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In partial fulfillment of the requirements

for the Degree of Master of Science

Colorado Agricultural College

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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER
MY SUPERVISION BY BOB S. TEDMON
ENTITLED A SURVEY OF EXTRA-CURRICULAR ACTIVITIES IN
FIFTEEN HIGH SCHOOLS IN SOUTHERN COLORADO
BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SCIENCE

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PREFACE

Accurate information regarding the present extra-curricular activities in the high schools in southern Colorado cannot be obtained unless one is willing and able to go to each school to gather the desired material. Few interested persons are in a position to do this, although the information is most desirable.

These activities have been carried on for many years in these high schools. Each has developed a plan and program of its own with little effort on the part of any to exchange ideas or offer suggestions whereby one might profit by the successes or mistakes of the others. No written record of the extra-curricular activities in these schools is to be found either in the schools themselves or elsewhere.

In view of these facts and because of the importance of the topic to education this piece of research has been undertaken. It is a step toward a written record of the present situation up to this date.

Acknowledgment is hereby made of the whole hearted co-operation of some of the superintendents, principals and teachers in these schools, for only with their help was it possible to secure the desired material. A list of the names and locations of these people will be found in their proper place in the thesis.

The survey is necessarily incomplete for it covers a wide field. There is much work to be done if such a survey is to be made complete and it is the hope of the author that other people may follow up this work now started and eventually a complete record may be available.

Extra-curricular activities are a part of the program of every modern high school; they are here to stay and it is necessary and important that school men and women should know what is being done in the schools of the state in this line of work. This survey makes available at least a part of this material to those interested in the extra-curricular activities in the high schools of southern Colorado.

CHAPTER I

EXTRA-CURRICULAR ACTIVITIES - THEIR DEVELOPMENT
TO MEET THE NEEDS OF A CHANGING ORDER OF EDUCATION

The youth of America has developed faster than an educational system which, in general, is still regarding education in terms of the average child, leaving the individual to look out for himself.

For thirty years extra-curricular activities have been developing in the public schools of the United States of America. Perhaps we can say that the old spelling bee was the foundation stone on which the present structure rests, closely followed if not preceded by the playground foot races and wrestling matches - both crude forms of organized recreation combined with training, wherein good winners and good losers were developed. Boys, perhaps, more than girls are ever prone to gang up and do something; and at first the effort on the part of those in authority was to break up the gang rather than to take it as a ready organized unit, and to help direct its energies in the right direction. In recent years it has been found that the destructive gang of the old school days can exist today, but constructively in a unit of the Boy Scouts of America, and here we have an example of gang spirit under proper guidance.

In analysing the school spirit and loyalty of students to their school and their organizations, we find

the same desirable qualities necessary for good citizenship - that status of a person who owes allegiance to his government in return for political rights and privileges. When a youth learns this in early years, it becomes a habit, and his action in time of emergency is instinctively right. It is not enough that these ideals be preached in the class room or sandwiched in between recitations.

Through clubs and societies stimulation of interest in class work can be expected, as can also an education of the individual in the art of doing things. They help to bring out his peculiar abilities and to develop his potentialities; they help him to find himself. In the club or society he is a personality, a separate and distinct human being, and is so recognized by his fellows. He has a chance to do the things he wants, at a time when he desires to do them and to have a voice in all that is being done. He thus acquires a feeling of great satisfaction, assumes responsibilities, and develops self-reliance.

Leaders - statesmen - thinkers and doers - whence are they to come? Left to chance as in the past, and the advance of leadership comes slowly. Life today is more complex than it was in the past generation and carries with it many responsibilities. Blackburn defines a leader as one who can assume responsibility. The extra-curricular program in our schools develops the type

of person who can do this. There is a leader in every group regardless of its size, and if individuals are carefully and intelligently guided in grouping, many individuals of leadership ability are discovered.

The management of the club or society is often almost entirely in the hands of the members. They realize that its success or failure depends upon the way it is handled. Each member, doing his small part, develops his sense of responsibility. There is no law to compel him to do the things he does. He is a member of the organization by choice. When he chooses to become a member, he assumes certain responsibilities and obligations as such, and in carrying them out, he fits himself for responsibilities in life. He thus learns loyalty to a task undertaken, and develops those qualities found in trusted men.

Educators now recognize that guidance is necessary and in the extra-curricular field of activities the principals and teachers must have a constructive policy which must be based upon a sound educational philosophy more or less proved by experimentation. It should be thoroughly understood that only such extra-curricular activities are worth while which have been developed from the curricular:

The regular curriculum performs a great mission in imparting knowledge, but the outside or extra-curricular

program is its perfect complement. While relaxing from his daily studies, the student learns through some extra-curricular activity to mingle with people of his age, to survey a new field, and form new and valuable friendships. His development becomes balanced and he learns both the social and business sides of life. Successful groups make a successful whole, and those fortunate people who participate in extra-curricular activities during their high school years are better fitted to become useful and responsible citizens of their community, their state and their nation.

In conclusion let us consider these facts, that education is a drawing out and training of the natural powers, rather than the accumulation of a fund of information; a means to help the individual acquire desirable characteristics, a sense of responsibility, obligation, honor, justice and self-respect; a means of stimulating right reactions and responses to all life's situations. When a school is organized on an intrinsic basis, a program of extra-curricular activities unifies and harmonizes all of the activities of that school. When growing out of the basal activities participated in by the student body, the activities program finds its chief justification in teaching pupils through experience to do better those desirable activities they are going to perform anyway.

CHAPTER II

THE PURPOSE AND PLAN FOR A SURVEY OF EXTRA-CURRICULAR
ACTIVITIES IN THE HIGH SCHOOLS OF SOUTHERN COLORADO

The purpose of the survey which is represented by this thesis was to determine, as far as possible, in the way of extra-curricular activities, just what is being done in the high schools of southern Colorado and to study them as a part of the educational program.

When the writer first became interested in this survey, he made an attempt to secure some information from published material, and he was rather surprised to find that there was practically nothing written or published dealing with extra-curricular activities of the high schools of southern Colorado. Hence this method was abandoned and work started along other lines.

Accurate data was required, and it was concluded that the best way to secure this was by the use of a printed questionnaire prepared and mailed to the proper persons who could and would give the desired information relating to the various selected high schools located in the southern part of the state. The preparation of this questionnaire was, in itself, no small task. Therefore a rather lengthy one was prepared, a copy of which will be found in the appendix. Fifteen of the twenty selected high schools to which it was sent filled it out in a most satisfactory manner. It is from these fifteen high

schools that the material presented in this thesis was secured.

Southern Colorado was selected as the field for the survey because it was most available, and best known to the author.

A study was first made of the entire section of the state and of the counties and their localities. A further study was made of the population and industries of the towns, cities and communities where high schools were located; of the kinds of high schools represented in each whether county, union or other kind; and, last of all, of the school population. It was found that if the figures and data from the several schools were to be comparable, it would be necessary to omit the schools of Pueblo and make the selection from the rural communities. These selected communities had to be situated at various definite locations in order that a good average sampling be secured and still all parts of the survey area be represented.

As a result of this preliminary study, fourteen counties were selected, and located in these counties were twenty high schools from which an attempt was to be made to secure the material for the survey. Following is a list of these counties:

1. Alamosa
2. Archuleta
3. Bent

- 12
4. Chaffe
 5. Fremont
 6. Gunnison
 7. Huerfano
 8. Las Animas
 9. La Plata
 10. Montrose
 11. Otero
 12. Prowers
 13. Rio Grande
 14. San Miguel

The choice of localities and schools was hard to make, as a fair average was desired. The location, teaching force, school population, nationalities of pupils, age of communities had to be considered as controlling factors. The population of the various centers under consideration ranged from 250 to 11,732. Finally it seemed advisable to select towns of 800 population and above. By so doing, high schools of all classes were included except private schools and parochial schools. Schools in cities of more than 12,000 population were excluded, the average population of the towns selected being 3,975. The following is a list of twenty selected cities and towns all located in the selected counties in southern Colorado:

Alamosa

Canon City

Del Norte

Durango

Florence

Gunnison

Holly

Lamar

Las Animas

La Junta

Monte Vista

Montrose

Ouray

Pagosa Springs

Primero

Rocky Ford

Salida

Telluride

Trinidad

Walsenburg

See Chart I, map of state with high school locations, on page 14.

