

A STUDY OF SOME SCHOLASTIC AND FINANCIAL FEATURES OF STUDENT
ACTIVITIES IN THE HIGH SCHOOL.

by

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Chapter 1.

THE STATUS, VARIETY AND CONTROL OF HIGH SCHOOL STUDENT ACTIVITIES.

In this study an attempt has been made to find the present status and some of the controlling factors of the various organized activities in which students of the modern high school may participate in addition to carrying their regular high school subjects. The inquiry is concerned with ascertaining the per cent of high school students who are enrolled as members; how the advisorship is taken care of; how competent these advisors are; how they are compensated; what credit if any is given for participation in the high school activities; the per cent of students in the activities who are active; and the reasons given by students for joining these activities.

Since these organizations are an actual part of the high school now, it is important that they be directed and managed with an intelligence supported by facts. A comparison has been made of the grades of high school students who are members of activities and of high school students who are not members. The purpose in this part of the study was to ascertain if possible what evidence is available that students who belong to high school activities tend to give so much of their time to the work of these activities that they are thus neg-

lecting their regular curricular subjects.

The third phase of the study deals with the methods of financing these activities and how efficiently the activity funds are taken care of.

Both the importance and number of student activities in the high school have grown greatly in recent years. Twenty years ago the most important high school student activity was probably the literary society and in many cases it was the only one. That much good was derived by students who took part in such societies cannot be denied, but there were many students who had abilities which this organization was not intended to develop.

To meet this need, a variety of student activities have grown up in the high school. If the student now is interested in music and has ability in that field, he may develop his talent through such activities as the orchestra and the glee clubs. If he prefers debate work, he can find great help by taking part in the work of the debate club. Through the dramatic club he may receive training in appearing before the public. As a member of the staff of the school paper he has a chance to gain practical experience in newspaper writing. His moral and social traits are encouraged and developed through activities like the Hi-Y and Y. W. C. A.

Such activities are sometimes called extra-curricular but this name is rather misleading, since credit is given for participation in many of them and in this sense they are really a part of the curriculum. In this thesis these high school activ-

ities will be designated as student activities.

In order to find the status of student activities in the Kansas high schools and in those of certain neighboring states, the following questionnaire was sent to 34 cities located in Iowa, Nebraska, Oklahoma, Colorado and Kansas. These cities were chosen with reference to the size of their high schools, which ranged from 270 to 2036. It was assumed that high schools smaller than 270 would tend to have few^{er} student activities, and that high schools having more than 2000 students would probably not have more student activities than the high school with an enrollment of 2000. Responses were received from the high school principals in 24 of the 34 cities or from 71%. The following cities replied to the questionnaire:

1. Kansas City, Kansas. ^{lost}
2. Topeka, Kansas. ^{lost}
3. Manhattan, Kansas.
4. Fort Scott, Kansas. ^{lost}
5. Tulsa, Oklahoma.
6. Chanute, Kansas.
7. Parsons, Kansas. ^{lost}
8. Emporia, Kansas.
9. Pittsburg, Kansas. ^{lost}
10. Lawrence, Kansas.
11. Boulder, Colorado.
12. Wichita, Kansas.
13. Junction City, Kansas.
14. Neodesha, Kansas.
15. Leavenworth, Kansas. ^{lost}
16. Ottawa, Kansas.
17. Iola, Kansas.
18. Great Bend, Kansas.
19. Abilene, Kansas.
20. Holton, Kansas.
21. Hiawatha, Kansas.
22. Arkansas City, Kansas.
23. Winfield, Kansas.
24. Newton, Kansas.

A copy of the questionnaire employed for the purpose is

presented here. It consisted of ten rather definite questions and was addressed to the principal of the high school.

Questionnaire:

1. Please give the total number of boys and girls separately in your high school.
2. What student activities do you have in your high School?
3. What per cent of the total enrollment are members of each activity?
4. How are the advisers of student activities appointed?
5. Is there extra compensation for the adviser doing this work?
6. Who is the present adviser for each of your activities and how long has he served as adviser for this activity? (Please give the teaching position of these advisers, not their names).
7. Please rate each adviser first, as a teacher, and second as an adviser. Would you consider him or her as a good, medium or poor teacher? Would you consider him or her as a good, medium or poor adviser?
8. How much credit is given for participation in the various activities? (Express the credit in terms of a semester hour).
9. Please have the advisers state the per cent of students in each activity who are active, and also the per cent of those who show possibilities of leadership.
10. Please have the students in each activity give three reasons in their order of importance as to why they are members of this activity.

As may be seen from the following tables, every one of the 24 principals answered all ten questions, although in several cases it was necessary to make supplementary inquiries.

Taken as a whole, the data which have been collected for this thesis should be interpreted as showing the tendency in each instance, rather than as establishing any absolute fact.

Yet the report is based upon facts for near 18,000 pupils in what appears to be a representative group of high schools.

The following table gives the number of boys and girls separately in the various high schools. This table also gives the total number of students and the per cent of boys and the per cent of girls in each of the 24 high schools.

Table 1.

SHOWING THE NUMBER OF BOYS AND GIRLS IN THE VARIOUS HIGH SCHOOLS INCLUDED IN THIS REPORT.

City.	Total Students.	Boys.	Per Cent of Total.	Girls.	Per Cent of Total.
A.	458	204	45	254	55
B.	829	350	42	479	58
C.	448	175	39	273	61
D.	286	106	37	180	63
E.	285	123	43	162	57
F.	509	205	40	304	60
G.	327	131	40	196	60
H.	601	277	46	324	54
I.	506	227	45	279	55
J.	647	257	40	390	60
K.	623	295	47	328	53
L.	270	113	42	157	58
M.	1859	796	43	1063	57
N.	861	407	47	454	53
O.	746	315	42	431	58
P.	747	322	43	425	57
Q.	825	363	44	462	56
R.	714	296	41	418	59
S.	417	175	42	242	58
T.	2036	960	42	1076	58
U.	534	221	41	313	59
V.	626	247	39	379	61
W.	1347	508	38	839	62
X.	1465	657	45	808	55
Total	17966	7730		10236	
Median	624.5	267	42	353.5	58

Table 1 presents the student enrollment for the 24 high schools. These enrollments vary from 270 for city L to 2036 for city T. The statements here are for the year 1921-1922. A total of 17,966 students are reported in this table.

