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A STUDY OF THE ADMINISTRATIVE PROBLEMS RELATED TO THE SCHEDULING
OF REGULAR CLASSES AND EXTRACURRICULAR ACTIVITIES IN
NINETY-TWO HIGH SCHOOLS IN EASTERN SOUTH DAKOTA

by

G. Wesley Peppers

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.

July 1954

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G. Wesley Peppers

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SECTION I

INTRODUCTION

Statement of Problem

Each school in South Dakota and for that matter each school in the United States has its particular problems in the administration, organization, operation, and supervision of each school. Many of the problems are similar or related while others pertain only to local situations.

Large schools may have entirely different problems from very small schools yet some of their problems may be the same. Schools may have similar problems depending upon such things as size, geographical location, prosperity of the community, industry of the community, nationwide economic conditions, and races or nationalities in the community. The administration, supervision, organization, and operation of schools may run into such problems as: classroom methods, curriculum construction, pupil and teacher evaluation, college preparation, educational guidance, class and extracurricular activities scheduling, etc.

It is logical to believe that there would be more similarity in the nature and scope of the problems in schools of somewhat the same size than there would be for schools of huge enrollment differences.

In this state, there are one hundred schools east of the Missouri River with enrollments of from fifty to one hundred twenty. These schools have many similar and dissimilar problems both large and small.

One of the more important problems is the efficient and satisfactory use of school time. Many or possibly most of the high school students and teachers feel that there just is not enough time during the school day to get all of the academic requirements and extracurricular activities done to a point of self-satisfaction. If the school day is haphazardly organized as to the class and extracurricular activities schedule; much time, talent, and effort is wasted and the ultimate objectives of education are harder to obtain. These aims then seem to be more theoretical than realistic. To get the maximum value from the time available in a school day is a practice which many educators have tried or wished to establish.

This study is concerned with the scheduling of school time, for both the regular classes and the extracurricular activities, in these one hundred schools. Attention is also given to such matters as size of classes, number of classes, time of day extracurricular activities are held, subjects offered, subjects alternated, required subjects and other matters pertinent to the subject of scheduling.

Importance of the Problem

The administrators in many of the high schools in South Dakota are not entirely satisfied with the school schedule which they have been following. After experimenting, adjusting, and re-adjusting the schedule many times over a period of years; a more satisfactory schedule is usually worked out. School schedules are oftentimes improved in much this same way but there are usually problems connected with every schedule. Some of these problems only pertain to the local situation while some of the problems may be the

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same for many schools. Administrators are always looking for ways of improving their class and extracurricular activities schedule for the betterment of all concerned.

The aim or purpose of this problem is to find out by means of a questionnaire just what some of the main scheduling problems are in high schools and to eventually make some suggestions as to the alleviation of some or all of these problems. Some of the problems may be worked out to a satisfactory conclusion or result while others may never be answered or worked out satisfactorily.

The results of this study may not only help some administrators see how other school schedules are constructed and operate, but make them more aware of some of the scheduling trends in South Dakota.

How may a student participate in extracurricular activities held before or after school if he must ride to and from school by bus? Should a student be allowed to participate in several extracurricular activities such as music and athletics? When is the best time during the school day to schedule extracurricular activities, class meetings, assembly programs, pep meetings, etc.? What combination of subjects is best to alternate from year to year? The answers to these questions and many others are important to our school administrators and to the students, who are affected most.

The scope of this study takes in all of the schools in South Dakota east of the Missouri River which have an enrollment of from fifty to one hundred twenty students. This scope or range of enrollment was selected because it seemed to be the average or medium sized enrollment of the schools in South Dakota. Another reason for this choice was that the enrollment of the school in which the author of this paper has been employed

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for the last four years fell within this range. A limit had to be set as to the area in which this research was to take place, therefore, the Missouri River and the state lines seemed to be good geographical boundaries. The schools in the eastern half of South Dakota have many more things in common than the schools located throughout the entire state.

Review of Literature

Many volumes have been written about extracurricular activities and about the high school curriculum but, as far as is known, very little has been written about the formulation or development of a high school schedule containing both curricular and extracurricular subjects. A survey has been conducted by Charles Webbenhurst on the scheduling of extracurricular activities in consolidated schools in South Dakota. This survey was limited as to the type of school and to extracurricular activities only.

Jones has this to say about extracurricular activities:

It is only within the last forty years, however that American secondary schools have become definitely conscious of the educational possibilities of extracurricular activities.

Some schools have, in fact, been charged with overdoing the extracurricular activities. Yet common observation indicates that the modern high school is committed to the promotion of all of those activities which have demonstrated that they can and often do make worthy contributions to the achievement of professed educational aims and goals.¹

De Young offers the following statements about the origin and development of extracurricular activities.

Formerly the curriculum was so formal, academic, and teacher-dominated that any informal, semiacademic, and pupil-initiated undertaking was labeled as extracurriculum. The latter included all those pupil enterprises that were not a part of regular classroom subjects. They were usually under the direction of the school but were conducted at the close of the day. Their phenomenal growth

1. Galen Jones, Extra-Curricular Activities in Relation to The Curriculum, pp. 1-2

was due largely to the dullness and monotony of the regular curriculum.²

Since this research problem dwells upon curricular subjects and extracurricular activities, it might be wise to attempt a definition of each or at least adopt the definition of some other author. Jones defines curricular and extracurricular activities in this way:

1. A curricularized activity is one which may at one time have been extracurricular but which is now
 - a. placed on the regular schedule, and which
 - b. receives credit toward graduation, and
 - c. for which a course of study (in mimeographed, printed or textbook form) is used.
2. An extra-curricular activity is one
 - a. which is not on the regular schedule (for the purposes of this study, the "activity period" is not considered as a part of the "regular" schedule),
 - b. for which no credit leading to graduation is given, and
 - c. for which there is no prescribed course of study (a suggestive outline of procedures for the activity is not looked upon as a course of study).

According to these definitions, when activities such as debating, dramatics, school publications, and musical clubs are placed on regular schedule, follow a course of study, and are allotted credit toward promotion and graduation, then they have ceased to be extracurricular and have, in fact, become an integral part of the regular curriculum.³

Since the turn of the century, there has been a definite trend from extracurricular to curricular status for many activities such as school paper, school annual, dramatics and debate, music and athletics. Subjects such as the above are becoming increasingly popular because the administrators have recognized the face values and secondary values of these activities and have placed them in the daily schedule with credit being given toward graduation. Many administrators have gone further to develop and promote extracurricular activities to the extent that a full nonacademic credit must be earned before each student may graduate. Extracurricular

2. Chris A. De Young, Introduction to American Public Education, p. 501.

3. Jones, op. cit. p. 6.

activities aid in the realization of each one of the seven cardinal principles of education. They are so integrated with the school schedule that they are sometimes called cocurricular, extraclass, collateral, semicurricular, or nonclass activities.

The most productive training in citizenship results when pupils develop a sense of "ownership" of "their" school. Many administrators and teachers believe that extracurricular activities play a leading role in promoting a feeling of "belonging" which is so important in character development.

According to Charles Webbenhurst⁴ many teachers and administrators of consolidated schools claim that in their school certain activities are being over-emphasized to the detriment of other activities. This situation seems to be true in other schools as well as consolidated schools. Many administrators and teachers have expressed themselves to the effect that extracurricular activities tend to overshadow curricular activities and that too much time is spent in their pursuit. However, Jones sums up the thoughts of many with this statement. "The progressive secondary school uses the whole life of the school for educative purposes, and is unconcerned whether the desirable outcomes are the result of curricular or extra-curricular activities."⁵

The actual construction of a workable daily school schedule is a momentous one and is usually left up to the superintendent or principal. Douglass offers the following statement about the administrator's

4. Charles Webbenhurst, Scheduling of Extracurricular Activities in the Consolidated Schools of South Dakota, Problem submitted to South Dakota State College, 1953.

5. Jones, op. cit. p. 89.

responsibility for the efficient construction and operation of the school schedule. "The ability to arrange a satisfactory schedule is the first major test of administrative competence."⁶

Almack and Bursch have this to say about some of the mechanical difficulties of program making:

The assignment of rooms and subjects must of necessity be made by the principal. In doing this he may consult the wishes of the teachers, but the main guidance is what is best for the school. He may also ask each teacher concerned in the department the order in which she wishes to teach her subjects. ... As a good many compromises will have to be made in order to solve the mechanical difficulties of program making, and in order to comply with the principles of alteration, best position for each subject, avoidance of conflicts with fixed periods, and the like, the teachers should be told that it will not be possible to give them exactly what they want. With the better teachers, no objection to modifications will be registered.⁷

Douglass also states:

Many important adjustments must be properly worked out in connection with schedule construction. Teachers must be assigned to appropriate duties--types of instruction for which they are best fitted. Their loads should be properly equalized. Building space in many schools must be economized without disadvantages to instructional efficiency. Assemblies and other activities must be adequately provided for. Above all, students must be able to enroll without conflict for instruction in the subjects they need. To make a schedule that fully meets these conditions, that stands the test of operation from the first day of the school term, and that is free from delays and confusion resulting from necessary amendments and revisions, requires some skill and great care.⁸

The division of the time element of the periods and the length of the school day is covered in this study. Almack and Bursch offer the following two quotations on this subject.

6. Harl R. Douglass, Organization and Administration of Secondary Schools, p. 129.

7. John O. Almack and James F. Bursch, The Administration of Consolidated and Village Schools, p. 196.

8. Douglass, op. cit. p. 129.

The arbitrary division of a period into one-half recitation and one-half study or similar apportionments, is not recommended. The needs for either study or recitation will vary from day to day, and they will vary with the pupils. The best thing to do is to give a generous period ... and then try, by training the teachers and by inspection, to get the teachers to solve their own problems.

