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Extraclass activities in Lutheran elementary schools of eighteen Western and Mid-western states.

Paul M. Schwarting

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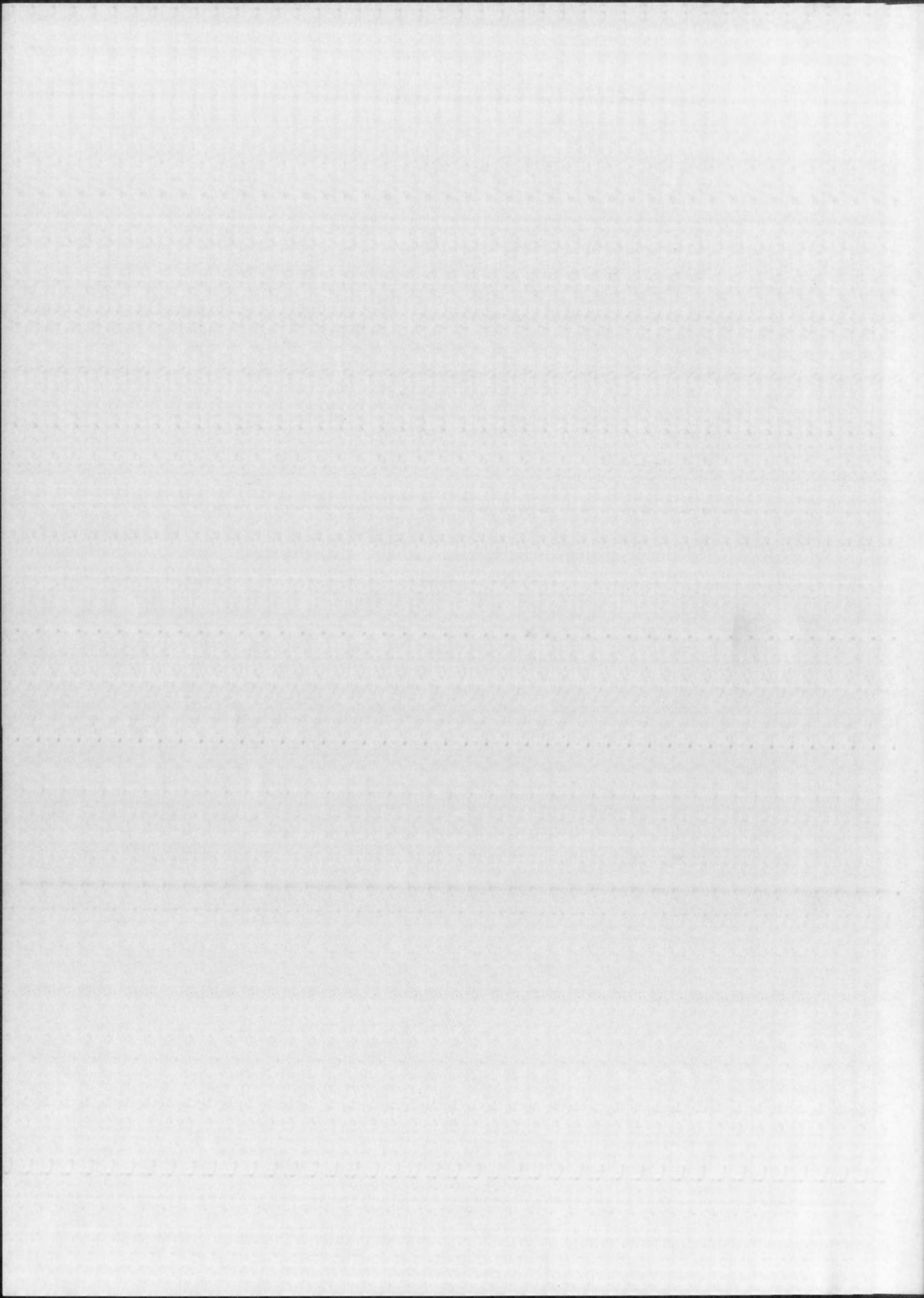
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EXTRACLASS ACTIVITIES IN LUTHERAN ELEMENTARY SCHOOLS
OF EIGHTEEN WESTERN AND MID-WESTERN STATES

By

Paul M. Schwarting

A Thesis

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1955

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CHAPTER I

INTRODUCTION

Parochial schools have been established and are being maintained by many Lutheran churches because of a deep conviction that effective Christian education requires Christian influence in all parts of a child's training. Statistics show that in 1953 there was a total of 1,161 Lutheran schools, 107,319 pupils, and 3,502 Lutheran teachers in North America.¹ This growth has been most extensive during the past decade. The increased enrollment of children in Lutheran schools has not only called for more trained teachers, the building of more schools, an increase in the number of classroom units, but also adequate facilities for enrichment activities for the social growth and development of the child.

The guidance of social development and growth and spiritual, mental, and physical development is part of Christian education and training. That many children today are socially unbalanced is a sad fact. This maladjustment accounts for many difficulties in homes, churches, and in other social relationships, and it should be an incentive for teachers and administrators to work toward the end of providing a more wholesome environment and richer activities for the total development of the child.

¹A.C. Stellhorn, "School Statistics, 1953," Parish Education, 32:6, January, 1954.

INTRODUCTION

Parochial schools have been established and maintained by many religious churches, particularly the Roman Catholic Church, for the purpose of providing education for their children. In all parts of a child's training, the influence of the church is felt. In 1953 there was a total of 1,401 parochial schools, 157,359 pupils, and 3,502 teachers in the United States. This growth has been most marked in the past few years. The increased enrollment of children in parochial schools has not only called for more trained teachers, but also for more schools, an increase in the number of classes, and the development of new facilities for various activities. Social growth and development of the child, the wisdom of social development and growth, spiritual, mental, and physical development, education and training, that every child should be well rounded in a set back. This development should be well rounded in home, church, and school. It should be an incentive for parents and ministers to work toward the end of providing a well rounded environment and better activities for the child.

J. A. C. Schaffner, Social Statistics, 1953, Chicago, Education, 25th, January, 1954.

In the past schools restricted learning entirely to subject matter skills. Although some forms of extraclass activities were included in the early educational systems, they were not thought of as contributing to the total growth of the child and therefore, were not integrated in the curriculum as a necessary part of a child's development.

The activity program which enriches the child's learning in school has steadily gained in importance, and today such activities as athletics, clubs, and children's councils are thought of not as "extra" class but as fitting into the total pattern of the curriculum.

In her article on how pupils benefit by participation in the extraclass program Gladys Benerd lists four needs which can be met by active participation in co-curricular activities. These needs were selected from the list of ten "imperative" needs of youth found in the report of the Educational Policies Commission of the National Education Association on Education for all American Youth. They are as follows:

3. All youth need to understand the rights and duties of a democratic society, and to be diligent and competent in the performance of their obligations of the state and nations to have an understanding of the nations of the peoples of the world.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

In the past schools restricted learning entirely to subjects that matter little. Although some forms of extracurricular activities were included in the early educational systems, they were not thought of as contributing to the total growth of the child and therefore, were not included in the curriculum as a necessary part of a child's development.

The activity program which includes the child's learning in school has steadily gained in importance, and today such activities as athletics, clubs, and children's societies are thought of not as "extra" class but as fitting into the total pattern of the curriculum.

In her studies on how pupils benefit by participation in the extracurricular program Gladys Bennett lists four needs which can be met by active participation in co-curricular activities. These needs were selected from the list of ten "impulses" needs of youth found in the report of the Educational Policies Commission of the National Education Association on Education

For All American Youth. They are as follows:

1. All youth need to understand the rights and duties of a democratic society, and to be diligent and competent in the performance of their obligations of the state and nations to have an understanding of the nations of the peoples of the world.
2. All youth need opportunities to develop their capacity to appreciate beauty in literature, art, music, and nature.
3. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, to be able to live and work co-operatively with others and to grow in the moral and spiritual values of life.²

Summarized, the essence of these needs is that pupils need practice and development in social areas which cannot be provided unless the school curriculum provides for them. Therefore, it is the responsibility of the activities program to assist in meeting these basic needs.

Extraclass activities offer no less opportunity for the development of respect for others. Furthermore, through the activities, situations and occasions arise where it is easier to learn subject matter.

Extraclass activities also promote school spirit and thus increased interest in the school itself. The close feeling of fellowship already existing among children in a Christian day school is further implemented through the associations which come about through participation in these activities.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to present the status and types of extraclass activities in Lutheran elementary schools of the West and Mid-West; (2) to state the positive contributions made by a balanced

²Gladys Benerd, "How Do Pupils Benefit by Participation in the Co-Curricular Program?" Bulletin of the National Association of Secondary-School Principals, 37:103, March 1953.

All youth need to develop respect for other people, to grow in their ability to make ethical values and decisions, to be able to live and work co-operatively with others and to grow in the moral and spiritual values of life.

Summarized, the essence of these needs is that within good practice and development in social areas which cannot be provided unless the school environment provides for them. Therefore, it is the responsibility of the education program to assist in meeting these basic needs.

Extracurricular activities often do less effectively for the development of respect for others. Furthermore, through the activities, situations and occasions arise where it is easier to learn subject matter.

Extracurricular activities also promote school spirit and thus increased interest in the school itself. The close feeling of fellowship already existing among children in a particular school is further strengthened through the associations which come about through participation in these activities.

I. THE PROGRAM

- (1) Statement of the program. It is the purpose of this study (1) to present the nature and scope of extracurricular activities in primary elementary schools of the West and Mid-West;
- (2) to state the positive contributions made by a balanced

²Shirley Henson, "How to Write a Thesis by Publication in the Educational Research Series of the National Association of Educational-Social Scientists," 1907, March 1937.

extraclass program toward a well-rounded education for children; (3) to suggest possible ways in which small schools can include activity programs to enrich the curricula; and (4) to give a summary of the findings with recommendations for improvement of extraclass activities in Lutheran elementary schools.

Delimitation of the study. States included in this investigation are: Arkansas, California, Colorado, Idaho, Iowa, Kansas, Louisiana, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, and Washington. Greatest concentration of schools was found in California, Colorado, Iowa, Kansas, Minnesota, Nebraska, and Texas. The other western states of Arizona, Montana, Nevada, and Wyoming were eliminated in this study because some had no schools and others had schools too small to be included in this study.

The elementary schools dealt with are those owned and operated by the Evangelical Lutheran Churches--Missouri Synod, in the states mentioned above. The schools range in size from one to nine rooms. The heaviest concentration of schools in this area was represented in those containing three, four, five, and six classrooms and in the estimation of the author of this study schools of this size provide the greatest amount of material for a study in extraclass activities. Only schools of this size were considered and, therefore, the findings of this study

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do not necessarily apply to the smaller or larger schools.

In order to promote condensation and further simplify the gathering of data, schools having less than seven grades and more than nine were excluded. Kindergartens were considered irrelevant to the study and were also excluded. Enrollments in these schools range in size from 60 to 220 pupils. The total enrollment of these schools was 10,810 pupils.

It was not the purpose of this study to trace the development of extraclass activities in the Lutheran schools from their beginnings. The study begins with their present status and analyzes the findings to determine how extensive a program of extraclass activities is being carried on in the Lutheran schools.

Importance of the study. In the Lutheran schools, Christian training and guidance has always been recognized as one of the most important aims of education. Since such training is not restricted to schoolroom activities, it is logical to conclude that the teacher should be concerned about the activities outside the schoolroom where much of character is probably formed.

The value and importance of this study was to show how extraclass activities contribute to the total growth of the child and to the development of Christian character. Adequate social development along Christian principles and the building

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of desirable personality traits are among the basic needs of child development. These can be met by affording the child the opportunity of making many contacts and choices of his own. Such opportunities can be found in an organized activities program.

Lutheran schools have been thought of as adhering strictly to the formalized subject matter teaching with little emphasis placed on socializing activities and modern trends in education. It was the purpose of this study to determine whether our schools lean more toward the formal classroom teaching or whether the tendency is to include such activities which provide for an enriched curriculum.

In comparison with the average public elementary school, Lutheran elementary schools are small. This fact precludes the employing in the smaller school systems of teachers for the direction and guidance of extraclass activities specifically. Therefore, in this study it was important to recommend possible ways through which the smaller schools might enrich their curricula.

II. DEFINITION OF TERMS USED

Lutheran elementary schools. "Lutheran elementary schools" shall be interpreted to mean those tax-free schools owned and operated by the Lutheran Churches of the Missouri Synod. These schools include all grades from the first through the eighth

with the exception of a few which have added kindergarten and the ninth grade.

Missouri Synod. The term "Missouri Synod" refers to the conservative branch of the Lutheran Church bodies of America, organized in Chicago, Illinois, April 26, 1847. This church body originally comprised the Saxon congregations in Missouri and the congregations served by the missionaries of Loehe in Ohio and Michigan. It is now represented in all the states of the Union and in many parts of the world. The name is derived from the state of Missouri where the Saxon pilgrims settled in the year 1839.

Extraclass activities. This term is used to refer to those "events, organizations, projects, undertakings, items, and relationships which are administered somewhat more freely than those of the curriculum and for which the pupils assume a considerable share of the responsibility."³

III. SOURCES OF THE DATA

Information for this study was received principally from questionnaires sent to the three, four, five, and six room Lutheran elementary schools in the states mentioned. Of the 150 questionnaires sent out 103 were returned. Among the number

³Harry C. McKown. Activities in the Elementary School (New York: McGraw-Hill, 1938), p. 2.

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Historical background

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returned 11 were eliminated because they were too small to be included in this study. Therefore, ninety-two questionnaires were used as a basis for the investigation. Supplementary data were acquired from statistical reports of the Lutheran Church--Missouri Synod.

IV. METHODS OF PROCEDURE

After the data were assembled, the questionnaires were arranged according to the size of schools by considering the number of classrooms in each school system. Since no data were received concerning urban and rural schools, a classification into these groups was not attempted. It was assumed in the study that although part time teachers were reported, each classroom was under the supervision of one teacher and that the number of classrooms would be equal to the number of teachers.

Table I gives a picture of the number of schools classified according to size and type. This classification was made in order to compare the type of school with what it is doing to promote extraclass activities.

No school having less than seven grades was included in this study because the nature of this investigation required the presence of junior high grades in order to accurately make comparisons between the four types of schools.

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TABLE I
 NUMBER OF ELEMENTARY SCHOOLS CLASSIFIED ACCORDING
 TO SIZE AND TYPE

Type of school	No. with grades 1-7	No. with grades 1-8	No. with grades 1-9	Total schools
Three-room	6	38	0	44
Four-room	0	21	5	26
Five-room	1	16	1	18
six-room	0	4	0	4
Totals	7	79	6	92

NOTE: Although kindergartens are becoming an integral part of the elementary school they were not listed in this table for the reasons that they are part-time agencies and are not in as close association as are other grades with the type of activities included in this study. According to the data received kindergartens were reported as follows: three-room schools, 14; four-room schools, 14; five-room schools, 11; and six-room schools, 3; making a total of 42 kindergartens in the 92 schools.

Type of school

Three-room

Four-room

Five-room

Six-room

Totals

NOTE: The above information is based on the reports of the elementary school principals for the year 1910-11. It is to be noted that the above information is based on the reports of the principals and not on the actual enrollment in the schools. The above information is based on the reports of the principals and not on the actual enrollment in the schools. The above information is based on the reports of the principals and not on the actual enrollment in the schools.

reason for their exclusion is found in the footnote below Table I.

V. REVIEW OF RELATED LITERATURE

No research study was found which dealt specifically with extraclass activities in elementary schools. However, a number of books on curriculum organization, improvement, and development dealt in part with the administrative phase of such activities and the relationship of these activities to the total curriculum. In a discussion of the administration of the curriculum, Beck, Cook, and Kearney state that the curriculum development cannot be considered apart from the administrative policies of the school and that such policies should provide for a flexible daily program.⁴ Although a theoretical approach to curriculum planning is employed by these authors, they, nevertheless, give helps to teachers in the selection and realization of worthwhile goals.

Baxter, Lewis, and Cross in their book, Elementary Education, outline in systematic form the newer educational

⁴Robert H. Beck, Walter W. Cook, and Nolan C. Kearney, Curriculum in the Modern Elementary School (New York: Prentice-Hall, Inc., 1953), p. 355.

The following information was obtained from the records of the Department of Health and Human Services, Office of the Assistant Secretary for Health, regarding the activities of the National Health and Medical Research Council (NH&MRC) in the area of research on the health effects of ionizing radiation.

The NH&MRC has been active in the area of research on the health effects of ionizing radiation since its establishment in 1949. The Council's research program in this area has been directed towards the identification of the health effects of ionizing radiation, the determination of the dose-response relationship, and the development of methods for the assessment of the health risks of ionizing radiation.

The NH&MRC has conducted a number of research projects in this area, including the following:

- 1. The study of the health effects of ionizing radiation in the form of radon gas, which is a natural source of ionizing radiation.
- 2. The study of the health effects of ionizing radiation in the form of radon progeny, which are the decay products of radon gas.
- 3. The study of the health effects of ionizing radiation in the form of radon daughters, which are the decay products of radon progeny.
- 4. The study of the health effects of ionizing radiation in the form of radon progeny and radon daughters in the form of radon daughters.

The NH&MRC has also been active in the area of research on the health effects of ionizing radiation in the form of radon gas, radon progeny, and radon daughters. The Council's research program in this area has been directed towards the identification of the health effects of ionizing radiation, the determination of the dose-response relationship, and the development of methods for the assessment of the health risks of ionizing radiation.

For further information, please contact the National Health and Medical Research Council, Canberra, Australia.

 Director, National Health and Medical Research Council
 Canberra, Australia

practices which help clarify the role of the elementary school.⁵ They bring out the fact that the social growth is stimulated by such activities which lie beyond the classroom. From their point of view the following statement is significant: "All too often children are viewed with regard to their academic and scholastic abilities and achievement and not with respect to their interests and capabilities as unique personalities."⁶

Since the modern conception of the curriculum involves all school-directed learning activities of the child, it is quite natural that books dealing with modern trends in curriculum planning do not speak of extraclass activities as independent of the total learning situation. They incorporate such activities as may be spoken of as "extra" curricular and "extra" class into the regular pattern of the curriculum. Harry C. McKown in his book, Activities in the Elementary School, although written sixteen years ago, follows closely the new conception of education regarding the all inclusive aspect of the curriculum. He nevertheless, isolates those activities such as clubs, student councils, assembly programs and the like, in an effort to describe their organization and their importance in relation to the

⁵Bernice Baxter, Gertrude M. Lewis, and Gertrude M. Cross, Elementary Education (Boston: D.C. Heath Company, 1952), 374 pp.