The median total enrollment in the various high schools studied is 625; the median number of boys is 267; the median number of girls is 354. The boys do not form more than 47% of the enrollment in any of the above schools and in only four cases is their number less than 40% of the total enrollment.

Of the schools reporting, 22 are representative high schools in cities of the first and second class in Kansas. One is located in Oklahoma and one in Colorado.

The majority of the results received showed that the most common high school student activities are the Hi-Y club, the Y. W. C. A., the orchestra, the glee clubs, the dramatic club, the debate club, athletics and the school paper, as is shown in the following tables. The first table shows the per cent of the total high school enrollment who are members of each of those student activities to which both boys and girls may belong.

Table 2.

SHOWING THE PER CENT OF TOTAL HIGH SCHOOL ENROLLMENT WHO ARE
MEMBERS OF STUDENT ACTIVITIES IN THE CITIES INDICATED.

City.	Orchestra.	Dramatics.	Debate.	School Paper.
A.	4	7	10	4
B.	3	3	2	3
C.	12	10	5	5
D.	4	7	3	5
E.	6	9	12	15
F.	4	10	2	4
G.	-	10	3	-
H.	3	-	2	3
I.	5	3	3	4
J.	5	5	5	3
K.	20	2	2	6
L.	16	11	5	15
M.	4	4	1	2
N.	3	9	5	1
O.	2	4	3	2
P.	7	3	3	4
Q.	7	12	1	3
R.	10	5	1	5
S.	10	10	20	5
T.	3	4	2	2
U.	8	-	4	-
V.	3	11	2	2
W.	9	5	1	4
X.	2	1	2	2
Median	5	6	3	4

Note: The blank spaces indicate that the particular activity was not organized in that high school.

The activity which shows the highest median per cent of high school boys and girls as members is dramatics with a median of 6% and a range of 1 to 12% reported.

The activity which shows the lowest median per cent is the debate club with a median of 3% but with a range of 1 to 20% reported above.

By membership in the activities mentioned above is meant actually belonging and at least nominally participating in the work of those activities. Students might gain some training in dramatics and debate in the English classes and still not be members of the dramatic club or the debate club. But they probably could not gain the training in the English classes which they could gain through participation in the dramatic club and the debate club, since these activities are organized to train specifically in these two modes of expression.

Not a sufficient number of answers was received for other activities to which boys and girls both belong, to warrant their use in the table above.

There is no standard percentage of membership in any of the activities mentioned. No one can say definitely what the percentage should be. The comparison however is illuminating and shows the wide variation in practice.

Table 3 shows the per cent of high school boys and of high school girls who are members of the various activities open to each. The facts for the Hi-Y club, the boys' glee club and athletics are reported for boys only, while those for the Y. W.

C. A. and girls' glee club are reported for girls only, since membership is thus limited in these organizations.

Table 3.

SHOWING THE PER CENT OF HIGH SCHOOL BOYS AND GIRLS SEPARATELY WHO ARE MEMBERS OF THE STUDENT ACTIVITIES INDICATED.

City.	Per Cent of Boys.			Per Cent of Girls.	
	Hi-Y.	Glee Club.	Athletics.	Y.W.C.A.	Glee Club.
A.	34	11	52	54	27
B.	52	--	30	61	12
C.	26	13	26	58	8
D.	--	--	42	--	11
E.	33	24	50	56	16
F.	62	3	50	59	25
G.	33	--	33	60	40
H.	22	3	50	50	6
I.	44	11	30	53	14
J.	15	20	12	17	17
K.	21	10	17	57	10
L.	31	18	20	67	28
M.	12	1	18	50	1
N.	3	3	35	27	67
O.	7	5	12	48	9
P.	11	5	16	28	21
Q.	7	5	11	43	13
R.	--	10	48	5	9
S.	--	19	36	52	14
T.	19	3	17	19	4
U.	7	7	10	--	10
V.	26	15	28	61	10
W.	27	4	27	32	8
X.	1	1	40	31	3
Median	26	7	29	51	11.5

Note: The blank spaces indicate that the particular activity was not organized in that high school.

The boys' activity which shows the highest median per cent of membership is athletics with a median of 29% of the boys and a range of 10 to 52% reported.

The girls' activity which shows the highest median per cent of membership is the Y. W. C. A. with a median of 51% of the girls and a range of 5 to 67% reported above.

In a study of the table above it will be noticed that the median per cent for the Y. W. C. A. is nearly twice that of the Hi-Y club. This would tend to indicate that the girls are far ahead of the boys in the various high schools in the interest shown for the support of their organization.

It will also be noticed that the median per cent for the boys' glee club is less than that of the girls' glee club.

No report for girls' athletics is made in this study, because of the fact that so few high schools have organized athletics for girls.

The following table shows the method used in selecting the activity advisers. Every city reported advisers for all of the various activities.

Table 4.

SHOWING HOW ADVISERS FOR HIGH SCHOOL STUDENT ACTIVITIES ARE
SELECTED AND THE NUMBER OF CITIES USING EACH METHOD.

Activity.	Advisory Method*							No Activ-	ity. Total.	
	1	2	1&2	3	2&3	1&4	1&5	1&6		
Hi-Y.	11	0	1	1	0	6	2	0	3	24
Y. W. C. A.	11	0	2	1	0	7	0	1	2	24
Orchestra.	2	0	1	15	5	0	0	0	1	24
Girls'Glee Club.	5	0	0	15	2	2	0	0	0	24
Boys'Glee Club.	2	0	0	16	1	2	0	0	3	24
Dramatic Club.	13	0	1	6	1	1	0	0	2	24
Debate Club.	14	0	0	7	1	2	0	0	0	24
Athletics.	1	0	0	23	0	0	0	0	0	24
School Paper.	9	0	4	8	0	1	0	0	2	24
Totals	68	0	9	92	10	21	2	1	13	216

*1. Principal.

2. Superintendent.

3. Board of Education.

4. Members of Activity.

5. City Y. M. C. A. Sec.

6. Dean of Girls.

Note: "No Activity" refers to the number of high schools which do not have this activity.