In selecting the twenty locations, the author hoped that fifteen would report sufficient data to use in the report of the survey, and after two months of effort secured material from the following fifteen high schools:

Alamosa

Canon City

COLORADO

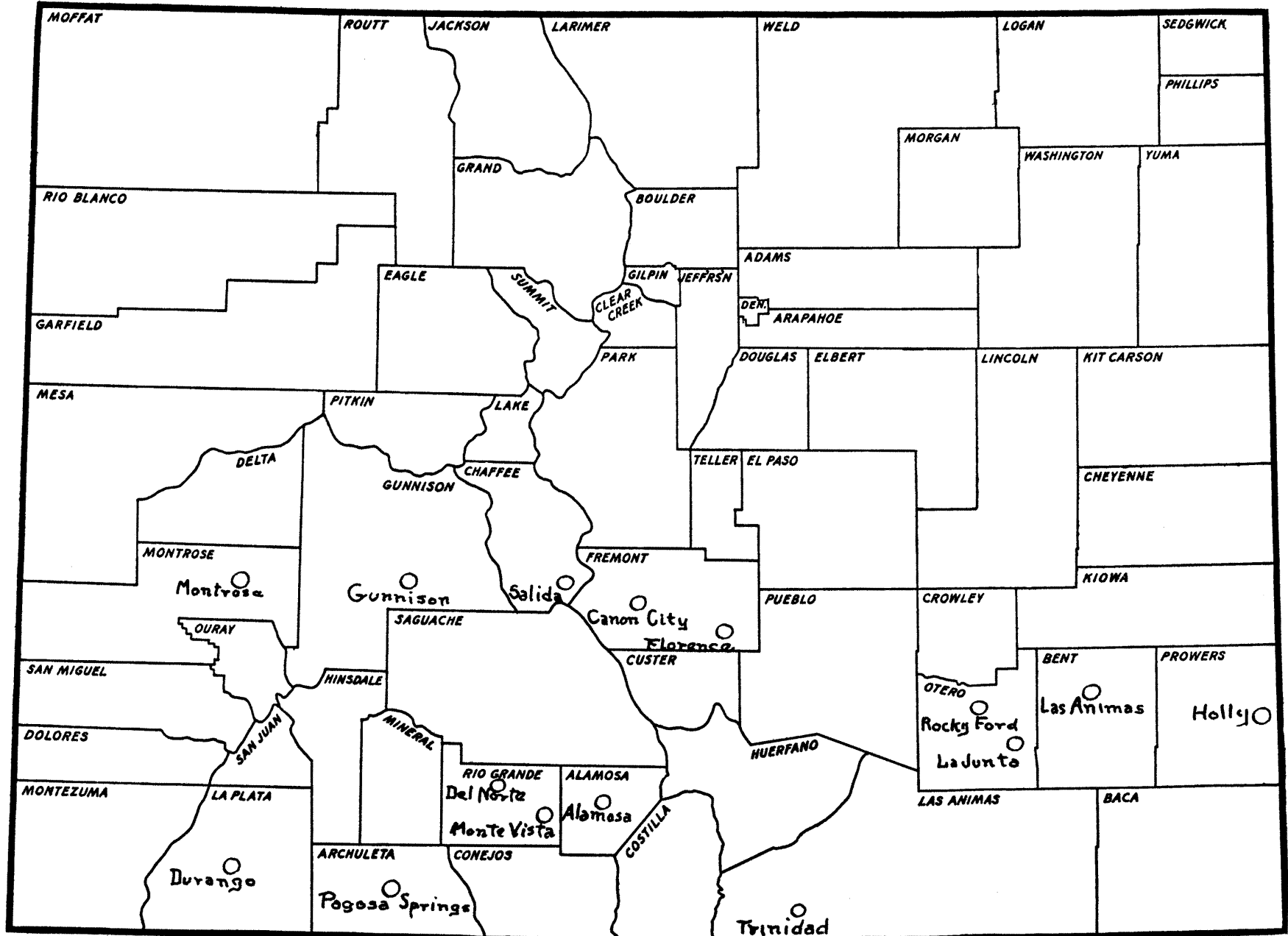


Chart 1 - Showing the location of each school and its town in the survey.

Del Norte

Durango

Florence

Gunnison

Holly

Las Animas

La Junta

Monte Vista

Montrose

Pagosa Springs

Rocky Ford

Salida

Trinidad

Kind of Community

Of the selected communities an effort was made to secure several representing different industrial types. These types were farming, ranching, mining, industrial, and railroading. Table I' on page 16 gives the list of towns and kinds of industries represented. Some of the towns have more than one dominant kind of industry. Of this class, we find Canon City, Del Norte, Trinidad, Monte Vista, Florence, Pagosa Springs, and Montrose, with two major kinds of industry, Durango with three, and Gunnison, Alamosa, Salida, Las Animas, Rocky Ford, Holly, and La Junta limited to one each. The totals are ten for farming, six for ranching, five for mining, two for

Table 1'. Communities and Dominant
Industries of each in
Tabulated Form.

Alamosa -----Industrial
 Canon City-----Farming and Ranching
 Del Norte-----Farming and Mining
 Durango-----Farming, ranching, mining
 Florence-----Farming, mining
 Gunnison-----Ranching
 Holly-----Farming
 Las Animas-----Farming
 La Junta-----Industrial
 Monte Vista-----Farming, ranching
 Montrose-----Farming, ranching
 Pagosa Springs---Farming, ranching
 Rocky Ford-----Farming
 Salida-----Railroading
 Trinidad-----Mining, railroading

Distribution

Farming in ten communities
 Ranching in six communities
 Mining in four communities
 Industrial in two communities
 Railroading in two communities

industry, and one for railroading. The main objective in securing this information was to determine what influence, if any, the communities' various industries had on the choice of extra-curricular activities in their respective high schools.

CHAPTER III

RESULTS OF THE SURVEY

Sections in the Order of their Discussion

1. Influence of Dominant Community Industries on the Kind of Extra-Curricular Activities in the High Schools
2. The Distribution of Activities
3. Town Population and School Enrollments
4. Historical Record
5. Eligibility of Students
6. Methods of Financing Extra-Curricular Activities
7. Methods of Securing Money for Operation
8. Where Meetings are Held
9. The Sponsorship and Supervision of Extra-Curricular Activities
10. Are Extra-Curricular Activities a Success in Operation?
11. Extra-Curricular as Related to Curricular Activities
12. When the Meetings are Held
13. Frequency of Meetings
14. Home Co-operation
15. The Point System
16. Activities for Whom?
17. The Length of Activity Periods
18. Pins or Badges
19. Extra-Curricular Activities as a Scholarship Aid
20. Extra-Curricular Activities as an Aid to School Citizenship

21. Extra-Curricular Activities and Development of Leadership
22. Extra-Curricular Activities as Related to Development of Followers
23. Are Activities a School Nuisance?
24. Are Activities a Necessary Part of the Program?
25. The Expense of Activities

Results of the Survey

Fourteen of the fifteen schools studied in the survey include the ninth grade in the high school, the exception being Canon City. Thus all figures for the respective schools are for the four grades with this one exception.

The enrollment of the various schools is taken from the 1930-1931 school records. Trinidad, showing a high school enrollment of 746, is the largest in the survey, and Pagosa Springs, with an enrollment of 67 is the smallest, the average enrollment of all the high schools in the survey being 302. All of the high schools have a more or less definite extra-curricular program in which, in some few cases participation by the students is one hundred percent. It is found that all students of the ninth grade without exception are allowed to participate in the activities. In all of the schools as soon as a student is enrolled in the school he or she may be elected to an activity and take part.

Influence of Dominant Community Industry on the Kind of Extra-Curricular Activities for Boys in the High Schools

Every community has industrial activities that center about the home but this portion of the survey was to determine whether the dominant industries of the community affected, in any marked degree, the extra curricular activities of the schools. Table I, on page 21, shows a

Table 1.-Communities and
Dominant Industries
of each.

	Farming	Ranching	Mining	Industrial	Railroading	
Alamosa				X		1
Canon City	X	X				2
Del Norte	X		X			2
Durango	X	X	X			3
Florence	X		X			2
Gunnison		X				1
Holly	X					1
Las Animas	X					1
La Junta				X		1
Monte Vista	X	X				2
Montrose	X	X				2
Pagosa Springs	X	X				2
Rocky Ford	X					1
Salida					X	1
Trinidad			X		X	2
Totals	10	6	4	2	2	24

list of communities with the dominant industry or industries of each, there being ten farming, six ranching, four mining, two industrial and two railroading.

First, consider Canon City with major industries of farming and ranching. The extra-curricular activities of the high school are found to be athletics, rifle, debate, dramatics, Hi-Y, language, Boy Scout, music, and library. For a community of this type we might expect activities of more outdoor nature; but really we find only two except athletic that tend toward outdoor life, these being a rifle club affiliated with the National Rifle Association of America, Junior Branch, and the Boy Scouts, affiliated with the national organization of the Boy Scouts of America. Of the nine activities, then, really none is of the farming or ranching type, and we conclude that the industries in Canon City have little or no influence on the type of activities followed in the high school.

Next consider Del Norte, classed as a farming and mining town. There the extra-curricular activity organizations consist of crop, athletic, art, cooking, dramatic, livestock, Boy Scout, mechanic, and music clubs, or a total of nine. Four of these are of the type expected, namely, crop, cooking, livestock and mechanic. Evidently, then, the community industries have some influence upon the kind of extra-curricular activities in the high school in Del Norte.

Now consider Holly, a strictly farming community. The high school organizations of extra-curricular type are those in crops, Hi-Y, literature, science, athletics, and pep club. Here again we find community influence, the crops club being one of a total of five activities.

Next consider Gunnison, a ranching community, having nine extra-curricular activities in the high school which are athletics, debate, dramatic, Hi-Y, language, literary, science, music, and social. Probably none of these have been influenced by the community industries.

In Monte Vista, classed as farming and ranching, we find three activities in the high school - crops, athletics and dramatics; one of the three being of agricultural nature.

In Las Animas, classed as strictly farming we find six activities - athletic, debate, dramatic, science, music, and literary. Out of six activities none of them are of an agricultural nature.

Rocky Ford is classed as strictly agricultural and there are here the following eleven extra-curricular activities in the high school: athletic, art, cooking, debate, dramatic, etiquette, Hi-Y, history, language, livestock, and music. Of the eleven, there is only livestock which developed from local industry.