⁶Ibid., p. 99.

questions which help clarify the role of the elementary school. They bring out the fact that the school should be stimulated by such activities as the school itself. From their point of view the school's response is important. All too often children are viewed with regard to their academic and scholastic abilities and interests and not with regard to their interests and personalities. Since the modern concept of the child involves all school-directed learning activities, it is quite natural that books dealing with modern trends in child-um planning do not speak of extraneous activities as factors of the social learning situation. They incorporate activities as may be spoken of as "extra-curricular" and "co-curricular" into the regular program of the school. Henry C. Johnson in his paper, Activities in the Social Studies, discusses the sixteen years ago, before the new conception of education regarding the all-around aspect of the curriculum. He notes, however, that those activities now an integral part of the child's life, in an effort to describe their organization and their importance in relation to the

Bernard H. Baker, Elementary Education, 1932, p. 100.
 Ibid., p. 100.

total learning process.⁷

The Twenty-Third Yearbook of the National Elementary Principal deals specifically with creative activities in the elementary school. These activities may not be considered as "extraclass" but are nevertheless included because they relate to the activity program in general. The articles in the Yearbook present convincing arguments in favor of creative work and its value to a democratic society. Such creative activities as "Our Class Newspaper," "A Rhythm Band," "Club Activities in the Intermediate Grades," and an article entitled "Administrative Provisions for Creative Education," are found in this Yearbook. Rather than presenting the philosophy of creative activities in the elementary school, these articles are of a practical nature giving descriptions and evaluations of activities in actual school situations.⁸

In the 1947 Yearbook of the Association for Supervision and Curriculum Development entitled Organizing the Elementary School for Living and Learning, four purposes were outlined and discussed which the association felt all schools should

⁷Harry C. McKown. Activities in the Elementary School (New York: McGraw-Hill, 1938), 473 pp.

⁸Creative Schools, Twenty-Third Yearbook of the Department of Elementary School Principals, (Washington, D.C: National Education Association, 1944), 310 pp.

total learning process.

The Twenty-Fifth Yearbook of the National Education Association, published in 1932, contains a special section on "The Philosophy of the Elementary School." This section was compiled by "extension" but its authorship is not known because they relate to the respective programs in general. The articles in this yearbook present contrasting viewpoints on the philosophy of the elementary school as a democratic society. One of the articles in the "Our Class Newspaper," "The Right to Read," "Our Activities in the Intermediate Grades," and an article entitled "Administrative Provisions for Creative Education," are found in this yearbook. Rather than presenting the philosophy of creative activities in the elementary school, these articles are of a practical nature giving descriptions and evaluations of activities in actual school situations.

In the 1937 Yearbook of the Association for Supervision and Curriculum Development entitled "Creative Activities in the Elementary School for Living and Learning," four papers were included and discussed which the association felt all schools should

¹Henry O. Nelson, "Activities in the Elementary School" (New York: McGraw-Hill, 1930), p. 17.

²"Creative Activities, Twenty-Fifth Yearbook of the Department of Elementary School Principals, Washington, D.C.: National Education Association, 1932, pp. 1-100.

serve.⁹

A significant statement dealing with the organization of the elementary school which represents closely the philosophy behind the modern trends in the activity program of the elementary school is:

Our elementary schools were organized at a time when their purpose was to teach reading, writing, and arithmetic. But we have taken on new purposes which demand a more flexible type of organization than is now the pattern. We maintain that it is impossible to serve individual children, to operate an alive community school, or to develop capable citizens of a democracy and of the world with the rigid organizational framework of the typical elementary school.¹⁰

Of particular value to this study are the articles found in the National Extracurricular Magazine entitled School Activities in which helpful ideas were given in the articles dealing with the individual activities found in the elementary school. These articles will be referred to in the following chapters.

Pertinent articles concerning pupil organizations such as "Democracy Functions Through a Safety Patrol," "The Evolution of a Student Council," and "Pupil Participation in School Management," are found in the Twenty-Second Yearbook of the Department of Elementary School Principals.¹¹ These articles as well

⁹Organizing the Elementary School for Living and Learning, 1947 Yearbook for Supervision and Curriculum Development, (Washington, D.C: National Education Association, 1947), p. 9.

¹⁰Ibid., p. 16.

¹¹Elementary Schools-the Frontline of Democracy, Twenty-Second Yearbook of the Department of Elementary School Principals, (Washington, D.C: National Education Association, 1943), pp. 457-79.

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as some found in other Yearbooks of this series give practical illustrations and descriptions of the working of the various organizations mentioned.

Of equal importance to the study are articles found in the Instructor in which such activities as clubs and group activities are selected as contributing to the social growth of the children. Reference to these articles also will be given in later chapters.

In his article "Child Development Through Extracurricular Activities," Harry C. McKown stresses particularly the phases of physical, social, recreational, and spiritual development children receive through these activities.¹²

The general thought brought out by the authors of these books and articles is that in order to increase the quality of learning and provide for effective group work and social learnings, an enriched program of activities is needed which will provide equal opportunities for all children to receive a well-rounded education. The typical elementary school curriculum, where activities were so much out of relationship with each other and with the curriculum, should give way to a curriculum of interrelated activities within the class which will be so organized as to meet the basic educational needs of the child.

¹²Harry C. McKown, "Child Development Through Extracurricular Activities," Education, 72:272-7, December, 1951.

The document is a scan of a page with extremely faint, illegible text. The content is mirrored across the page, suggesting a bleed-through from the reverse side. No specific words or phrases can be discerned.

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

The general theme of each succeeding chapter is as follows: Chapter II will outline the administrative setting of the extraclass activities and will present an over-all picture of the extraclass program as it exists in the ninety-two Lutheran elementary schools. Chapter III will deal specifically with musical activities, in which such organizations as the school choir and band will receive special consideration. Chapters IV, V, VI, and VII, will be concerned with athletics, publications, clubs, and combined group activities, respectively; while the children's council will be the subject of Chapter VIII. The content of Chapter IX will be a study of school assemblies in which special treatment will be given to the importance of chapel services. Chapter X will be a summary of the study with recommendations for improvement of extraclass activities in Lutheran elementary schools.

VI. ORGANIZATION OF THE HANDBOOK OF THE STUDY

The general theme of each succeeding chapter is as follows:

Chapter I will outline the administrative setting of

the extracurricular activities and will present an overall picture

of the extracurricular program as it exists in the elementary

schools. Chapter II will deal specifically

with extracurricular activities in which such organizations as the

school club and band will receive special consideration.

Chapters IV, V, VI, and VII will be concerned with activities,

publications, clubs, and combined group activities, respectively.

While the children's council will be the subject of Chapter VIII,

the content of Chapter IX will be a study of school assemblies.

In which special treatment will be given to the importance of

school service. Chapter X will be a summary of the study

with recommendations for improvement of extracurricular activities

in further elementary schools.

CHAPTER II

ADMINISTRATIVE SETTING OF EXTRACLASS ACTIVITIES

The aim of this chapter will be to give a general overview of the status of extraclass activities as they are found in ninety-two Lutheran elementary schools. The questionnaire dealing with general data will be used as basis for information relative to this part of the investigation. Points to be covered are as follows: Relation of class and extraclass activities in the Lutheran elementary schools, difficulties in scheduling extraclass activities in the smaller Lutheran schools, types of recognition given for pupil participation, attitudes characterizing administration's feelings toward extraclass activities in the Lutheran schools, guidance and financing of extraclass activities.

I. RELATION OF CLASS AND EXTRACLASS ACTIVITIES

It is generally accepted that the curriculum of the elementary school in comparison to that of secondary schools is more flexible and that the activity program becomes an integral part of the curriculum to meet the needs and interests of the children. This closely knit characteristic of the activities with the conventional pattern of instruction makes it all the more difficult to draw a line of demarcation between class and extraclass activities in the elementary school. Although it is difficult to define extraclass activities independent of the

The text on this page is extremely faint and illegible. It appears to be a scanned document with significant noise and low contrast. The content is mostly mirrored text from the reverse side of the page, including phrases like "view of the", "in class", "describing", "related", "and", "ties in the", "using", "types of", "operational", "activities", "external", "it is", "elementary", "more", "part of", "element", "with", "more", "external", and "difficult".

elementary school curriculum, there are distinguishing characteristics in them. Although writing more than a decade ago, McKown makes an excellent statement regarding the relationship of class and extraclass activities which is as follows:

The fact that these two sets of educational opportunities (class and extraclass) are so inextricably interwoven means that each will reinforce and supplement the other, and that, as a result of this fusion, they together represent a unified undertaking more profitable to the school and its pupils than two disparate settings separately organized and administered.¹

Generally speaking, the relationship of class and extra-class activities in the Lutheran elementary schools is not in violation of the newer concepts of education. The fact that many schools schedule activities outside regular classroom instruction does not necessarily mean that no relationship exists between them. Segregated as they may seem, these extra-class activities can be an outgrowth of classroom instruction.

Table II indicates the relationship of extraclass with class activities and pictures the general administrative setting of the extraclass activities. From this table it may be noted that there seems to be no definite pattern existing relative to the relationship of the size of schools to the position that extraclass activities hold in the school. However, in comparison to other schools, the percentage of three-room schools reporting a rigid line between class and extraclass

¹Harry C. McKown. Activities in the Elementary School (New York: McGraw-Hill, 1938), p. 3.

elementary school curriculum, there are distinguishing characteristics in them. Although writing more than a decade ago, Kolow makes an excellent statement regarding the relationship of class and extracurricular activities which is as follows:

The fact that these two sets of educational opportunities (class and extracurricular) are so drastically interwoven means that each will reinforce and supplement the other, and that as a result of this fusion, they together represent a unit. They are not separate entities, but rather a single entity. The underlying principle is that the school and the extracurricular activities are inseparably organized and administered.

Generally speaking, the relationship of class and extracurricular activities in the American elementary school is not in

violation of the newer concepts of education. The fact that many schools schedule activities outside regular classroom instruction does not necessarily mean that no relationship exists between them. Separated as they may seem, these extracurricular activities can be an extension of classroom instruction.

Table II indicates the relationship of extracurricular class activities and discusses the general administrative setting of the extracurricular activities. From this table it may be noted that there seems to be no definite pattern existing relative to the relationship of the size of schools to the position

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TABLE II

GENERAL DATA RELATIVE TO ADMINISTRATIVE SETTING OF EXTRACLASS ACTIVITIES

Questions	3-room 44 reporting		4-room 26 reporting		5-room 18 reporting		6-room 4 reporting		Totals 92 reporting	
	Yes	Per cent	Yes	Per cent	Yes	Per cent	Yes	Per cent	Yes	Per cent
1 Rigid division between class and extraclass	8	18	7	27	8	44	1	25	24	26
2 Formulated objectives for extraclass activities	11	25	12	46	7	39	1	25	31	34
3 Teachers meetings held expressly for activities	24	55	13	50	12	67	1	25	50	54
4 Academic credit given for extraclass activities	4	9	5	19	2	11	1	25	12	13
5 Awards given for extraclass activities	10	25	8	31	9	50	0	0	27	29
6 One teacher guiding extraclass activities	6	14	4	17	1	6	1	25	12	13
7 More than one teacher guiding activities	26	59	19	73	15	83	3	75	63	69
8 Principal guides extraclass activities	30	68	13	50	11	61	3	75	57	62
9 Leadership divided according to ability	19	43	17	65	14	78	4	100	54	59
10 Schedule activities in regular school day period	10	25	8	31	6	33	1	25	25	27
11 Point system in operation for extraclass activities	2	5	1	4	1	6	0	0	4	4

Group	Year	Age	Sex	Height	Weight	Temp	Pulse	Respiration	Blood Pressure	Other
1	1910	20	M	5'6"	140	98.6	72	18	120/80	
2	1910	20	F	5'4"	120	98.4	70	16	110/70	
3	1910	20	M	5'8"	160	98.8	74	20	130/90	
4	1910	20	F	5'2"	110	98.2	68	14	100/60	
5	1910	20	M	5'7"	150	98.6	72	18	120/80	
6	1910	20	F	5'5"	130	98.4	70	16	110/70	
7	1910	20	M	5'9"	170	98.8	76	22	140/100	
8	1910	20	F	5'3"	115	98.2	70	15	105/65	
9	1910	20	M	5'6"	145	98.6	72	18	120/80	
10	1910	20	F	5'4"	125	98.4	70	16	110/70	

Group	Year	Age	Sex	Height	Weight	Temp	Pulse	Respiration	Blood Pressure	Other
11	1910	20	M	5'7"	155	98.6	72	18	120/80	
12	1910	20	F	5'5"	135	98.4	70	16	110/70	
13	1910	20	M	5'8"	165	98.8	74	20	130/90	
14	1910	20	F	5'3"	110	98.2	68	14	100/60	
15	1910	20	M	5'6"	140	98.6	72	18	120/80	
16	1910	20	F	5'4"	120	98.4	70	16	110/70	
17	1910	20	M	5'9"	175	98.8	76	22	140/100	
18	1910	20	F	5'3"	115	98.2	70	15	105/65	
19	1910	20	M	5'6"	145	98.6	72	18	120/80	
20	1910	20	F	5'4"	125	98.4	70	16	110/70	

GENERAL DATA ON NUTRITIONAL STATUS RELATING TO EXERCISE AND VITALITY

TABLE II

activities was smaller. This situation is due perhaps to the fact that in the smaller schools there exists a greater amount of combining of subjects and grades. This would bring extra-class activities in closer relationship to the total school program.

It is apparent that although the total percentage shows a greater number of schools reporting no rigid dividing line between class and extraclass activities, there still is the tendency for schools to regard these activities too lightly in respect to the contribution they make to the total learning process. This seems evident from the fact that two-thirds of the schools reported they had no formulated objectives for extraclass activities. On the other hand it was noted that a large number of schools reported teachers' meetings held expressly for considering the activities program. Only with formulated objectives can these activities be considered as making desirable contributions to the total learning process.

II. DIFFICULTIES IN SCHEDULING EXTRACLASS ACTIVITIES

In the Lutheran elementary schools, scheduling of extraclass activities during school time has presented many difficulties. The presence of more than one grade per room has caused a more rigid scheduling of classes. In the smaller schools this fact is especially responsible for the scheduling of these activities outside the regular schoolday. To

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II. DISCUSSION

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incorporate these activities within the curriculum, it is necessary that schools make their programs flexible enough to allow time for them. Authorities are well agreed that flexibility of the daily program is necessary to provide a healthy diet of instruction for the children.

Question 10, Table II indicates that in five-room schools there is a trend toward including extraclass activities in the regular schoolday. The fact that this trend was reversed in the six-room schools is not necessarily valid since only four such schools reported.

The difficulty of providing a regular schoolday period for scheduling extraclass activities has always been a problem of much concern to administrators of smaller schools. In Lutheran schools greater emphasis is placed on the teaching of subject matter. This has caused many Lutheran schools to demand a much too rigid daily program of studies. The emphasis placed on subject matter is not in itself a criticism of these schools when a flexible program allows for enrichment activities in instructional areas. It is obvious, however, that a more flexible program of instruction could be provided so as to allow for more diversified activities.

Among those schools reporting activity periods in regular programs of instruction, the length of periods ranged from thirty minutes to more than one hour. Thirty schools reported a 30 minute daily period for activities, six schools allowed 45 minutes,

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one school scheduled a 50 minute period while four reported an hour or more. In regard to the latter, this hour or more represented the time devoted each week to activities while one school reported $2\frac{1}{2}$ hours per month given to activities of various kinds.

III. TYPES OF RECOGNITION FOR PUPIL PARTICIPATION

Recognition in some form was recognized by those reporting as being conducive to developing interest and a means of increasing pupil participation. It is, of course, much harder to decide how and to what extent such recognition should be given where extraclass activities have lost their identity as independent of the curriculum.

Table II shows that a large percentage of schools gave academic credit. Many others gave awards in some form or other. Academic credit was given principally to upper grade children. Fifteen schools reported that awards were given to all members of any group while 20 reported presentation of awards only to members meeting specific requirements. The giving of an alphabetical grade seemed to be the most popular method of giving academic credit. A few others reported certificates, cups, and letters for awards. The total schools reporting these was six. Two schools which included ninth grades reported giving a unit credit. One school used the satisfactory, unsatisfactory method for giving recognition.

one school school... hour by hour... represented the... school reported... various kinds.

III. THE...

... as being conducted... the pupil... how and to what extent... extraneous activities... of the curriculum.

... Academic study... Fifteen schools... of any kind...

... members... phobical... students... letters for... The schools... stable... method for...

A very small percentage had a point system in operation for awarding members who participate in extraclass activities. McKown speaks of this system as a most appropriate device because all children are provided opportunities to receive some recognition.²

In regard to how minimum participation of pupils was secured where no point system was in operation, the following answers were characteristic: Participation was required; teacher participation overcomes some of it; good programs create interest; stimulate interest by making activities worthwhile and making them interesting enough so that all pupils want to participate; competition breeds interest; basic need felt among pupils assures participation; and interest secured through pupils planning activities and personal encouragement. The general feeling seemed to be that excellent school spirit and general interests motivated participation.

IV. ATTITUDES CHARACTERIZING ADMINISTRATION'S FEELINGS

It is of greatest importance that all available means be utilized to include extraclass activities in the school. Each subject and activity in the school is expected to contribute to the formation of Christian attitudes.

²Harry C. McKown. Activities in the Elementary School (New York: McGraw-Hill, 1938), p. 180.

The first part of the report is devoted to a general survey of the situation in the country. It is followed by a detailed account of the work done during the year. The report concludes with a summary of the results and a list of references.

The second part of the report is devoted to a detailed account of the work done during the year. It is followed by a summary of the results and a list of references.

The third part of the report is devoted to a detailed account of the work done during the year. It is followed by a summary of the results and a list of references.

The fourth part of the report is devoted to a detailed account of the work done during the year. It is followed by a summary of the results and a list of references.

The fifth part of the report is devoted to a detailed account of the work done during the year. It is followed by a summary of the results and a list of references.