The table above clearly indicates that in the majority of cases the board of education selects the advisers of the various high school student activities. The next most common plan is for the principal to select the activity advisers. It will be noted that the third most common method of selecting activity advisers is by the members of the activity with the consent of the principal. It is probable that the members of an activity will do better work under an adviser in whose selection they have had some choice than under an adviser in whose selection they have had nothing whatever to say.

The following table gives some data on whether activity advisers receive extra compensation for this work or not.

Table 5.

SHOWING THE NUMBER OF CITIES IN WHICH ADVISERS FOR VARIOUS HIGH SCHOOL STUDENT ACTIVITIES RECEIVE EXTRA COMPENSATION FOR THEIR SERVICE AS ADVISER.

Activity.	Extra Pay.	No Extra Pay.	No Activity.	Total.
Hi-Y.	0	21	3	24
Y. W. C. A.	3	19	2	24
Orchestra.	2	21	1	24
Girls' Glee Club.	2	22	0	24
Boys' Glee Club.	2	19	3	24
Dramatics.	1	21	2	24
Debate.	1	23	0	24
Athletics.	5	19	0	24
School Paper.	5	17	2	24
Total	21	182	13	216

From the table above it will be noted that out of 203 cases (216 minus 13), only 21 or 10% of those reporting show that the student activity advisers receive extra compensation.

The question of extra pay for advisorship work is important from the view point of the teacher. The information available does not show whether the work as adviser is considered a part of his or her regular duties under the contract, or whether this work is extra and therefore entitled to receive extra pay.

Some teachers may feel that since much of their time is given over to activity work, they should receive extra pay for it. Whether they are paid extra may even be related to their

efficiency in the work.

Sometimes the advisers of activities are merely relieved of some teaching, but are paid on the basis of full time class work. This amounts to the same thing as extra pay for the work as adviser. In the table these teachers are reported as receiving extra pay. In some cases a definite cash amount is paid to the adviser for this work above the amount received for his or her services as a teacher.

The table above does not show which method is employed by the schools which pay extra for the advisorship work. From the data received it was found that in some cases one school used the first method for a certain activity, while another used the second method for the same activity.

The table above shows that in the majority of cases, the advisers of student activities in the high school are doing this work in addition to their regular school work without any extra compensation. This situation is probably the better one. The advisers who do their work because of a love for that kind of service and for the good they feel they can do the students who are members, will probably accomplish more real good through the activity than the advisers who are interested in the extra compensation for their services.

The following table shows the teaching position held by the advisers of the various high school student activities and their rating as teachers.

Table 6.

SHOWING THE TEACHING POSITION OF THE ADVISERS OF THE VARIOUS
HIGH SCHOOL STUDENT ACTIVITIES AND THEIR RATING* AS
TEACHERS.

Teaching Position.	Hi-Y.			Y.W.C.A.			Girls' Glee Club.			Dram.			Debate.		
	E.	M.	P.	E.	M.	P.	E.	M.	P.	E.	M.	P.	E.	M.	P.
Principal	4	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Science	3	2	0	2	0	0	0	0	0	0	0	0	0	0	0
History	2	1	0	2	1	0	0	0	0	2	0	0	8	1	0
Manual	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0
Phys. Tr.	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Math.	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0
For.Lang.	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Com.	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Voc.	2	0	0	1	1	0	0	0	0	0	0	0	0	0	0
English	0	0	0	2	3	1	0	0	0	7	2	1	5	4	0
Nor. Tr.	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
Dom. Sc.	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
Dean	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0
Mus. Sup.	0	0	0	0	0	0	15	7	1	1	0	0	0	0	0
Pub. Spk.	0	0	0	0	0	0	0	0	0	5	2	0	2	2	0
	16	5	0	13	8	1	15	8	1	17	4	1	17	7	0
No Act.	3			2			0			2			0		
Total	24			24			24			24			24		

*E means Excellent; M means Medium; and P means Poor.

The above ^{type of} data was not secured for the boys' glee club and the school paper. The four principals who act as advisers for the Hi-Y were rated by their superintendents for this classification.

From the table above it will be seen that the largest num-

ber of advisers for each of the activities mentioned are rated as excellent teachers.

The table above shows also that practically all departments in the various high schools furnish advisers for the different activities.

It was found that the advisers for the orchestra (not shown in table 6) were the music supervisors, eighteen of whom were reported as excellent teachers, three as medium and two as poor. One city reported it did not have this activity.

The answers received (not shown in table 6) showed that four of the advisers for athletics were science teachers. eighteen were physical training teachers and two were history teachers. Of the four science teachers, two were reported as excellent teachers and two as medium; while of the eighteen physical training teachers, ten were reported as excellent and eight as medium. The two history teachers were reported as medium.

The ratings shown in the table above were given by the high school principals, except in the case of the four principals who were advisers of the Hi-Y, and their superintendents rated them.

Table 7 shows the number of years the teachers have acted as advisers and their rating as an adviser.

Table 7.

SHOWING THE NUMBER OF YEARS THE ADVISERS OF VARIOUS HIGH SCHOOL STUDENT ACTIVITIES
HAVE ACTED IN THIS CAPACITY AND THEIR RATING* AS ADVISERS GIVEN BY THE PRINCIPAL.

No. of Yrs. of Service.	Hi-Y.			Y. W. C. A.			Orch.			Girls' Glee Club.			Dram.			Debate.			Athletics.		
	E.	M.	P.	E.	M.	P.	E.	M.	P.	E.	M.	P.	E.	M.	P.	E.	M.	P.	E.	M.	P.
1	6	7	1	4	2	1	4	2	0	6	2	0	7	3	0	5	7	0	4	5	0
2	5	1	0	2	3	0	5	3	1	3	6	1	3	1	1	5	2	0	4	3	1
3	1	0	0	4	0	0	3	0	0	2	1	0	3	0	0	4	0	0	4	0	0
4	0	0	0	3	0	0	0	0	0	0	0	0	2	0	0	1	0	0	2	0	0
5	0	0	0	2	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0
6	0	0	0	1	0	0	2	2	0	1	2	0	0	0	0	0	0	0	1	0	0
<hr/>																					
No Activity.	12	8	1	16	5	1	15	7	1	12	11	1	16	5	1	15	9	0	15	8	1
	3			2			1			0			2			0			0		
<hr/>																					
Total	24			24			24			24			24			24			24		

*E means Excellent; M. means Medium; and P means Poor.