The length of the school day is usually arbitrarily determined. The custom has been to fix it at from four and one-half to six hours, with a five-day week. If the broadening of the curriculum warrants it, the day may be extended to six or seven and one-half hours, and the week to six days. ... On the distribution of the total time among the subjects of the curriculum we have nothing but practice to guide us.⁹

Douglass has this to say about the length of the school day:

It seems almost certain that within the next decade or so the six-period day of from 55 to 60 minutes each will come to be the conventional school day. Both educational theory and trends in practice point to a longer school day and a longer class period.

The longer class period has resulted chiefly from the introduction of supervised study.

The first period might easily begin before 9 o'clock in most communities, probably as early as 8:30 in a majority of schools. Beginning earlier is likely to meet opposition on the part of parents and to result in hastily eaten breakfasts and considerable tardiness.¹⁰

The length of the noon hour depends upon several factors one of which is the number of students who eat in the school building at noon. The school schedule is greatly affected by the length of the noon hour. In some schools that have an hour or more for the noon lunch, organized activities are scheduled and held, and many extracurricular activities take place. The school building usually has to be supervised by members of the teaching staff for those who remain in the building at noon. In a few large schools there is an activity and recreation program organized, scheduled, and administered entirely by the student body. Some kinds of activities or forms of recreation must be provided when large groups of students remain in the school building at noon with a great deal of idle

9. Almack and Bursch, op. cit. pp. 210, 196.

10. Douglass, op. cit. pp. 133-134.

time on their hands.

The length of the noon hour may be reduced and by doing so the supervision problem becomes less significant. In an article titled "Noon Activities," Allingham¹¹ said he felt that the boys and girls who are expected to work diligently in classes for six hours a day need more than a twenty-minute lunch period at noon. Such a short time between the morning and afternoon sessions would not give the pupils an opportunity for relaxation or at least a change of activities.

When there is a short noon hour the school may be dismissed somewhat earlier than usual or the school may be able to schedule an extra period. This extra period can be put to good use as an additional activity period which would alleviate some of the scheduling problems. If the school is dismissed early because of a shortened noon hour, there will be more time available for extracurricular activities after school. If the noon "break" is an hour or more, some of the extracurricular activities may be held at that time. In either case, a more complete utilization of nonschool time will aid in simplifying the class and extracurricular activity scheduling problems.

Methods and Procedures of Investigation

The method employed in this study was a survey conducted by means of a five-page questionnaire. The questionnaire was mainly concerned with the construction of high school class and extracurricular activity schedules. The geographical area and the number of schools to be queried was selected in compliance with the scope of the problem.

11. Bruce Allingham, "Noon Activities," The Clearing House, XXV (January 1951), p. 25.

The author of this research problem has been teaching in schools in eastern South Dakota for the past six years and has always lived and gone to school in this part of the state. It is readily understood why the author has more interest in the school problems of this area. The boundary lines were arbitrarily fixed as the Missouri River on the west and the outlining state lines on the north, south, and east. The schools in this area would seem to have many more things in common than schools selected at random throughout the entire state. The greater amount of rainfall and the larger degree of fertility of the soil in the eastern part of the state makes this area more populated than the western area. The distances between towns or shopping centers and the distances to larger cities in the eastern part of South Dakota are smaller. Nine of the eleven major colleges in South Dakota are located east of the river. These and many other factors tend to make more similarity among schools in this selected area.

A. Limitation of School Enrollments Covered by the Questionnaire

A limit had to be determined as to the total number of schools interrogated by the questionnaire. If all of the schools east of the Missouri River were included in the survey, the work involved would be beyond the scope of this problem and the results probably would not have as much significance due to the large range of enrollment. To compare the scheduling of classes and extracurricular activities in schools such as Sioux Falls and Yale would be impractical since the results would probably not be usable.

The school enrollment limit selected was from fifty to one hundred

twenty because the author has more interest in this size of school as he has been employed for the past four years in a school within this range. With the geographical and enrollment limitations set as the limiting factors, the questionnaire mailing list, which consisted of one hundred schools in the eastern part of South Dakota, was compiled. (Appendix A)

B. Designing the Questionnaire

After a tentative content outline had been evolved and the problem stated and defined, plans were formulated for the construction of the questionnaire to be used. First of all, questions pertaining to the scheduling of class and extracurricular activities were formulated and recorded. After all the questions that could be thought of were recorded, they were studied, simplified, reworded, and categorized into three groups: curricular, extracurricular, and both curricular and extracurricular. The next step was to reduce the number of questions to those which dealt directly with the study and to combine questions where possible. Several conferences with the advisor were held and the questions were examined for clearness of meaning, ease of answering, and many other factors. The final form of the questionnaire (Appendix B) contained three sections of completion and short answer questions, a section requiring true or false answers, a multiple choice section, a page for the listing of the curricular subjects offered to each class, and a page for the recording of each school's own class and extracurricular activities schedule.

A letter to the administrator (Appendix C) was enclosed with the questionnaire stating the scope and purpose of the survey. The letter was sent to the superintendents of each school unless the principal and the

author were personally acquainted.

C. Questionnaire Circulation

The questionnaire was mailed to the one hundred schools on February 15, 1954 and a reminder (Appendix D) was sent out on March 8, 1954. A third letter was sent to several schools that did not complete all of the pages of the questionnaire. Administrators in ninety-two schools of the one hundred replied. Therefore, the per cent of the questionnaires returned was ninety-two. This is considered by many research workers as a very high percentage. It seemed to be a good sampling of the original list of schools.

After the greater number of questionnaires had been returned, the task of classifying, tabulating, and interpreting the data was undertaken. When this step had been completed, a table was made for each question of the questionnaire. The tables were rearranged, combined when possible, and given titles. The percentage of frequencies was also calculated at this time.

SECTION II

RESULTS OF THE STUDY

Integration of the Extracurricular Activities
into the High School Schedule

In many schools extracurricular activities are held during a certain period of the day while in other schools extracurricular activities and regular classes run simultaneously. Table I shows that in 50 per cent of the schools there are no extracurricular activities and regular classes held at the same time. In more than 31 per cent, or about one-third

Table I PERIODS DURING A SCHOOL DAY THAT EXTRACURRICULAR ACTIVITIES AND REGULAR CLASSES RUN SIMULTANEOUSLY

NUMBER OF SIMULTANEOUS PERIODS	NUMBER OF SCHOOLS.	PER CENT
0	43	50.0
1	27	31.3
2	6	7.1
3	2	2.3
4	0	0.0
5	0	0.0
6	0	0.0
7	4	4.7
8	2	2.3
9	2	2.3

of the schools, there are regular classes and extracurricular activities held at the same time during one period of the day. Eight of the eighty-six schools reporting have extracurricular activities during the seventh, eighth, or ninth period of the day.

As shown in table II, nearly 58 per cent of the schools have one period during the day devoted exclusively to extracurricular activities and about one-third of the schools use two periods during the day. It is of

Table II PERIODS DURING A SCHOOL DAY THAT ARE DEVOTED SOLELY TO EXTRA-
CURRICULAR ACTIVITIES

NUMBER OF PERIODS	NUMBER OF SCHOOLS	PER CENT
0	4	4.8
1	48	57.9
2	28	33.7
3	3	3.6

significant importance to note that more than 95 per cent of the schools devote one or more periods solely to extracurricular activities while 5 per cent do not.

Besides using time during the regular school day, most schools use additional amounts of time either before school, during the noon hour, or after school. Over 52 per cent of the schools use time after school

Table III NON SCHOOL TIME USED FOR EXTRACURRICULAR ACTIVITIES

TIME OF DAY	NUMBER OF SCHOOLS	PER CENT
Before School	48	32.2
Noon	23	15.4
After School	78	52.4

for various extracurricular activities, while almost one-third of the schools use time before school. (Table III) More than 15 per cent take

advantage of the noon hour for additional time.

The most popular activity for the preschool hours is band followed by all other types of music. (Table IV) Many ~~small~~ instrumental and vocal groups and soloists, which are classified under all other music, use the noon hour more than any other hour for their activities. A lesser

Table IV EXTRACURRICULAR ACTIVITIES NOT HELD DURING SCHOOL TIME

ACTIVITY	BEFORE SCHOOL	NOON	AFTER SCHOOL
Band	34	4	4
All other music	15	13	14
Athletics	3	6	67
Dramatics	2	3	31
Publications	0	0	4
Twirlers	0	1	0
F.H.A., F.F.A.	0	0	1

number of schools hold athletics and band at that time. The most commonly held activity after school is all forms of athletics. Dramatics, such as school plays and extemporaneous speaking, is the second most commonly held activity after school while all other forms of music is third.

One of the greatest problems in schedule construction is how the rural student who rides busses may participate in extracurricular activities held before and after school. Seventy-five per cent of the forty-four schools that operate busses indicate that this may be done. Table V shows that nearly 63 per cent of the schools reporting indicated that a rural student could participate in extracurricular activities held before or after school by providing his own transportation. This could mean that he is a regular bus rider but on some mornings or evenings he may drive to and from school,

or ride to or from school with parents or friends. The same may be assumed

Table V HOW RURAL STUDENTS WHO RIDE BUSES MAY PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES HELD BEFORE OR AFTER SCHOOL

METHOD	NUMBER OF SCHOOLS	PER CENT
Provide own transportation	22	62.8
Busses leave early or late	4	11.4
Student goes to activity late	6	17.1
Student leaves activity late	2	5.8
Two sessions of same activity	1	2.9

to be true if the activity is regularly scheduled. In over 11 per cent of the schools, the busses arrive early or leave late enough for the student to participate in the activity. In more than 17 per cent of the cases, the student goes to the activity late. In the remaining 8.7 per cent of the schools, the student either arrives early or he may join another session of the same activity.