The sixth part of the report is devoted to a detailed account of the work done during the year. It is followed by a summary of the results and a list of references.

In response to the questionnaire dealing with the administration's feelings toward extraclass activities in Lutheran schools, 77 principals reported interest, 13 reported indifference, while 3 reported discouragement. The feeling of indifference and discouragement was most evidenced in the three and four room schools. Three principals reported too much stress placed on extraclass activities, 18 replied that too much stress was placed on academic activities, and 67 reported balanced programs of academic and extraclass activities.

From this report it is apparent that in view of the small faculties and heavy teacher load most schools felt that whatever activities were incorporated within the curriculum seemed to represent to them a well balanced activities program.

V. GUIDANCE OF EXTRACLASS ACTIVITIES

There are two extremes in guidance. One type is the vary indifferent attitude which characterizes those who feel such activities are an encroachment upon their time. The other is the overly domineering type which interferes with the activities of the children. There should be sympathetic understanding between pupils and teacher where neither the authoritarian nor "slip-shod" type of guidance is characteristic, but where there is guidance with understanding and consideration of childrens' interests.

Most schools reported that they had more than one

In response to the request for information...

Administrative information is being provided...

As a result of the review, it was determined...

that the information provided is accurate...

and complete. The information is being...

placed on file for your reference. If you...

have any questions, please contact the...

program of records and information...

at the address listed below. Thank you...

for your cooperation. Sincerely,

[Signature]

[Title]

[Organization]

[Address]

[City, State, Zip]

[Phone Number]

[Fax Number]

[E-mail Address]

[Website]

[Additional Information]

teacher guiding extraclass activities with definite trends toward dividing activities among teachers according to abilities.

Seventy-seven schools reported that principals held immediate responsibility for programs of extraclass activities. One three-room, one four-room, and one six-room school reported a director of activities but did not specify whether this director was the principal, teacher, or a specially chosen person. Seven schools reported that teachers have immediate responsibility while one school reported that extraclass activities were guided by P.T.A. members.

The most frequent answers given to the question whether any effort was made to keep those pupils who ordinarily dominate the activities from doing this were good counseling, proper guidance and the practicing of Christian principles. Many reported that participation were in such close relationship to regular school work that no problem existed regarding this situation.

In some schools efforts were made through proper encouragement, guidance, and counseling to keep children from overburdening themselves with responsibilities in extraclass activities. A greater majority of the schools stated that no real problem existed since such activities were not spoken of as extra-class and no great stress was placed upon them as such. Others, however, reported that academic responsibility was stressed

teacher guiding exercises activities with definite trends toward dividing activities among teachers according to abilities. Twenty-seven schools reported that principals held immediate responsibility for programs of extracurricular activities. One three-room, one four-room, and one six-room school reported a list of activities but did not specify whether this director was the principal, teacher, or a specially chosen person. Seven schools reported that teachers have immediate responsibility while one school reported that extracurricular activities were guided by P.T.A. members.

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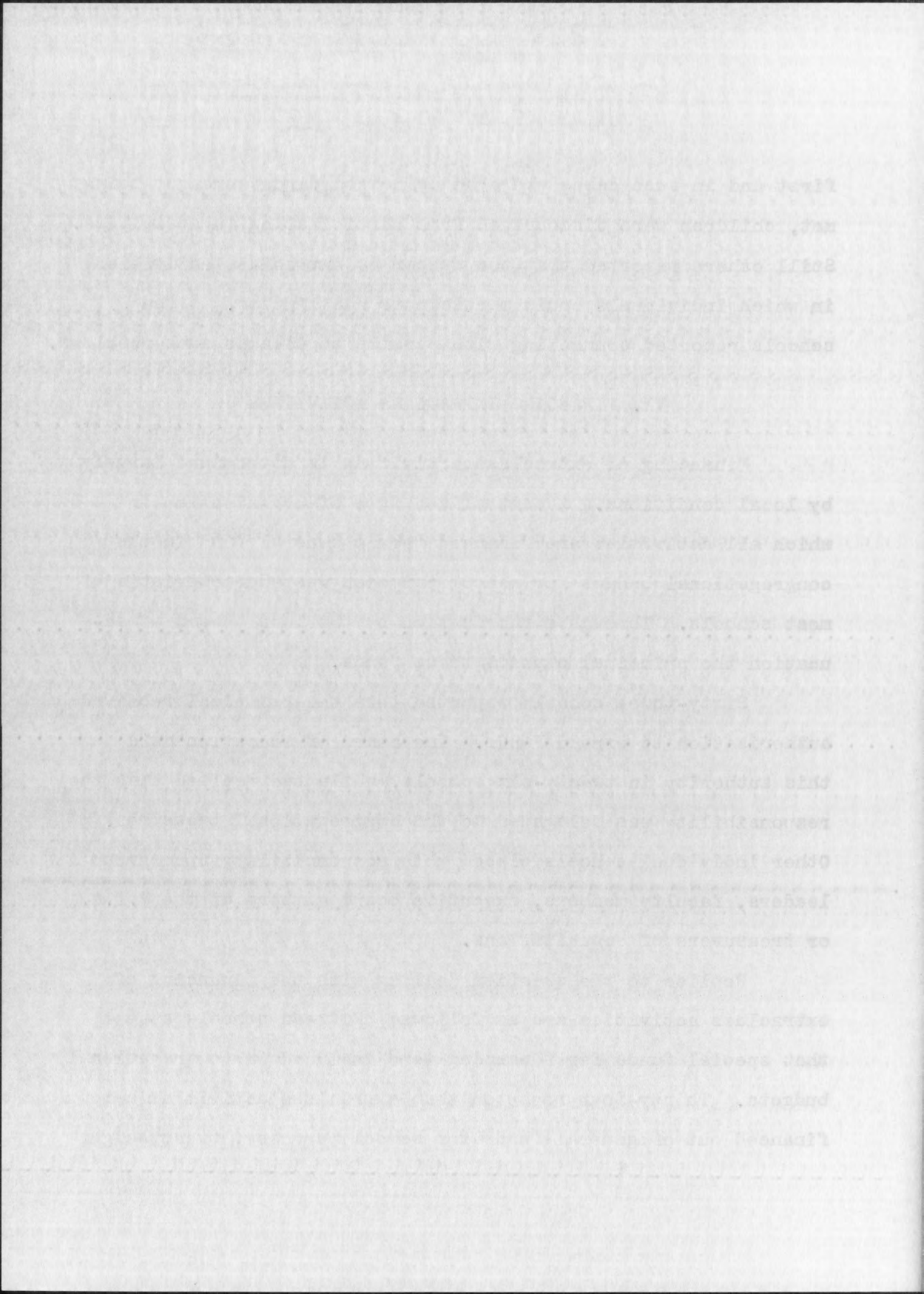
first and in such cases where academic standards were not being met, children were discouraged from participating in activities. Still others reported that the number of extraclass activities in which individuals could participate was limited. A few schools reported counseling with parents to discuss such problems.

VI. FINANCING EXTRACLASS ACTIVITIES

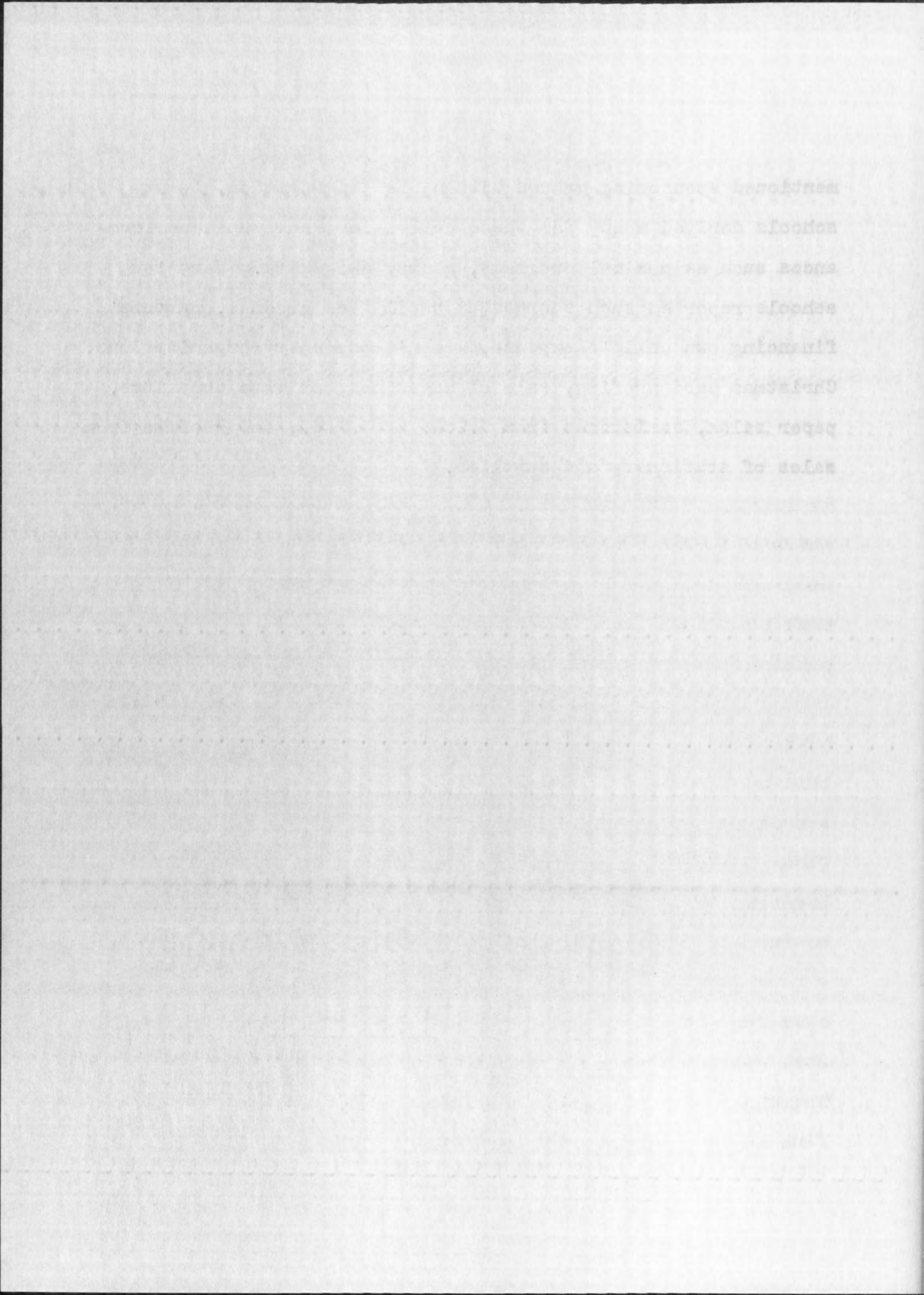
Financing of extraclass activities is determined largely by local conditions. A centralized type of organization in which all activities are financed from a general fund in the congregational budget for school purposes was characteristic of most schools. Through authorization by the local board of education the principal expends these funds.

Sixty-three schools reported that the principal received authorization to expend funds. The board of education held this authority in twenty-six schools, while two replied that the responsibility was delegated to the congregational treasurer. Other individual schools placed this responsibility upon group leaders, faculty members, executive board members of the P.T.A. or treasurers of organizations.

Replies to the question dealing with the financing of extraclass activities are as follows: Fifteen schools stated that special funds for financing were included in congregational budgets. Thirty-four reported that extraclass activities were financed out of general funds for school purposes, twenty-eight



mentioned sponsoring groups within the congregation, twenty schools derived money for these activities from pupil performances such as musical programs, plays, and skits. Very few schools reported such sources as pupil fees or dues, parents' financing own child's expense, women's community organizations, Christmas card profits, sale of magazines, private donations, paper sales, assistance from P.T.A. or P.T.O., and profits from sales of stationery and supplies.



CHAPTER III

MUSICAL ACTIVITIES

Music education has always been a part of the program in the Lutheran elementary school. Music has been called the universal language of mankind, and has a very important place in the school curriculum. Recent trends have emphasized the value of music in the curriculum of the Lutheran elementary school. It is not the purpose of this chapter to go into the spiritual, mental, and social values of music. What is to be considered here are the various types of musical organizations found in the Lutheran schools, and their organization and administration. Those organizations which will be discussed in greater detail are the school choir and band. Brief mention will be made regarding the educational values of rhythm bands and operettas in the school program.

I. SCHOOL CHOIR

Organization of the choir. Table III was designed to give a general picture of choir organization in Lutheran elementary schools. Eighty-three per cent of the ninety-two schools included in this study had school choirs. This percentage, however, does not represent a true picture in regard to select choirs. A number of schools reported that choirs were not selected but were classroom choirs which developed from regular music classes.

EXTRACURRICULAR ACTIVITIES

These activities have always been a part of the program in the Indian elementary school. There has been called the universal language of knowledge, and has a very important place in the school curriculum. These activities have been included in the value of many of the projects in the Indian elementary school. It is not the purpose of this chapter to go into the details of these activities, but to point out that they are considered part of the school program of the Indian elementary school. These organizations which will be discussed in greater detail are the school choir and band, and the school orchestra. It will be said regarding the educational value of these organizations in the school program.

THE SCHOOL CHOIR

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TABLE III

CHOIRS IN LUTHERAN ELEMENTARY SCHOOLS

Questions	3-room school			4-room school			5-room school			6-room school			Total		
	No. reporting	Yes	Per cent	No. reporting	Yes	Per cent	No. reporting	Yes	Per cent	No. reporting	Yes	Per cent	No. reporting	Yes	Per cent
1 Have choir	44	34	77	26	23	89	18	16	89	4	4	100	92	77	84
2 Credit given	34	6	18	23	8	35	16	8	50	4	2	50	77	24	31
3 Awards given	34	1	3	23	1	4	16	2	13	4	0	0	77	4	5
4 Elected officers	34	1	3	23	4	17	16	0	0	4	1	25	77	6	10
5 All eligible	34	7	21	23	4	17	16	5	31	4	0	0	77	16	21
6 Have robes	34	8	24	23	12	52	16	9	56	4	4	100	77	33	43
7 Sing in mass choir with Luth. schools	34	14	41	23	10	44	16	13	81	4	2	50	77	39	51

СПОИВ И БИЛЕТИИ СТИМЕЛЕНЕЛ ВОНГОГА

ЛВИЗ. III

A few words might be said in regard to the classroom choir. Since normally all children love to sing, the average elementary school offers too few opportunities for group singing. McKown states that although schools have a number of organized music groups, they do not offer any educational value for those who do not have enough ability to qualify for membership.¹ Furthermore, where classroom choirs are outgrowths of regular music periods, there is greater correlation of music activities. This affords equal educational opportunities for all children. Classroom choirs, however, should not preclude the continuance of select choirs since the multiplication of such choirs is one of the hopeful developments in school and church life.

The internal organization of choirs shows that very few of them have elected officers. An organized choir with elected officers, and selected aims and purposes, may serve as added motivation and prove to be a greater incentive for membership. Schools where children are not giving lovingly and enthusiastically of their time and talent might do well to give proper guidance and counseling together with providing an organization which will be an attraction to the children. Proper scheduling of practices and the purchase of choir gowns as conducive to

¹Harry C. McKown. Activities in the Elementary School (New York: McGraw-Hill, 1938), p. 219.

A few years ago, the Government was...
 about, since...
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child interest will be discussed at greater length in this chapter.

In 70 per cent of the cases the position of choir director was reported to be filled by the principal. Thirty per cent reported that teachers had this responsibility.

Selective basis and eligibility for participation. Table IV shows to what extent each grade level was represented in the choir. From this table one can see that the heaviest representation was found in grades four through eight with a large group of schools including in their choirs children from grades five through eight or three through eight. It should be noted that although Table III, question 5, shows 20 per cent of the schools reporting all grades participating, this percentage represents only those schools reporting classroom choirs. Where select choirs were reported, the lowest grade level represented was the third.

Table V shows that the average number of members in the choir does not vary greatly from the three to the six-room schools. The average number of performances per year increased uniformly from three to six-room schools with a deviation in this trend noticed only among five-room schools.

Seventy schools reported that choir members must consistently participate, three schools made membership contingent upon meeting specific scholastic requirements, while thirty-four schools reported that membership was dependent upon the possession

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TABLE IV

31

NUMBER OF CHOIRS CLASSIFIED ACCORDING TO GRADES REPRESENTED

Type of school	Classification of grades											Totals
	1-3	3-7	3-8	3-9	4-7	4-8	5-8	5-9	6-8	7-8	7-9	
Three-room	1	2	5	0	1	8	6	0	4	0	0	27
Four-room	0	0	3	1	0	7	3	1	1	1	1	18
Five-room	0	1	1	0	0	1	5	0	1	1	0	10
Six-room	0	0	1	0	0	1	1	0	1	0	0	4
Totals	1	3	10	1	1	17	15	1	7	2	1	59*

*Although 77 choirs were reported, not all principals classified them according to grades represented, hence, the number 59 represents only those who replied on the questionnaire.

TABLE V

AVERAGE NUMBER OF PRACTICES, PERFORMANCES, AND MEMBERS

Type of school	Ave. No. practices per week	Ave. No. performances per year	Ave. No. members in choir
Three-room	3	10	34
Four-room	3	15	39
Five-room	3	12	41
Six-room	3	25	41

Type of school

Three-room

Four-room

Five-room

Six-room

Totals

Number of schools

AVERAGE

Type of school

Three-room

Four-room

Five-room

Six-room

of musical talent.

Types of recognition for participation. Very few schools gave recognition in special form to choir members. The greater percentage of schools gave academic credit which related more to those schools reporting the choir as an outgrowth of the regular music period, giving a report card grade to children participating.

The giving of awards or other types of recognition without doubt helps to encourage children to take part in extraclass activities. Although the devices of letters or emblems were originally designed to be given to participating members in athletics, this type of recognition has been given for work in other activities. Their appropriateness for elementary school children, however, has been questioned. Perhaps the most widely used award given for participation in musical activities in Lutheran schools has been the certificate of merit or the giving of public recognition through school bulletins or newspapers. Many principals felt that mere participation in the choir and the opportunity to appear in public provided sufficient motivation for participation. This fact speaks well for competent leadership in stimulating interest among the children.