Note: The above ^{type of} data was not secured for the boys' glee club and the school paper.

From the table above it appears that no advisers for the Hi-Y were reported as having acted in this capacity for more than three years, indicating that there is a constant change in the advisorship of the Hi-Y club, perhaps also a tendency to employ the newer teachers for the task. Eight of twenty-one advisers for the Hi-Y club are rated as medium and one is rated as poor, indicating that it is rather difficult to secure the right kind of advisers for this activity.

The table above indicates that the advisers for the Y. W. C. A. tend to remain in this work for a longer period of time than do the advisers for the Hi-Y club. This may be due to a greater tendency on the part of men teachers than of women teachers to move frequently from place to place. This is merely a supposition as the writer has no definite data as to whether these men teachers remain in their positions for a shorter length of time than do the women teachers reported.

It will be observed also that the rating of the Y. W. C. A. advisers is higher than that of the Hi-Y advisers, sixteen of the former's advisers being rated as excellent as against twelve of the latter's. This may be one of the reasons why the per cent of high school girls who are members of the Y. W. C. A. is so much larger than that of the boys who are members of the Hi-Y club.

Out of a total of 160 advisers mentioned in the table above, 101 or 63% are ranked as excellent advisers.

There seems to be little relation between the number of years the adviser has acted in this capacity and his rating

as given by the high school principal. Two teachers who have been advisers of the girls' glee club for six years are rated as medium advisers, while six teachers who have been advisers for the same activity for only one year are rated as excellent advisers. This is probably explained by the fact that some teachers who would make splendid advisers do not care to take up this work, since there is scarcely ever any extra compensation for doing it. Again, the best teachers may be asked to do so much extra work closely related to their class duties, that they do not have sufficient time to act as advisers for student activities.

New teachers on the corps are often assigned advisorship work and from the very beginning may prove to be splendid advisers. This probably explains why some of the teachers rated as excellent advisers, have acted in this capacity for such a short length of time. On the other hand, there is some hesitancy to change advisers after a teacher has acted in this capacity for a number of years, or it may even be that a better than medium adviser could not be secured for that particular activity. If this is the case, sometimes a teacher ranked as a medium adviser may have acted in this capacity for several years, because of the fact that he or she is a good teacher although a medium adviser.

The following table compares the ratings of the teachers as teachers with their ratings as advisers.

Table 8.

SHOWING A COMPARISON OF THE RATING* AS TEACHER WITH THE
RATING AS ADVISER.

As Teacher.	As Adviser.			Total.
	E	M	P	
E	101	6	1	108
M	0	47	0	47
P	0	0	5	5
Total	101	53	6	160

*E means Excellent; M means Medium; and P means Poor.

From the table above it is readily seen that 101 of the 160 teachers are rated as excellent teachers and as excellent advisers. No teachers rated as medium or poor teachers are excellent advisers. Six teachers who are excellent teachers are rated as medium advisers. Forty-seven are rated as only medium in each capacity. One teacher is rated as an excellent teacher but a poor adviser. Five are poor both as teachers and advisers.

It must be remembered that the ratings found in the previous three tables were in each case given by the high school principal except in the four cases where the superintendent did the rating, and it is possible that his judgment might have been influenced by his opinion of the teacher in his or her usual capacity as a teacher. If he or she is an excellent teacher the principal may feel that he or she could well be considered as an

excellent adviser. Unless he considers the qualifications as a teacher and as an adviser separately, the conclusions from the table above could not be considered very significant. But from this table it will be seen that the principals did not consider that all teachers whom they ranked as excellent teachers were excellent advisers also.

Although, there probably is a constant tendency for high school principals to select the best teachers for the advisers of student activities, the table above shows that excellency in teaching does not necessarily mean excellency in the work of adviser. The two types of work may be quite different and the preparation of the teacher for activity advisorship should be considered as well as the preparation for class room work.

Table 9 shows what credit is being offered in various high schools for student activities.

Table 9.

SHOWING THE NUMBER OF CITIES AND CREDIT IN SEMESTER HOURS
OFFERED FOR STUDENT ACTIVITIES IN VARIOUS HIGH SCHOOLS.

Activity.	0	Hours $\frac{1}{2}$	Credit. 1	$1\frac{1}{2}$	2	3	4	No Activity.	Total.
Hi-Y.	20		1					3	24
Y. W. C. A.	21		1					2	24
Orchestra.	4	5	4		5		5	1	24
Girls' Glee Club.	5	5	6		4		4	0	24
Boys' Glee Club.	5	5	6		4		4	0	24
Dramatics.	15		4				3	2	24
Debate.	11		5		5		3	0	24
Athletics.	19		3		2			0	24
School Paper.	12		1		2		8	1	24
Total	112	15	31		22		27	9	216

From the table above it will be seen that for Hi-Y work, 95% of the cities which have Hi-Y clubs give no credit hours; while 5% give one credit hour. The same is true for the Y. W. C. A.

For orchestra work 17% of the cities give 0 credit hours; 22% give $\frac{1}{2}$ credit hour; 17% give one credit hour; 22% give 2 credit hours and 22% give 4 credit hours.

For girls' glee club work 21% of the cities give no credit hours; 21% give $\frac{1}{2}$ credit hour; 25% give one credit hour; 16.5% give two credit hours and 16.5% give 4 credit hours.

For boys' glee club work 21% of the cities give no credit hours; 21% give $\frac{1}{2}$ credit hour; 25% give one credit hour; 16.5%

give two credit hours and 16.5% give 4 credit hours.

For dramatic work 68% of the cities give no credit hours; 18% give 1 credit hour; while 14% give four credit hours.

For debate work 46% of the cities give no credit hours; 21% give one credit hour; 21% give two credit hours; while 12% give four credit hours.

For athletics 79% of the cities give no credit hours; 13% give one credit hour; while 8% give two credit hours.

For school paper work 52% of the cities give no credit hours; 4% give one credit hour; 9% give two credit hours; while 35% give four credit hours.

The most common credit for participation in student activities in the various high schools is one semester hour.