In Pagosa Springs, classed as agricultural, there are four extra-curricular activities in the high school -

athletics, debate, dramatic, and history. Here again the industries of the community had nothing to do with the extra-curricular activities of the high school.

Montrose is classed as agricultural and in its high school are eight extra-curricular activities, these being athletics, debate, dramatic, Hi-Y, Boy Scout, music, M club, and agricultural club. In this instance we find one out of eight definitely influenced by community industry.

In Trinidad, classed as a railroad and mining center, we find that the high school extra curricular activities consist of those of athletics, debate, Hi-Y, and literature, or four in number. Here again, the industries evidently had nothing to do with the high school activities.

In Alamosa, an industrial town, we find the extra-curricular activities in the high school to be athletics, dramatic, language, Boy Scout, pep club, social, music, camping, and health, a total of nine, with really none except possibly that of health which could have come from the industries of the community.

Salida is a railroad town. Here the high school reports five activities - athletics, debate, dramatic, Boy Scout, and literary. Evidently none of these were organized through the influence of railroading.

La Junta, classed as industrial, reports eight activities in the high school as follows: athletic, debate, dramatic, Hi-Y, language, junior chamber of commerce,

literary, and music. There is here no indication of community industry having influenced the activities.

Florence, classed as a farming and mining town, reports six activities as follows: athletic, cooking, debate, dramatic, literary and library. Here again we find no influence on the activities from the community industries.

Durango, classed as a farming, ranching, and mining town, reports six activities in the high school, those of athletics, dramatics, Hi-Y, Boy Scout, music, and first aid. Of this group, first aid possibly came from the mining industry. If this is true then one out of six has developed from community pursuits.

Thus, we find of the fifteen schools reporting seven have some extra-curricular activities for boys more or less directly related to, and probably influenced by the community industries.

In conclusion it can be stated that approximately fifty percent of the schools have some extra-curricular activities for boys that are related to the industry of the community.

The Distribution of the Activities

On pages 26, 27, and 28 will be found tables 2, 3, and 4. Table 2, shows the extra-curricular activities for boys only, there being twenty-six different activities in the fifteen schools. Rocky Ford leads with eleven,

Table 3.- Extra-Curricular Activities for Girls Only
and Dominant Community Industries

Town ↓	Rifle	Athletics	Debate	Dramatic	Girl Scouts	Art	Campfire Girls	History	Language	Literary	Fr. Chem. & Com.	Music	Science	Clothing	Cooking	Etiquette	Health	Library	Pep Club	Home Economics	Commercial	Letter Club	Drum & Bugle Corp.	Girl Reserves	Activity Total	Community Industry
Alamosa	X	X	X	X			X		X	X	X	X					X		X						7	Industrial
Canon City		X	X	X			X		X	X	X	X					X	X						X	9	Farming - Mining
Del Norte		X	X	X			X		X		X	X						X							10	Farming - Ranching
Durango		X	X	X			X		X		X	X						X							7	Farming - Ranching - Mining
Florence		X	X	X			X		X		X	X						X							7	Farming - Mining
Gunnison		X	X	X			X		X		X	X													8	Ranching
Holly		X								X	X	X							X						5	Farming
Las Animas		X	X	X						X	X	X												X	7	Farming
La Junta		X	X	X					X	X	X	X												X	9	Industrial
Monte Vista		X	X	X					X		X	X													4	Farming - Ranching
Montrose		X	X	X																				X	5	Farming - Ranching
Pagosa Spgs.				X																				X	4	Farming - Ranching
Rocky Ford		X	X	X					X	X	X	X												X	12	Farming
Salida										X	X	X							X	X				X	7	Railroading
Trinidad			X							X	X	X							X	X				X	6	Railroading - Mining
Total of kind	1	12	9	12	3	2	8	2	5	6	1	12	4	4	4	1	2	4	4	1	1	1	1	7		

(Average number of activities per school — 6.8)

Table 4:- Extra-Curricular Activities for Boys and Girls,
Showing Total Number and Kind for Each School.

School ↓	Activity →	Assembly	Band	Orchestra	Newspaper	Handbook	Homeroom	Annual	Junior Red Cross	Student Council	Class Activities	Rep Organization	Total Activities
Alamosa		X	X		X		X	X					5
Canon City		X		X	X		X	X					5
Del Norte		X	X	X									3
Durango		X	X	X	X			X			X		6
Florence		X		X	X					X			3
Gunnison		X		X	X	X							4
Holly		X	X	X	X								4
Las Animas		X		X	X	X	X	X		X			7
La Junta		X		X		X	X	X		X			6
Monte Vista		X		X	X								3
Montrose		X	X	X	X			X				X	1
Pagosa Springs		X		X	X					X			4
Rocky Ford			X	X	X			X					4
Salida		X	X	X	X		X	X		X			8
Trinidad*													
Total of kind		13	7	12	12	3	5	8	1	5	1	1	

*No report

followed by Alamosa, Canon City, Del Norte and Gunnison with nine each, then La Junta and Montrose with eight, Durango, Florence, Holly and Las Animas each six, Slida with five, Pagosa Springs and Trinidad each four, and Monte Vista three.

As to the popularity of each kind, it is found that athletics leads, being a part of the program in all fifteen schools, followed by dramatics in thirteen schools, then debate in ten schools, music in nine schools, Hi-Y in eight schools, Boy Scouts and literary each in six schools, language in five schools, library, science, and crops, each in three schools, social, pep club, livestock, history cooking, and art each in two schools, rifle, etiquette, junior chamber of commerce, mechanics, camping, health, first aid, letter club, and agriculture being the least popular as each appears but once in the program of the fifteen schools.

By reference to the column of school totals also of community industry, it will be noted that the largest number of different activities are to be found in the industrial and agricultural communities.

Table 3 shows the activities for girls only, there being a total of twenty-four different activities in the fifteen schools. Rocky Ford leads with twelve, followed by Del Norte with ten, Canon City and La Junta with nine each, Gunnison eight, Alamosa, Durango, Florence, Las

Animas and Salida each seven, Trinidad six, Holly and Montrose five each, Monte Vista, and Pagosa Springs each four.

As to the popularity of each kind we find athletics, dramatics and music of equal popularity each represented in twelve schools, followed by debate in nine, Campfire girls in eight, girl reserves in seven, literary in six, language in five, cooking, clothing, science, library, and pep club in four, girl scouts in three schools, art, history, and health in two. Those least popular were rifle, junior chamber of commerce, etiquette, home economics, commercial, letter, and drum and bugle corps, there being but one of each in the fifteen schools.

Table 4 shows the different extra-curricular activities for boys and girls a total of eleven. Salida leads with a total of eight, followed by Las Animas with seven, Montrose, La Junta, and Durango each six, Alamosa and Canon City with five, Gunnison, Holly, Pagosa Springs, and Rocky Ford four each, Del Norte, Florence and Monte Vista each with three.

As to the popularity of each kind, assembly leads, being in thirteen schools, closely followed by orchestra and newspaper in twelve schools, annual eight, band seven, student council five, home room four, hand book three, and one school each for junior red cross, class activities and pep organizations. Trinidad did not report, thus this table represents fourteen schools.

Town Population and School Enrollment

Charts 2 and 3, on pages 32 and 33, show graphically interesting figures on population and high school enrollment, respectively. Chart 2 shows graphically the comparative population of the fifteen towns according to the 1930 census, Trinidad leading with a population of 11,732, Holly having the smallest with 971. The average population of the fifteen towns is 3975.

Chart 3 in a similar way shows the student enrollment of the fifteen high schools for the year 1930-1931. Trinidad leads with a total of 746, the smallest enrollment being that of Pagosa Springs with 67. The average number of students for all schools is 302.

Historical Record

The data gathered showed that the beginning of organized extra-curricular activities came between 1898 and 1900. These early activities were of athletic and literary nature, and Canon City high school and Las Animas high school, followed by Gunnison, were the pioneers. Durango and Monte Vista followed, their work having begun about 1912 to 1915; then came Trinidad in 1916 to 1917. The period following the World War, 1918 to 1920 showed the greatest increase in activities, and those high schools which had been without organized extra-curricular activities introduced them during this period.

Chart 2.- Comparative Population of the Fifteen Towns of the Survey.