Scheduling rehearsals and performances. Interest children show in the choir may be determined largely by the times for which rehearsals are scheduled, the length of rehearsals, and the number of performances per year. Table V

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revealed that all schools were quite consistent in scheduling on an average of three practices per week with a total average of fifteen performances each year. Seventy schools reported that choir practices were held during school hours, eight held practices after school hours, and one scheduled practices before school hours. The time most frequently mentioned for length of rehearsals was thirty minutes. Fifty-four schools reported this time, while eleven schools scheduled forty-five minute periods. Four schools held hourly rehearsals, while ten allotted from fifteen to twenty-five minutes to them.

It was interesting to note the number of joint performances held with choirs of neighboring Lutheran schools. Forty schools stated that choirs participated in a mass choir with other Lutheran schools. This practice should be encouraged wherever such opportunities present themselves.

Financing the school choir. Choir music and vestments are principal items of extra financial expenditures. Sixty-four schools financed choir music from the congregational budget for the school while thirteen reported other sources.

A vested choir not only presents a more churchly atmosphere, but gives the children a feeling of importance in the choir. Thirty-three of the 79 schools reporting provided gowns for choir members. Means of financing these gowns varied among the schools. The following ways were mentioned: Congregation, Sunday School, P.T.A. and P.T.O., Dorcas Society, donations by

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parents of choir members and others, women's guilds, Christmas card sales, mothers clubs, school clubs, and school auxiliaries. The most frequently mentioned sources were women's societies and congregational treasuries.

II. SCHOOL BAND

Contrary to the feelings of some educators, elementary school children are not too young to have a band. Ralph Hess in his article entitled "Strike Up the Band" says that an elementary school band offers tremendous opportunities for building musical appreciation, increased musical literacy, and confidence in shy individuals. He further explains that a well balanced music program will begin with a rhythm band in the kindergarten and first grade leading into pre-band work by the use of such melody instruments as tonettes and song flutes in the second, third, and fourth grades with the transition from these exploratory instruments to the regular instruments beginning at least in the fifth grade. This succession of musical instruction gives the children a good background for regular instrumental work.²

Organization of a school band. In Lutheran elementary schools, the possibility of organizing a band would meet with many difficulties such as the employing of a competent director,

²Ralph Hess, "Strike Up the Band in the Elementary School," National Education Association Journal, 43:25-5, January, 1954.

purpose of this research is to determine the effect of the program on the self-esteem of the students. The most important finding of the study is that the program had a significant positive effect on the self-esteem of the students.

The results of the study indicate that the program had a significant positive effect on the self-esteem of the students. This finding is consistent with the hypothesis of the study. The program was designed to help students develop a positive self-image and to improve their self-esteem.

The program was implemented in a classroom setting and the results were measured using a self-esteem scale. The scale was administered before and after the program. The results showed that the students' self-esteem scores increased significantly after the program.

The findings of this study have important implications for the development of self-esteem programs in schools. The program used in this study was a simple and effective program that can be implemented in any classroom. The results of this study suggest that such programs can have a positive impact on the self-esteem of students.

The program was designed to help students develop a positive self-image and to improve their self-esteem. The program was implemented in a classroom setting and the results were measured using a self-esteem scale. The results showed that the students' self-esteem scores increased significantly after the program.

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financing of instruments and payment of a director, finding a place in the daily schedule for rehearsals and perhaps the problem of providing space would arise in some schools. These problems apparently were overcome in a few schools as may be seen in Table VI which presents the status of band activities in the Lutheran schools. Although band activities were weakest among all activities reported, some principals stated that plans were in progress for organizing bands next year. One school reported an orchestra but did not specify whether this was a "toy" orchestra or a regular orchestra. One school reported a symphonic band in the sixth and seventh grades while three schools had rhythm bands. Since no question related directly to rhythm bands, there may have been more schools which included one but did not report it.

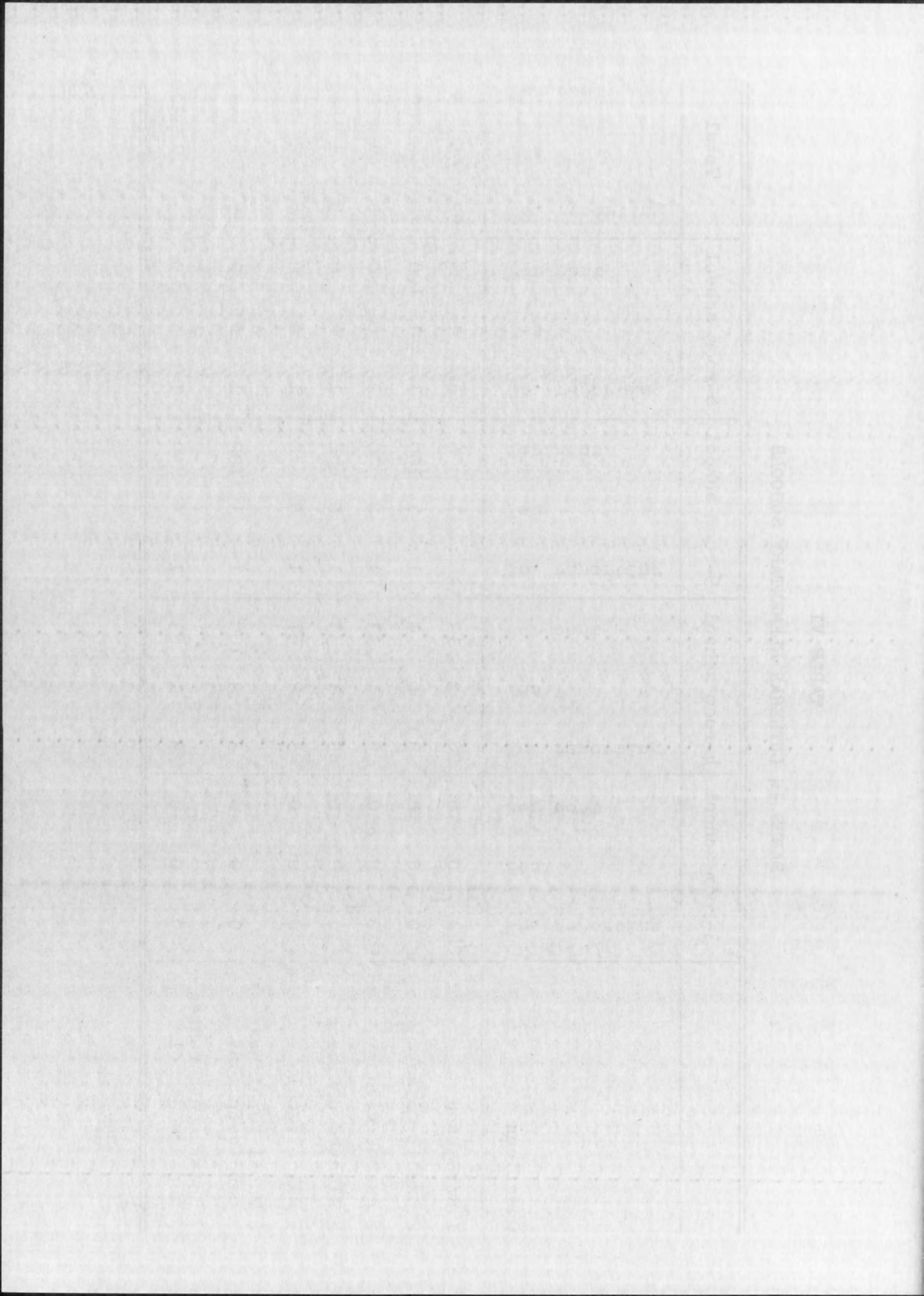
Of the five schools reporting regular bands, only one showed that the organization had elected officers. There was no real selective basis outside of the fact that all schools reported that band members were required to possess musical talent and to consistently participate. Children from grades four through eight were eligible to participate in two schools while one school permitted third graders to join. Permitting children of third and even fourth grade level to begin instrumental work of this type may be subject to criticism by those who consider children immature physically and mentally at this age.

Financing of instruction was reported as being in place in the majority of schools. The plan of providing space was also reported as being in place in approximately 70 percent of the schools. In Table VI which gives the number of schools in Lutheran schools, it is noted that in all activities reported, the majority of schools are in progress for providing space and for providing an orchestra and a school band. The majority of schools in the state are reported to have a school band and a school orchestra. Since no school band or orchestra is reported to have been formed since the 1930-31 report it is noted that the majority of schools in the state have a school band and a school orchestra.

It is noted that the majority of schools reported that they had a school band and a school orchestra and to continue to expand their school bands and to continue to expand their school orchestras. Four through six percent of the schools reported that they had a school band and a school orchestra while one school reported that it had a school band and a school orchestra. The majority of children of school age are reported to be in school and the majority of the children of school age are reported to be in school and the majority of the children of school age are reported to be in school.

TABLE VI
BANDS IN LUTHERAN ELEMENTARY SCHOOLS

Questions	3-room school		4-room school		5-room school		6-room school		Total	
	No. reporting	Yes Per cent	No. reporting	Yes Per cent	No. reporting	Yes Per cent	No. reporting	Yes Per cent	No. reporting	Yes Per cent
1 Have band	44	0	26	3	18	1	4	1	92	5
2 Credit given	0	0	3	0	1	1	1	1	5	2
3 Awards given	0	0	3	1	1	0	1	0	5	1
4 Elected officers	0	0	3	1	1	0	1	0	5	1
5 All eligible	0	0	3	2	1	0	1	0	5	2
6 Pupil furnishes own instrument	0	0	3	3	1	1	1	0	5	4
7 Instruments rented through school	0	0	3	1	1	0	1	0	5	1



Band directors were selected as follows: Each of two schools placed this responsibility in the hands of one of its teachers. One school employed a music student from the local university. One merely stated that a band leader was employed while another reported that two teachers from a local music store served as directors.

Success of the band will depend largely upon the capability of the director. Ralph Hess has the following to say:

The teacher should be an acceptable performer on one or two instruments and the more he knows about the other instruments, the better.

He should not be an unsuccessful private teacher who has turned to school teaching for his livelihood but one who has a general background of education. He must know general educational techniques and procedures as well as child psychology and the general laws of learning.³

Where it was impossible for schools to employ qualified band directors, or other reasons made it undesirable to organize bands, arrangements were made for children interested in instrumental work to take instruction through local high school assistance. One school reported that pupils were excused to go to the public school during school hours for band practice while another stated that some pupils participated in the local high school band. Still another engaged a

³Ralph Hess, "Strike Up the Band in the Elementary School," National Education Association Journal, 43:25-5, January, 1954.

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neighboring high school leader to direct the band one day per week after school hours.

Types of recognition for participation. Few schools reported bands. Those listed probably were in their infancy. However, where recognition was given, the report card grade was mentioned in all but one case. This school reported that emblems were given to band members. It is desirable that recognition in some form be given to those participating in this activity as a means of encouragement and to signify achievement.

Scheduling rehearsals and performances. Where a teacher is engaged specifically for directing band, scheduling rehearsals during school hours becomes a less difficult matter. It is important, however, that schedules in all grades involved be arranged so as to provide a convenient time of day for band members to be excused without interfering or conflicting with classwork. Although a school day period is preferable, it may not be feasible in some schools, and an after-school-period could be scheduled more satisfactorily. Only one school reported holding practices before school while the other four schools were divided equally as to scheduling practices during or after school hours. The average number of practices per week was listed as two. Three schools allotted thirty minutes time, one school forty-five minutes and two schools one hour.

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Additional data revealed that the average number of performances per year was a little over three and membership in bands averaged fourteen children.

Financing the school band. Most Lutheran schools are not in a financial position to purchase instruments although this is the recommended procedure especially with regard to the purchase of larger instruments such as tubas, baritone horns, and drums. Table VI indicates that in all but one school, pupils were required to furnish their own instruments. This one school stated that instruments could be obtained on a rental basis through the local music store. No school reported ownership of band uniforms.

Sources of financial aid were listed as P.T.A., general funds for school purposes, and pupil band fees. One band was placed on a self-supporting basis through the payment of membership band fees.

III. RHYTHM BAND AND OPERETTA

The rhythm, tonette, or symphonet bands were given brief mention on page 35. The intention at this point will be to show the value and importance of these bands in the curriculum. The operetta, which is one of the more common musical activities found in Lutheran elementary schools, will be treated briefly.

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Financing the school band. Most school bands are not in a financial position to purchase instruments especially in the purchase of larger instruments such as brass, woodwinds, and drums. Table VI indicates that in all but one school pupils were required to furnish their own instruments. This one school stated that instruments could be obtained on a rental basis through the local music store. No school reported major

expenses of financial aid were listed as a source of funds for school purposes, and pupil dues were placed on a self-supporting basis through the payment of membership dues fees.

III. RHYTHM BAND AND OPERETTA

The rhythmic, tonistic, or symphonic bands were given brief mention on page 35. The intention at this point will be to show the value and importance of these bands in the school. The operetta, which is one of the more common musical activities found in Lutheran elementary schools, will be treated briefly.

In regard to providing music experiences for all, the rhythm band has usually met with popular approval. For the developing of rhythmical sense through experience, the rhythm band should provide an excellent means and more such activities should be encouraged. It is also important that there be competent and intelligent leadership of these bands to provide proper musical development of the child.⁴

In an article entitled "A Rhythm Band" Grace Blackstone describes first graders' successful efforts in making different instruments for their rhythm band as a creative activity. Interest produced by this creative activity led into correlation with other school activities and subjects, such as the drawing of the rhythm band, the writing of poems about the band, and composing a tune for the band.

Although this rhythm band was specifically meant for a project in music, it correlated with practically every subject. Besides activities mentioned, the children wrote and told stories about the band.⁵

Through these actual experiences, the children gained a knowledge of melody and tone quality, a greater appreciation for

⁴Dorothy Jane Hickok, "Rhythm Bands Can Be Fun," Instructor, 59:4, March, 1950.

⁵Grace K. Blackstone, "A Rhythm Band," Creative Schools, Twenty-Third Yearbook of the Department of Elementary School Principals, (Washington, D.C: National Education Association, 1944), pp. 46-52.

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music, and experience in the use of the library. Besides this the children got opportunities in group participation, developing of personality, and growth of cooperative spirit.⁶

The operetta has been criticized as an activity which is too advanced for the usual age group of children participating. Also, such handicaps as lack of facilities, too much time involved, small stages, insufficient help, and little opportunity for creative work by children have discouraged many from producing an operetta. Wherever such handicaps may be overcome, and where in most cases the operettas are modified to conform to the facilities, space, and limited help, the children will learn to develop a sense of responsibility, open-mindedness, and to work cooperatively with each other.

⁶Grace K. Blackstone, "A Rhythm Band," Creative Schools, Twenty-Third Yearbook of the Department of Elementary School Principals, (Washington, D.C: National Education Association, 1944), pp. 46-52.

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James E. Johnson
Twenty-Five
Baltimore, Maryland
1941, p. 45-46

CHAPTER IV

ATHLETIC ACTIVITIES

There seems to be an increased tendency in the elementary school to emphasize athletic activities. This emphasis has been criticized since not all children receive equal educational opportunities. The idea of many schools to emphasize highly competitive interscholastic contests is not in keeping with sound principles of child growth and development. It has tended to decrease the all around physical development of the child.

Although educators are not entirely in agreement as to the appropriateness of competitive interscholastic contests in the junior high grades, the following statement expresses the feeling of most educators regarding highly competitive athletics in general:

There is general agreement that this practice of highly competitive athletics for elementary school pupils is contrary to sound educational principles and is often detrimental to the health and safety of the participants.¹

In another statement the same author says:

Any man who develops and exploits the skills of a few selected students to build up his own reputation while neglecting the needs of many students is guilty of a crime in the name of education which should not be tolerated.²

¹Taylor Dodson, "Elementary Interscholastic Athletics," School Activities, 23:59, October, 1951.

²Ibid., p. 60.

There seems to be a general feeling of dissatisfaction among the people of the country. This feeling has been expressed in many ways, and it is not surprising that it has led to a number of important changes in the government. The people want a government that is more responsive to their needs and desires. They want a government that is more honest and more efficient. They want a government that is more just and more fair. They want a government that is more democratic and more participatory. They want a government that is more accountable and more transparent. They want a government that is more caring and more compassionate. They want a government that is more loving and more kind. They want a government that is more peaceful and more harmonious. They want a government that is more united and more cohesive. They want a government that is more prosperous and more successful. They want a government that is more free and more open. They want a government that is more brave and more courageous. They want a government that is more wise and more thoughtful. They want a government that is more noble and more honorable. They want a government that is more virtuous and more righteous. They want a government that is more good and more beautiful. They want a government that is more perfect and more divine. They want a government that is more eternal and more everlasting. They want a government that is more infinite and more boundless. They want a government that is more all-powerful and more all-knowing. They want a government that is more all-wise and more all-merciful. They want a government that is more all-loving and more all-kind. They want a government that is more all-just and more all-fair. They want a government that is more all-honest and more all-truthful. They want a government that is more all-generous and more all-giving. They want a government that is more all-humble and more all-lowly. They want a government that is more all-poor and more all-weak. They want a government that is more all-sinful and more all-wicked. They want a government that is more all-evil and more all-evil.

Also, there is a feeling of hope and optimism among the people. They believe that the future is bright and that the country has a great potential. They believe that the people are capable of great things and that they can make a difference in the world. They believe that the government can be a force for good and that it can lead the country to a better future. They believe that the people can work together and that they can overcome all their problems. They believe that the people can build a better society and that they can create a more just and more fair world. They believe that the people can live in peace and harmony and that they can enjoy the fruits of a more prosperous and more successful country. They believe that the people can be more free and more open and that they can be more brave and more courageous. They believe that the people can be more wise and more thoughtful and that they can be more noble and more honorable. They believe that the people can be more virtuous and more righteous and that they can be more good and more beautiful. They believe that the people can be more perfect and more divine and that they can be more eternal and more everlasting. They believe that the people can be more infinite and more boundless and that they can be more all-powerful and more all-knowing. They believe that the people can be more all-wise and more all-merciful and that they can be more all-loving and more all-kind. They believe that the people can be more all-just and more all-fair and that they can be more all-honest and more all-truthful. They believe that the people can be more all-generous and more all-giving and that they can be more all-humble and more all-lowly. They believe that the people can be more all-poor and more all-weak and that they can be more all-sinful and more all-wicked. They believe that the people can be more all-evil and more all-evil.