The table above indicates that the orchestra and the glee club are the only two activities for which credit is given in almost every city. The reason for this is probably due to the fact that the orchestra and glee club are being offered more and more as regular class-work, meeting every day, while other activities generally meet but once a week. The fact that there is a tendency to give no credit for most of the student activities in the high school is probably due to a lack of standards for crediting such work.

The next table shows the per cent of members in high school activities who are considered by the activity advisers as really active.

Table 10

SHOWING THE PER CENT OF MEMBERS IN HIGH SCHOOL ACTIVITIES
WHO ARE CONSIDERED REALLY ACTIVE BY ACTIVITY ADVISERS.

Activities.

City.	Hi-Y.	Y.W.C.A.	Orch.	Girls' Glee Club.	Dramatic Club.	Debate Club.	Athletics.
A.	40	50	86	60	90	50	65
B.	25	90	100	100	100	100	100
C.	75	85	75	80	50	100	80
D.	--	--	75	75	100	50	100
E.	50	85	80	75	50	100	50
F.	10	40	100	100	80	100	100
G.	10	100	--	100	80	100	90
H.	40	30	100	70	--	80	70
I.	5	5	80	30	70	50	20
J.	80	85	100	100	100	100	95
K.	60	50	100	100	100	100	100
L.	50	35	16	28	50	100	20
M.	15	10	95	100	90	100	50
N.	100	100	100	100	100	100	100
O.	100	50	100	80	90	100	65
P.	60	75	60	75	50	75	85
Q.	40	75	75	100	70	100	88
R.	--	20	100	7	25	100	50
S.	--	50	100	90	80	60	75
T.	80	95	75	100	95	90	50
U.	100	--	85	20	--	85	50
V.	30	57	84	90	50	42	100
W.	90	50	75	75	75	100	100
X.	40	66	100	100	50	90	100
Median	50	53.5	86	80	80	100	82.5

Note: The blank spaces indicate that the particular activity was not organized in that city.

Note: Answers were not received with reference to the school paper and the boys' glee club.

The answers shown in the table above were based on the judgment of the activity advisers. They were left to give their own interpretation of the term "active".

The real value of the table above is naturally uncertain, but it enables one to compare what the 203 advisers think of the activity of the members of the various high school student organizations.

The table above shows that there is a wide range of opinion among the advisers of the various activities as to the per cent of students in each of these organizations who are considered as really active. The widest range is in the Hi-Y and Y. W. C. A. which is from 5 to 100%.

The least range is found in the debate club which is from 42 to 100%.

The table above indicates that the advisers of the debate club feel that nearly all the members of this activity are active, as shown by so many of them giving 100% as the members who are active, yet, very few schools give credit for the debate work. Not all of the schools which reported a 100% activity in the debate clubs, give credit for work done in this organization.

The next table shows the per cent of members in high school activities who manifest possibilities of leadership. This per cent is also based on the judgment of the activity advisers.

Table 11.

SHOWING THE PER CENT OF MEMBERS IN HIGH SCHOOL ACTIVITIES
WHO MANIFEST POSSIBILITIES OF LEADERSHIP IN THE JUDGMENT
OF ACTIVITY ADVISERS.

Activities.

City.	Hi-Y.	Y.W.C.A.	Orch.	Girls' Glee Club.	Dramatic Debate Club.	Club.	Athletics.
A	18	16	18	11	25	20	10
B	3	5	5	5	2	75	3
C	30	30	20	25	15	75	40
D	--	--	10	5	5	10	10
E	15	25	10	15	20	35	8
F	10	15	15	50	20	30	5
G	10	90	--	10	25	90	5
H	20	10	15	10	--	20	10
I	25	5	20	30	15	50	20
J	5	5	25	25	50	50	75
K	25	20	25	25	75	60	25
L	20	10	5	3	10	75	5
M	5	5	10	10	5	25	10
N	10	10	10	10	10	10	10
O	10	15	10	75	50	10	20
P	20	25	10	25	3	50	10
Q	15	5	10	35	50	50	26
R	--	5	10	5	10	50	12
S	--	10	15	15	20	20	20
T	50	50	10	60	75	80	75
U	50	--	20	15	--	60	50
V	20	9	16	50	10	33	50
W	30	20	25	25	25	80	10
X	20	12	50	23	50	50	14
Median	18	11	12.5	19	20	50	11

Note: The blank spaces indicate that the particular activity was not organized in that city.

Note: Answers were not received with reference to the school paper and the boys' glee club.

Table 11 represents the more active and competent of those reported as active. The median per cents for this table are much lower than for the preceeding one.

The table above shows that in city B, 3% of the Hi-Y membership are regarded as manifesting leadership ability; the corresponding statement for City C is 30% which is relatively ten times as large a number. This same variance in judgment on the part of the activity advisers would doubtless be found if other cities than those included in this study were compared in like manner.

The debate club shows the highest median per cent of members who manifest possibilities of leadership, while the Y. W. C. A. and athletics show the lowest per cent. Although the advisers for athletics in cities J and T think seventy-five per cent of the students who are members of this activity manifest possibilities of leadership, nevertheless most of the estimates given are far below these and the median per cent is eleven.

The next table reports the reasons which were given by members of high school student activities as to why they are members of these activities. The students were given slips of paper on which they were asked to give three reasons in the order of their importance, as to why they are members of the activities. Four thousand, two hundred and eighty-five student answers are recorded in the following table.

Table 12.

REPORTING THE REASONS GIVEN BY MEMBERS OF HIGH SCHOOL STUDENT
ACTIVITIES AS TO WHY THEY ARE MEMBERS OF THESE ACTIVITIES.

The Reasons Given.

Activity.	Christian Training.		Association.		For Credit.		Enjoyment.		Dram. or Music Train.	
	Range-Med.		Range-Med.		Range-Med.		Range-Med.		Range-Med.	
Hi-Y.	22-86%	64%	0-44%	26%			0-42%	9.5%		
Y.W.C.A.	34-75%	58%	20-49%	33%			0-37%	16%		
Orchestra.					0-41%	18%	7-44%	22%	42-73%	57%
Girls' Glee Club.					0-43%	22%	6-62%	30%	25-72%	40%
Dramatic Club.					0-23%	12%	5-42%	33%	42-75%	57.5%
Boys' Glee Club.					7-42%	28%	0-66%	17%	22-58%	50%

Note: Answers were not collected for debate, athletics and the school paper.