Some students tend to overburden themselves by participating in too many extracurricular activities. Over 91 per cent of the schools report that they do not limit their students to a certain number of activities,

Table VI EXTRACURRICULAR ACTIVITIES LIMIT

ACTIVITIES LIMIT	NUMBER OF SCHOOLS	PER CENT
1	0	0.0
2	1	12.5
3	2	25.0
4	1	12.5
Depends on scholastic standing	4	50.0

however, several of these administrators indicated that there should be a limit. Since only eight schools limit the number of extracurricular activities, the listed percentage in Table VI may be misleading. Fifty per cent, or four of the schools limiting extracurricular activities, state the limit depends upon scholastic standing. Over 12 per cent, or one administrator, makes two activities the limit; 25 per cent, or two administrators make three the limit and more than 12 per cent, or one administrator makes four the limit.

According to the results of the survey, nearly 76 per cent of the

Table VII AMOUNT AND FREQUENCY OF UNITS OF CREDIT GIVEN FOR EXTRA-CURRICULAR ACTIVITIES

EXTRACURRICULAR ACTIVITY	NUMBER OF UNITS GIVEN					
	1/12	1/10	1/8	1/6	1/4	1/2
Band	0	0	2	0	39	5
Orchestra	0	0	1	0	3	1
Instrumental Groups	0	0	2	1	6	1
Glee club, boys	0	0	5	1	28	1
Glee club, girls	0	0	6	1	31	1
Mixed chorus	0	0	5	1	25	1
Small vocal groups	0	0	3	1	13	1
Declamation	0	1	7	1	20	0
Debate	0	1	1	0	5	1
Class plays	0	1	3	1	6	0
Football	1	0	4	1	17	0
Basketball	1	0	4	1	20	0
Track	1	0	5	1	17	0
Baseball	0	0	1	0	6	0
Softball	0	0	1	0	4	0
School paper	0	1	3	0	17	2
School annual	0	1	3	1	6	0
One school year of all athletics	0	0	0	0	20	1
One school year of all music	0	0	0	0	11	1
One school year of all drama and speech	0	0	0	0	1	0

schools offer credit for extracurricular activities. Four schools have a point system whereby a given number of points is given for the satisfactory completion of the work in an activity. After a designated number of points have accumulated they are changed into credits.

Table VII shows that the most common amount of credit given for extracurricular activities is one-fourth credit per year of work. The second most popular amount of credit is one-eighth. More schools give credit for band than for any other activity. The next four activities for which the largest amount of credit is given are: girl's glee club, boy's glee club, mixed chorus, and declamation. As many as twenty schools give one-fourth credit to a person if he participates in all athletics for one year. The same thing is done in music in eleven schools.

Table VIII points out that in about 72 per cent of the schools the superintendent prepares the class and extracurricular activities schedule.

Table VIII RESPONSIBILITY FOR PREPARING THE SCHOOL CLASS AND EXTRACURRICULAR ACTIVITIES SCHEDULE

PERSONS RESPONSIBLE	NUMBER OF SCHOOLS	PER CENT
Principal	2	2.2
Superintendent	66	71.7
Principal and Superintendent	11	11.9
Superintendent and staff	13	14.2

Contrary to the beliefs of many, the principal prepares the schedule in a little over 2 per cent of the schools. One reason for this low figure is because many of the schools queried do not have a principal. The superintendent working with a staff is the second most used method of preparing the school schedule.

Integration of Regular Classes into the High School Schedule

Before a student may graduate from any particular high school in the state of South Dakota, he must fulfill the requirements prescribed by the State Department of Education and also fulfill all local requirements set forth by the board of education and the administrators. Nearly 54 per cent of the ninety-one schools that replied have additional local

Table IX SUBJECTS REQUIRED BY THE SCHOOL OTHER THAN THOSE REQUIRED BY THE STATE DEPARTMENT FOR GRADUATION

SUBJECT	FREQUENCY	PER CENT
English IV	30	39.5
Biology	12	15.9
World History	7	9.3
Geometry	5	6.5
Algebra I	4	5.3
Drivers Training	4	5.3
Home Economics I	2	2.6
Agriculture I	2	2.6
Industrial Arts I	2	2.6
United States History	2	2.6
Typing I	2	2.6
Speech	2	2.6
General Mathematics	2	2.6

requirements other than those prescribed by the state department. Table IX shows that nearly 40 per cent of these schools state that English IV is the subject required the most. The next most required subject is Biology, with almost 16 per cent of the schools requiring it. Since some schools have indicated that subjects such as Home Economics I, Agriculture I, Industrial Arts I, and Typing I are required; it may be assumed that these subjects are required of only boys or girls or of certain groups.

In the larger schools of the survey, the enrollment is such that two sessions of the same class are required. About 38 per cent of the schools deem thirty students as the approximate number who must be enrolled before two sessions of the same class are held. (Table X) One-third of the schools

Table X APPROXIMATE NUMBER OF STUDENTS ENROLLED IN A CLASS BEFORE TWO SESSIONS ARE HELD

NUMBER OF STUDENTS	FREQUENCY	PER CENT
28	2	4.2
30	18	37.5
31	2	4.2
35	8	16.6
38	2	4.2
40	16	33.3

say that forty is the determining number. Other factors such as amount of equipment and size of the rooms available (Table XXVII, pg.35) also determine the size of each section.

Even though the enrollments of the schools included in this survey are limited, there is a large range in the size of classes among the schools. As seen in Table XI two schools indicated that they had a class of two students and the same number of schools indicated that their smallest class contained fifteen students. The largest classes range from seventeen to forty-five students with only one school reporting each limit. The size of the average class ranges from ten to twenty-six students.

The exact range of distribution may not be as significant as the median which is a measure of central tendency. The median of the column of numbers for the least number of students is six. To state it another

way, one might say that the average size of class containing the least number of students is six. Likewise, twenty-eight students is the average sized class containing only the largest number of students from each

Table XI LEAST, LARGEST, AND AVERAGE SIZE OF CLASSES TAUGHT

LEAST NUMBER OF STUDENTS	NUMBER OF SCHOOLS	LARGEST NUMBER OF STUDENTS	NUMBER OF SCHOOLS	AVERAGE NUMBER OF STUDENTS	NUMBER OF SCHOOLS
2	2	17	1	10	1
3	3	20	2	12	1
4	13	21	4	13	2
5	14	22	5	14	8
6	13	23	8	15	20
7	9	24	5	16	9
8	11	25	3	17	2
9	3	26	6	18	5
10	4	27	7	19	2
11	4	28	8	20	15
12	7	29	6	21	1
13	2	30	9	22	4
14	1	31	1	24	2
15	2	32	5	25	5
		33	3	26	1
		34	4		
		35	2		
		36	1		
		37	1		
		39	1		
		40	3		
		43	1		
		44	1		
		45	1		

class. Eighteen is the median of the column of numbers for the average number of students in each class. Table XI can be partially summarized by saying that the average sized class of all the schools reporting is

eighteen students.

In many schools the yearly demand for some subjects is not large enough for the school to economically offer these subjects annually. To get around this, two subjects which are low in yearly demand are alternated.

Table XII COMBINATIONS OF SUBJECTS ALTERNATED FROM YEAR TO YEAR

COMBINATIONS	FREQUENCY	PER CENT
Physics and Chemistry	44	36.1
Algebra and Geometry	13	10.8
Bookkeeping and Shorthand	11	9.3
English III and English IV	12	9.8
Agriculture III and Agriculture IV	10	8.1
Biology and General Science	7	5.7
Sociology and Economics	6	4.9
American History and American Government	5	4.1
Geometry and Biology	2	1.6
Office Practice and Shorthand	2	1.6
U. S. History and Civics and Sociology	2	1.6
Agriculture I and Agriculture II	2	1.6
Bookkeeping and Sociology and Commercial Law	2	1.6
Commercial Arithmetic and Social Studies	2	1.6
Home Economics III and Home Economics IV	2	1.6

The data from the survey justifies the previous statement to the extent that over 92 per cent of the schools do alternate subjects. (Table XII) Physics and Chemistry are the most alternated subjects with over 36 per cent of the schools doing so. Algebra and Geometry, Bookkeeping and Shorthand, English III and English IV, and Agriculture III and Agriculture IV are also alternated frequently. Having a frequency of one each, and not appearing on Table XII, the following combinations appeared in the data: Business Arithmetic, Business English; Home Economics I, Home Economics II;

World History, Business Law; Fine Arts, Home Arts; Typing II, Bookkeeping; Business Law, Business Arithmetic; General Science, World History; Bookkeeping, American History; American Government, Sociology; International Relations, Psychology; Physics, Bookkeeping; World Geography, General Science; Social Studies, World History; English I, English II; Bookkeeping, World Geography; Shorthand, Home Economics III; Senior Science, Biology; World History, Elementary Business Training; World History, Junior Business Training; Physics, Geometry; Shorthand, Business Arithmetic; Chemistry, Shorthand; Shorthand, Typing II; Geometry, Mechanical Drawing; Senior Science, Geometry; Biology, World History; Biology, Physics; and General Business, Algebra.

So that some students do not take too heavy or too light an academic load, schools sometimes place a minimum and a maximum limit on the number

Table XIII MAXIMUM AND MINIMUM NUMBER OF COURSES A STUDENT MAY CARRY

MAXIMUM NUMBER OF COURSES	NUMBER OF SCHOOLS	PER CENT OF SCHOOLS	MINIMUM NUMBER OF COURSES	NUMBER OF SCHOOLS	PER CENT OF SCHOOLS
4	15	16.7	1	1	1.1
5	75	83.3	3	26	28.9
			4	63	70.0

of subjects a student may take. As indicated in Table XIII, about 17 per cent of the schools place four as the scholastic limit and more than 83 per cent indicate that five is the limit. If a student fails one or more subjects he would be unable to graduate in four years if the subject limit is set at four.