There is a feeling of unity and solidarity among the people. They feel that they are all in this together and that they are all working towards the same goal. They feel that they are all part of a larger community and that they are all responsible for the well-being of that community. They feel that they are all working together to build a better society and that they are all creating a more just and more fair world. They feel that they are all living in peace and harmony and that they are all enjoying the fruits of a more prosperous and more successful country. They feel that they are all being more free and more open and that they are all being more brave and more courageous. They feel that they are all being more wise and more thoughtful and that they are all being more noble and more honorable. They feel that they are all being more virtuous and more righteous and that they are all being more good and more beautiful. They feel that they are all being more perfect and more divine and that they are all being more eternal and more everlasting. They feel that they are all being more infinite and more boundless and that they are all being more all-powerful and more all-knowing. They feel that they are all being more all-wise and more all-merciful and that they are all being more all-loving and more all-kind. They feel that they are all being more all-just and more all-fair and that they are all being more all-honest and more all-truthful. They feel that they are all being more all-generous and more all-giving and that they are all being more all-humble and more all-lowly. They feel that they are all being more all-poor and more all-weak and that they are all being more all-sinful and more all-wicked. They feel that they are all being more all-evil and more all-evil.

There is a feeling of pride and accomplishment among the people. They are proud of their country and of their people. They are proud of the progress that has been made and of the achievements that have been accomplished. They are proud of the courage and the bravery of the people and of the wisdom and the thoughtfulness of the government. They are proud of the nobility and the honor of the people and of the virtue and the righteousness of the government. They are proud of the goodness and the beauty of the people and of the perfection and the divinity of the government. They are proud of the eternity and the everlastingness of the people and of the infinity and the boundlessness of the government. They are proud of the all-powerfulness and the all-knowingness of the people and of the all-wisdom and the all-mercifulness of the government. They are proud of the all-lovingness and the all-kindness of the people and of the all-justice and the all-fairness of the government. They are proud of the all-honesty and the all-truthfulness of the people and of the all-generosity and the all-givingness of the government. They are proud of the all-humility and the all-lowliness of the people and of the all-poverty and the all-weakness of the government. They are proud of the all-sinfulness and the all-wickedness of the people and of the all-evilness and the all-evilness of the government.

Activities

1. Study the history of the country.

2. Visit the places of interest.

3. Take part in the sports.

From these statements it is evident that where such competitive athletics exist, team rivalry not only has a chance to reach unwholesome proportions but it destroys the opportunities for non-participating members to learn the Christian lessons taught on the playing field.

This is an administrative problem. It should be the concern of all Christian principals and teachers to see that adequate facilities, time, and guidance be provided for a balanced physical education program that will help meet the spiritual, mental, social, emotional, and physical needs of all children. To satisfy the competitive urges of children, a well organized intramural program can be provided. Although some schools have encouraged moderate interscholastic competition in the upper grades, this still is in conflict with principles of child growth and development.

According to Rhea H. Williams, writing in School Activities, children of elementary school age are not physically developed enough, and are not yet psychologically balanced, to engage in strenuous participation in interscholastic athletic contests.³

The chance for educational opportunities and citizenship values in a good physical education program is brought

³Rhea H. Williams, "Elementary Inter-School Football," School Activities, 21:296, May, 1950.

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out in this statement by Merle A. Wilson:

Many of the attitudes and traits which may be termed the basic elements in democratic living, such characteristics as the spirit of fair play, group loyalty, cooperativeness, initiative, sound judgment, acceptance of responsibility, and so on, can be fostered and developed through well-organized supervised play. Good play habits are a splendid antidote for shyness, oversensitiveness, moodiness, and bullying.⁴

After reviewing what leading authorities have to say regarding these activities, Chapter IV will present the status of athletic activities in the Lutheran elementary schools. The organization of an athletic program, selective basis and eligibility for participation, scheduling practices and athletic contests, types of recognition given for participation, and financing athletics will be the points covered in this part of the study.

I. ORGANIZATION OF AN ATHLETIC PROGRAM

A prerequisite to the organization of an athletic program is a sound physical education program. Elmer A. Seefeld, author of Physical Education for Elementary Grades, who is well qualified to write on physical education for Lutheran schools, says:

⁴Merle A. Wilson, "The Citizenship Values of Physical Education," Elementary Schools-the Frontline of Democracy, Twenty-Second Yearbook of the Department of Elementary School Principals, (Washington, D.C: National Education Association, 1943), p. 431.

Page:

P. 211

Education, Department of the Interior,
Second Year Book of the
(Washington, D. C.)

Every phase of the program, including each of the various activities, should be regarded as a means toward the complete education of the individual; and that all pupils should be required to take part in the physical education program to the extent that their physical condition permits, with special consideration being given to the physically handicapped, according to their respective needs. This theory is sound and deserves to be adhered to in Lutheran schools.⁵

Table VII, which records the answers to questions dealing with the status of athletic activities in Lutheran schools, shows that nearly 57 per cent of the schools reported an organized athletic program. Whether this was in connection with a regular physical education program could not be determined. A tendency toward more interscholastic competition and organized league play was evidenced from this table. Also to be noticed from Table VII is the fact that about 59 per cent of the schools reported athletic activities generally confined to recess periods while most athletic contests were held outside school hours. Although it would not be fair to conclude from this that many of these schools do not recognize the educational values of an athletic program as an integral part of the physical education program, it does to some extent reveal a weakness in that many schools do not integrate athletics with a basic course in physical education.

Tables VIII and IX show the number and kinds of athletic

⁵Elmer A. Seefeld, Physical Education for Elementary Grades (St. Louis: Concordia Publishing House, 1944), p.iii.

Every day, the children of the world are born into a world of suffering and pain. They are born into a world where the rich are getting richer and the poor are getting poorer. They are born into a world where the powerful are oppressing the weak and the innocent are being killed. They are born into a world where the environment is being destroyed and the climate is changing. They are born into a world where the future is uncertain and the present is full of challenges.

With the passage of time, the world is changing. The challenges are becoming more complex and the opportunities are becoming more limited. The children of the world are facing a future that is full of uncertainty and risk. They are facing a future where the only way to survive is to be the strongest and the most ruthless. They are facing a future where the only way to succeed is to be the most cunning and the most deceitful.

A century ago, the world was a different place. The children of the world were born into a world of hope and possibility. They were born into a world where the future was bright and the present was full of promise. They were born into a world where the only way to succeed was to be the most hardworking and the most determined. They were born into a world where the only way to survive was to be the most honest and the most ethical.

periods of time, the world has changed. The challenges are becoming more complex and the opportunities are becoming more limited. The children of the world are facing a future that is full of uncertainty and risk. They are facing a future where the only way to survive is to be the strongest and the most ruthless. They are facing a future where the only way to succeed is to be the most cunning and the most deceitful.

of an education that is based on the principles of justice and equity. They are facing a future where the only way to survive is to be the strongest and the most ruthless. They are facing a future where the only way to succeed is to be the most cunning and the most deceitful.

in physical education. They are facing a future where the only way to survive is to be the strongest and the most ruthless. They are facing a future where the only way to succeed is to be the most cunning and the most deceitful.

TABLE VII

ATHLETIC ACTIVITIES IN LUTHERAN ELEMENTARY SCHOOLS

Questions	3-room 44 reporting		4-room 26 reporting		5-room 18 reporting		6-room 4 reporting		Total 92 reporting	
	Yes	Per cent	Yes	Per cent	Yes	Per cent	Yes	Per cent	Yes	Per cent
1 Have an organized athletic program	20	46	15	58	14	78	3	75	52	57
2 Competition mostly intramural	19	43	11	42	9	50	3	75	42	46
3 Have interscholastic competition	26	59	19	73	15	83	4	100	64	70
4 Competition only with Luth. schools	17	39	11	42	9	50	3	75	40	44
5 Credit given for athletic activities	2	5	4	15	3	17	0	0	9	10
6 Awards or letters given	6	14	7	27	6	12	0	0	19	21
7 All grades participate in athletics	14	32	4	15	7	39	0	0	25	27
8 Generally confined to recess periods	28	64	13	50	10	56	3	75	54	59
9 Generally conducted outside school hours	17	39	12	42	8	44	3	75	40	44
10 Participate in organized league play	20	46	19	73	12	67	4	100	55	60
11 League competition outside Luth. schools	7	16	7	27	5	28	2	50	21	23
12 Have a field day	20	46	13	50	9	50	3	75	45	49

RECEIVED VOLUNTARY TO CHARITABLE CONTRIBUTIONS

STATE OF ALA

TABLE VIII

KINDS OF ATHLETIC ACTIVITIES IN LUTHERAN ELEMENTARY SCHOOLS

Type of school	Basket ball	Base ball	Soft ball	Foot ball	Volley ball	Track	Tennis	Soccer	Ping Pong
Three-room	35	11	40	30	32	17	1	5	0
Four-room	23	4	24	16	23	13	0	2	1
Five-room	17	5	15	11	15	10	0	1	1
Six-room	4	1	3	1	4	3	0	0	0
Total	79	21	82	58	74	43	1	8	2
Per cent	86	23	89	63	80	47	1	9	2

TABLE IX

KINDS OF ATHLETIC ACTIVITIES IN WHICH LEAGUES ARE FORMED

Type of school	Basket ball	Base ball	Soft ball	Foot ball	Volley ball	Track
Three-room	12	1	15	9	0	5
Four-room	16	4	14	7	8	5
Five-room	9	2	8	5	4	3
Six-room	3	1	3	0	3	2
Total	40	8	40	21	15	15
Per cent	44	9	44	23	16	16

TABLE OF AVERAGE

Type of school

Three-room

Four-room

Five-room

Six-room

Total

Per cent

Type of school

Three-room

Four-room

Five-room

Six-room

Total

Per cent

activities found in the Lutheran elementary schools and also the number and kinds of activities in which leagues are formed. Comparing these two tables, it may be seen that softball, basketball, volleyball, and football lead in the number of times mentioned while most leagues were recorded as evenly distributed between softball and basketball.

II. SELECTIVE BASIS AND ELIGIBILITY FOR PARTICIPATION

All children should be required to participate in the school's physical education program except those who for physical reasons must be excused. Good programs, however, should provide for the physically handicapped, too.

In reply to the question dealing with eligibility requirements in athletics specifically, eighteen schools excluded those children who did not meet a specific scholastic requirement. Eighteen schools made participation dependent upon athletic talent and thirty-seven schools required the children to consistently participate.

III. SCHEDULING PRACTICES AND ATHLETIC CONTESTS

It was mentioned on page forty-five that most activities were carried on during recess periods while the greater percentage of athletic contests were held after school hours. This is not to be confused with the fact that only 44 per cent conducted athletic activities outside school hours as is shown in

activities found in the literature and the number and kind of activities. Comparing these two groups of activities, basketball, volleyball, and tennis mentioned while most activities between softball and baseball.

II. SUBJECTS

All children in the school's physical education program must be tested for the physical fitness. In order to be eligible for the physical fitness program, those children and their parents must consent. Fifteen children were selected for the study. The children were selected on the basis of their physical fitness test results. The children were selected on the basis of their physical fitness test results. The children were selected on the basis of their physical fitness test results.

III. PROCEDURES

It was determined that the study would be carried on during the school year. The study was carried on during the school year. The study was carried on during the school year. The study was carried on during the school year. The study was carried on during the school year.

Table VII. This percentage refers mainly to athletic practices, not contests. In all schools recess periods could very well be used to greater advantage for an organized physical education period.

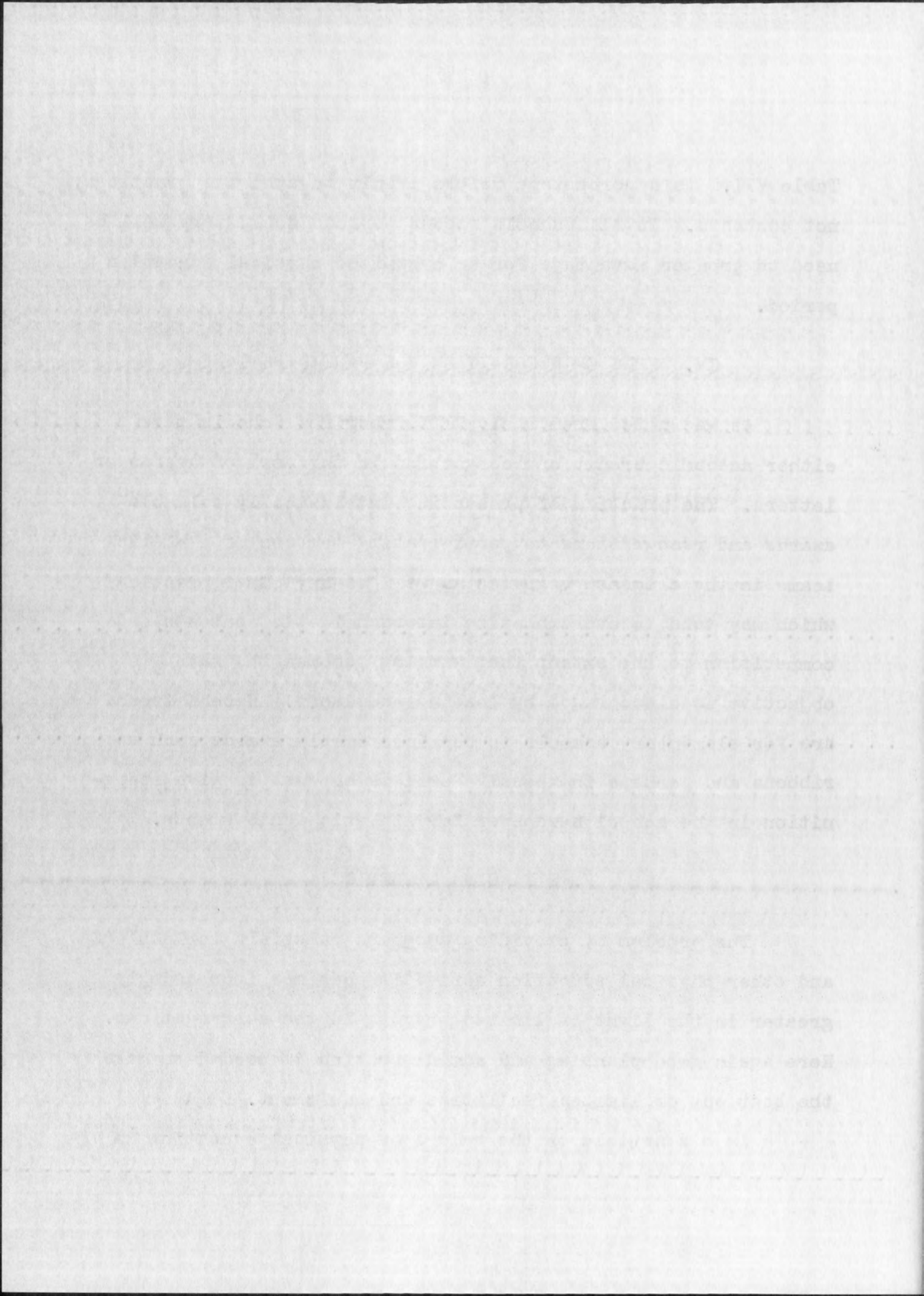
IV. TYPES OF RECOGNITION FOR PARTICIPATION

As was noted from Table VIII, very few schools gave either academic credit or recognition in the form of awards or letters. The practice of presenting intrinsically valuable awards and recognitions to participating members of athletic teams in the elementary grades as well as any other practice which may tend to overemphasize interscholastic contests and competition to the extent that winning becomes the main objective is discouraged by leading educators. Recent trends are for elementary schools to buy less costly awards such as ribbons and perhaps inexpensive emblems or just to give recognition in the school newspaper for athletic achievements.

V. FINANCING ATHLETICS

The problem of providing adequate materials for athletic and other physical education activities becomes increasingly greater in the light of limited budgets in the congregations. Here again good planning and administration is needed to make the best out of limited facilities and equipment.

In his article on the values of physical education in



the elementary school Don C. Dinkmeyer states that in order for teachers to give adequate instruction to all individuals, it is important that sufficient equipment be made available so that the individual has frequent opportunities to participate in the group activities.⁶

⁶Don C. Dinkmeyer, "Values of Physical Education in the Elementary School and Their Implications," Lutheran Education, 88:441, May, 1953.

The elementary school Don G. Binkover is known for
for teachers to give adequate instruction in
it is important that children should be taught
so that the individual has the opportunity to
part in the group activities.

Don G. Binkover, Principal of the
the Elementary School and
New York, 1953.

CHAPTER V

SCHOOL PUBLICATIONS

The philosophy behind modern trends in education today is to provide for the child many learning experiences in his work, to provide opportunities for self-direction, and to practice democratic action. These rather vague phrases are discussed, but many schools do not provide for them or practice them. Publishing a school newspaper as an extraclass activity, can provide meaningful experiences for elementary school children. School publications are cooperative undertakings which need not be limited to a few children but many may participate in them. Not only is there widespread pupil participation but there are many opportunities to develop leadership as well as individual and group responsibility. As to promoting democratic action, this can be accomplished by and through teacher and pupil planning; not through teacher domination.

Traditionally, it was always a select group which was chosen to perform the activities of the school publications. Today many schools continue this practice. This type of grouping excludes the less competent and less qualified children who probably benefit most from such an activity. Providing opportunities for more pupil participation in school publications is becoming increasingly popular.

The present chapter will deal specifically with the type

SCHOOL PUBLICATIONS

The philosophy behind modern education is to provide for the child many opportunities for self-direction and self-expression. These are the democratic ideals which we wish to see in our schools. But many schools do not realize this. Publishing a school newspaper can provide meaningful experiences for the children. School publications are devices which need not be limited to a few talented individuals who participate in them. Not only is there opportunity for all to participate but there are many opportunities for group responsibility as well as individual and group responsibility. In making decisions about this one can use the same process through teacher and pupil planning, not a top-down imposition.

Traditionally, it was always a select group of individuals chosen to perform the activities of the school publications. Today many schools continue this practice, but the selection process excludes the less competent and less interested. Those who probably benefit most from such an activity are those who are excluded for more pupil participation in school activities is becoming increasingly popular.