From the table above it will be observed that in the Hi-Y and Y. W. C. A. the largest per cent of the members state that they have joined these activities because of the christian training to be derived. The percentages range from 22 to 86 for the former and from 34 to 75 for the latter activity mentioned. The largest per cent say that they joined the orchestra, the girls' glee club and the dramatic club because of the musical and dramatic training derived. The percentage for the orchestra ranges from 42 to 73; for the girls' glee club 25 to 72; for the

dramatic club 42 to 75; and for the boys' glee club 22 to 58.

The next highest per cents are shown under Association and Enjoyment. "Credit" received third place in importance in every activity except the boys' glee club.

The table above seems to indicate that students as a rule join the high school activities for the real good which they may derive from such membership. However, one must keep in mind that the judgment of a student is often influenced by the judgment of another person. The adviser might offer a certain suggestion as to why students should join activities and the student might give this as his first reason because of the adviser's suggestion. It was stated in the instructions, however, that the advisers should have the students write down the three reasons without any suggestions on their part.

SUMMARY OF CHAPTER.

The results of the above questionnaire show the following:

1. Student activities have a definite place in the program of these 24 high schools.
2. Of the activities to which boys and girls both belong, the orchestra and the dramatic clubs show the highest median per cent of membership.
3. Of the boys' activities, the highest median per cent of membership is found in athletics.
4. Of the girls' activities, the highest median per cent of membership is found in the Y. W. C. A.
5. In the majority of cases the board of education or the high school principal selects the activity advisers.
6. As a rule the activity advisers do not receive extra compensation for this activity work.
7. The activity advisers in the majority of cases rank high as teachers.
8. Practically all departments in the high school furnish activity advisers.
9. The advisorship of the Hi-Y club seems to change more than in any other activity.
10. The Y. W. C. A. advisers rank higher than the Hi-Y advisers.
11. There seems to be little relation between the number of

years the adviser has acted in that capacity and his rating for such work as given by the high school principal.

12. Excellence in teaching does not always accompany excellence in advisorship and visa versa.

13 There is a marked tendency to give credit for participation in certain student activities in some high schools but it is not a practice common to all. The credit which is given for this work varies from one to four semester hours.

14. Not all students who are members of activities are considered by the advisers to be active.

15. The students who are members of the debate club are considered by their advisers as having the greatest percentage of members showing possibilities of leadership.

16. Students as a rule join the high school activities, according to their own statements, for the real good which they believe such membership will bring them more frequently than for other reasons.

Chapter 2.

A COMPARISON OF THE GRADES OF HIGH SCHOOL STUDENTS WHO ARE MEMBERS OF HIGH SCHOOL ACTIVITIES WITH THE GRADES OF STUDENTS WHO ARE NOT MEMBERS.

With the increase in the number of student activities in the high school, the question whether students are giving so much time to these activities that their regular class-room work is neglected is one worthy of consideration. In this study, the school grades of 3545 pupils in high school were examined for information on the question.

Whether the class room work is more important to the student than the activity work need not be considered here. But, if it should be found that the grades of students taking part in activities are lower than the grades of those not taking part, it might suggest that the students are giving too much time to the activities or that they are competing with school studies. In a study of student activities it is important to know how the high school grades of activity members compare with those of students who are not members.

The following questionnaire was sent to four high schools: Pittsburg, Manhattan, Topeka and Emporia, all located in Kansas.

Questionnaire on High School Student Activities.

Please give the following data for each student enrolled

in your high school: (1) Student's name; (2) Sex; (3) Activities to which he belongs; (4) His grade average for the entire time he has been a member of your high school.

The above data was secured for each student enrolled in the four high schools for the school year 1921-1922, whether he belonged to any activity or not. The sex of the student was given in order that the grades of girls in activities might be compared with the grades of girls who are not members and also that the grades of the boys might be compared in the same way. The student's grade average for the entire time he was a member of the high school was readily ascertained from his credit card.

The total number of pupils reported from Pittsburg was 747, from Manhattan 626, from Topeka 1347, and from Emporia 825, making a grand total of 3545 pupils.

The following tables show the results which have been compiled from the above questionnaire.

Table 13 shows the median grades of the girls with reference to student activities in the four cities mentioned above.

In the Pittsburg high school 53% of the girls are not members of any of the school activities, in Manhattan 44%, in Topeka 43%, and in Emporia 37%.

Table 13.

COMPARISON OF MEDIAN GRADES OF GIRLS WHO ARE MEMBERS OF HIGH SCHOOL STUDENT ACTIVITIES WITH THE MEDIAN GRADES OF GIRLS WHO ARE NOT MEMBERS.

Activity.	Manhattan.	Pittsburg.	Topeka.	Emporia.
Y.W.C.A.	85.4	87.8	85.2	86.0
Dramatics.	85.4	86.0	87.6	86.5
Orchestra.	86.9	88.0	83.5	86.5
Glee Club.	86.9	86.9	85.4	86.0
School Paper.	81.3	----	----	86.0
Debate.	79.0	90.0	85.0	87.0
Girls not Members of Student Activ- ities.	83.9	86.1	80.8	86.0

This table states the median grade of the average (mean) grades reported for the individual pupils participating in each of the activities listed in the table.

In the table above it may be observed that in the Manhattan high school in four out of the six activities mentioned, the median grades of the girls who are members are higher than the median grade of girls who are not members of activities. The girls who are members of the school paper staff and the debate club have lower median grades than the girls who are not members of activities.

In the Pittsburg high school the girls in four out of the five activities mentioned made higher median grades than did the girls who are not members of activities. In dramatics

the girls made a median grade lower than the median grade of girls not in activities, but the difference is negligible.

In the Topeka high school the median grades of girls who are members of student activities are in every case higher than the median grade of girls who are not members, It will also be noticed that this difference in median grades ranges from 2.7 for members of the orchestra to 6.8 for members of dramatics.

In Emporia high school the girls taking part in activities have in every case a median grade as high as or higher than those not taking part.