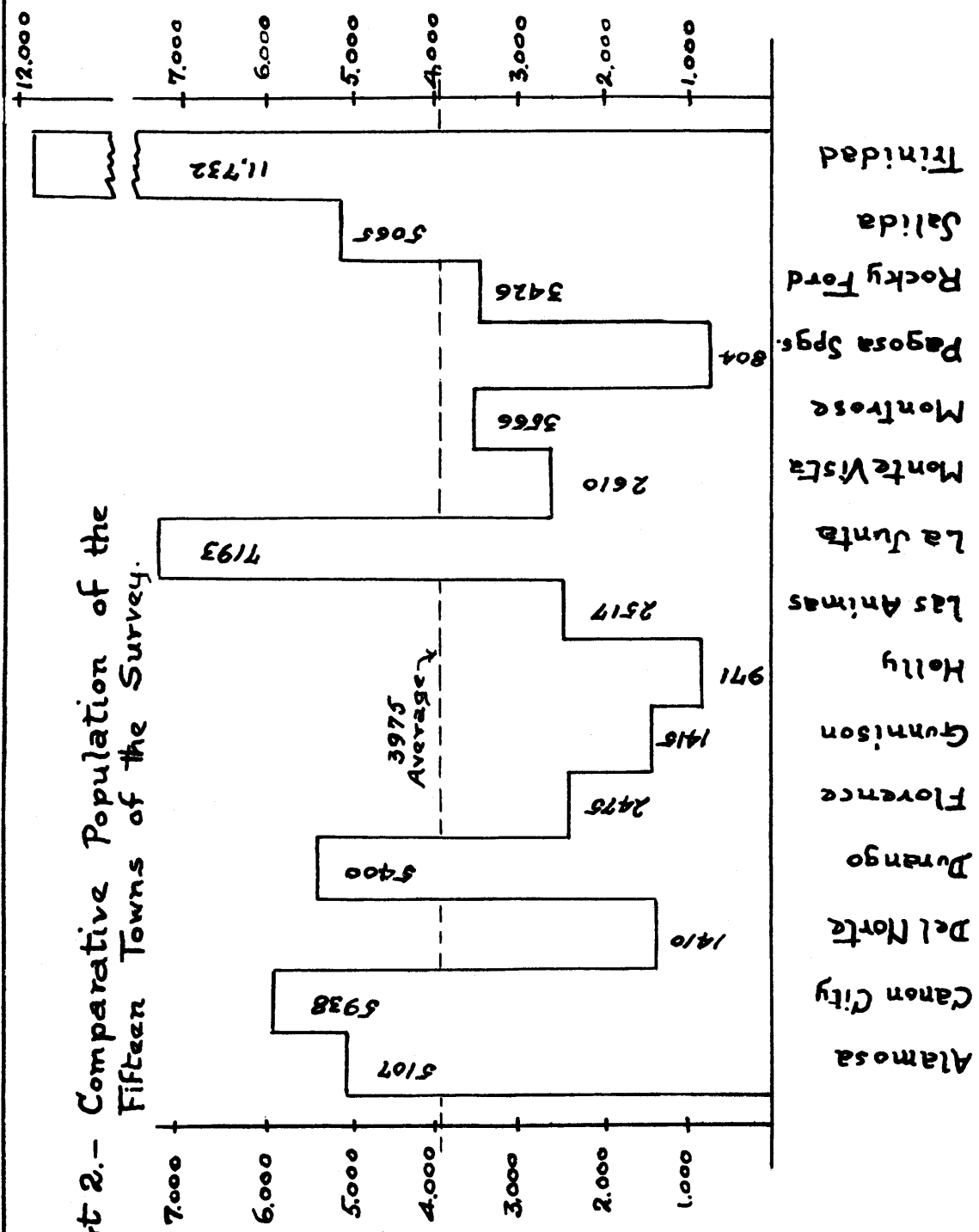
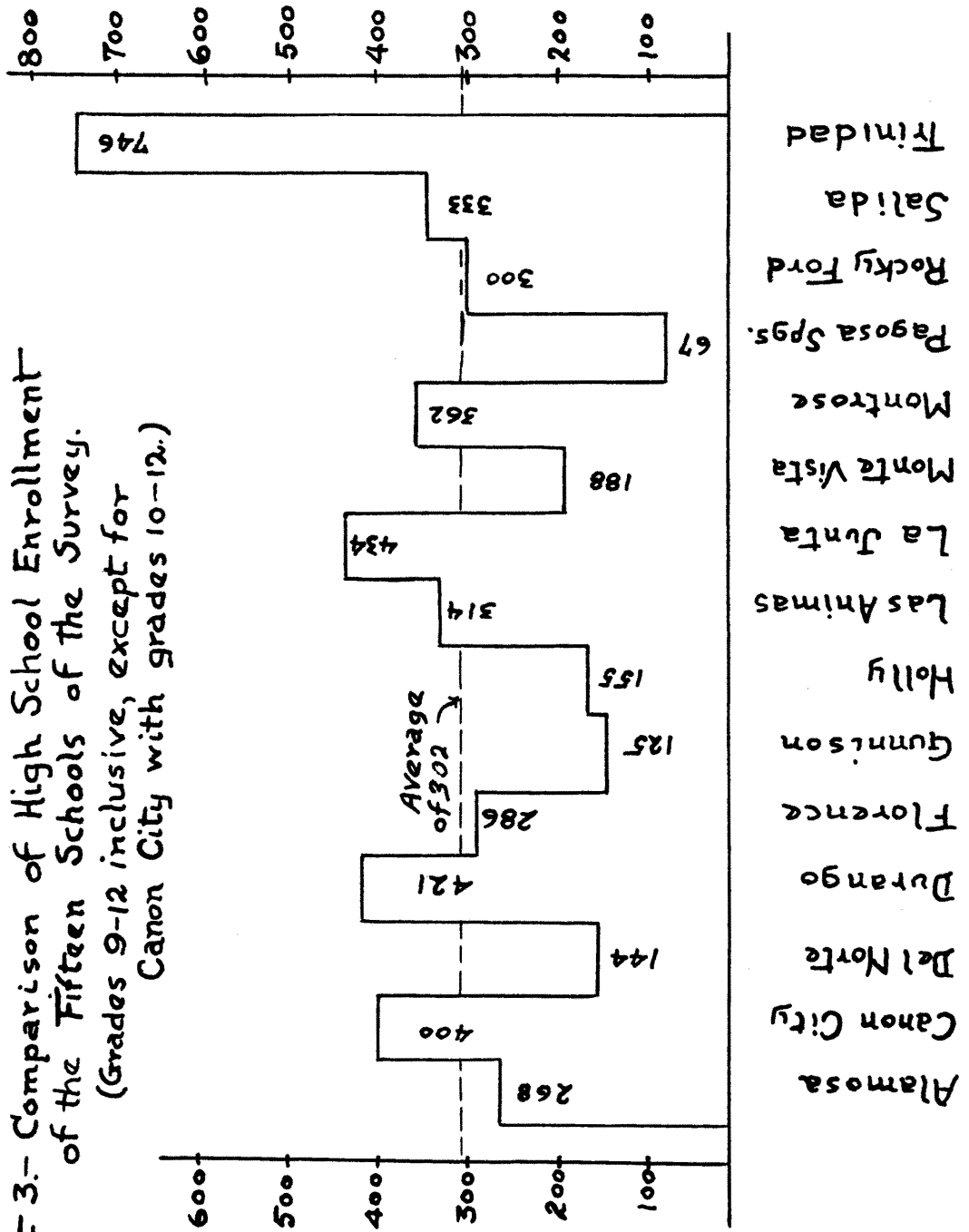


Chart 3.- Comparison of High School Enrollment
of the Fifteen Schools of the Survey.
(Grades 9-12 inclusive, except for
Canon City with grades 10-12.)



In this survey, the schools that introduced extra-curricular activities more recently are Holly in 1927, and Pagosa Springs in 1929. Chart 4, on page 35, gives a graphic illustration of the facts for each school, a summary of which shows that organized extra-curricular activities have existed in the high schools of the survey an average of ten years.

Because of lack of more definite data, it is hard to say more relative to the history of the extra-curricular programs of the fifteen schools in the survey.

Eligibility of Students

The survey shows that nine of the fifteen schools require some definite scholarship average to be attained by a student before he can become eligible for membership in the extra-curricular activities. Six schools have no scholarship requirements for eligibility.

Table 5, on page 36, sets forth the scholarship requirements for extra-curricular activity participation in the fifteen high schools.

The citizenship average in three schools was given as "C average", "good" and "worthy of the school", the principal doing the rating. Twelve schools required no citizenship rating, all student being equally eligible.

All schools reported that fraternities and sororities or secret organizations of any kind do not exist in the high schools of the survey.

Chart 4- Comparison of Length of Time in Years that Extra-Curricular Activities Have Existed as Organized Units in the Fifteen High Schools of the Survey.