The present chapter will describe the various types of school publications.

of pupil publications found in the Lutheran elementary schools, integration possibilities with school subjects, types of recognition given for participation in pupil publications, administrative problems in connection with pupil publications, selection of staff members and eligibility for participation, financing pupil publications, and a more detailed discussion of the school newspaper and yearbook.

I. TYPES OF PUPIL PUBLICATIONS

Table X presents an over-all picture of the status of publications in the ninety-two Lutheran elementary schools. It shows the total percentages nearly equally divided between those schools which have publications and those which have none. The most frequently mentioned publication was the school newspaper which was reported in 40 per cent of the schools while only 12 per cent reported a yearbook. Other publications such as handbooks, monthly bulletins, and an eighth grade graduation bulletin were mentioned by a few schools but were not listed as projects of the children.

Approximately 53 per cent of the schools sent news to the local newspaper. News items in most cases were prepared by the principal; however, a number of other people were delegated this responsibility. Thirty-five principals took this responsibility whereas the pastor was mentioned in eleven schools. Six schools listed the principal and teachers together

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TABLE X

STATUS OF PUBLICATIONS IN LUTHERAN ELEMENTARY SCHOOLS

Questions	3-room school			4-room school			5-room school			6-room school			Total		
	No. reporting	Yes	Per cent	No. reporting	Yes	Per cent	No. reporting	Yes	Per cent	No. reporting	Yes	Per cent	No. reporting	Yes	Per cent
1 With publications	44	15	34	26	14	54	18	11	61	4	2	50	92	42	46
2 With newspapers	44	14	32	26	13	50	18	8	44	4	2	50	92	37	40
3 With annual	44	3	7	26	9	23	18	1	9	4	1	25	92	11	12
4 News to local paper	44	23	52	26	12	46	18	11	61	4	3	75	92	49	53
5 Credit given	15	2	13	14	5	36	11	2	18	2	1	50	42	10	24
6 Awards given	15	0	0	14	4	29	11	1	9	2	0	0	42	5	12
7 Newspaper, self-supporting	14	2	14	13	3	23	8	2	25	2	1	50	37	8	22
8 Newspaper, project of one room or grade	14	2	14	13	5	39	8	3	38	2	0	0	37	10	27
9 Newspaper pub. entirely by children	14	1	7	13	2	15	8	2	25	2	0	0	37	5	14
10 Annual, project of one room or grade	3	1	33	6	3	50	1	1	100	1	1	100	11	6	55
11 Annual pub. entirely by children	3	2	67	6	2	33	1	1	100	1	1	100	11	6	55

STATE OF MICHIGAN DEPARTMENT OF CORRECTIONS

INVENTORY

Inmate	Location room-1	Location room-2	Location room-3	Location room-4
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[Faint text]	[Faint text]	[Faint text]	[Faint text]	[Faint text]
[Faint text]	[Faint text]	[Faint text]	[Faint text]	[Faint text]

while five placed this responsibility in the hands of pupil reporters. Mentioned once each were the following: P.T.A. members, chairman or secretary, mothers club chairman, school mothers, publicity chairman, and church secretary.

II. INTEGRATION OF PUBLICATIONS WITH SCHOOL SUBJECTS

Perhaps no other extraclass activity has as much value in respect to integration with other subjects as does the school publication. Twenty-nine schools made an attempt to correlate the work on publications with work in specific classes. The course which was most closely related to this type of work was English. In this area of learning where a child must organize his thoughts in composition work, the school publication will provide for him practical experience in assembling material, and functional use of English. In an article written by E.E. Keener, the following statement was made in evaluating the success of a school newspaper.

The teachers agree that a newspaper furnishes motivation for the correct and effective use of English, builds up a wholesome attitude toward the school, and is a valuable means of carrying information to parents concerning the school activities.¹

In another article which told of second and third grade

¹E.E. Keener, "Judging the Success of a School Newspaper," Appraising the Elementary School Program, Sixteenth Yearbook of the Department of Elementary School Principals, (Washington, D.C: National Education Association, 1937), p. 455.

The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in all matters.

It further states that the organization is committed to providing the highest quality of services to all stakeholders. The document outlines the various programs and initiatives that are being implemented to achieve these goals.

In addition, the document highlights the role of each department and the responsibilities of the staff members. It provides a clear framework for the organization's operations and the expectations for all employees.

The document also discusses the financial aspects of the organization, including the budget and the allocation of resources. It ensures that all financial decisions are made in a responsible and prudent manner.

Furthermore, the document addresses the issue of human resources, including recruitment, training, and development. It aims to create a positive work environment and to foster the growth and advancement of all staff members.

Finally, the document concludes with a statement of the organization's vision and mission. It expresses a strong commitment to achieving its goals and to making a positive impact on the community and the world.

Approved and signed:
The Director
D.G. Morrison
Secretary

children producing a weekly newspaper which grew into an important project, the author, Margaret Barnett, stated that children received varied experiences in writing stories, poems, practice in translating their own thoughts to paper, working in groups and correcting each others' errors in spelling and punctuation.² Although these values were associated directly with the school newspaper, they may most certainly apply to such other publications as a school may have.

The correlation of the newspaper with religion in the Lutheran school cannot be lost sight of. As may so easily happen without proper guidance, publications can become so secular in nature that they do not give evidence of coming from a Christian day school. Not only should the contents reveal a Christian atmosphere, but the very title should be dignified and becoming to a school whose philosophy is centered upon Christian education.

III. TYPES OF RECOGNITION FOR PARTICIPATION

Here again the question arises as to the appropriateness of giving awards for an activity which is so closely related to classroom work and which is steadily becoming curricularized.

²Margaret Barnett, "Our Class Newspaper," Creative Schools, Twenty-Third Yearbook of the Department of Elementary School Principals, (Washington, D.C: National Education Association, 1944), pp. 23-7.

children receiving a special education program
important to the child's development and well-being
children receiving a special education program
practice in their daily lives. The program
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a Christian school system. The program is
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Christian school system.

The program is designed to help children receive
of giving awards for their achievements.
to encourage them to continue to learn and
Twenty-Fifth Edition of the program is
published by the program. The program is
1988.

In many schools, however, where school time is not available for this activity and where pupils spend extra hours in preparing publications, recognition in some inexpensive form may be justified. Table X indicates that only 12 per cent of the schools reporting publications gave awards and 24 per cent gave credit in some form. As to other types of recognition given, certificates of merit and the publishing of names in the school paper seemed the most popular ways of acknowledging the efforts of the children.

IV. ADMINISTRATIVE PROBLEMS

Problems of school publications seemed to focus upon the following difficulties: Inability to find adequate time for children and teachers to work on them was reported by twenty-four schools. Lack of capable pupils to handle publications was reported by eleven schools, while six schools found difficulty in finding capable leaders. Five schools reported lack of interest, two schools listed financing as a handicap, while six schools reported no difficulties at all.

Since many schools reported lack of time and lack of capable pupils to handle publications, these activities probably are not considered in the light of contributing to the total learning process. It should be of chief concern to administrators to integrate such activities within the curriculum in order that children may receive richer educational experiences.

In many schools, however, the...
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schools reporting...
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IV. ADMINISTRATION

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reported by eleven schools...
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V. SELECTION OF STAFF AND ELIGIBILITY FOR PARTICIPATION

The size of the staff will most likely be determined by the size of the school and perhaps by the amount of material to be collected for the paper or the yearbook. Nellie L. Merrick states that jobs should be shared by all regardless of competence; however, it is necessary to have certain elected officers such as editor-in-chief and production editor who are competent.³

Most schools considered the newspaper as a project of all grades. Twenty-seven schools reported this as the rule while ten schools selected individual grades or groups of grades from the fifth through the ninth. Although in many of the schools mentioned where the newspaper was a project of one grade or room, children in other classrooms participated by contributing stories, news items, and poems, but were not considered as staff members. This situation might very well have existed in the other schools which reported the newspaper a project for all grades since no question relating directly to the basis for selection and eligibility for participation was asked.

Similar data were received regarding the yearbook staff. While three schools listed the yearbook as a project of one particular grade, eight schools included either all grades or

³Nellie L. Merrick, "The Class Newspaper as a Learning Experience," School Review, 53:220, April, 1945.

V. SUMMARY OF THE RESULTS OF THE STUDY

The study was conducted in order to determine the effect of the use of the... by the use of the... to be... stated that...; however, it is... such as... tent.

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VI. FINANCING PUPIL PUBLICATIONS

Financing pupil publications was not reported to be a very serious problem except in the case of financing a yearbook. Sources of financial support which were listed by the forty-two schools are mentioned in Table XI. It is evident that financial support was received principally from a general fund for school purposes with most schools mentioning the principal as authorizing the expenditures. There seemed to be some discrepancy in reports relating to the authorization of expenditures. Apparently some interpreted this to mean the authority to expend budget appropriations.

Further financial data showed that 22 per cent of the newspapers were self-supporting without aid from the congregation. One school reported a subscription price of \$.25 whereas in all the other schools the newspaper was furnished free to the pupils. The approximate median cost of publishing the school paper was \$15.00 with costs ranging from \$5.00 to \$50.00 per year.

Of the eleven schools reporting the publishing of an annual, six replied that the publication was self-supporting without aid from the congregation. It should be noted that in most of these cases the yearbook was not under contract but was typewritten, mimeographed, and assembled in the school,

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TABLE XI
 FINANCIAL ADMINISTRATION FOR PUPIL PUBLICATIONS
 IN FORTY-TWO LUTHERAN ELEMENTARY SCHOOLS

Type of school	Sources of financial support 42 schools reporting										Authorize expenditures 42 schools reporting					Sources for annual 10 schools reporting				
	Special church fund	Gen. fund for school	Sponsoring groups	Pupil performances	Sell subscriptions	Sale of adds	Christmas card sales	Sale of stationery	Donations	Principal	Board of Education	Congregation	Teachers	P.T.O.	P.T.A.	Congregation aid	Advertising	Clubs, organizations	Sale of stationery	Donations
Three-room	3	11	2	2	1	1	1	0	0	12	6	0	1	0	1	0	1	1	0	0
Four-room	1	8	4	0	1	0	0	0	0	9	4	0	0	1	0	2	1	1	0	1
Five-room	2	7	0	0	1	0	0	1	0	7	4	1	2	0	0	1	0	0	0	0
Six-room	0	1	0	0	0	0	1	0	0	2	0	0	0	0	0	0	0	0	1	0

NOTE: Numbers on table represent the number of times each item was mentioned.

THE BOARD OF DIRECTORS OF THE UNIVERSITY OF CALIFORNIA

RESOLUTION OF THE BOARD OF DIRECTORS OF THE UNIVERSITY OF CALIFORNIA

APPROVED

thus considerably reducing the cost of production. The total cost of publishing the annual ranged from \$17.00 to \$209.00 with a median cost of \$21.00 in schools which published their own to a median of \$200.00 in schools which publications were made under contract. Five schools furnished the annual free to pupils, three schools charged a price of \$1.00, one set the price at \$.89, two schools charged \$.50 and \$.25 respectively. One school stated that the yearbook was given free to each family of the congregation but that additional copies were sold at \$.25 each. Aside from receiving financial support from the sale of the yearbook, Table XI lists 6 other sources of financial support in which aid from the congregation was the type most frequently mentioned.

VII. SCHOOL NEWSPAPER

Organization of newspaper and duties of staff. It is not the purpose of this study to become involved in detailed organizational structure of the school newspaper but to state some basic facts regarding it. The school newspaper is probably the most popular of all school publications and no matter what the size of the school may be, it is not too small to include in its curriculum such a publication. Of course, the type of newspaper and frequency of issue will be determined by local conditions. Thirty-three of the thirty-seven schools had papers published in the school. Twenty-nine reported that papers were mimeographed.

thus considerably reducing the cost of production. The cost of producing the annual ranged from \$1.00 to \$2.00 a median cost of \$1.50 in schools which had a median of \$100.00 in schools which had a median of \$50.00 for contrast. Five schools remained. Three schools changed a price of \$1.00 to \$1.50, two schools changed \$1.50 and \$2.00 to \$1.00. It is noted that the yearbook was given free to the school congregation but that additional copies were sold at \$1.00. Aside from revealing financial expenditures for the yearbook, there is also a cover comparison for the yearbook in which all items the comparison was made with the yearbook mentioned.

VII. SCHOOL YEARBOOK

Organization of newspaper and yearbook
The purpose of this study to become involved in the educational literature of the school newspaper and yearbook. The school newspaper is the most popular of all school publications. The size of the school may be, it is not necessarily correlated with a publication. It is suggested that frequency of issue will be determined by the size of the school. Thirty-three of the thirty-seven schools had a yearbook. In the school, twenty-nine reported that they had a yearbook.

The remaining eight schools stated that papers were either hectographed, rexographed, or spirit duplicated.

The teacher or faculty advisor plays an important role in directing the activities of the newspaper. The position of the faculty advisor is solely to advise and not to do the work for the children. The reports from the questionnaire stated that twenty-four principals served as faculty advisors while thirteen teachers held that position.

Additional data revealed that in five out of thirty-seven schools, newspapers were published entirely by the children. Where children contributed to a greater or lesser extent, all but two of the thirty-seven schools reported pupil help in the form of gathering and writing news items. Mimeographing or hectographing were reported by nine schools. In the order of times mentioned, stenciling, writing editorials, art work, poems, assembling, distributing, and typewriting were listed as duties performed by the children in some schools.

The important thing is to encourage widespread pupil participation and wherever possible to give the children as much opportunity to publish the paper themselves as can be reasonably permitted.

Frequency of issue of the newspaper. The determining factor here will again be size of school, size of staff, and amount of news to be gathered. In sixteen of the thirty-seven schools the monthly publication was the most popular. Eight

schools reported the paper published irregularly while one school issued one each week. The remaining twelve schools were divided quite equally in reporting the newspaper as a bi-monthly, six-weeks, and quarterly publication.

Authorities on this subject recommend a weekly paper but this hardly would be feasible in schools where teacher load would be a deciding factor.

VIII. THE YEARBOOK

An elementary school project. The yearbook has been spoken of in connection with publications in general but little has been said as to its place in the elementary school. Since this publication was originally a college activity and later imitated by the high school, educators have frowned upon its inclusion in the elementary school as something which has little value for elementary school children. McKown states that although the yearbook makes some contributions to the promotion of school spirit, its justification must be made on the basis of the direct benefits received by children who buy it.⁴ This statement was made to apply to high school annuals but also could characterize the feeling concerning an elementary school yearbook. The question then follows, does a yearbook

⁴Harry C. McKown. Extra-Curricular Activities (New York: Macmillan Company, 1952), p. 447.

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have any benefit for elementary school children?

To answer this question in the affirmative might mean that the yearbook has direct appeal to the child at the time of its publication only. Although children may be more interested in things at the time they are doing them, they nevertheless look back upon their elementary school activities and recall their experiences later in life. Harold Hainfeld, in promoting the development of this type of publication in the elementary school makes the following statement:

In addition to serving as a memory album of their school year, it serves as a practical review of their elementary school days. Students are also afforded the opportunity of working together on this project.⁵

The article from which this statement was taken includes practical helps for the publishing of an annual. It not only suggests a general plan for an elementary school yearbook but suggests an inexpensive means of publication.

Organization of the yearbook and duties of staff. The general organization of the yearbook and the duties of staff members follow quite closely that of the newspaper. In all but three of the eleven schools reporting yearbooks, principals were advisors while in the three schools teachers served in advisory capacities. The number of members on the annual staff ranged from two in one school to all class members of the eighth grade

⁵Harold Hainfeld, "A Yearbook for the Elementary School," School Activities, 25:121, December, 1953.

have any doubt...

In regard to...

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and to promote...

the welfare...

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in another school. In no school was the annual published entirely by children. Three schools reported that annuals were not projects of the school children. Where staff members were selected, the method of election by the pupils was reported by five schools. In two schools staffs were appointed by principals or faculty advisors. One school stated that the annual was published by the eighth grade graduates.

Photography was the only additional duty performed by members on the annual staff, outside of those already mentioned in connection with the newspaper. Further mentioning of those ways in which pupils lend their assistance would be needless repetition.

Additional data showed that seven schools mimeographed or hectographed annuals in school while three schools had them printed outside of school. One school made no report concerning the method of printing the annual.

Although data showed just a few schools with yearbooks, in all probability more schools will introduce the publication. A yearbook at the elementary school level can be an important activity for children. Such a yearbook should include activities of all grades and should concern the entire school, rather than one particular grade.

In another school, the students were
truly by choice, and they were
not projects of the school. They were
selected, and they were not
the school. In another school, the students
of family activity, and they were
issued by the school. They were
not. They were not. They were not.
members of the school. They were not.
in connection with the school. They were
ways in which they were not. They were
repetition. They were not.
Additional information was not. They were
or background information. They were not.
printed. They were not. They were not.
the method of selection. They were not.
Although the school was not. They were not.
in all probability, they were not. They were not.
A yearbook at the school. They were not.
activity for the school. They were not.
ties of all years. They were not. They were not.
that one yearbook. They were not.

CHAPTER VI

SCHOOL CLUBS

Club activities occupy a very important position in the lives of the school children. To try to measure their value in concrete form would be difficult but evaluation by administrators, teachers, and pupils has shown that these activities are a vital part of the curriculum. In a study made by L. Nettleton in which reactions to club programs were given by teachers and pupils, a listing of replies made by elementary school children showed that they were overwhelmingly in favor of the program. A number of these replies are worthy of mention and are listed as follows:

1. Clubs give us children time to do things we really want to do.
2. They help groups learn to know each other better.
3. We learn to play fair.
4. Clubs help our school because they make the children happy.
5. Clubs help you to learn what you most enjoy.
6. Clubs make it more fun to come to school and we are always thinking of ways to make our club better.
7. Clubs give our school a better atmosphere and better school spirit.
8. Clubs help the children to know the teachers better and they help the teachers to know the pupils.¹

Club activities will vary from school to school depending upon the purposes for which they are organized, the size of school, and the administration's feelings toward them. Successful

¹L. Nettleton, "An Informal Appraisal of School Clubs," Appraising the Elementary School Program, Sixteenth Yearbook of the Department of Elementary School Principals, (Washington, D.C: National Education Association, 1937), p. 458.

This report was prepared by the National Education Commission
upon the progress of the program for the year 1954-55
and the educational needs of the country.
The following are the main findings of the study:

1. The number of students in primary schools has increased...
2. The quality of education in primary schools is still low...
3. The government should increase its expenditure on education...
4. The government should improve the training of teachers...
5. The government should improve the curriculum...
6. The government should improve the school buildings...
7. The government should improve the school equipment...
8. The government should improve the school environment...