In 70 per cent of the schools, four subjects is the minimum number that a student may carry. Nearly 29 per cent state that three is the minimum. One of the ninety schools allowed the students a minimum of one subject.

In this study some consideration has been given to courses that the administrators feel they should have included in their schedule but have omitted for various reasons. Over 76 per cent of the schools indicate that they have one or more departments that are deficient as to the number of courses offered. Four departments stand above the rest of the departments

Table XIV DEPARTMENTS IN THE SCHOOL WHICH ARE DEFICIENT AS TO THE NUMBER OF COURSES OFFERED

DEPARTMENT	FREQUENCY	PER CENT
Science	26	24.7
Mathematics	24	22.8
Agriculture	18	17.2
Home Economics	17	16.3
Speech	5	4.8
English and Language	3	2.9
Commercial	3	2.9
Music	3	2.9
Social Science	2	1.9
Industrial Arts	1	0.9
Physical Education	1	0.9
Art	1	0.9
Drivers Training	1	0.9

as being deficient in the number of courses offered. In descending order of their deficiency, these subjects are: Science, Mathematics, Agriculture, and Home Economics. One reason for the lack of subjects in these departments is that there is currently a definite teacher shortage in these four fields

and there has been for the past few years.

Miscellaneous Problems of the Administration Pertaining
to Glass and Extracurricular Activities

The approximate number of assembly programs that the schools schedule per year varies greatly. Table XV shows that the number of programs scheduled ranges all the way from zero to thirty-six per year. Six programs per

Table XV NUMBER OF ASSEMBLY PROGRAMS HIGH SCHOOLS HAVE PER YEAR

NUMBER OF PROGRAMS PER YEAR	FREQUENCY	PER CENT
0	3	3.4
3	2	2.3
4	7	7.8
5	11	12.5
6	16	18.1
7	8	9.1
8	10	11.3
9	5	5.6
10	14	15.9
11	2	2.2
12	3	3.4
18	2	2.4
20	2	2.4
30	2	2.4
36	1	1.2

year seems to be the most popular number and ten programs per year the next most popular. Only three schools have more than twenty assembly programs per year. Nearly 80 per cent of the schools have from four to ten assembly programs per year.

When the school has a scheduled or non-scheduled assembly program there

is sometimes the problem of where the time should be obtained. The larger number of schools, 42.8 per cent, omit classes for the assembly. (Table XVI)

Table XVI HOW TIME IS MADE AVAILABLE FOR ASSEMBLY PROGRAMS

METHOD	FREQUENCY	PER CENT
Omit classes	42	42.8
Shorten classes	30	30.6
Regular period	15	15.4
Omit or shorten classes	11	11.2

Many administrators indicated that they follow a method whereby each class is omitted systematically so that the same class is not omitted constantly or more than other classes. About 31 per cent of the schools shorten classes, over 15 per cent of the schools have a regular period, and more than 11 per cent either omit or shorten depending upon the situation.

Many school-sponsored clubs and organizations require time in which to hold their regular or non-scheduled meetings. In more than 42 per cent

Table XVII WHEN ARE CLASS MEETINGS, PEP MEETINGS, F.H.A., F.F.A., ETC. GENERALLY HELD?

ANSWER	FREQUENCY	PER CENT
Activity period	45	42.1
School time	32	29.9
Noon	17	15.8
After school	13	12.2

of the schools, these types of meetings are held during an activity period for that purpose. (Table XVII) Almost 30 per cent of the schools allow school time, other than an activity period, to be used. The remaining 28

per cent of the schools use the noon hour for such meetings.

When there is not an activity period provided for class, club and organization meetings, the time must be taken from the regular class time or these activities must be held during nonschool hours. Table XVIII shows that about 70 per cent of the schools shorten periods to find time for such meetings when school time is used. More than 18 per cent of the schools

Table XVIII WHEN SCHOOL TIME IS TAKEN FOR CLASS MEETINGS, PEP MEETINGS, F.H.A., F.F.A., ETC., ARE THE PERIODS SHORTENED OR OMITTED?

ANSWER	FREQUENCY	PER CENT
Periods are shortened	23	69.7
Periods are omitted	6	18.2
Periods are omitted or shortened	4	12.1

omit periods and 12 per cent either omit or shorten the periods.

It may be pointed out at this time that for the longer type of schedule interruptions such as assembly programs (Table XVI) one or more periods are omitted while for interruptions of a shorter nature the classes are shortened.

Seventy-six per cent of all of the administrators reporting start their schools at 9:00 o'clock A.M. (Table XIX) The remaining 24 per cent start their school days at various times between 8:30 and 9:00 o'clock A.M. Over 33 per cent of the schools are dismissed at 4:00 o'clock P.M. The next most popular times are 3:35 and 3:45 o'clock P.M. There is a large variety of dismissal times because many schools have a short noon hour and the total number of hours that each school is in session varies also.

Table XIX TIME OF DAY SCHOOL STARTS AND TIME OF DAY SCHOOL IS DISMISSED

FORENOON			AFTERNOON		
TIME	FREQUENCY	PER CENT	TIME	FREQUENCY	PER CENT
8:30	4	4.7	3:30	14	16.8
8:40	1	1.1	3:40	2	2.4
8:45	9	10.5	3:45	13	15.6
8:50	3	3.6	3:50	2	2.4
8:55	3	3.6	3:55	3	3.6
9:00	65	76.5	4:00	44	53.2
			4:05	2	2.4
			4:10	2	2.4
			4:15	1	1.2

The range of dismissal times is from 3:30 to 4:15 o'clock P.M. Only five schools are dismissed after 4:00 o'clock P.M.

When a large per cent of the students eat their noon lunch in the school building it is possible, and often advisable, to have a shortened noon hour. If the greater number of students have to go home to eat or if a few students must travel long distances during the noon hour, a full hour is usually taken. The number of students that eat their noon lunch in the school building helps to determine the length of the noon hour and, consequently, the time that school starts and is dismissed in the afternoon. It also determines the extent to which extracurricular activities may be scheduled during the noon hour.

Table XX shows that the per cent of the school enrollment which eats in the school building at noon has a range of from 5 per cent to 100 per cent. The greater number of administrators, nearly 15 per cent, indicated that half of their students eat at the school. After closer

Table XX NUMBER AND PER CENT OF HIGH SCHOOL STUDENTS WHO EAT THEIR NOON LUNCH IN THE SCHOOL BUILDING

NUMBER AND PER CENT OF SCHOOLS PROVIDING FACILITIES FOR SERVING NOON LUNCH		PER CENT OF STUDENTS EATING LUNCH IN SCHOOL BUILDING
NUMBER	PER CENT	
3	3.6	5
2	2.4	15
6	7.2	20
2	2.4	25
2	2.4	30
1	1.2	35
5	6.0	40
1	1.2	45
12	14.5	50
7	8.5	60
6	7.3	65
4	4.8	70
8	9.7	75
6	7.2	80
2	2.4	85
2	2.4	90
10	12.0	95
4	4.8	100

inspection of Table XX, it can be pointed out that in sixty-one of the eighty-three schools 50 per cent or more of the students eat their noon lunch in the school building.

In order that many of the scheduling problems may be worked out before the school term begins it is customary for most school administrators to determine in some way the size of each class for the coming year. Since the most unpredictable class is that of the freshmen, this class was included in the survey. About 56 per cent of the administrators determine the size of the freshman class by personal contact or canvass. Table XXI shows that nearly 27 per cent of the administrators rely on the county

superintendent's records and the high school census for this information.

Table XXI METHOD OF DETERMINING THE SIZE OF THE FRESHMAN CLASS TO BE ENROLLED IN THE FALL

METHOD	FREQUENCY	PER CENT
Personal contact or canvass	50	55.6
County superintendent's records and school census	24	26.6
Estimate	10	11.1
Eighth-grade-day	4	4.5
Early fall enrollment	1	1.1
Spring enrollment	1	1.1

More than 11 per cent only estimate the enrollment; less than 5 per cent hold an eighth-grade-day where the approximate enrollment may be determined. One school has an early fall enrollment and one school has a spring enrollment..

The type of students enrolled in a school, whether they be farm or non-farm students, helps to determine the courses offered by the school and

Table XXII NUMBER AND PER CENT OF THE TOTAL ENROLLMENT COMING FROM FARM HOMES

NUMBER OF SCHOOLS	PER CENT OF SCHOOLS	PER CENT OF THE TOTAL ENROLLMENT FROM THE FARM
1	1.1	1-10
3	3.4	11-20
1	1.1	21-30
6	6.5	31-40
14	15.4	41-50
18	19.8	51-60
18	19.8	61-70
17	18.7	71-80
9	9.8	81-90
4	4.4	91-100

subsequently the school schedule. Table XXII shows that nearly 74 per cent of the schools have from 41 to 80 per cent of their enrollments coming from the farm. The smaller schools usually had the larger per cent of students from the farm. The larger schools are usually located in larger towns and, therefore, they have a more non-farm area from which to draw their students. Considering all of the schools queried, there are more students coming from farm homes than from non-farm homes.

Experienced administrators try to predetermine or predict the fall enrollment both in high school and in the grades. If the enrollment fluctuates a great deal from year to year, it may change the school schedule from year to year and also other factors such as the space needed for classes, personnel hired, and supplies needed. The most prevalent method of determining the fall schedule is to have the students pre-register in the spring. Of the schools reporting (Table XXIII) nearly 73 per cent use this method.

In some fields, such as music, quite a few part-time teachers are employed. This may be due to a shortage in some fields more than in others. Almost one-third of the ninety-two schools report that they do employ part-time teachers.

Many administrators make special provisions in their schools for the slow learner. Slightly over one-half of the schools, 51.7 per cent, have special classes or individual instruction for students who have failed and must repeat a course. These special classes usually do not appear on the school schedule but they must be considered when it is made out.

