per school.

The popular activity of girls glee club was scheduled during activity period by thirty-seven of the forty schools that offer it. One of the remaining three schools had its practice before school, one had it after school, and the last one listed before school, activity period and after school as its times for girls glee club. Twenty-three of the twenty-five boys glee clubs met during activity periods. Twenty-nine of the thirty-two mixed chorus groups were scheduled for practice during activity periods. Twenty-two of the thirty-one small vocal groups met during activity periods while six

of them were listed as doing all or a part of their meeting after school hours.

Athletic practices follow a more regular pattern than do the music groups. Nine of the twenty-five football teams had all of their practice during activity periods. Seven of the football groups met entirely after school while the remaining nine practiced both during activity period and after school. Twenty-three of the schools showed that they had all of their basketball practice during activity periods. Seven indicated that they did all of their basketball practicing after school hours while the remaining thirteen schools gave a combination of activity period and after school hours as their practice time.

Twenty-two schools had all of their track meetings during activity periods. Eight held track only after school and the other five schools had track both during activity period and after school. All but two of the eleven and twelve schools which listed softball and baseball did all of their practicing during activity time; the other two listed both activity and after school hours as meetings for that activity.

Twelve of the thirty-five schools offering declamation listed activity period as the time of their meetings. Ten schools listed activity period and after school for their meetings. The remaining thirteen schools gave before school, class time, noon hour, after supper or combinations of these as the time during which their declamation groups were scheduled.

Class play rehearsal was scheduled only during activity period in fifteen schools. Thirteen schools reported play practice only after school and the remaining group of eleven schools reported practices both during activity period and after school.

The most varied scheduling was for the Journalism activities of the school paper and annual. The school paper staff meetings came as follows: one at noon, seven during classtime, eighteen during activity period, two after school, nine during activity period and after school, and the remaining three during combinations of the other times. The meetings of the school annual staff were similarly scheduled as follows: one at noon, four during classtime, sixteen during activity period, one before school, four after school hours, ten during activity period and after school, and the other three during other combinations of these times.

SECTION III

SUMMARY AND CONCLUSIONS

Summary

Following is a list of summary statements giving the important findings of the survey:

1. Forty-three high schools of Eastern South Dakota were included in the survey. The enrollments of these high schools ranged from a low of sixteen to a high of 295 with a median enrollment of fifty-nine.
2. Forty-one of the forty-three schools included in the survey had bus facilities for at least a part of their high school students.
3. The portion of students riding to school on the bus in each school ranged from 0 to 100 per cent.
4. In over one-half of the schools 75 per cent or more of the students had bus transportation available.
5. Only one of the forty-three schools reported that none of the regular school time was spent for the meeting of extracurricular activities.
6. Forty-two of the schools reported using from forty-five to 150 minutes of the school day for activity periods.
7. One-half of the reporting schools indicated that they used seventy-five or more minutes per day of school time for the use of extracurricular activities.
8. Eighteen of the forty-three reporting schools had all of their activity time during the last period of the school day.
9. Fifteen of the forty-three schools reported having activity periods in both the morning and the afternoon.
10. In the field of Music five of the seven activities listed in the questionnaire were offered by over one-half of the forty-three schools.

- 11. One of the schools had orchestra and forty of them indicated that they had girls glee club.
- 12. All of the schools had boys basketball.
- 13. Football was played by twenty-five of the schools and most of the remaining eighteen schools had either basetall or softball.
- 14. Under the heading of Speech and Dramatics, thirty-five schools took part in declamation, while forty of them had class plays.
- 15. Thirty-nine of the schools published a school annual and forty had a school paper.
- 16. Seventeen of the forty-three school administrators indicated that they were not satisfied with the activity schedule which they were then following.
- 17. Sixteen of the school men indicated that they believed that there was over-emphasis in their schedule and twenty-four felt that there was none.

Conclusions

A number of conclusions may be reached as a result of the evidence presented in this study. A few of these will be stated in the following paragraphs.

A majority of the consolidated schools of Eastern South Dakota are comparatively small schools. Thirty of the forty-three schools had enrollments of seventy-five or less high school students. A majority of the consolidated schools transport three-fourths or more of their high school students by bus. In general the schools which have the smaller per cents of their pupils transported by bus spend the least school time for the use of extracurricular activities.