The Commission recommends that the government should take the following steps to improve the quality of education in primary schools:

J. K. Puri, Secretary
National Education Commission
The Department of Education, Government of India
New Delhi

programs are those in which the administration and the teachers are solidly behind them.

The following statement of function summarizes quite well the feelings expressed by many educators:

The function of the club is to utilize the interests of the child in such a way that the child will be guided into wholesome and beneficial use of his leisure time. The club activities should also be such that they will make a direct contribution to the curricular program in the forms of broadened interest in particular subjects, a wider background of knowledge, and a further development of the student's self-confidence in his ability to work alone and with others.²

The purpose of Chapter VI will be to investigate the status of club activities in Lutheran elementary schools. Material for the text will be derived from tables listed in this part of the study. In the order of placement in the chapter, the following subjects will be discussed: Organization of clubs, types of clubs functioning in Lutheran schools, selective basis and eligibility for participation, and scheduling of club meetings and activities.

I. ORGANIZATION OF CLUBS

There are some basic facts which should be considered in the organization of clubs. Since clubs exist for the education and benefit of the children, club activities should

²M.R. Foster, "Social Organizations in the Elementary School," School Activities, 25:57, October, 1953.

programs are... are... The...

well the... The... the... activities... growth of... others

The... status of... Material for... part of the... the following... types of... and eligible... meetings and activities

There are... in the organization... education and health

M. B. Foster, School...

develop from the interests of children and, therefore, they should be permitted to suggest the type of club they like. Through wise guidance children will be led to see which clubs are desirable and which are undesirable.

In order to make vital contributions to the development of children and to the enrichment of school programs clubs should grow out of regular curricular activities and should be scheduled where possible on school time. The following statement brings out in concise form some of the basic principles for club organization and administration:

The club should have a definite program geared to the interest of the members, should not have outgrown its usefulness, should be democratic in the selection of members, should not have too many or too few meetings, have "working members," should not begin too pretentiously, should not involve too great expenses, and should meet with the approval of parents and community.³

II. TYPES OF CLUBS IN LUTHERAN ELEMENTARY SCHOOLS

In Tables XII and XIII all the clubs and organizational data pertaining to them are listed as reported by the schools included in this study. From the graphic summary of the two following tables some interesting conditions are observed. There seemed to be a good representation of club activities in all grades with a somewhat greater concentration of club

³M.R. Foster, "Social Organizations in the Elementary School," School Activities, 25:58, October, 1953.

develop from the laboratory should be permitted to grow through with evidence of their own desire and initiative. In order to make the most of children and to let them should grow out of their scheduled work periods, it is necessary to bring out in children that they are to be given freedom for their own activities.

The child should be interested in his work, should be given freedom to work in his own way, should be given freedom to work in his own way, should be given freedom to work in his own way.

II. TYPE OF DATA

In Table XII and XIII data pertaining to the child's included in this study. Following table some of the data there seemed to be a correlation all grades with a school.

W. S. Foster, School Administration, School Administration

TABLE XII

CLUB ACTIVITIES IN LUTHERAN ELEMENTARY SCHOOLS

Clubs	No. of clubs reported			Totals	No. with elected officers			Totals
	3-room	4-room	5-room 6-room		3-room	4-room	5-room 6-room	
1 Athletic Club			2	2	1		1	1
2 Blue Birds (crafts)	1			1	1		1	1
3 Blue and Gold Club	1			1	1		1	1
4 Boy Scouts	4	3	4	12		0	4	4
5 Brownies	1	5	3	10	1	0	4	4
6 Camping Club	1	1	4	11	1	1	1	1
7 Class Club	1	3	4	8	0	3	4	7
8 Cub Scouts	3	2	3	9	1	0	2	3
9 Drama Club	1	1	1	3	1	1	0	2
10 Fellowship Club		1	1	1			1	1
11 Freedom Club			1	1			1	1
12 Girl Scouts	1	6	3	12	1	2	2	5
13 Gray-Y Club		1	1	1		1	1	1
14 H Club	4	1	2	7	4	1	1	6
15 Handicraft Club			1	1			0	0
16 Hi-Y Club		1		1		1	0	1

NOTE: Zeros represent those clubs which reported no elected officers.

2-1000 0-1000 2-1000 0-1000 2-1000 0-1000 2-1000 0-1000
No. of cups received No. with spoons attached

GROUP VARIATIONS IN PLANTING EXPERIMENTAL RECORDS

IX. 1924

Group

1. 1000 0-1000
2. 1000 0-1000
3. 1000 0-1000
4. 1000 0-1000
5. 1000 0-1000
6. 1000 0-1000
7. 1000 0-1000
8. 1000 0-1000
9. 1000 0-1000
10. 1000 0-1000
11. 1000 0-1000
12. 1000 0-1000
13. 1000 0-1000
14. 1000 0-1000
15. 1000 0-1000
16. 1000 0-1000
17. 1000 0-1000
18. 1000 0-1000
19. 1000 0-1000
20. 1000 0-1000
21. 1000 0-1000
22. 1000 0-1000
23. 1000 0-1000
24. 1000 0-1000
25. 1000 0-1000
26. 1000 0-1000
27. 1000 0-1000
28. 1000 0-1000
29. 1000 0-1000
30. 1000 0-1000
31. 1000 0-1000
32. 1000 0-1000
33. 1000 0-1000
34. 1000 0-1000
35. 1000 0-1000
36. 1000 0-1000
37. 1000 0-1000
38. 1000 0-1000
39. 1000 0-1000
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41. 1000 0-1000
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44. 1000 0-1000
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83. 1000 0-1000
84. 1000 0-1000
85. 1000 0-1000
86. 1000 0-1000
87. 1000 0-1000
88. 1000 0-1000
89. 1000 0-1000
90. 1000 0-1000
91. 1000 0-1000
92. 1000 0-1000
93. 1000 0-1000
94. 1000 0-1000
95. 1000 0-1000
96. 1000 0-1000
97. 1000 0-1000
98. 1000 0-1000
99. 1000 0-1000
100. 1000 0-1000

TABLE XII (continued)

Clubs	No. of clubs reported			Totals	No. with elected officers			Totals
	3-room	4-room	5-room 6-room		3-room	4-room	5-room 6-room	
17 Home Reading Circle	1			1	0			0
18 Immanuel School Club	1			1	1		1	1
19 Junior League			1	1		1		1
20 Junior Red Cross		2		2		0		0
21 Junior Rifle Club			1	1		0		0
22 Lunch Club			1	1		0		0
23 Nature Club				1				0
24 Neighborly Help Club	1			1	1		1	1
25 Pep Club	2			2	0			0
26 Safety Club			1	1			1	1
27 Sewing Club		1		1		0		0
28 Square Dancing Club			1	1		0		0
29 Stamp Club	1	1		3	0	0	1	1
30 Teenage Book Club	1			1	1			1
31 Y.C.L. (citizenship)	1			1	0			0
32 Young Luth. League	1			1	1			1
Totals	26	29	30	91	15	14	18	47
Total schools	44	26	18	92	44	26	18	92

NOTE: Zeros represent those clubs which reported no elected officers.

2-12000 11-2-2000 11-2-2000 11-2-2000 11-2-2000
 11-2-2000 11-2-2000 11-2-2000 11-2-2000 11-2-2000

(continued) 11-2-2000

11-2-2000 11-2-2000 11-2-2000 11-2-2000 11-2-2000
 11-2-2000 11-2-2000 11-2-2000 11-2-2000 11-2-2000
 11-2-2000 11-2-2000 11-2-2000 11-2-2000 11-2-2000

11-2-2000

TABLE XIII

ADDITIONAL ORGANIZATIONAL DATA CONCERNING CLUB ACTIVITIES
IN LUTHERAN ELEMENTARY SCHOOLS

Clubs	Membership		Dues	Club projects	Source of funds*	
	Grades represented	represented			Contributions	None
1 Athletic Club	5	9	1	1		
2 Blue Birds (crafts)	2	4		1		1
3 Blue and Gold Club	5	8				4
4 Boy Scouts	2	9	5	6		3
5 Brownies	1	6	4	6		
6 Camping Club	4	8	1	1		
7 Class Club	3	9	3	3		4
8 Cub Scouts	1	5	4	2		2
9 Drama Club	1	8	1	1		
10 Fellowship Club	7	8	1			
11 Freedom Club	7	8	1	1		
12 Girl Scouts	4	9	4	4		5
13 Gray-Y Club	4	6	1			
14 H Club	4	9	1	1		2
15 Handicraft Club						
16 Hi-Y Club	7	9	1	1		1

*Numbers under source of funds represent number of times each source was reported. In some clubs more than one source was given.

1950

1951

1952

THE UNIVERSITY OF MICHIGAN LIBRARIES

ANN ARBOR, MICHIGAN

TABLE XIII (continued)

Clubs	Membership		Dues	Source of funds*		
	Grades represented	Members represented		Club projects	Contributions	None
17 Home Reading Circle	1	8			1	
18 Immanuel School Club	5	8				
19 Junior League	7	8	1	1		
20 Junior Red Cross	1	8				
21 Junior Rifle Club	1	8	1	1		
22 Lunch Club						
23 Nature Club						
24 Neighborly Help Club	7	8	1			
25 Pep Club	1	8		1		
26 Safety Club	6	8			1	
27 Sewing Club	1	8			1	
28 Square Dancing Club	4	9	1			
29 Stamp Club	1	8			1	
30 Teenage Book Club	6	8	1			
31 Y.C.L. (citizenship)	1	8				
32 Young Luth. League	1	8	1	1		
Totals	1	9	34	30	24	5

*Numbers under source of funds represent number of times each source was reported. In some clubs more than one source was given.

TABLE XIII (continued)

(continued)

UNITED STATES

DEPARTMENT OF COMMERCE

OFFICE OF TRADE

WASHINGTON, D. C.

1954

activities in the junior high grades. No accurate count was tabulated on the number of clubs in each school but according to the total number of clubs reported, five-room schools were well ahead of others in proportion to schools reporting, with an average of nearly two clubs per school. Four-room schools averaged about one club per school while three-room schools registered a little over one club for every two schools. An average of $1\frac{1}{2}$ clubs per school was found in six-room schools. This average, however, may not be true because so few schools of this size reported.

Whether the clubs reported had formulated aims and objectives could not be determined. However, a weakness in the internal organization was noticed from the fact that only about 58 per cent of the clubs had elected officers and 39 per cent gave evidence of having outlined major activities.

Funds for club activities were derived principally from dues and club activities. Regular fees or dues assessed to children have been discouraged from the standpoint of causing embarrassment to some. They may also discourage participation in club activities. Wherever this practice is in force it is important that fees be made small enough in order not to be a hindrance to participation.

III. SELECTIVE BASIS AND ELIGIBILITY FOR PARTICIPATION

Since club activities encourage social growth of

activities to the extent that they are
described in the report. The total number of
well known activities is listed in the
an average of 15 activities per child.
averaged about 15 activities per child.
registered activities per child, the
average of 15 activities per child.
This average, however, is not the average
of this also reported.

Whether the children are in
activities such as in the
informal organization and other
about 75 per cent of the children
have given evidence of activities.

Plans for club activities
done and club activities. The
children have been organized in
entirement to be in the
in club activities. The
important that has been
hindrance to participation.

III. SUMMARY AND CONCLUSIONS
These club activities are

children all children should participate. Ideally, there should be enough club activities for all to belong. This ideal is hardly attainable because most schools are weighted down with so many other activities.

Club membership should depend upon pupil interest and should not be compulsory. In view of the size of schools and the limited number of clubs in Lutheran schools it is hardly probable that limitation of pupil participation is necessary. Problems regarding the number of activities in which a child may participate are not likely to be found in small schools.

IV. SCHEDULING CLUB ACTIVITIES AND MEETINGS

Scheduling club activities presents one of the biggest problems. Ideally, club activities should be scheduled on school time, otherwise pupils will tend to regard club meetings as just an extra class which will tend to discourage participation. According to the data received, approximately 65 per cent of the clubs held their meetings weekly, 20 per cent had monthly meetings, 10 per cent held them bi-monthly, while 5 per cent reported irregularly scheduled meetings. About 80 per cent of the schools scheduled club activities after school hours allowing an average time of one-half hour for each meeting. The time of meetings ranged from 3:15 to 4:45 P.M. A few club activities, principally scout clubs, held meetings in the evening and began at 7:00 P.M. One school reported an

children all children should be able to
be enough and that the...
by attending...
many other...
find...
should not be...
the limited...
probable...
Problems...
any...
17. ...

Scheduling...
Programs, local...
school...
as just an...
person. According...
pay...
had nearly...
2 per...
80 per...
school hours...
meeting. The...
A law...
in the...
18. ...

athletic club which held meetings on Saturday from 5:00 to 7:00 P.M.

The remaining 20 per cent held club meetings during school hours, usually between 2:30 and 3:30 P.M. Friday was the most frequently mentioned day for meetings. For those schools scheduling activities during school time, the last period of the day on Friday was most popular.

Table XIV shows the average number of meetings held per year by all clubs. From this graphic illustration it can be seen that between nine and thirty-six meetings a year predominate among all clubs. Table XIV also indicates that scout groups averaged the greatest number of meetings per year.

1900 P.M.

The remaining

school hours, usually

the most frequently

schools attending

period of the year

Table XIV shows

year by all other

seen that between

have among all

groups engaged

TABLE XIV

AVERAGE NUMBER OF CLUB MEETINGS PER YEAR IN LUTHERAN SCHOOLS

Clubs	Type of school			
	3-room	4-room	5-room	6-room
1 Athletic Club			Irreg.	
2 Blue Birds (crafts)	9			
3 Blue and Gold Club	9			
4 Boy Scouts	36	42	32	36
5 Brownies	36	40	32	Irreg.
6 Camping Club		36		
7 Class Club	9	18	30	
8 Cub Scouts	36	36	30	Irreg.
9 Drama Club	Irreg.	9	36	
10 Fellowship Club		18		
11 Freedom Club			36	
12 Girl Scouts	Irreg.	40	40	36
13 Gray-Y Club		30		
14 4 H Club	12	10	36	
15 Handicraft Club			Irreg.	
16 Hi-Y Club		30		
17 Home Reading Circle	Irreg.			
18 Immanuel School Club	18			
19 Junior League			36	
20 Junior Red Cross		Irreg.		
21 Junior Rifle Club			36	
22 Lunch Club				Irreg.
23 Nature Club			Irreg.	
24 Neighborly Help Club	18			
25 Pep Club	36			
26 Safety Club			40	
27 Sewing Club		32		
28 Square Dancing Club			36	
29 Stamp Club	Irreg.	32	36	
30 Teenage Book Club	Irreg.			
31 Y.C.L. (citizenship)	Irreg.			
32 Young Luth. League	9			
Range of meetings	9 - 36	9 - 36	36 - 40	36

AVERAGE NUMBER OF CLUB MEMBERS

Clubs

- 1 Athletic Club
- 2 Blue Birds (Female)
- 3 Blue and Gold Club
- 4 Boy Scouts
- 5 Bowlers
- 6 Glee Club
- 7 Class Club
- 8 Cup Scouts
- 9 Drama Club
- 10 Fellowship Club
- 11 Freedom Club
- 12 Girl Scouts
- 13 Gray-Y Club
- 14 I. F. Club
- 15 Handicraft Club
- 16 H. Y. Club
- 17 Home Reading Circle
- 18 Immanuel School Club
- 19 Junior League
- 20 Junior Red Cross
- 21 Junior Rifle Club
- 22 Lunch Club
- 23 Nature Club
- 24 Neighborhood Help Club
- 25 P. O. Club
- 26 Safety Club
- 27 Sewing Club
- 28 Square Dancers Club
- 29 Stamp Club
- 30 Teenage Book Club
- 31 Y. W. C. A. (Fellowship)
- 32 Young Lads League

Range of meetings

CHAPTER VII

THE CHILDREN'S COUNCIL

The best way to teach democracy in a school is to have children live it, is an axiom which has been the basic idea underlying the organization of such an activity as the children's council. Pros and cons have been voiced by educators as to its appropriateness in the elementary school. Some feel that children are too immature to participate in pupil government since it imitates adult life. On the other hand many feel that elementary schools in a democratic society should provide many rich experiences in democratic living. Lessons in democracy may be gained through such an activity as the children's council. An activity of this sort is not isolated from the curriculum but rather remains a part of the learning process. As Morton J. Sobel says in an article on student councils:

Of all school activities, perhaps the student council presents the broadest opportunities for the development of non-academic qualities considered important and valuable to the children attending schools under the democratic way of life. Unfortunately, this particular type of activity, valuable though it is, has tended to be restricted to the secondary schools and is noticeable for its absence below high school levels.¹

A statement made by the Public Schools of Newton, Massachusetts and quoted in an article by C.T. Thompson is as follows:

¹Morton J. Sobel, "The Student Council in the Elementary School," School Activities, 24:45, October, 1952.

The first part of the study was a preliminary investigation of the

children's lives in the home and school.

Underlying the study was the belief that the child's

conduct is a result of his environment.

It is the purpose of this study to determine the

relationship between the child's environment and his

conduct.

The study was conducted in a public school in

the city of New York.

The study was conducted over a period of six

months.

The study was conducted in a public school in

the city of New York.

The study was conducted over a period of six

months.

The study was conducted in a public school in

the city of New York.

The study was conducted over a period of six

months.

The study was conducted in a public school in

the city of New York.

The study was conducted over a period of six

months.

The study was conducted in a public school in

the city of New York.

The study was conducted over a period of six

months.

As teachers we are responsible for providing children with opportunities to practice democratic ways of behaving. Children need practice....so that they will know how to operate as responsible members of groups, whether these groups are in classrooms, schools, churches, playground or in the community. This means that children must have chances in school to think about, discuss, and plan ways of solving everyday problems.²

Although children's councils were not heavily represented in the ninety-two Lutheran elementary schools, a study of the organization of those reported will be made. This chapter also will consider scheduling of council meetings and attitudes characterizing administration's feelings toward the worth of a children's council in the total program of a Lutheran school.