When the hot lunch facilities in the school cafeteria are limited, the number of students who can eat at one time is also limited. However, very

few of the schools in this survey have to dismiss high school classes at different times before noon because of a hot lunch program. Five of the ninety-two schools, 5.4 per cent, do dismiss at different times.

Table XXIII ANSWERS TO QUESTIONS CONCERNING VARIOUS ADMINISTRATIVE SCHEDULING PROBLEMS

QUESTION	YES	NO	PERCENTAGE OF YES ANSWERS
1. Do you have students pre-register in the spring of the year to help determine the fall schedule?	66	26	71.7
2. Do you have any part-time teachers?	30	62	32.6
3. Do you have any special classes or individual instruction for students who have failed or must repeat a course?	55	37	59.7
4. Do you have to dismiss high school classes at different times before noon because of a hot lunch program?	5	87	5.4
5. Do you feel that you are allowing enough time for your laboratory sciences such as Chemistry, Physics, and Biology on days of student experimentation?	56	36	60.8
6. Do you have mid-year graduation?	1	91	1.1

Some of the very large high schools in South Dakota have their school organized so that some students may graduate at the end of the first semester. In the smaller schools the school schedule is usually constructed so that most of the courses terminate at the end of the school year. Only one school covered in the survey makes a practice of having a mid-year graduation.

Not all of the subjects in the school schedule need or require the same amount of time. Mathematics teachers and science teachers sometimes wish that they had more class time for their particular subjects, especially

on days scheduling laboratory demonstrations or student experiments. It is interesting to note that approximately 40 per cent of the school administrators feel that the laboratory sciences are being slighted as to the amount of time allotted for experimentation. Of the administrators answering, 60.8 per cent gave a "yes" answer to this question signifying that they are satisfied with the time given to these subjects.

As shown in Table XXIV, almost 56 per cent of the schools place their class and extracurricular activities schedule on the board for the students. The school schedule is mimeographed for the students more than 41 per cent of the time. The remaining 2.6 per cent have some other means by which the students are notified about the school schedule. One school has its

Table XXIV HOW THE CLASS AND EXTRACURRICULAR ACTIVITIES SCHEDULE IS PLACED BEFORE THE STUDENTS

METHOD	FREQUENCY	PER CENT
Placed on the board	66	55.9
Mimeographed for the students	49	41.5
Otherwise	3	2.6

schedule announced, one has it posted in the various rooms, and one has the schedule placed in a student's handbook and also placed on the board. (Table XXIV) Although ninety-two schools answered this question there are 118 answers because some schools used both methods; this situation also exists in tables XXIV, XXV, XXVI, XXVII, AND XXIX.

The greater number of the schools, nearly 70 per cent, leave the division of the class period to the discretion of the teacher. (Table XXV)

Twelve per cent of the schools have full time discussion while 10.2 per cent divide the periods equally into one-half recitation and one-half supervised study. Of the remaining nine schools which divided their

Table XXV HOW THE CLASS PERIOD IS DIVIDED

METHOD	FREQUENCY	PER CENT
Divided half and half	11	10.2
Full time discussion	13	12.0
Left to the discretion of the teacher	75	69.4
Otherwise	9	8.4

periods in other ways, four of them divide the periods into forty-five minutes of discussion with fifteen minutes of supervised study. Three of the nine schools divide the period into forty minutes of discussion and twenty minutes of study. One school has a period of thirty-five minutes of discussion and 25 minutes of study, while one school uses another method of division but did not state it.

Table XXVI shows that two-thirds of the schools have supervision of the halls and study hall during the noon hour. Nineteen per cent of the answers received indicate that supervised activities are held during the noon hour and fifteen schools report having other means of supervising the noon hour. These fifteen other methods are quite varied. One school has an additional woman employee who supervises the lunch room and gym during the noon hour and who supervises the play grounds if weather permits. In one school the janitor supervises the lunch hour while in another the janitor and one teacher are in charge of supervision. One school reported that "most of the students live in town" and therefore there is little

need of supervision, while another school has a one-half hour noon presumably lessening the need for supervision. One teacher is on noon

Table XXVI HOW THE SCHOOL IS SUPERVISED DURING THE NOON HOUR

METHOD	FREQUENCY	PER CENT
Hall and study hall supervision	70	66.6
Supervised activities	20	19.0
Otherwise	15	14.4

duty in one school, while in another school, one teacher eats early and supervises the students during the noon hour. One school reported no supervised study hall as all of the students eat simultaneously. Small vocal groups are held during the noon hour in another school. One school reported no supervision saying, "We do not have to herd them--they act like ladies and gents without teacher supervision." Four schools reported having other methods of supervision but neglected to mention them.

The equipment used seems to be the leading factor in determining whether or not two sections of the same class should be held. As can be seen in Table XXVII, over 38 per cent of the answers are concerned with

Table XXVII THE FACTORS THAT DETERMINE THE SIZE OF EACH CLASS WHEN TWO OR MORE SECTIONS ARE NECESSARY

FACTOR	FREQUENCY	PER CENT
Number of bright or dull students	9	14.3
Equipment used	24	38.1
Room available	16	25.4
Other	14	22.2

equipment. Next in sequence is the amount of room available, which accounted for over 25 per cent of the answers. Only nine schools, or more than 14 per cent of those answering, divide the classes according to the number of bright or dull students, while 22.2 per cent, fourteen schools, listed other methods of division into sections.

Six of these fourteen schools divide their classes into sections when there is a conflict in the student's schedule. One of these six schools specifically mentioned holding two sessions of a class when there was a conflict with the band schedule.

One school divides its classes into sections which are not too large to handle while two others divide them into alphabetically arranged groups. The five remaining of these fourteen schools report that the situation has never arisen where two sessions of a class were necessary and that they do not have more than one section of a class now.

A very large majority, nearly 81 per cent, of the administrators feel that the length of the school day should not be changed. (Table XXVIII)

Table XXVIII LENGTH OF THE SCHOOL DAY

STATEMENT	FREQUENCY	PER CENT
Should be longer	16	18.2
Should be shorter	1	1.1
Should not be changed	71	80.7

Of the eighty-eight administrators answering this question, only one felt that the school day should be shorter while 18.2 per cent, or sixteen, of them felt that it should be longer. The consensus of opinion of the

sixteen seems to be that the school day is not long enough to include the required and the nonrequired work. One administrator commented that if the day were longer he "Wouldn't have time for supper before the evening's activities" and if the day were shorter he "couldn't get the work in!"

Looking at Table XXIX it is evident that most of the schools, 83.9 per cent, use the seating system which permits them to have all of the students in one assembly. Six schools, 6.4 per cent, reported using the home-room system while nine schools use other methods. Of this 9.7 per cent using

Table XXIX TYPE OF SEATING SYSTEM USED

SYSTEM USED	FREQUENCY	PER CENT
Home-room system	6	6.4
All the students in one assembly	78	83.9
Otherwise	9	9.7

other methods, four schools have the senior class in a home-room while grades nine through eleven are found in one assembly. Two schools have two assemblies while one reports having two home-rooms. In one school, the students go directly to classes while in another school the freshmen are in one assembly and the other three classes share an assembly.

Composition of the Schedules of the Schools Surveyed

How many high school administrators have asked themselves this question: Are we offering in our school academic schedule the best selection, the most practical, and the best college preparatory courses possible and still get in all state and locally required subjects? The selection of

the courses to be offered to each class is a monumental task and much time and thought should be given to it. Before an administrator can list a certain subject in the high school schedule, many things such as space needed, time needed, equipment needed, the teaching personnel needed, value of the course, and cost of the course to the school and students must first be considered.

In Tables XXI, XXII, XXIII, and XXIV the courses offered to each class and the number of times each course is offered in the ninety-two

Table XXI SUBJECTS OFFERED TO FRESHMEN STUDENTS

SUBJECT	FREQUENCY	SUBJECT	FREQUENCY
English I	92	Journalism	3
Algebra I	86	Industrial Arts	2
Home Economics I	57	Art	2
Business Training	40	English II	1
Industrial Arts I	33	Home Economics II	1
Agriculture I	23	Bookkeeping	1
World History	23	Foreign Language	1
Social Science	19	Geometry	1
General Mathematics	18	European History	1
Mechanical Drawing	14	Sociology	1
General Science	12	Home Arts	1
Biology	12	Occupations	1
Business Arithmetic	9	Vocational Guidance	1
Agriculture II	5	Debate	1
Civics	4		

schools are listed. The total number of subjects offered by the ninety-two schools is sixty-eight. All of the schools that answered the questionnaire offer English I to freshmen. The five most offered subjects for freshmen are: English I, Algebra I, Home Economics I, Business Training, and

Industrial Arts I. The number of courses offered to each class increases from the freshman class to the senior class; therefore, fewer subjects are offered to the freshman class than are offered to any other class. (Table XXX)

Table XXXI shows that English II is the subject offered the most to

Table XXXI SUBJECTS OFFERED TO SOPHOMORE STUDENTS

SUBJECT	FREQUENCY	SUBJECT	FREQUENCY
English II	91	Sociology	7
World History	86	Agriculture I	7
Biology	84	Industrial Arts I	6
Geometry	61	Journalism	6
Home Economics II	46	European History	4
Business Training	31	Foreign Language	4
Agriculture II	24	World Geography	3
Typing I	22	Trigonometry	3
Industrial Arts II	21	Civics	2
Business Arithmetic	19	Art	2
Bookkeeping	17	Shorthand	2
Algebra I	12	Speech	2
Home Economics I	12	English I	1
Drivers Training	11	Advanced Geometry	1
General Mathematics	10	Home Arts	1
Social Science	10	Vocational Guidance	1
Mechanical Drawing	10	Debate	1
Algebra II	10		

the sophomore class. The five most offered subjects are: English II, World History, Biology, Geometry, and Home Economics II. The reason that there are only ninety-one schools offering English II is that one school alternates English I and English II and this happens to be the year for English I.