No recognition was taken of the length of time that students had been in an activity nor did the tabulations give any attention to how long the pupil has been in school, but all classes were represented in the participating and non-participating divisions and all grades of the student were averaged whether for one year or three years in school. The tabulations do not show whether a pupil was in one or more activities. The endeavor was merely to compare the high school grades of all participants with those of the non-participants.

The next table shows the median grades of boys in reference to student activities in the four cities mentioned.

In the Pittsburg high school 57% of the boys are not members of any of the school activities, in Manhattan 54%, in Topeka 34%, and in Emporia 57%.

Table 14.

COMPARISON OF MEDIAN GRADES OF BOYS WHO ARE MEMBERS OF HIGH SCHOOL STUDENT ACTIVITIES WITH THE MEDIAN GRADES OF BOYS WHO ARE NOT MEMBERS.

Activity.	Manhattan.	Pittsburg.	Topeka.	Emporia.
Hi-Y.	83.5	87.1	80.2	85.5
Dramatics.	83.9	85.8	82.8	85.0
Orchestra.	87.8	84.8	79.6	85.0
Glee Club.	82.5	86.0	81.0	84.5
School Paper.	79.0	----	----	85.0
Debate.	82.5	82.5	82.0	85.0
Athletics.	83.1	82.7	79.4	84.5
Boys not Members of Student Activ- ities.	81.3	84.9	79.6	84.5

This table shows that in the Manhattan high school in every activity except the school paper, the median grades of boys who are members of activities are higher than the median grade of boys who are not members.

In the Pittsburg high school it will be noticed that in three of the six activities reported, the median grades of the boys who are members of these three activities are higher than the median grade of boys who are not members. For the orchestra members, the median grades are practically the same.

In the Topeka high school in five out of the six activities, the median grades of boys who are members of activities are as high or higher than the median grade of boys who are not mem-

bers. The median grade of the boys who are members of athletics is two-tenths lower than the median grade of boys who are not members of activities.

In the Emporia high school the boys who are members of student activities have in every case a median grade as high as or higher than those not taking part in such activities.

The above results tend to show that the students who are taking part in the student activities of the various high schools are as a rule making higher grades than students who are not taking part.

There are several possible explanations for this. It may be that the interest which participation in these activities creates among the boys and girls who are members, is an aid in stimulating them to further effort in the work of their regular high school subjects. Again, probably the students with more initiative and greater capacities are the ones who participate in student activities. Also membership in student activities is often restricted. For example, only students interested in dramatics will probably belong to the dramatic club, and only students interested in music will probably join the orchestra and glee club. Again in some high schools students are not eligible to the activities unless they make a certain grade average in their regular curricular subjects. This would result in a selected group and thus probably tend to produce a higher median grade.

Activities outside of the school may need to be taken into

consideration also. It may be that students who are not members of high school activities have extra outside duties or are members of outside activities. However, no data ^{were} was gathered on these points.

From the evidence found in the tables above it may be concluded, that the students who belong to high school activities do not comprise those who rank low in their regular curricular subjects.

*Basis for
conclusion is inadequate*

Chapter 3.

METHOD OF FINANCING STUDENT ACTIVITIES IN VARIOUS HIGH SCHOOLS.

In order to carry on most of the high school student activities, it is necessary to provide for their financing. In this study three phases of the financing have been dealt with: first, how the activities are financed; second, who takes care of the funds; and third, what is done with the surplus money if there is any at the end of the school year.

The first phase of the subject refers especially to the method used to raise the necessary money to carry on the work of the activity. The nature of the activity will determine to quite an extent the method of financing used. The method of financing may likewise influence the extent of the activity. For example, athletics must be financed whether by the season and single admission tickets sold, or by the board of education giving assistance.

In discussing the second and third phases of the subject of financing activities, it seems essential that a person who is fully responsible for the activity funds must be provided. Because of the necessity of looking after this matter in a business-like way, someone who is somewhat experienced in finances and on whom full reliance can be placed, should be made the financial manager of all high school student activities.

The following questionnaire was sent to the high schools located in these eleven cities:

1. Arkansas City, Kansas. *2nd*
2. Parsons, Kansas. *1st*
3. Topeka, Kansas. *1st*
4. Wichita, Kansas. *1st*
5. Salina, Kansas. *1st*
6. Pittsburg, Kansas. *1st*
7. Kansas City, Kansas. *1st*
8. Hutchinson, Kansas. *1st*
9. Fort Scott, Kansas. *1st*
10. Emporia, Kansas. *2nd*
11. Oklahoma City, Oklahoma.

1. Please write opposite each student activity the method used in your high school to finance that activity.

Name of Activity.

Method of Financing.

1. Hi Y.
2. Y. W. C. A.
3. Orchestra.
4. Glee Clubs.
5. Dramatic Clubs.
6. Debate Clubs.
7. Athletics.
8. School Paper.

2. How are the funds in your different activities handled?

3. What is done with the surplus money left over each year in the different activities?

Definite replies were received from all eleven cities.

It was found that varied but similar methods of financing student activities were used in the different high schools, as is shown in the next table which gives a summary of these methods.

Table 15.

SHOWING THE METHODS OF FINANCING STUDENT ACTIVITIES IN ELEVEN
HIGH SCHOOLS.

Name of Activity.	Method of Financing.	No. of Cities following this plan.	Per Cent.
Hi-Y.	Dues.	9	82
Hi-Y.	Entertainments.	2	18
Y. W. C. A.	Dues, Candy and Book Sale.	6	55
Y. W. C. A.	Dues only.	5	45
Orchestra.	Concerts.	7	64
Orchestra.	Board of Education & Concerts.	4	36
Glee Clubs.	Concerts.	8	73
Glee Clubs.	Board of Education & Concerts.	3	27
Dramatics.	Door Receipts from Plays.	11	100
Debate.	Door Receipts	11	100
Athletics.	Season Tickets & Gate Receipts.	11	100
School Paper.	Subscriptions.	3	27
School Paper.	Subscriptions & Advertising.	8	73

It appears that the method of financing the activity not only depends on the activity, but also upon the high school. Nine of the eleven high schools evidently depend upon dues from the members for the support of the Hi-Y. Two high schools depend upon entertainments to furnish the money necessary to carry on this activity. In only three activities, athletics, debate and dramatics, do we find the method of financing the same in all eleven cities.