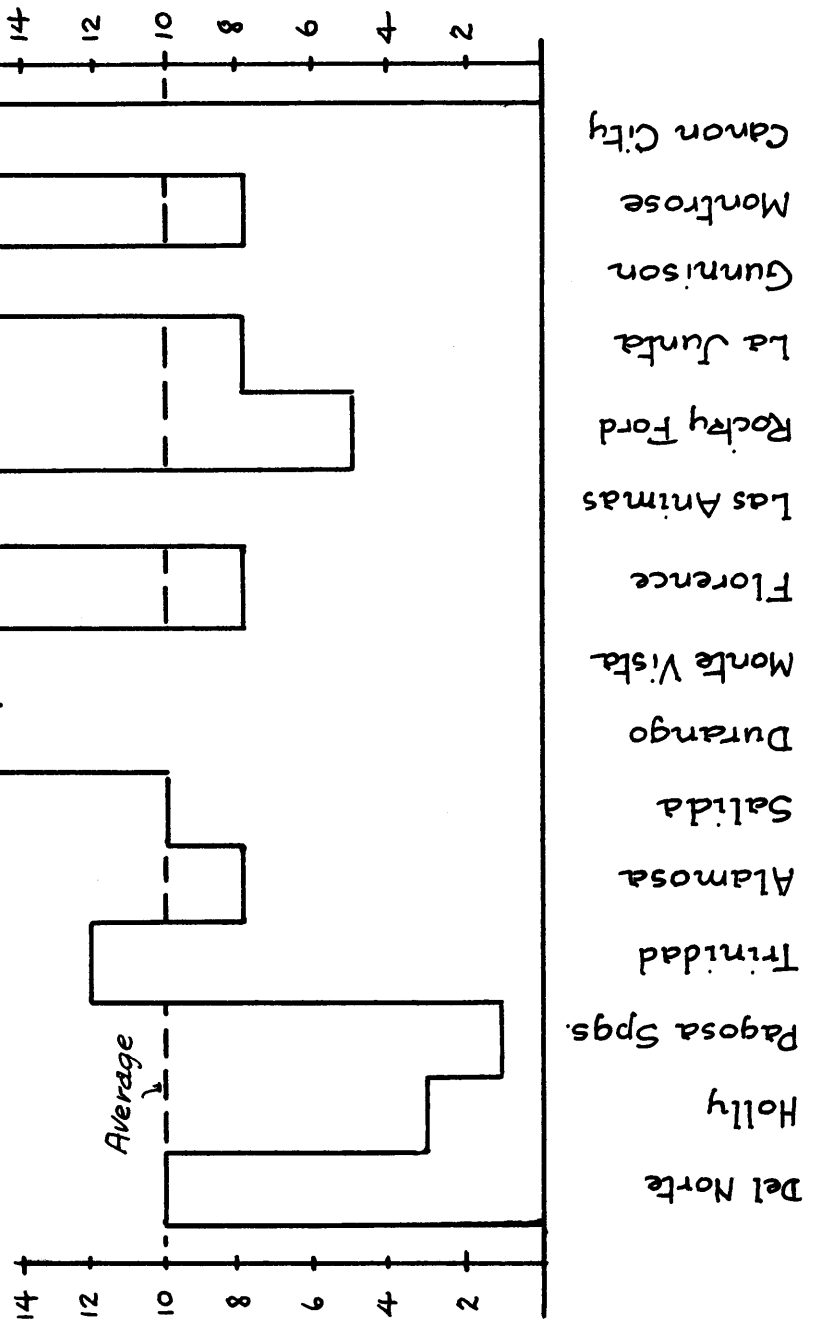


Table 5.- Scholarship Requirements for Participation
in Extra-Curricular Activities.

School	Varies	All "C" grade	Passing in 3 subjects	Passing 12 hours	Passing all subjects	Grade of 80	Passing 14 hours	None required
Alamosa								X
Canon City								
Del Norte						X		
Durango							X	
Florence								X
Gunnison					X			
Holly								X
Las Animas								X
La Junta								X
Monte Vista				X				
Montrose	X							
Pagosa Spgs.		X						
Rocky Ford			X					
Salida								X
Trinidad			X					
Totals	1	1	2	1	1	1	1	6

Methods of Financing Extra-Curricular Activities

Two general systems for financing extra-curricular activities are in use: these are unit control, by which each individual activity attends to its own funds, and the central control by which all funds are handled through the central office. Twelve schools reported, and nine of these stated that the method of central control was used and very satisfactorily while three reported that the unit control was in use and satisfactory. Table 6 on page 38 gives the methods used by the various schools. Sixty-six and two-thirds percent use the central control system of financing their extra-curricular activities.

Methods of Securing Money for Operation

As to the methods of securing money to finance the extra-curricular activities, fourteen schools reported a total of ten different methods in use by the organizations each having their choice of method to use for the raising of funds to support their respective activity. The following table, number 7, illustrates the methods and choice of method. Some schools make use of several methods it will be noted. The most popular method is that of the collection of dues, followed in order of popularity by entertainments and candy sales.

Table 6.-Showing the methods of
Control of Finances for
Extra-Curricular activ-
ities.

	Unit Control	Central Control.	No Special System
Alamosa	x		
Canon City	x		
Del Norte			x
Durango		x	
Florence	x		
Gunnison		x	
Holly			x
Las Animas		x	
La Junta		x	
Monte Vista			x
Montrose		x	
Pagosa Springs		x	
Rocky Ford		x	
Salida		x	
Trinidad		x	
Totals	3	9	3

Table 7

Methods for Securing Money for Operation of
Extra-Curricular Activities

Method	Number of Schools
Athletic Stunts	1
Assessments	4
Candy Sales	8
Carnivals	4
Dances	4
Dues	13
Entertainments	10
Operetta	1
Publication Sales	1
Subscriptions	1
Plays	2

Where Meetings are Held

There is considerable variation as to where the meetings of the extra-curricular activities shall be held. All of the fifteen high schools reported upon this point. Nine reported that in their schools the rule is that all meetings shall be held in the school house. One reported that none of the meetings need be held in the school house. Five reported that part of the meetings must be held in the school house. In the case of the five, the meetings allowed outside were banquets, dances, and entertainments that could not be conveniently held in the

school house. It can be seen that sixty percent of the schools require that all extra-curricular activity meetings shall be held in the school house.

The Sponsorship and Supervision of Extra-curricular Activities

The problem of supervision and sponsorship seems very well solved in the fifteen schools in the survey. All of the schools reported. Fourteen of them favor and use a faculty member as sponsor or supervisor of each activity. One reports that an outsider is used and preferred. From information secured, many of the schools have tried outside sponsorship, found it unsatisfactory for various reasons and have abandoned it. Thus, as can be seen, of the schools in the survey ninety-three percent have faculty sponsorship and supervision for all extra-curricular activities.

The question comes up regarding feeling expressed by faculty members as to whether they accept their sponsorship duties under protest, or take them as part of their work. All of the fifteen high schools reported in answer to this question, and thirteen report that there is no protest. The duties are accepted without question. One school reports that the teachers do object and protest, and one school reports that part of the faculty sponsors object and the balance accept their duties as part of their jobs.

In eleven schools the report shows that the sponsorship is an added duty in addition to the regular teaching work, but that it is not a required duty though faculty members are expected to accept when so requested. An effort is being made to pass the duties around so that no one group will bear all of the burden. Three schools report that the sponsorship is not an added duty - that teachers who sponsor regular activities are relieved of one teaching class. One school reports that the sponsorship work is an added duty and is required of faculty members. Thus it can be seen that seventy-three per cent of the schools sponsorship is an added duty.

Are Extra-Curricular Activities a Success in Operation?

Fourteen schools reported that the extra-curricular activities were meeting a real need in their schools. One reported that the activities were not meeting the need. Some comment was made concerning special case failures, but these could not be charged to failure of extra-curricular activities as a whole. Thus ninety-three per cent of the schools in the survey report that their extra-curricular activity programs are successful and doing the work expected of them.

Extra-Curricular as Related to Curricular Activities

Of the fifteen schools, fourteen reported as to whether or not the extra-curricular activities had grown directly from the curricular. Nine reported that fifty

percent of their activities had so developed. Three reported that one hundred percent of their activities had so developed. One reported that none had so developed, and one reported that their extra-curricular program was carried out as a part of their regular curriculum. Thus, sixty percent of the schools reported that in their extra-curricular programs each unit had grown from the curricular, that is, the demand had come from within the school organization and this need had been directly met by an extra-curricular activity.

Fifteen schools answered the question as to whether the activities were introduced, not from direct need or demand, but because the idea of them was popular and because other schools were introducing them. Five stated that this was partially the case, nine stated that this was not true in their schools, and one reported that this was true in the case of each of their activities. Thus, sixty percent of the schools showed a need or demand originating within the organization.

When the Meetings are Held

The question concerning the time for the extra-curricular program in the school program was answered by fourteen of the fifteen schools. In the case of five schools, special hours are set aside in the school program for the meetings - every meeting is called at a convenient hour. This method is probably satisfactory in the smaller

schools. At times a class is omitted and that period used for the extra-curricular program. At other times an assembly hour is so devoted. Then, too, meetings are called after school hours.

Nine schools report that a definite hour is set for the meeting of every activity, and made a part of the school program. This hour and its place in the schedule varies from the first hour to the last hour of the day, and from two days a week to one day in two weeks - a wide range. One thing is pointed out, however, relative to the selection of an hour which is that the last hour of the day, when used for extra-curricular activities, showed a tendency toward smaller membership and cutting by students to go home or elsewhere, all the non-members having been excused the last hour of the day. This would indicate lack of real interest in the activity on the part of members. Another interesting point made clear is this, that when non-members are required to remain in study hall the membership of the activity organizations tends to increase, showing a greater love for the activity than for study hall on the part of the students.

Of the twenty activity hours reported eight are definitely after school, six definitely during school hours, and six reported part in the school hours and part outside - a rather indefinite arrangement, but it indicates a tendency to make a definite time for activities within the school day.

Frequency of Meetings

As to the frequency of meetings all of the fifteen schools reported. Six schools reported their meetings held every two weeks, five reported meetings once a week, two reported meetings held every four weeks, one reported meetings held twice a week, and one reported meetings held at irregular intervals. The majority favor meetings every two weeks.

Home Co-operation

The question of interest taken by the homes in extra-curricular activities is hard to get at. However, fourteen of the reporting schools secured material on this subject. Twelve reported that the homes do co-operate and take interest in the activities, one reported that there was no interest or co-operation from the homes, and one reported there was some interest and co-operation at times.