As seen in Table XXXII, the six subjects offered the most frequently to the junior class are: English III, American History, Typing I, Bookkeeping

Table XXXII SUBJECTS OFFERED TO JUNIOR STUDENTS

SUBJECT	FREQUENCY	SUBJECT	FREQUENCY
English III	91	Economics	7
American History	84	Mechanical Drawing	6
Typing I	79	American Government	6
Bookkeeping	68	Drivers Training	5
Chemistry	60	Business Training	5
Physics	60	World Geography	4
Geometry	43	Industrial Arts I	4
Sociology	41	Shorthand II	4
Shorthand I	37	Algebra I	3
Home Economics III	34	Agriculture II	3
Journalism	32	General Mathematics	3
Algebra II	28	Business Law	3
Biology	23	Psychology	2
Civics	21	Industrial Arts IV	2
Agriculture III	16	Speech	2
English IV	15	Commercial Law	2
Business Arithmetic	14	Aeronautics	2
Social Science	14	International Relations	2
Typing II	12	Problems in Democracy	1
Advanced Geometry	12	Contemporary Affairs	1
Agriculture IV	11	Secretarial Practice	1
Trigonometry	10	Debate	1
Foreign Language	10	Vocational Guidance	1
Home Economics I	9	Art	1
Industrial Arts II	9	European History	1
Home Economics II	8	Salesmanship	1
Home Economics IV	8	Social and Commercial Law	1
Industrial Arts III	7	Senior Physical Science	1
World History	7		

Chemistry, and Physics. English III is required in all ninety-two schools but some schools alternate this subject as they do other subjects

Table XXXIII shows that the six subjects offered the greatest number of times to the senior class are : English IV, Bookkeeping, Sociology,

Civics, Chemistry, and Physics. There is a total of sixty-one subjects

Table XXIII SUBJECTS OFFERED TO SENIOR STUDENTS

SUBJECT	FREQUENCY	SUBJECT	FREQUENCY
English IV	81	Home Economics I	5
Bookkeeping	76	Industrial Arts III	5
Sociology	65	World Geography	5
Civics	62	International Relations	5
Chemistry	62	Psychology	4
Physics	61	Speech	4
Typing II	57	World History	4
Shorthand I	45	Business Training	4
Journalism	41	Industrial Arts IV	3
Algebra II	28	General Mathematics	3
Home Economics III	28	Business Law	3
Geometry	27	Commercial Law	3
American History	19	Problems in Democracy	2
Agriculture III	18	Agriculture II	2
English III	17	Industrial Arts I	2
Social Science	16	Aeronautics	2
Agriculture III	14	Contemporary Affairs	1
Home Economics IV	13	Secretarial Practice	1
Typing I	13	Radio	1
Advanced Geometry	12	Senior Physical Science	1
Biology	11	Hygiene	1
Economics	11	Modern Problems	1
Industrial Arts II	10	Algebra I	1
Trigonometry	10	Debate	1
Business Arithmetic	10	Vocational Guidance	1
Foreign Language	9	Occupations	1
Drivers Training	9	Distributive Education	1
Home Economics II	8	Art	1
Mechanical Drawing	8	Salesmanship	1
American Government	7	Social and Commercial Law	1
Shorthand II	6		

offered to the senior classes, which is the greatest number of subjects offered to any one class.

Table XXXIV is a composite of the four previous tables. Its purpose

Table XXXIV FREQUENCY OF SUBJECTS OFFERED TO ALL CLASSES

SUBJECT	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
Algebra I	86	12	3	1
Algebra II	0	10	28	28
Advanced Geometry	0	1	12	12
Agriculture I	23	7	0	0
Agriculture II	5	24	3	2
Agriculture III	0	0	16	14
Agriculture IV	0	0	11	18
American History	0	0	84	19
Art	2	2	1	1
Biology	12	84	23	11
Bookkeeping	1	17	68	76
Business Arithmetic	9	19	14	10
Business Training	40	31	5	4
Chemistry	0	0	60	62
Civics	4	2	21	62
Distributive Education	0	0	0	1
Drivers Training	0	11	5	9
English I	92	1	0	0
English II	1	91	0	0
English III	0	0	91	17
English IV	0	0	15	81
European History	1	4	1	0
Foreign Language	1	4	10	9
General Mathematics	18	10	3	3
General Science	12	0	0	0
Geometry	1	61	43	27
Home Economics I	57	12	9	5
Home Economics II	1	46	8	8
Home Economics III	0	0	34	28
Home Economics IV	0	0	8	13
Industrial Arts I	33	6	4	2
Industrial Arts II	2	21	9	10
Industrial Arts III	0	0	7	5
Industrial Arts IV	0	0	2	3
Journalism	3	6	32	41
Mechanical Drawing	14	10	6	8
Physics	0	0	60	61
Shorthand I	0	2	37	45

Table XXIV Continued.

SUBJECT	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
Shorthand II	0	0	4	6
Social Science	19	10	14	16
Sociology	1	7	41	65
Trigonometry	0	3	10	10
Typing I	0	22	79	13
Typing II	0	0	12	57
World History	23	86	7	4
Others	4	8	38	57

is to show the comparison of the classes as to the subjects offered.

There is nothing of significance to be noted in the table, but a person may compare the subjects as to the level at which each subject is taught the most. The total frequency in which a subject is taught may also be derived from the table. For an example: Algebra I is offered to the freshmen in eighty-six schools, to the sophomores in twelve schools, to the juniors in three schools, and to the seniors in one school. It can also be observed from Table XXXIV that a subject such as Art is not very popular or offered very much in high schools as only six schools of the ninety-two list it on their schedules.

SECTION III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

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

1. About one-half of the schools do not run regular classes and extra-curricular activities simultaneously and one-third of the schools have one period during the day when both regular classes and extra-curricular activities are held. In a few of the schools, extracurricular activities are going on all during the day.
2. Over one-half of the schools have one period during the day that is devoted solely to extracurricular activities while 95 per cent of the schools have one or more periods for that purpose.
3. Over one-half of the nonschool time used for extracurricular activities is taken after school, more than 15 per cent at noon and about 33 per cent before school.
4. Band, all other music, and athletics are the most commonly held activities before school, at noon, and after school respectively.
5. Seventy-five per cent of the rural students who ride busses may participate in extracurricular activities held before or after school. Over two-thirds of these may do so by providing their own transportation on days of the activity. Other ways are: busses arrive early or leave late, student goes to activity late or leaves early, or two sessions of the same activity are held.
6. More than 91 per cent of the schools have no limit as to the number of extracurricular activities in which a student may participate. Fifty per cent of those limiting extracurricular activities state the limit depends upon scholastic standing.
7. The most common credit given for extracurricular activities is one-fourth credit per year. The five activities that most schools give credit for are: Girl's Glee Club, Boy's Glee Club, Mixed Chorus, and Declamation.
8. Almost 72 per cent of the high school class and extracurricular activities schedules are prepared by the superintendent while the principal prepares about two per cent of the schedules.
9. When a school requires subjects for graduation other than those demanded by the State Department of Education, nearly 40 per cent of the schools require English IV.

10. Thirty-eight per cent of the schools indicate that thirty students must be enrolled before two sessions of the same class are held. Thirty-three per cent of the schools indicate that forty students is the determining number.
11. The smallest classes in the schools queried range from two to fifteen. The largest classes range from seventeen to forty-five and the average classes range from ten to twenty-six. The average sized class for all the schools reporting is eighteen students.
12. Ninety-two per cent of the schools alternate subjects from year to year. Thirty-six per cent of the schools alternate Physics and Chemistry.
13. Eighty-three per cent of the schools place five subjects as the maximum number that a student may take. Seventy per cent have four subjects as the minimum number of subjects that a student may take.
14. There are departments in 76 per cent of the schools that are deficient as to the number of courses offered. Science, Mathematics, Agriculture, and Home Economics are the four departments in which 81 per cent of the schools indicate that there is a deficiency.
15. The most popular number of assembly programs that the schools schedule per year is from four to ten. Eighty per cent of the schools fall within this range.
16. About 43 per cent of the schools omit classes to obtain extra time for assembly programs. Other methods are: shorten classes, omit or shorten classes, or hold the assembly during a regular period.
17. School-sponsored class and organization and club meetings are held during an activity period in 42 per cent of the schools.
18. When the class meetings, pep meetings, etc. use up school time: the most common practice is to have shortened periods. This is done in about 70 per cent of the schools.
19. Seventy-six per cent of the schools start school at 9:00 o'clock A.M. and 53 per cent of the schools dismiss at 4:00 o'clock P.M.
20. Sixty-one of the eighty-three administrators indicate that 50 per cent or more of their students eat their lunch in the school building.
21. Fifty-six per cent of the administrators determine the size of the freshman class by personal contact with prospective students, or a canvass of the school area.
22. Seventy-four per cent of the schools have from 41 to 80 per cent of their enrollments coming from the farm. There are more students coming from farm homes than from non-farm homes in this survey.

23. About three-fourths of the schools have students pre-register in the spring before the beginning of the fall term.
24. Approximately one-third of the schools have part-time teachers.
25. Almost three-fifths of the schools have special classes or individual instruction for students who must repeat a course.
26. Approximately 5 per cent of the schools dismiss high school classes at different times before the noon hour because of a hot lunch program.
27. Nearly three-fifths of the administrators feel that the time allowed for experimentation in the laboratory sciences is adequate .
28. Only one out of ninety-two schools has mid-year graduation.
29. A little over one-half of the schools place the class and extracurricular activities schedule on the board while about two-fifths mimeograph copies for the students.
30. Almost 70 per cent of the schools leave the division of the class period to the discretion of the teacher.
31. Two-thirds of the schools have hall and study hall supervision during the noon hour.
32. Over 38 per cent of the schools base the division of classes on the equipment used.
33. Approximately four-fifths of the administrators feel that the length of the school day should not be changed.
34. Over four-fifths of the schools have all of the students in one assembly.
35. Sixty-eight subjects are offered to the four high school classes in ninety-two schools. The five subjects offered most frequently to the freshman class are : English I, Algebra I, Home Economics I, Business Training, and Industrial Arts I.
36. The five subjects offered to the sophomore classes the most are: English II, World History, Biology, Geometry, and Home Economics II.
37. The six subjects offered the most frequently to the junior classes are: English III, American History, Typing I, Bookkeeping, and Chemistry and Physics.
38. The six subjects offered the most to senior students are: English IV, Bookkeeping, Sociology, Civics, Chemistry, and Physics.