Almost one-half of the schools in this survey spend at least seventy-five minutes per day for extracurricular activities. Apparently the last period of the school day best lends itself for the use of the activities since over three-fourths of the schools devote this period for at least a part of their extracurricular program.

Of the seventeen considered activities, band and football seem to be the only two in this survey which are not offered by smaller schools and are offered by the larger schools in this survey.

Most of the consolidated-school administrators do not feel that their activity schedule is adequate, however they now know what they can do of a practical nature to improve their plight. These men are anxiously looking for suggestions which they might be able to use to improve their own extracurricular program. The crowding of activity schedules leads many teachers and administrators to claim that in their school certain activities are being over-emphasized to the detriment of the other activities.

One of the reasons which makes the scheduling of extracurricular activities difficult in the smaller consolidated schools is the number of students wanting to take part in a great many of the activities. This means that conflicts in the scheduling of many activities must be carefully avoided. The schools are doing just that by a number of ingenious methods. Activities are being scheduled before school, during the noon recess, and during almost any period of the day. Class periods are being shortened for seasonal extra-activity periods. Some

schools schedule their activities just before or just after the noon hour so that they may extend the activity into that noon period. These things are being done to best meet the problem that faces so many of the bus-operating schools.

SECTION IV

RECOMMENDATIONS

There are a few recommendations that seem to be indicated as a result of the findings of the foregoing study. These recommendations are made for the average consolidated school which transports a majority of its high school students by bus and must, therefore, have a greater portion of its extracurricular activities during school hours.

The first suggestion is that of having a seven-period school day. Four of these seven periods would be forty-five minutes in length and the remaining three would be one hour each. The seven-period day allows five periods for academic work and two periods for extracurricular work. The two activity periods may be one of the forty-five minute periods and one of the hour periods. The one-hour activity period is recommended for football, basketball, track and girls glee club or any other activity which will not conflict seriously with those listed. The forty-five minute period could be used for one or more of the remaining activities which the school may have. Band and class plays would probably conflict most with the activities recommended for the one-hour period. These two periods as recommended will not take care of all activities in most of the schools but will be much better than the single activity period which some of the schools have tried to stretch to cover the in-school activity time.

A second suggestion would be that of utilizing the noon-hour

for a meeting time for some of the activities. This time can be well used for meetings of class groups, clubs and other small-member organizations. Athletic practices can be held during the activity period which immediately precedes or succeeds the noon-hour. This will allow an extension into the noon-hour which will give added practice time for those who feel that it is necessary.

A third suggestion is for the seasonal or occasional using of study periods for additional meetings of rehearsal for class plays or music groups which are preparing for a contest or other special public appearance.

Probably the best recommendation that can be made is for each school to plan for maximum use of all the time that can be made available to it for the scheduling of its extracurricular activities.

This study presents a picture of what is being done in the high schools of Eastern South Dakota that were included in the survey. The results indicate a possible solution to schools which are annually faced with curricular and extracurricular scheduling problems. Such scheduling is a more significant problem in the bus-using consolidated schools.

The trend pointed out is that there is a definite tendency for the bus-using schools to use more of the school day for the purpose of these extracurricular activities than in non bus-using schools.

SECTION V

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APPENDIX AList of Schools in the Survey