The Point System

As to the use of the point system in the schools on citizenship rating, all fifteen schools reported. Seven reported the system in operation and favor its use; eight reported it not in use and evidently do not favor it. The reporting schools are nearly evenly divided on this question. It seems that in some districts where the point system is stressed, much good comes from it; other instances show that after the first year little interest is taken and unless a very wide range is allowed a select

few garner most of the points and the rewards are heaped upon those few individuals. To remedy this, some schools are limiting student participation to two or three activities. This, when carefully done, helps greatly by causing more of the main group of students to take leadership part. The idea seems good and a great help to furthering the success of the point system.

Activities for Whom?

The survey shows that in all but two of the thirteen schools reporting on this point there are extra-curricular activities for all students desiring them. Eleven schools report enough activities for all; two report a shortage and a desire and need for more. The kinds of extra-curricular activities found in each school were shown earlier in tables 2, 3 and 4. The numbers of activities are shown graphically in charts 5 and 6 on pages 46 and 47. From the tables and charts it would seem that the range is great enough to satisfy almost any demand; and by reference to the percentage of participation by students in activities given in tables 8 and 9, on pages 48 and 49, it will be noted that in many cases some of the extra-curricular activities might well be made curricular.

The Length of Activity Periods

The length of the periods devoted to extra-curricular activities ranges from thirty-five to ninety minutes, an average of fifty minutes. Two schools reported that

Chart 5.- Comparison of Number of Extra-Curricular Activities for Boys Only, in the Fifteen High Schools of the Survey.

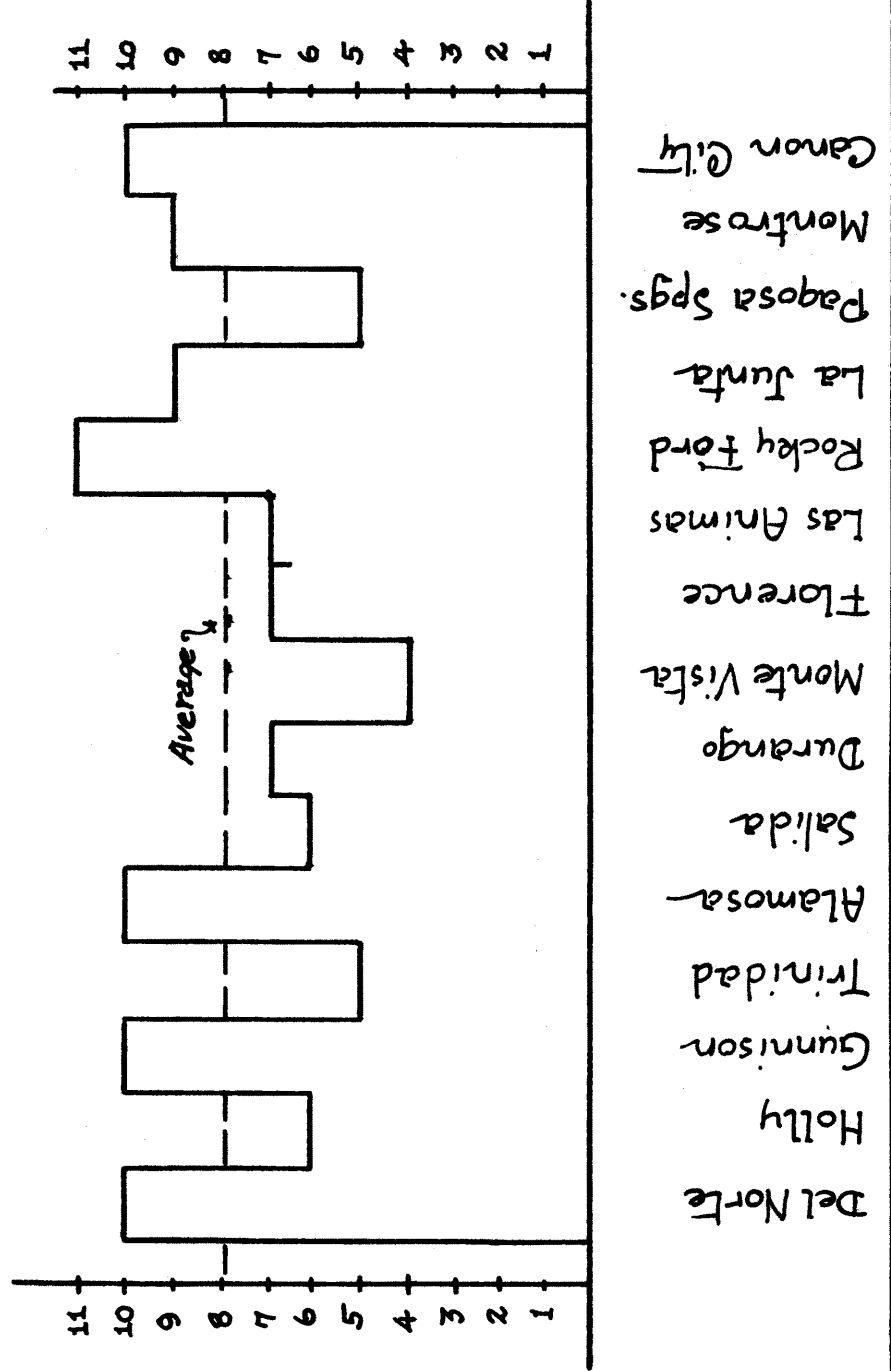


Chart 6.- Comparison of Number of Extra-Curricular Activities for Girls Only, in the Fifteen High Schools of the Survey.

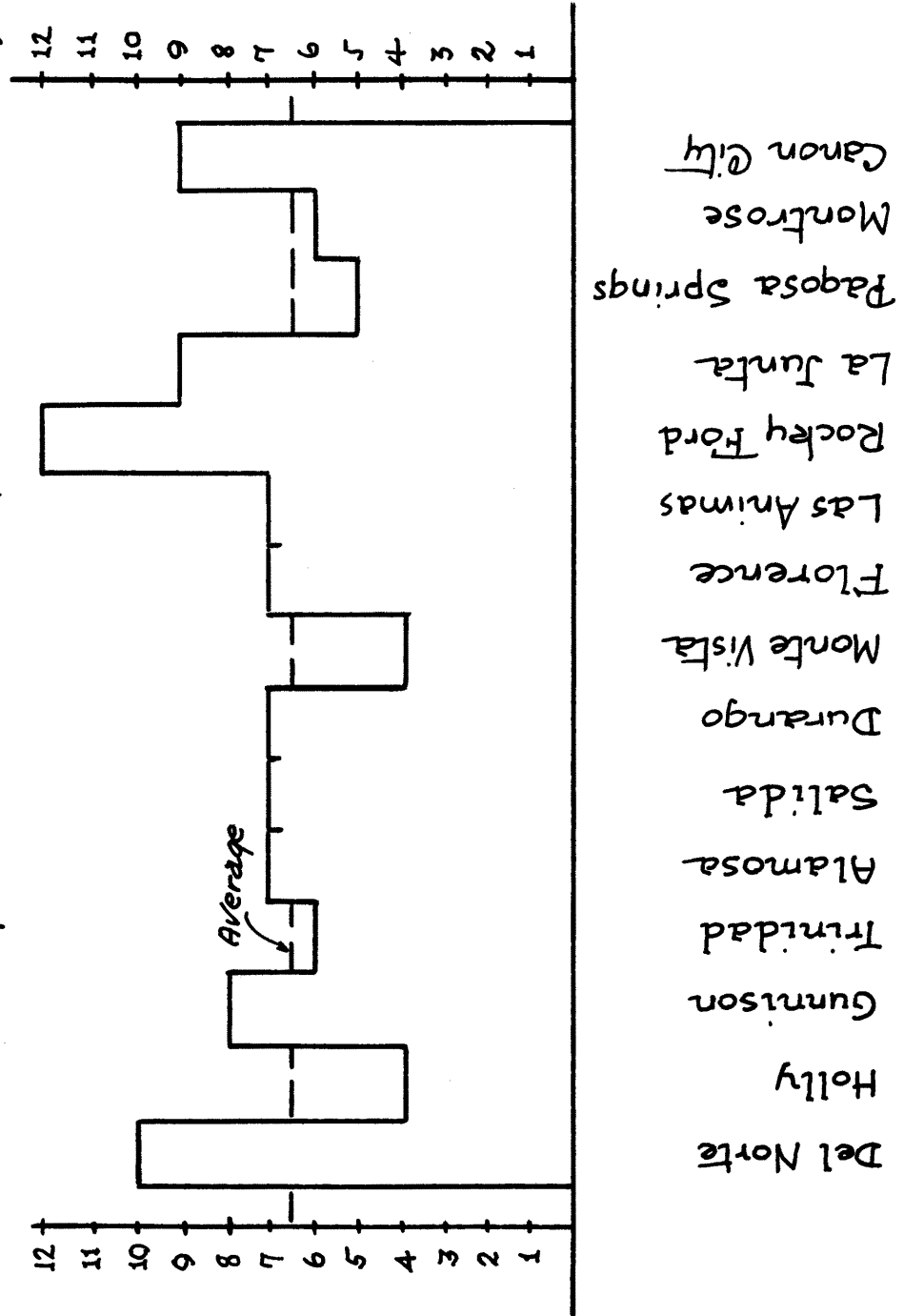


Table 8.- Percent of pupil participation in
Extra-Curricular Activities for Boys Only.