Conclusions

The evidence brought forth by this study enables one to make many concluding statements.

The ways in which the classes and extracurricular activities are integrated into the same schedule are very numerous. Some extracurricular activities are held before school, at noon, after school, during activity periods, and also held simultaneously with other classes. From this, it may be concluded that there is no definite time for extracurricular activities. When music is scheduled during nonschool time it is more often held before school or at noon than at any other time, while athletics are most frequently held after school.

The greater majority of the students who ride busses may participate in extracurricular activities held before and after school. The superintendents are devising various means by which this may be done such as having the students provide their own transportation occasionally, or by having the busses arrive earlier or leave later than usual. The following are advantages of scheduling extracurricular activities after the school dismisses in the afternoon. (1) It extends the school day only for those participating. (2) It requires no elaborate machinery or extra personnel to manage the program. (3) It permits larger sections of activities. (4) It permits the individual pupil to engage in a greater number of activities. (5) It does not complicate the daily time schedule. (6) It permits meetings to end as desired, without prescribed limits.

In recent years, more credit is being given for the completion of satisfactory work in extracurricular activities. The tendency is to give one-fourth credit per year for such activities. There is no trend toward placing

a limit on the number of extracurricular activities that a student may take, however, a few administrators stated that there should be a limit. One of the respondents has this to say on the subject, "Our schedules are getting too loaded with activities--24 basketball games plus three tournaments at least. Music clinics, music contests, F.F.A. meetings, judging contests, F.F.A. speech contest, F.H.A. meetings, tea parties, pheasant feeds, speech contests, N.F.L. meets, debates, American Legion oratorical invitational meets, T.B. or health contests, one-act play contests, plus attendance at all noted plays and concerts within driving distance."

Besides the subjects required by the South Dakota State Department of Education, the two subjects required the most by the administrators are English IV and Biology.

A class most commonly reaches the size of thirty students before two sessions of the same class are held. The average sized class of the schools surveyed is eighteen. The two pairs of subjects most commonly alternated are Physics and Chemistry and Algebra and Geometry.

Most of the schools state that five and four subjects, respectively is the maximum and minimum number of subjects a student may carry. This indicates that the students are expected to carry a full load at all times, yet not over-load themselves. About two-thirds of the administrators feel that they have one or more departments in their school that are deficient as to the number of courses offered. The most deficient four departments are: Science, Mathematics, Agriculture, and Home Economics. It may be concluded that the reason is that there has been an acute shortage of teachers in these four fields in recent years.

The majority of the schools hold from four to ten assemblies per year. The time is made available in most of the schools by either omitting or shortening classes. School-sponsored organization meetings are generally held during an activity period provided for that purpose but, when class time is taken the periods are usually shortened.

The greater number of schools start at 9:00 o'clock A.M. in the morning and dismiss at 4:00 o'clock P.M. More than one-half of the students in all of the schools replying eat in the school building at noon. The most commonly used method of determining the size of the freshman class to be enrolled in the fall is by personal contact and canvass. Considering all of the schools queried, there are more students coming from farm homes than from non-farm homes.

The following conclusions may be drawn from data received from "Yes" and "No" answers in the questionnaire: Most of the schools pre-register in the spring of the year, do not have part-time teachers, have special classes or individual instruction for students who have failed or must repeat a course, do not have to dismiss high school classes at different times before noon because of the hot lunch program, feel that they are allowing enough time for their laboratory sciences and do not have mid-year graduation.

In the majority of the schools, the class and extracurricular activities schedule is placed on the blackboard and the division of the class period, as to the amount of time spent on discussion and supervised study, is left up to the discretion of the teacher. About two-thirds of the schools have hall and study hall supervision during the noon hour.

The equipment used determines the size of most of the classes when two

sections are held in the schools queried. A large majority of the school administrators feel that the length of the school day should not be changed. Most of the students are located in one assembly in the schools answering the questionnaire. This makes the administrative problem of scheduling rooms, making daily announcements, ironing out "first day" schedule difficulties, and the solution of other problems easier. These are the conclusions that were drawn concerning the construction of the high school schedule in the medium sized schools in eastern South Dakota.

Recommendations

The ultimate purpose of a study of this type is to propose changes when needed for the improvement of many educational problems and situations. The recommendations are made for the average sized school in this survey whose enrollment is about eighty-five students. More than one-half of the students in this school are from farm homes and more than one-half of them eat their noon lunch in the school building. This average sized school has about six regularly scheduled assembly programs per year and the length of the school day is from 9:00 o'clock A.M. to 3:30 or 4:00 o'clock P.M., depending upon the length of the noon hour. Several ideas or suggestions about schedule making or other administrative problems were given by the administrators answering the questionnaires.

1. The first suggestion is concerned with registration. There is much confusion in many schools on the opening day of the term. Pupils do not know what subjects to take and oftentimes some classes of twice the desired size may be found. If the school has the students pre-register in the spring of the year, much more time can be given to the

planning of the school schedule. The size of each class should be determined as closely as possible. The approximate size of the freshman class may be determined by personal contact or canvass, or from the county superintendent's records. In the spring, the students should be given individual cards for the pre-registration on which can be stated the name, class, choice of extracurricular activities, desired subjects, and one or more alternate subjects. These cards may be used as a basis for the schedule construction.

Each possible schedule with the probable conflicts should be discussed and recorded. In this way, the scheduling committee may determine the arrangement of classes and extracurricular activities which has the least number of conflicts. With this list of conflicts from the most desirable schedule, the administrator may see groups of students with the same conflict or he may see them individually. Through proper guidance, the administrator may help each student make the proper choice of classes. When two sections of the same class are required, they should be balanced as much as possible. The names of the students may be recorded for each class so that the size of the room, and the amount of equipment used may be pre-determined. During the summer, slight changes and refinements may be made to the tentative schedule and plans may progress on facility and personnel changes caused by the altered schedule. Administrators need to know in plenty of time when the school's facilities and personnel are not adequate for the approaching needs of the school. There are seldom very many conflicts in the incoming freshman's schedule because three of the four subjects are usually required.

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A summary of the schedule construction steps is as follows:

- a. pre-registration
- b. card sorting, schedule rearrangement and conflict recording
- c. conflict alleviation
- d. class balancing when necessary
- e. tentative schedule recording
- f. class roll recording
- g. schedule changes and refinements
- h. opening day registration

Following this procedure should alleviate some of the opening day confusion. Of course, some additional conflicts may develop because the students may change their minds as to the classes they wish to take, but most of the problems will have been worked out before school resumes in the fall.

2. If possible, some of the extracurricular activities should be scheduled during nonschool time. If band could be held before school and varsity athletics after school, the school schedule would not be as crowded and as hard to construct. Extracurricular activities which involve but a few students might also be scheduled during nonschool time. If this can not be done, two activity periods a day are almost a necessity and some students may still have to make a choice between conflicting activities.

3. When a school has many of its students eating in the school building during the noon hour, the time may be cut to one-half an hour and an extra period may be scheduled during the day. If there is an hour or more for the noon lunch and many of the students remain in the school building at noon, one or more extracurricular activities may be scheduled at that time. If the school is dismissed early because of a shortened noon hour there will be more time for extracurricular

activities after school.

4. When possible, extracurricular activities and classes should be scheduled simultaneously. Girl's glee club and boy's athletics may be scheduled at the same time without conflict as may be boy's glee club and girl's athletics and other activities of a like nature.

5. The total number of extracurricular activities that the school sponsors should be limited and possibly the students should be limited as to the number of activities in which they may participate. The limit should be based upon scholastic standing. Each administrator should use his own discretion on such matters but it is not reasonable for a school with a small enrollment to try to maintain a dozen or more extracurricular activities.

6. When the school schedule is being constructed, the administrator should not only keep in mind the current year and its problems but the following years as well. When the number of students taking a particular subject is small year after year, it would be best to alternate that subject with another less demanded subject. This will also help to simplify the schedule construction. When several subjects are alternated each year and are found to work well together the order of alternation should not be changed because some students may be prohibited from taking both of the alternated subjects. A list of subjects that are frequently alternated may be found in Table XII of this study.

7. When an interruption in the daily schedule takes place, such as an assembly program or meeting of some kind, then extra time may be obtained by either shortening each period or omitting one or more

periods. When there is a long interruption of an hour or more there is less confusion if one or more periods are omitted. Of course, the same period should not be omitted each time but the omissions should be divided equally among all periods. When there is a short interruption it is usually best to take the time from all of the classes evenly by shortening the periods. These latter practices are now in effect in the majority of the ninety-two schools.

8. Another suggestion is concerned with extracurricular activities and the units of credit given each. It is suggested that each school acknowledge the completion of satisfactory work in extracurricular activities by giving a certain prescribed unit of credit. A certain number of points may be given for each activity which may be converted into units of credit after a predetermined number have accumulated, or a certain unit of credit may be given for each activity. It is also suggested that one unit of credit from extracurricular activities be required for graduation from high school. Most of the schools are now giving units of credit for extracurricular activities and some schools are now requiring a unit or more of extracurricular activities credit for graduation.