<u>Name of School</u>	<u>High School Enrollment</u>	<u>Supt'd, Reporting</u>
Amherst	16	L. F. Balsiger
Arlington	156	Vern Hutchison
Barnard	38	Norman Greene
Brandon	91	L. Schetnan
Brentford	43	J. W. Bunsness
Castlewood	86	M. A. Sorenson
Chester	70	Edw. F. Voss
Cresbard	63	W. K. Schiller
Egan	62	Melvin Jensen
Elk Point	143	Geo. T. Williams
Fairfax	50	Edward L. Uhreka
Farmer	30	W. K. Baas
Fedora	41	Fred A. Johnson
Gary	50	L. K. Newell
Goodwin	45	O. L. Markeseth
Harrisburg	72	Ernest Lunn
Hayti	57	Ford Kiner
Hazel	51	Oliver Nicholas
Humboldt	112	A. L. Albert
Hurley	104	Bernard Oleson
Irene	108	Martin Reinecke
Kidder	38	Francis Richter
Kimball	108	G. Ernest Sampson
Lane	38	Milbert Rau
Letcher	69	L. C. Marek
Lyons	61	E. J. Svarvari
Madison Franklin	41	Marvin Schortzman
Meckling	44	Mrs. Maude Rowcliffe, Prin.
Northville	41	Orville J. Pederson
Ravinia	70	W. H. Longwood
Rutland	81	Norval Gullickson
Selby	80	A. L. Stoddard
Spencer	62	H. W. Woodward
Strandburg	60	Geo. Webbenhurst
Thomas	28	Robert Doyle
Tripp	88	R. W. Monfore
Tulare	52	M. W. Syring
Wakonda	74	A. M. Nannestad
Waverly	30	Paul H. Eggers
Winner	295	Wayne M. Brower
Bonilla	29	Mark Cogswell
Gettysburg	174	A. M. Lundy
Corona	35	James Jordre

Erwin, S. Dak.
May 13, 1952

Dear Fellow Administrator:

I would like your help in trying to solve a problem which I believe is a big one in many of our schools. Schools that have a part of their high school students transported by bus experience much difficulty in having sufficient time for all of the desirable extra-curricular activities. It is hoped that as a result of this survey it will be possible to combine the better points of the various scheduling schemes found to be the most successful in the schools being queried.

Please try to give an honest evaluation of the system which you have in your school. I would like to be able to present some ideas which would be of some help to all of us in this all-important question. The results of this survey will be the basis of a research paper in Education which I am doing at State College. I shall be glad to send you a copy of the summary of this survey if you will indicate your desire for one in the blank on the bottom of the next page.

I thank you sincerely for your cooperation with me in this survey at this very busy time.

Yours truly,

Chas. Webbenhurst

Department of Education
South Dakota State College
Brookings, South Dakota

I feel that Mr. Webbenhurst has a worthwhile problem and I would appreciate it greatly if you would cooperate in this study and return the completed questionnaire to him. I would also urge you to study the results of this study when available. Thank you.

Sincerely,

Stanley Sundet
Associate Professor of Education

APPENDIX B

A SURVEY QUESTIONNAIRE ON THE SCHEDULING OF EXTRA-CURRICULAR ACTIVITIES

Name of reporting administrator_____

Name of school_____

I

High School enrollment_____

Do buses transport part of your high school pupils?_____

If so, what per cent of the high school students ride on the buses?_____

II

How many minutes of school time per day are devoted to activities?_____

At what time of day are your activity periods scheduled?_____

If you have an extra copy of your class schedule would you please send one?

III

Are you satisfied with the time schedule you have for the extra-curricular activities?_____

Can you suggest any possible improvements which you would like to innovate in your own present schedule?_____

Do you feel that you are over-emphasizing any of your activities to the detriment of others regarding practicing time?_____

If so, which ones?_____

If you would like a copy of the summary of this survey please check here._____

Check the activities in the following list which you have in your school

Check the time of day the group practices

Average number of practices per week

Average length of each practice in minutes

1. before school
2. noon hour
3. activity period
4. after school

1. 2. 3. 4.

Music

band	---	---	---	---	---	=====	=====
orchestra	---	---	---	---	---	=====	=====
instrumental groups	---	---	---	---	---	=====	=====
glee club, girls	---	---	---	---	---	=====	=====
glee club, boys	---	---	---	---	---	=====	=====
mixed chorus	---	---	---	---	---	=====	=====
small vocal groups	---	---	---	---	---	=====	=====

Athletics

football	---	---	---	---	---	=====	=====
basketball	---	---	---	---	---	=====	=====
track	---	---	---	---	---	=====	=====
baseball	---	---	---	---	---	=====	=====
softball	---	---	---	---	---	=====	=====

Dramatics and Speech

declamation	---	---	---	---	---	=====	=====
debate	---	---	---	---	---	=====	=====
class plays	---	---	---	---	---	=====	=====

Journalism

school paper	---	---	---	---	---	=====	=====
school annual	---	---	---	---	---	=====	=====