The next table shows how the different high schools handle their student activity funds.

Table 16.

SHOWING HOW HIGH SCHOOL ACTIVITY FUNDS ARE HANDLED IN VARIOUS
HIGH SCHOOLS.

How Activity Funds are Handled.	Number of Cities.	Per Cent.
Handled Through Principal's Office.	2	18
Student Treasurer under Adviser.	2	18
School Treasurer or Financial Manager who is a member of the Faculty.	7	64

Until quite recently it was generally conceded that the proper person to handle the funds in the various student activities was the treasurer of the organization. However, the plan now being developed in our larger high schools is ~~the~~ one which seven of the eleven cities report.

This plan, known as the school-auditorship or financial manager plan is in general as follows. A member of the faculty, preferably a man, since there are so many trips to the bank, is appointed by the principal or school board to act as financial manager of the high school. At the opening of school during one of the first assemblies, he should outline the financial plans for the year. Each activity should have its student treasurer who should directly look after the raising of all money by or for that activity. That in itself makes his office an important and responsible one. When he has collected a definite sum of money, he may take it to the room or office of the financial

manager and deposit it with him. The treasurer is then relieved of the responsibility of caring for the money, and the financial manager at once becomes responsible for it. The treasurer is given a receipt by the financial manager which is made out in duplicate, he keeping one for himself. The following data should be on this receipt: the date, the name of the activity represented, the name of the treasurer and the signature of the financial manager. The duplicate kept by the financial manager may then be placed on file as belonging to the activity credited. At the close of each school day, the financial manager may deposit in a local bank all the money received by him that day.

There are two plans of depositing the money in the bank by the financial manager. One is to open an account for each activity and deposit to the account of that individual activity. The second is to deposit all high school organization money in the name of the financial manager, keeping the individual activity accounts himself.

The first method is preferable because it is a splendid check for the financial manager. Every month he can check up with the bank, comparing his balance in each activity with theirs, and if there is any difference, the error can readily be found.

Whenever any organization desires to draw money from its funds, the procedure may be somewhat as follows. Regular orders are employed having on them the date, the amount, the

purpose for which the money is to be used, the name of the organization, the student treasurer's signature, and the adviser's signature. A check is then written by the financial manager for the amount desired, and the notation is recorded in the stub portion of the check book. The order is then filed. All checks issued should be signed by the financial manager, and just above his signature should be written the name of the activity upon which the check is to be drawn. A sample order slip, check and receipt are shown below such as may be most suitable for the purposes indicated above.

A SAMPLE ²⁰ORDER SLIP FOR HIGH SCHOOL STUDENT ACTIVITIES.

No. _____	March 20, 19 23
Received of Wm. Jones, Mgr. of High School Paper.	
Fifty and $\frac{\text{no}}{100}$	Dollars
<div style="display: flex; justify-content: space-between;"> <div> \$ _____ <small>E. LAMBORN, MFR SPECIALTIES EMPORIA, KAN.</small> </div> <div> C. W. Hughes, Financial Mgr. of Emporia High School </div> </div>	

A SAMPLE CHECK.

No. 12 \$10.00
 March 20, 1923
 To Charles Johnson
 For 20 copies of play

	DOLLARS	CENTS
Bal. brot for'd	80	50
Amt. deposited		
Total		
Amt. this Check	10.00	
Bal. card for'd	70.50	

ICE: Make No Alteration Or Change On Any Check.
 If Mistake is Made Write New Check.

Emporia State Bank

83-76

EMPORIA, KANS., March 20, 1923

PAY TO THE
 ORDER OF

Charles Johnson,

\$10.00

Ten and $\frac{no}{100}$

DOLLARS

No.

Emporia High School, Shakespeare
 Club, per C.W. Hughes, Financial Manager.

A SAMPLE RECEIPT.

Emporia, Kansas, March 21, 19123

Auditor of Emporia High School

PAY TO THE

ORDER OF Charles Johnson,

\$10.00

Ten and $\frac{no}{100}$

Dollars

For twenty copies of the Play.

Charles Johnson

Treas. of Shakespeare Club.

10-23-17-1m. C.

Approved.

Etta C. Manley.

Faculty Adviser.

It is readily seen, that requiring the activity adviser to sign the order before it is valid, is a check upon the treasurer's drawing money without the knowledge of the adviser. There is not much danger of a student treasurer's forging an adviser's name on the order blank, because the financial manager soon becomes acquainted with the signature of the different advisers, if the adviser always signs his or her own name and never allows the treasurer to sign the name for the adviser.

At the end of each term or year, the financial manager should make a report to the principal or board of education as to the financial condition of the high school organizations.

A school bank may be established in the commercial department to assist the financial manager. This bank may receive the money from the different activities and keep the separate accounts. At the same time the students who do work in the bank will be given an opportunity to become familiar with banking conditions.

The financial manager method of taking care of the funds is a business-like way of checking the student business managers of the high school paper and the annual in particular. The financial manager can know just how many subscriptions there are and how much advertising there is. Therefore, he knows just how much money should be turned over to him by the student business managers of the annual and the high school paper. It has been found that the student business managers have a certain satisfaction in checking up with the high school financial man-

ager, in order to let him see that everything is all right.

There is a socializing effect in all this work. The treasurers come into touch with their respective organizations on the one hand and with the financial manager on the other.

When one considers that the amount of money raised each year through the different activities, is in some high schools several thousand dollars, the value of using the above plan is seen.

Quite often, surplus money is left over in the treasuries of the various activities at the end of the school year. In answer to the question, what is done with this money, nine or 82% of the eleven cities replied that it is left in the treasury of the activity. Two or 18% said that it is placed in a general school fund.

From the above statement it will be readily seen that in the majority of the cities mentioned, the surplus money is left in the treasuries of the various organizations.

The results of the above questionnaire on the "Method of Financing High School Student Activities" show the following:

1. Most of these activities are financed by the members themselves, either by dues or door and gate receipts. Very little financial assistance is received from the board of education.

2. In the majority of the eleven cities studied a member of the faculty acts as the school treasurer or financial manager.

3. In the majority of the eleven cities studied the surplus money left over in the various student activities at the end of the school year, is left in the treasury of the activity.

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