9. When it is difficult to schedule certain classes or extracurricular activities because of the unavailability of a member of the teaching staff, more part-time teachers should be employed. The teachers in some schools feel that they are being overworked because of too heavy a schedule. The employment of another teacher or a qualified part-time teacher would help to alleviate this problem in many schools.

SECTION IV

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APPENDICES

APPENDIX AList of Schools in the Survey

<u>Name of School</u>	<u>High School Enrollment</u>	<u>Administrator Reporting</u>
Alexandria	83	M. P. Ritzman
Armour	101	Glen E. Peterson
Artesian	55	D. O. Huisinga
Astoria	54	Leif Fjellestad
Avon	102	Walter Kallenberger
Baltic	57	Donald C. Madson
Bowdle	76	Erick Holscher
Brandon	97	Lewis R. Schetman
Bridgewater	113	Charles Forman
Bristol	76	R. H. Rames
Bryant	66	Arnold L. Terveen
Canistota	70	Roy A. Morgan
Carthage	64	H. J. Tiemens
Castlewood	91	Roger Ruark
Chester	75	J. A. Harris
Colman	75	Donald J. McCarty
Columbia	67	G. A. Parker
Corsica	95	G. W. Dickson
Cresbard	58	W. K. Schiller
Dell Rapids	98	Henry L. Speh
Delmont	79	Louis Rames
Doland	83	Glenn H. Fauss
Egan	70	Melvin Jensen
Elkton	91	Harry V. Ekberg
Emery	60	Wilmer B. Herbold
Estelline	115	Orville J. Pederson
Ethan	71	Ture G. Salvis
Faulkton	109	Marvin Scholten
Fedora	60	Fred A. Johnson
Florence	52	Andrew Markve
Frederick	57	C. W. Bestul
Freeman	96	John J. Richert
Garretson	114	E. O. Tandberg
Gary	69	Walter F. Vornholt
Harrisburg	84	Ernest W. Lunn
Hartford	60	L. J. Brande
Hayti	62	Ford L. Kiner
Henry	52	Bert Beglinger
Herreid	108	Grant Hosterman
Hosmer	60	Edwin Oberauer
Hoven	106	Raymond J. Novak
Hudson	67	A. L. Braunesreither

Hurley	92
Irene	96
Java	53
Jefferson	74
Lake Andes	116
Lake Norden	69
Langford	63
Leola	120
(Madison) Franklin	61
(Madison) Orland	54
Marion	74
Menno	101
Montrose	74
Mount Vernon	82
Oldham	56
Onida	85
Pickstown	77
Plankinton	81
Pollock	63
Ravinia	72
Reville	71
Roscoe	61
Rosholt	52
Roslyn	90
Rutland	104
Salem	82
Selby	99
Spencer	53
Springfield	86
Stickney	59
Strandburg	60
Summit	55
Timber Lake	111
Tripp	89
Tulare	52
Valley Springs	57
Veblen	74
Viborg	97
Wakonda	87
Waubay	87
Waverly	56
Wessington	61
White	84
White Lake	61
Willow Lake	103
Wilmot	96
Wolsey	79
Woonsocket	79
Yale	50

H. W. Woodward
Walter E. Brugger
Howard A. Peterson
Mrs. Marcella Dennison
L. F. Thomas
Robert M. Hanson
Marvin Jared
Floyd W. Turnwall
Marvin A. Schortzman
R. H. Gardner
Alvin B. Svalstad
Ralph F. Galer
Irl E. Oakes
Verle Heiter
Howard E. Madsen
S. M. Stockdale
Vernon H. Grosshuesch
Willard H. Jordan
F. S. Morgan
W. H. Longwood
Harris J. Wollman
Allen Hilgemann
Gale Finley
Robert J. Doyle
Norval Gullickson
Henry W. Marten
A. L. Stoddard
Milbert Rau
Robert Putnam
R. L. Martin
George Webbenhurst
Nick DeBilzan
Lyle Pearson
R. W. Monfore
Harold Kloss
Arnold E. Cook
Harold V. Settje
Virgil Brugger
A. M. Nannestad
Ben F. Hins
Paul H. Eggers
Elden H. Edmundson
Vernon E. Lewis
George E. Van Denbos
G. Dean Miller
A. E. Joachim
Mark E. Cogswell
F. E. Fisher
Donald Hansen

APPENDIX B

EXTRACURRICULAR AND CLASS SCHEDULE QUESTIONNAIRE

1. How many periods in a regular school day do extracurricular activities and regular classes run simultaneously? _____
2. How many periods in a regular school day are devoted solely to extracurricular activities? _____
3. Do you have extracurricular activities that take place:

a. before school _____	What activities? _____
b. at noon _____	"
c. after school _____	"
4. Can rural students who ride busses participate in such activities held before and after school? _____ If so, how? _____
5. Do you limit the number of extracurricular activities in which a student may participate? _____ If so, what is the limit? _____
6. Is credit given for extracurricular activities? _____ If so, how much? _____

<u>Music</u> band _____ orchestra _____ instrumental groups _____ glee club, boys _____ glee club, girls _____ mixed chorus _____ small vocal groups _____	<u>Athletics</u> football _____ basketball _____ track _____ baseball _____ softball _____
<u>Dramatics and Speech</u> declamation _____ debate _____ class plays _____	<u>Journalism</u> school paper _____ school annual _____
7. Who, in your school, is responsible for the scheduling of classes and extracurricular activities? _____

1. Does your school have any required subjects which the student must take other than those required by the State Department for graduation? _____
If so, what? _____
2. About how many students must be enrolled before you hold two sessions of the same class? _____
3. What is the least number of pupils in any subject (Alg. I Etc.) taught? _____

" largest	"	"
" average	"	"

4. Do you alternate from year to year any subjects listed in your schedule?
If so, which ones? _____
5. What is the maximum number of regular courses a student may carry? _____
What is the minimum? _____
6. Do you feel that your school is weak in any particular department as to
the number of courses offered? _____ If so, which dept.? _____
1. About how many times a year do you have assembly programs? _____
2. What do you do, omit or shorten classes or do you have a regular period
for assembly programs? _____
3. When are class meetings, pep meetings, F.H.A. and F.F.A., etc. generally
held? _____ If school time is taken, are the
periods shortened or omitted? _____
4. What time do you start school in the forenoon? _____ What time do
you dismiss in the afternoon? _____
5. Including those who participate in the hot lunch program and those who
bring their lunch, about what per cent of the high school students eat
at school? _____
6. How do you pre-determine the size of the freshman class to be enrolled
in the fall? _____

7. About how many farm students do you have in high school? _____ How
many town students? _____
8. If you have any suggestions or comments, please write them here or on
the back of this paper.

Do you want a copy of this survey? _____

Circle Yes or No

- Yes No 1. Do you have the students pre-register in the spring of the year to help determine the fall schedule?
- Yes No 2. Do you have any part-time teachers?
- Yes No 3. Do you ever have special classes or individual instruction for students who have failed or must repeat a course?
- Yes No 4. Do you have to dismiss H. S. classes at different times before noon because of a hot lunch program?
- Yes No 5. Do you feel that you are allowing enough time for your laboratory sciences such as Chemistry, Physics, and Biology on days of student experimentation?
- Yes No 6. Do you have mid-year graduation?

Check the answer which best corresponds to your situation.

1. Our schedule is:
 - ☐ placed on the board
 - ☐ mimeographed for the students
 - ☐ otherwise _____
2. The time spent in classes is:
 - ☐ divided half and half - 1st class discussion 2nd supervised study
 - ☐ full-time discussion
 - ☐ left to the discretion of the teacher
 - ☐ otherwise _____
3. During the noon hour, we:
 - ☐ have hall and study hall supervision
 - ☐ have supervised activities
 - ☐ otherwise _____
4. If two or more sections of the same class are held, the size of the section is determined by:
 - ☐ number of bright or dull students
 - ☐ equipment used
 - ☐ room available
 - ☐ other _____
5. As a school administrator, I believe that the school day should be:
 - ☐ longer
 - ☐ shorter
 - ☐ the same length as we now have
6. We have:
 - ☐ a home-room system
 - ☐ all the students in one assembly
 - ☐ otherwise _____

1954 SECOND SEMESTER SCHEDULE OF CLASSES

	Before School	I	II	III	IV	Noon	V	VI	VII	VIII	After School	*
Tchr.												
I												
II												
III												
IV												
V												
VI												
VII												
VIII												
IX												

* List any extracurricular activities sponsored but not scheduled above.

(Condensed Form)

APPENDIX C

February 15, 1954
Rutland, S. Dak.

Dear Fellow Administrator:

Even though you are very busy at this time of year, I shall appreciate it if you will take a few minutes of your time to fill out the enclosed questionnaire. It pertains to the scheduling of classes and extra-curricular activities in high schools whose enrollment ranges from 50 to 120.

The information obtained will be used as part of a graduate research problem which I am completing at South Dakota State College. The resulting data may help you and me to establish a more workable school schedule.

Please mail me a copy of your second semester class schedule. If one is not available, please fill out the enclosed 1954 SECOND SEMESTER SCHEDULE OF CLASSES.

I wish to thank you for your cooperation and interest. You may have a copy of this survey if you wish.

Sincerely,

Wesley Peppers
Principal, Rutland Cons.

APPENDIX D

March 8, 1954
Rutland, S. Dak.

Dear Fellow Administrator:

This letter is written as a reminder to you about the questionnaire that you received in the mail several weeks ago. The information received from this questionnaire will be used as part of a research problem which may help both you and me to make a more workable high school schedule. Only a few minutes work on your part will put this valuable information in my hands.

I have about 70% of the questionnaires back and I hope that you will help to make it 100%. I am enclosing another questionnaire for you to fill out just in case you have misplaced the first one.

Sincerely,

Wesley Peppers
Principal, Rutland, Cons.