School	Percent for each grade				Percent total
	9th	10th	11th	12th	
Alamosa	90	98	100	100	97
Canon City	*	73	50	68	64
Del Norte **					
Durango	70	70	50	60	63
Florence	70	90	80	90	83
Gunnison	85	95	100	95	94
Holly	90	80	80	95	86
Las Animas **					
La Junta	11	20	60	40	33
Monte Vista **					
Montrose	20	70	70	90	62
Pagosa Springs	100	70	70	100	85
Salida	30	60	65	90	61
Trinidad **					

*No 9th grade.
**Not reporting.

Table 9.- Percent of Pupil Participation in
Extra-Curricular Activities for Girls Only.

School	Percent for each grade				Percent total
	9th	10th	11th	12th	
Alamosa	95	90	95	100	95
Canon City	*	81	90	71	80
Del Norte **					
Durango	50	40	40	40	45
Florence	60	90	90	90	82
Gunnison	80	85	100	100	88
Holly	20	75	40	95	55
Las Animas **					
La Junta	23	60	50	60	45
Monte Vista **					
Montrose	40	50	30	60	45
Pagosa Springs	60	60	80	70	67
Rocky Ford	100	100	100	100	100
Salida	13	30	60	80	45
Trinidad **					

*No 9th grade.
**Not reporting.

that enough time was allowed to meet the needs of the meeting, from fifteen minutes up, with no limit stated. Three schools reported sixty minute periods allowed. One school reported fifty minutes, another forty minutes; four schools reported forty-five minute periods; two schools reported thirty minutes allowed; one school reported thirty-five minutes and one reported a ninety minute period.

Some of the schools have seven periods per day and some a five period day. This, of course, controls the length of periods. Also some of the schools hold their activities after school hours and allow the meetings the time required to complete the business and program. The average of fifty minutes seems ample for meetings of this nature.

Pins or Badges

Fifteen schools reported in answer to the question as to whether pins or badges were worn and owned by the members of clubs, societies and other extra-curricular organizations. Nine stated definitely no; four stated that a few wore them and two reported definitely yes, that it was the practice in their schools. The cost of pins and badges ranged from forty cents to two dollars, an average cost being one dollar and ten cents.

Extra-Curricular Activities as a Scholarship Aid

The majority of the thirteen schools reporting contend that the extra-curricular activities are a scholarship

aid. Ten schools report that students prominent in the activities averaged higher in their grades than non-members of some activity. In general this should be expected, as the student with the most active mind is apt to seek an outlet for this energy.

Two schools report that extra-curricular activities are not an aid to scholarship. It has been impossible at this time to determine the causes in these cases, which may be many and varied. No real reason was given in any case. One school reported that it was questionable as to whether extra-curricular activities were or were not a scholarship aid. No further explanation for this opinion could be secured.

The general result of this particular investigation, however, would indicate that members of extra-curricular activities do benefit in so far as improvement in scholarship is concerned, and ten of the thirteen schools reporting feel satisfied that extra-curricular activities are well worth while in this particular phase, or, there is an eighty percent approval.

Extra-Curricular Activities as an Aid to School Citizenship

The question - "Are extra-curricular activities a citizenship aid?" brought one hundred percent response. Fifteen schools reported and twelve of these answered an unqualified yes. One stated that there was a possibility

of this being true. One reported, "Yes in some cases", and one reported, "Extra-curricular activities may be used for this purpose". Thus, eighty percent of the reporting schools have proof of improved citizenship resulting directly from extra-curricular activities; proof that members of such organizations are better citizens than non-members, and that individuals improve in citizenship after becoming active in some such organization.

Extra-Curricular Activities and Development of Leadership

It was found that of the fifteen schools in the survey, all state that the extra-curricular activities of their respective schools are responsible for much leadership development, and through the medium of self-expression students experience the thrill of group leadership many times during the school year. This thrill acts as a stimulus for them to make greater effort to demonstrate their ability, be it great or little, to lead when they have an opportunity. All of the schools report that such activities are well worth while in this respect, and that this most desirable quality of ability to lead which is so essential for good citizenship should be stressed and made a part of the experiences of every member of the extra-curricular activities regardless of the kind.

Extra-Curricular Activities as Related to Development of Followers

In reply to the questions relative to the development of followship ability through extra-curricular activities, thirteen of the fifteen reporting schools affirm that it is one of the desirable results obtained for those pupils who participate.

One school reports no success in development of this trait, and one school reports that it is true in part that a few develop followship ability. In these two schools it is quite possible that no effort has been made to cause the activity to so function. Also it is possible that the observer has failed to recognize the development of followship in the extra-curricular activities. Regardless of what the reason may be in these two instances, over eighty-five percent of the reporting schools reply to the contrary and this in itself should be convincing proof that the extra-curricular activities do develop this desirable quality of followship.

Are Activities a School Nuisance?

The statement is sometimes made by school people that clubs and societies are nuisances in the schools, and some quite convincing cases are pointed out as proof that this is true. In order to throw some light on the matter, the question was put to the fifteen schools in the survey in this way: "Are clubs and societies a source of nuisance

in your school?" All of the schools answered the question. Eighty percent answered, "No", and fifteen percent answered, "Sometimes". Not one answered, "Yes". It is true that there are times when individuals regard anything which seems to annoy them as a nuisance, and any growing thing as active and lively as most extra-curricular groups in the average high schools are likely to be, are apt to annoy the tired sponsor at times. Summing up all the replies, it is evident that clubs and societies are not regarded as school nuisances in the majority of the schools.

Are Activities a Necessary Part of the Program?

Many authorities contend that any school organization without extra-curricular activities is incomplete, and that a very necessary part of the organization is being omitted. In order to get an opinion of the schools in the survey on this important point, the question was asked and fourteen of the fifteen schools made a reply, some with material to support their opinions, and others unwilling to discuss the matter further than to voice their opinions from observation. Thirteen schools reported that extra-curricular activities are a necessary part of the school organization. One school, that of Rocky Ford, points out that this is not necessarily true for they have succeeded in making the extra-curricular program curricular. Thus the survey shows that ninety-two percent of the schools regard extra-curricular activities as a necessary part of

the high school organization. Reference to the activity tables 2, 3 and 4 will help the reader to see to what extent the extra-curricular activity program has been developed in the various schools. It is evident that these activities may be overdone for some participants but in general, judging from the reports of the survey, extra-curricular work is not being overdone.

The Expense of Activities

In reply to the question relative to the increased cost of operation of schools due to extra-curricular activity programs, fifteen schools replied. Eleven stated that with the exception of athletics there was no added expense. Usually some athletic activities were self-supporting or nearly so. Football equipment, being the most expensive, usually causes that activity to operate at a loss. Team trips usually cost the school nothing if the trips are made on a cash guarantee basis. This applies to the visiting teams only. Many times the home team school suffers a financial loss. This is true in part with basketball and track. Other activities, according to eleven of the fifteen schools, are operated without additional expense to the school. Three schools report that the expense of the extra-curricular activity program does increase the cost of school operation, but no definite figures were furnished to support the claim. This is true of band and orchestra when the instruments are owned by the school and

also in small districts where very little income is received from entertainments, sales and other means of raising money. These three schools, located at Montrose, La Junta and Gunnison all report a decided added expense. Durango reported some added expense, but states that the activities warranted the slight increase in expenditure. All of the schools, excepting Rocky Ford where extra-curricular activities are a part of the school curriculum, report that any added expense incurred by the extra-curricular program is money well spent. Eighty-three percent of the schools report no extra expense, which indicates a good majority of southern Colorado high schools in which school operating expense is not increased by extra-curricular activities.

CHAPTER IV

SUMMARY AND CONCLUSION

There are certain general conclusions that may reasonably be drawn from this survey as to the extra-curricular activity programs of the high schools of southern Colorado. The summary gives the twenty-five sections in the order of their original discussion.

Influence of the Dominant Community Industries on
the Kind of Extra-Curricular Activities for Boys
in the High School

Of fifteen schools, seven have some extra-curricular activities for boys more or less directly related to the major community industries; a total of approximately fifty percent.

The Distribution of Activities

There are twenty-six different extra-curricular activities for boys in the fifteen high schools in the survey. The largest number in any one school is eleven, the smallest is three.

Athletics as an extra-curricular activity appears in the program of each school, this being the only activity of the twenty-six represented one hundred percent.

There is a total of twenty-four different extra-curricular activities for girls in the fifteen high schools. The largest number in any one school is twelve, the most popular activities being athletics, dramatics and music,

each one appearing on the program of twelve different schools.

Town Population and School Enrollment

The average population of the fifteen towns represented by the high schools in the survey is **3975**. The largest town is Trinidad and the smallest is Holly.

The student enrollment of Trinidad high school being 746, the largest in the survey, and Pagosa Springs the smallest with an enrollment of 67. The average enrollment of the fifteen schools is **302**.

Historical Record

The survey shows that three high schools introduced organized extra-curricular activities about 1898. An average of ten years is the length of time organized extra-curricular activities have been existing in the schools of the survey.

Eligibility of Students

In eleven schools all are eligible. In two all except a few with bad citizenship records; here the principal is the court of last appeal. Eight schools require a definite scholarship average for eligibility; two schools require none. Twelve schools require no citizenship rating, while three do so, these three having a rather indefinite rating system. There are no secret organizations in any of the high schools at this time.

Methods of Financing Extra-Curricular Activities

Only twelve schools reported. Nine use the central control system and three the unit control system. A total of ten different methods of securing money for operation and defraying expenses are used. These are candy sales, athletic entertainments, dues, assessments, publication sales, subscriptions, plays, school operetta, carnivals and dances.

Where Meetings are Held

Sixty percent of the schools require all meetings to be held in the school buildings.

The Sponsorship and Supervision of Extra-Curricular Activities

Fourteen use faculty supervision and one uses outside supervision. Ninety-three percent favor faculty supervision.

Are Extra-Curricular Activities a Success in Operation?

Ninety-three percent of the schools report that extra-curricular activities are meeting the demand.

Extra-Curricular as Related to Curricular Activities

Nine cases show that fifty percent of the activities came from the curricular. Three cases show one hundred percent so originating. One case had none so developed. In one case all extra-curricular activities are incorporated in the curriculum.

When the Meetings are Held

Five schools have no set time for meetings. Nine reported that definite hours are set aside for the purpose. Eight schools require all meetings to be after school, and six as a part of the school's scheduled hours.

Frequency of Meetings

Six schools hold all meetings every two weeks, five once a week. Two report meetings every four weeks, one holds all meetings twice a week and one school reports that the meetings are held at irregular intervals.

Home Co-operation

Twelve schools report home co-operation and one reports no such co-operation. One reports only a slight amount

The Point System

Seven schools use this method. Eight schools do not use it but have other systems more or less satisfactory to them.

Activities for Whom?

Thirteen schools report activities for all desiring them; two state that they should have more activities to meet the demand.

The Length of Activity Periods

The range is from thirty-five to ninety minutes, a wide range. Three schools have sixty minutes, one school fifty minutes, one school forty minutes, four schools forty-five minutes, two schools thirty minutes, one school

thirty-five and one school ninety minutes. Two schools report no definite period length. There is an average of fifty minutes for fifteen schools.

Pins or Badges

Nine schools state definitely that no pins or badges are owned or worn by members of organizations. Four reported that in a few cases it was done. Two reported that it was customary and done by all of their members.

Extra-Curricular Activities as a Scholarship Aid

Thirteen schools reported and ten of these assert that extra-curricular activities are an aid to scholarship. Two report that activities are not such an aid, and one school states that they are in doubt and expresses the opinion that such may or may not be the case.

Extra-Curricular Activities as an Aid to School Citizenship

Twelve schools state definitely that these activities are an aid in citizenship training. One stated that there was a possibility of this being the case. One reported that there were cases where it was true, and one reported that these activities might be used for this purpose.

Extra-Curricular Activities and Development of Leadership

All schools agree that extra-curricular activities are an aid to leadership development.

Extra-Curricular Activities as Related to the Development of Followers

Thirteen schools or eighty percent of those reporting favor the use of extra-curricular activities to develop this desirable quality.

Are Activities a School Nuisance?

Eighty-five percent of the schools reported that the activities are not nuisances and fifteen percent reported that sometimes they are.

Activities a Necessary Part of the Program

Thirteen schools assert that activities are a necessary part of their programs. Rocky Ford states that they are unnecessary, for their plan calls for incorporation of all extra-curricular in the curricular activities of the school. Ninety-two percent of the schools report that extra-curricular activities are necessary for a complete program.

The Expense of Activities

Eleven schools report that with the exception of athletics the activities do not cause any extra expense to school operation. Three report that school expense is decidedly increased. One reports a slight expense increase. Eighty-three percent of the schools report no increase.

Conclusion

It is evident that extra-curricular activities in the high schools of southern Colorado have come to stay; that some of the better practices are being standardized.

the bad features gradually being eliminated, and as a whole the activities are now considered an important part of the school program, with the program in general incomplete without them.

Rocky Ford is the exception where the extra-curricular activity as such does not exist.

The writer feels that a survey of this type should serve as a land mark and be useful as such.

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APPENDIX

QUESTIONNAIRE

Extra-Curricular Activities as organized and conducted in
the _____ public high school in _____ County, Colo

Please underscore or complete as required.

1. Your community? Farming - Ranching - Mining -
Industrial - _____
2. 9th grade enrollment boys _____
3. 10th grade enrollment boys _____
4. 11th grade enrollment boys _____
5. 12th grade enrollment boys _____
6. 9th grade enrollment girls _____
7. 10th grade enrollment girls _____
8. 11th grade enrollment girls _____
9. 12th grade enrollment girls _____
10. Total teachers men _____
11. Total teachers women _____
12. Are 9th grade students permitted to participate in
extra-curricular activities? Yes - No - _____
13. Are all students eligible to participate in extra-
curricular activities? Yes - No - _____
14. Are students required to attain and maintain a def-
inite scholarship average to participate? Yes -
No - _____
15. What is this scholarship average? _____

16. Must students attain and maintain a definite citizenship average to participate? Yes - No - _____

17. What is this citizenship average? _____

18. Underscore the kind of extra-curricular activities now existing for boys - club or society or other.

Athletic	Garden	Parliamentary
Art	Health	Religion
Boy Scout	Hi-Y	Rifle
Camping	History	Science
Cooking	Language	Social
Crops	Library	_____
Debate	Literary	_____
Dramatic	Livestock	_____
Etiquette	Mechanics	_____
First Aid	Music	_____

19. Underscore the kind of extra curricular activities now existing for girls - club or society or other.

Athletic	First Aid	Parliamentary
Art	Garden	Religion
Camping	Girl Scouts	Rifle
Campfire Girls	Health	Science
Clothing	History	_____
Cooking	Language	_____
Debate	Library	_____
Dramatic	Literary	_____
Etiquette	Music	_____

20. Underscore the kind of extra-curricular activity for both boys and girls.

Assembly programs

Band

Home room activities

Junior Red Cross

Orchestra

Publications - Annual - Handbook - Newspaper

Other school administration _____

21. Are fraternities existing? Yes - No - _____

22. Are sororities existing? Yes - No - _____

23. Are activities financed through unit control or central control? _____

24. Organizations are financed by means of - dues - assessments - candy sales - dances - entertainments - carnivals - _____

25. Meetings of all are held in the school house by rule . Yes - No - In part - _____

26. Activities are supervised or sponsored by - faculty member - outsider - _____

27. Did activities arise from demand in the school organization? Yes - No - In part - _____

28. Were activities introduced as an experiment because others were doing it? Yes - No - In part - _____

29. Are extra-curricular activities meeting a real need

- of high school students? Yes - No - _____
30. Do faculty sponsors accept their duties without protest? Yes - No - _____
31. Do faculty sponsors resent the extra work and responsibility? Yes - No - _____
32. Is faculty sponsorship an additional duty to regular school teaching program? Yes - No - _____
33. Are special hours designated for the meetings in the school program? Yes - No - _____
34. Do the organizations meet after school hours? Yes - No - _____
35. How often do clubs and societies meet? Weekly - every two weeks - _____
36. Do the homes co-operate in the extra-curricular work? Yes - No - _____
37. Is the point system in operation? Yes - No - _____
38. Are new members elected from an eligible list published by the central office? Yes - No - _____
39. Are there activities for all students desiring them? Yes - No - _____
40. How do non-members of organizations spend their time while others meet? Study hall - recess - library - _____
41. Number of 9th grade boys participating _____
 Number of 10th grade boys participating _____
 Number of 11th grade boys participating _____

- Number of 12th grade boys participating _____
- Number of 9th grade girls participating _____
- Number of 10th grade girls participating _____
- Number of 11th grade girls participating _____
- Number of 12th grade girls participating _____
42. How many minutes per week are devoted to clubs and societies? Forty-five - sixty - _____
43. Are pins or badges owned and worn by members? Yes -
No - _____
44. Average cost of pins or badges. _____
45. Are extra-curricular activities a scholarship aid?
Yes - No - _____
46. Are extra-curricular activities a citizenship aid?
Yes - No - _____
47. Are the activities an aid to leadership development?
Yes - No - _____
48. Are the activities an aid to fellowship development?
Yes - No - _____
49. Are clubs and societies a school nuisance? Yes -
No - _____
50. Are extra-curricular activities a necessary part of a school organization? Yes - No - _____
51. Is the extra-curricular program overdone in your high school? Yes - No - _____
52. Is the operation cost of the school increased because of extra-curricular activities? Yes - No - _____

53. Approximately how many years have clubs and societies existed in the school? _____ years
54. Do you consider athletics an aid to scholarship development? Yes - No - _____
55. Do you consider athletics an aid to citizenship development? Yes - No - _____

List of names and addresses of school reporters
co-operating in the survey.

Brumfield, C. A.	-----	Monte Vista, Colo.
Bryce, Anna E.	-----	Holly, Colo.
Evans, E. T.	-----	Alamosa, Colo.
Hatch, H. T.	-----	Gunnison, Colo.
Hightower, L. D.	-----	Salida, Colo.
Inman, G. W.	-----	La Junta, Colo.
Morrow, R. R.	-----	Florence, Colo.
Mertz, R. B.	-----	Trinidad, Colo.
Needham, Elsa	-----	Durango, Colo.
Ratekin, William	-----	Montrose, Colo.
Rowland, V. H.	-----	Pagosa Springs, Colo.
Smith, Ina	-----	Las Animas, Colo.
Speicer, Alfred	-----	Del Norte, Colo.
Tatum, W. S.	-----	Rocky Ford, Colo.
Watson, Olive	-----	Canon City, Colo.

The contributions of the above named people helped
great~~ed~~^{ly} to make the survey possible and are hereby grate-
fully acknowledged.