I. ORGANIZATION OF A CHILDREN'S COUNCIL

No one plan of organization of a children's council may be the correct one since there are many different types of school systems. Table XV gives the number of councils reported in the ninety-two Lutheran schools and data relative to the organization of these councils. The reports showed that fifteen schools had councils. Nine reports came from the three-room schools. Although the total number amounted to only 16 per cent of the ninety-two schools, some principals mentioned that they were planning to organize councils in their schools.

²C.T. Thompson, "The Children's Council Builds Character," Spiritual Values in the Elementary School, Twenty-Sixth Yearbook of the Department of Elementary School Principals, (Washington, D.C: National Education Association, 1947), p. 119.

At the time of the hearing, the witness stated that he had no recollection of the events in question. He further stated that he had no contact with the individuals mentioned in the report.

The witness also stated that he had no knowledge of the activities of the individuals mentioned in the report. He stated that he had no contact with the individuals mentioned in the report.

The witness further stated that he had no knowledge of the activities of the individuals mentioned in the report. He stated that he had no contact with the individuals mentioned in the report.

The witness also stated that he had no knowledge of the activities of the individuals mentioned in the report. He stated that he had no contact with the individuals mentioned in the report.

The witness further stated that he had no knowledge of the activities of the individuals mentioned in the report. He stated that he had no contact with the individuals mentioned in the report.

TABLE XV

STATUS OF CHILDREN'S COUNCILS IN LUTHERAN ELEMENTARY SCHOOLS

Questions	3-room school			4-room school			5-room school			6-room school			Total		
	No. reporting	Yes	Per cent	No. reporting	Yes	Per cent	No. reporting	Yes	Per cent	No. reporting	Yes	Per cent	No. reporting	Yes	Per cent
1 Have council	44	9	21	26	4	15	18	0	0	4	2	50	92	15	16
2 Constitution	9	1	11	4	2	50	0	0	0	2	0	0	15	3	20
3 Aims written	9	0	0	4	2	50	0	0	0	2	0	0	15	2	13
4 Awards given	9	0	0	4	1	25	0	0	0	2	0	0	15	1	7
5 All grades represented	9	3	33	4	2	50	0	0	0	2	1	50	15	6	40
6 Selection based on academic standing	9	0	0	4	0	0	0	0	0	2	0	0	15	0	0
7 Each room equally represented	9	3	33	4	1	25	0	0	0	2	1	50	15	5	33

Table 2

London 1901-11

London 1901-11

London 1901-11

London 1901-11

STATION OF OBSERVATION: STATION IN TOWN OF LONDON

IN 1901

No questions relating directly to the internal organization of the council were asked, but data from the questionnaire regarding representation showed that 40 per cent of those schools having children's councils reported members selected from all grades. Of the remaining 60 per cent, grades four through eight were most frequently mentioned as having representation. A situation seemingly contradictory to democratic procedures was noticed in that very few reported equal representation from each room. This situation is made clearer when one understands that in Lutheran schools there may be an unequal representation of grades per room. Thus, if one room included three grades and another two grades, an equal representation of grades would not necessarily mean that each room would have an equal number of members in the council.

Also evident from Table XV is that not one school stated selection based on academic standing and only one reported awards given for participation.

Table XVI gives additional data concerning method of selection, guidance, and scheduling of children's councils. Quite noticeable in this table is the indication that democratic procedures were being carried out since every school reported members elected by the pupils.

Additional data showed that the average number of members per council was seven although membership ranged from four to sixteen pupils depending on the size of school.

No question as to the validity of the
tion of the Council was made. The
regarding transmission of the
schools having been established in
all grades. It is noted that
eight were held in the
A situation resulting from the
was noticed in that only one
from each room. This situation
stands that in addition to the
generation of grades was reported
grades and another was reported
would not necessarily be the
number of members in the
Also noted that the
stated situation based on
ported wards after the
Table XVI gives a
selection, and the
noticable in the
grades were reported
was elected by the
Additional data
per count was
sixteen pupils

TABLE XVI
STATUS OF CHILDREN'S COUNCILS IN FIFTEEN LUTHERAN ELEMENTARY SCHOOLS

Type of school	Method of selection	Frequency of meetings	Time of meetings	Selected to guide council
		Weekly	During school	Principal
		Monthly		Teacher
		Bi-monthly		
		Quarterly		
		Irregularly	Outside school	
	Pupils elect			
Three-room	9 0	4 3 1 0 1	7 2	7 2
Four-room	4 0	3 0 0 0 1	2 2	3 1
Five-room	0 0	0 0 0 0 0	0 0	0 0
Six-room	2 0	0 0 0 1 1	1 1	1 1
Totals	15 0	7 3 1 1 3	10 5	11 4
Per cent	100 0	46 20 7 7 20	67 33	73 27

NOTE: The average number of members in these children's councils ranged from 7 in the three-room to 13 in the six-room schools.

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Enthusiastic effort should be given to successful guidance of the council and direction of its activities along proper channels. This is the job of the adult leader who must sympathetically understand and guide the activities while retaining the "veto" power when necessary. Principals held the position of leadership in eleven of the fifteen schools. The remaining four schools reported that teachers were leaders.

II. SCHEDULING OF COUNCIL MEETINGS

According to Table XVI, weekly meetings were reported most frequently in the three and four-room schools. A similar situation related to time of meetings was evident as the three and four-room schools were found to hold the greater percentage of meetings during school time. Since authorities agree that activities of the council relate so directly to all phases of the curriculum, it is quite imperative that these meetings should not be isolated from the regular school day program but should fit into the regular pattern of the curriculum.

III. ATTITUDES CHARACTERIZING ADMINISTRATION'S FEELINGS

Not many schools replied to the three opinion questions dealing with the administration's attitude toward the children's council. Since a greater percentage of schools had no council, these questions were often overlooked. However, that the work of children's councils in the Lutheran schools is considered a

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valuable pupil experience was revealed in the data. Of the fifteen schools reporting, thirteen councils had full support and cooperation from the faculty and a like number reported that the children were solidly behind their activities. Only two schools stated that councils did not have the entire support of the faculty. A like number reported that the councils did not fully have the support of the pupils. Two-thirds of the number of principals replying to the questionnaire stated that they considered children's councils a vital part of school programs. The other third considered councils not to be entirely worthwhile activities. The latter attitude characterized the smaller schools in general.

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CHAPTER VIII

COMBINED GROUP ACTIVITIES

Consolidation of activities in the elementary school has gained favor with administrators and teachers because of the wholesome social benefits received by children. Social events in a school are as important to the life of a child as are the other directed activities which this study has considered. This chapter considers three major types of activities, namely, those activities carried on during the school year by all grades, types of fund-raising activities engaged in by all children, and ways in which children contribute activities of service to their school, church, and community. The greater part of this chapter has been reproduced in table form thus eliminating the necessity of detailed explanations. Noticeable trends and developments will be brought to light.

I. TYPES OF COMBINED GROUP ACTIVITIES

Group activities may be divided into two types, those involving the whole school or those in which several grades may join together. Due to the age differences and differences in interests and social cleavage between upper and lower grades, it is impossible that some activities would fit into the scope of whole school activities.¹

¹Anon, "Interesting Activities for the Whole School," Instructor, 61:88, September, 1951.

COMMUNITY SERVICE

Concepts of service to the community

has gained favor with administrators and teachers

whose social beliefs are in line with the

in a school are as important as the

other directed activities which are

This chapter discusses the various types of

these activities carried on in schools

grades, types of individual and

children, and ways in which children

service to their school, church, and

part of this chapter has been devoted to

making the necessity of detailed

and development will be found in

THE TYPES OF COMMUNITY SERVICE

Group activities may be divided into two

volving the whole school or those in

join together. Due to the fact that

interests and social feelings are

is impossible that some activities

whole school activities.

Author, "Instructional Activities in the
Elementary School," September, 1921

Table XVII lists all the combined group activities which were mentioned by the ninety-two schools. Data in these tables indicated the number of times each activity was mentioned together with the per cent of schools reporting. Those activities which were mentioned most frequently were parties, plays or skits, picnics, and class trips. This was the general trend in all types of schools; however, in regard to the other activities, the reader may notice inconsistencies in following a general pattern and situations contrary to the general trend.

II. TYPES OF FUND-RAISING ACTIVITIES

A great many objections to such activities in the Lutheran elementary schools have been raised on the basis that these activities are contrary to basic Bible truths which teach wise stewardship of time, talents, energy, and possessions. The leaders of many Protestant denominations are opposed to such activities in church and school alike. Although the writer finds himself in agreement with these objections, nevertheless, such activities were included in this study because many schools include them.

One must distinguish between activities which are strictly fund-raising and those which are planned with other motives in mind. Table XVIII presents a list of these activities and among them are those which may be classified into these categories. Although some of the activities mentioned could be

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TABLE XVII
 GROUP ACTIVITIES IN LUTHERAN ELEMENTARY SCHOOLS

Activities	Three-room schools, 1/4 reporting			Four-room schools, 26 reporting																				
	Primary Grades	Interm. Grades	Total reported	Per cent	Junior High	Total reported	Per cent	Primary Grades	Interm. Grades	Total reported	Per cent	Junior High	Total reported	Per cent	Primary Grades	Interm. Grades	Total reported	Per cent	Junior High	Total reported	Per cent			
Parties	30	69	31	71	30	68	91	18	69	18	69	22	85	58	18	69	21	81	21	81	51	15	12	58
Hay rides	0	0	0	0	2	5	2	0	0	2	0	0	0	4	0	0	0	0	4	0	15	0	4	4
Skating parties	3	7	4	9	5	11	12	0	0	5	0	0	0	10	8	0	0	0	10	8	38	0	10	12
Picnics	24	55	26	59	25	56	75	22	85	18	69	23	88	78	88	23	18	85	22	88	58	23	23	58
Class trips	19	43	24	54	30	68	73	18	69	30	68	73	69	58	69	22	18	85	22	85	51	22	22	58
Plays or skits	27	61	29	66	29	66	85	19	73	29	66	85	81	51	81	21	21	81	21	81	51	21	21	51
Operettas	2	5	2	5	2	5	6	4	15	4	15	6	15	12	15	4	4	15	4	15	12	4	4	12
P.T.A. program	0	0	0	0	0	0	0	1	4	1	4	0	4	3	4	1	1	4	1	4	3	1	1	3
Talent festival	0	0	0	0	0	0	0	1	4	1	4	0	4	3	4	2	2	4	2	4	5	2	2	3
Radio Bible Bee	0	0	0	0	0	0	0	1	4	1	4	0	4	3	4	1	1	4	1	4	5	1	1	3
Circus	1	2	1	2	1	2	3	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0
Debates	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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TABLE XVII (continued)

Activities	Five-room schools, 18 reporting			Six-room schools, 4 reporting			Totals					
	Primary Grades Total reported	Per cent	Junior High Total reported	Per cent	Primary Grades Total reported	Per cent	Interm. Grades Total reported	Per cent	Junior High Total reported	Per cent	Total 6-room	No. of times reported
Parties	14	78	13	72	3	75	3	75	3	75	9	198
Hay rides	0	0	1	6	0	0	0	0	0	0	0	7
Skating parties	1	6	5	28	0	0	0	0	1	25	1	33
Picnics	10	56	13	72	2	50	2	50	3	75	7	184
Class trips	10	56	15	83	2	50	2	50	4	100	8	175
Plays or skits	9	50	10	56	3	75	3	75	3	75	9	185
Operettas	0	0	0	0	0	0	0	0	0	0	0	18
P.T.A. program	0	0	0	0	0	0	0	0	0	0	0	3
Talent festival	0	0	0	0	0	0	0	0	0	0	0	5
Radio Bible Bee	0	0	0	0	0	0	0	0	0	0	0	3
Circus	1	6	1	6	0	0	0	0	0	0	0	2
Debates	0	0	0	6	0	0	0	0	0	0	0	1

questioned as to their appropriateness among "fund-raising" activities, they were reported as such. Activities like annual school programs, operettas, and Easter Cantatas are engaged in by the school for specific functions because of the educational value received from them by the children. These are a part of most Lutheran school curricula.

The most frequently mentioned fund-raising activity was the sale of Christmas cards whereas plays received second mention. The latter undoubtedly referred to the school program which is a common annual performance in Lutheran schools.

III. ACTIVITIES OF SERVICE TO SCHOOL, CHURCH, AND COMMUNITY

Activities of service perhaps do not fall into the category of the activities which are understood to be more directly related to the curriculum and which under proper guidance provide valuable educational learning and experiences. However, incidental as these activities may seem, they carry with them some important values for the child socially and spiritually.

Data with regard to such activities are found in Tables XIX, XX, and XXI. It appears that the greatest amount of service rendered by the children to the school was in the form of monitorial service or janitorial assistance. It is not surprising that this type of service predominates since many smaller school systems must, because of financial reasons, resort to selecting pupil help in giving such assistance.

questioned as to whether the school program, including the activities, had any effect on the school program, including the activities, by the school for the value received from the school. The most important factor in the sale of Christmas cards, which is a source of income for the school. The latter is a source of income for the school.

III. ACTIVITIES

Activities of the school are of the nature of the school, which is a source of income for the school. The latter is a source of income for the school. The latter is a source of income for the school. The latter is a source of income for the school.

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TABLE XVIII

FUND-RAISING ACTIVITIES IN LUTHERAN ELEMENTARY SCHOOLS

Activities	Three-room schools, 44 reporting						Four-room schools, 26 reporting										
	Total reported	Per cent	Interm. Grades	Total reported	Per cent	Junior High	Total reported	Per cent	Primary Grades	Total reported	Per cent	Interm. Grades	Total reported	Per cent	Junior High	Total reported	Per cent
Christmas card sales	29	66	34	77	36	82	99	16	62	19	73	18	69	53	18	69	53
Magazine sales	1	2	3	7	3	7	7	0	0	4	15	4	15	8	4	15	8
Moving pictures	3	7	3	7	4	9	10	1	4	1	4	2	8	4	2	8	4
Plays	13	30	14	32	13	30	40	7	27	7	27	3	30	22	3	30	22
Talent programs	6	14	8	18	7	16	21	2	8	2	8	0	12	7	0	12	7
Sale of candy, etc.	2	5	5	11	6	14	13	0	0	1	4	0	0	0	0	0	0
Operettas	3	7	3	7	3	7	9	0	0	0	0	0	0	0	0	0	0
Paper sales	1	2	1	2	1	2	3	4	15	4	15	5	19	13	5	19	13
Contributions	1	2	1	2	1	2	3	0	4	1	4	1	4	3	1	4	3
Easter Cantata	1	2	1	2	1	2	0	0	0	0	0	0	0	0	0	0	0
School supply store	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1

гитлеровцев и их пособников

гитлеровцев и их пособников

ВНЕШНЕДИПЛОМАТИЧЕСКОЕ МИНИСТЕРСТВО СОВЕТСКОГО СОЮЗА

ИЗЪЕМ АКТОВ

TABLE XVIII (continued)

Activities	Five-room schools, 18 reporting				Six-room schools, 4 reporting				Totals	
	Primary Grades	Interm. Grades	Junior High	Total 5-room	Primary Grades	Interm. Grades	Junior High	Total 6-room	Per cent	No. of times reported
Christmas card sales	8	13	12	33	4	4	4	12	100	197
Magazine sales	0	3	3	6	0	0	1	1	25	22
Moving pictures	1	1	1	3	1	0	0	1	0	18
Plays	5	5	6	16	3	2	2	7	50	85
Talent programs	2	2	2	6	0	0	0	0	0	34
Sale of candy, etc.	1	1	2	4	0	0	0	0	0	18
Operettas	1	1	1	3	0	0	0	0	0	12
Paper sales	1	1	1	3	0	0	1	1	25	20
Contributions	0	0	0	0	0	0	0	0	0	6
Easter Cantata	0	0	0	0	0	0	0	0	0	1
School supply store	0	0	0	0	0	0	0	0	0	1

Although this procedure may be necessary in many schools, it cannot be considered as desirable educationally.

In comparison to other tables of this chapter Table XX shows that a much greater list of activities of service to the church was reported by the ninety-two schools. The one predominating activity which was far ahead of all the others was the school choir which has been one of the schools' leading contributions of service to the church. A number of the activities listed in Table XX may not be so much activities of service to the church as they are activities which benefit the child by enhancing individual spiritual training. Individual mission work is an activity of the type in question.

Of significance are activities of service to the community. It was, indeed, gratifying to find so many schools were a light in the community in respect to displaying Christian principles by contributing time, talents and gifts for worthwhile community causes. Table XXI lists these activities and indicates that school patrols and the Junior Red Cross rank highest. Many educational possibilities are provided in such an organization as the Junior Red Cross through which children may participate in community projects.

School patrols ranked first in number of times mentioned. Children can assume responsibilities through organization of a school safety patrol which will train them in promoting safety and will permit them to assume responsibility for the safety of

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TABLE XIX

ACTIVITIES OF SERVICE CONTRIBUTED BY PUPILS TO SCHOOLS

Three-room schools, 44 reporting Four-room schools, 26 reporting

Activities	Three-room schools, 44 reporting				Four-room schools, 26 reporting					
	Primary Grades	Interm. Grades	Junior High	Total Reported	Per cent	Primary Grades	Interm. Grades	Junior High	Total Reported	Per cent
Monitorial service	20	26	27	73	61	11	14	21	81	46
Gifts to school	10	11	13	34	30	8	9	10	39	27
Pub. school paper	5	7	11	23	25	2	5	10	39	17
Guides for visitors	2	2	8	12	18	1	2	10	39	13
Help repair property	5	9	16	30	39	1	1	5	19	7
Keep grounds clean	29	32	31	92	71	15	18	18	69	51
Secretarial service	0	1	1	2	2	0	0	0	0	0
Safety patrol	23	23	23	69	52	19	19	19	73	57
School supply store	0	0	0	0	0	0	0	1	4	1
Chapel ushering	0	0	0	0	0	0	0	2	8	2
Donations	0	0	0	0	0	0	0	0	0	0

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TABLE XIX (continued)

Activities	Five-room schools, 18 reporting			Six-room schools, 4 reporting			Totals							
	Primary Grades Total reported	Per cent	Junior High Total reported	Per cent	Total 5-room	Primary Grades Total reported	Per cent	Interm. Grades Total reported	Per cent	Junior High Total reported	Per cent	Total 6-room	Per cent	No. of times reported
Monitorial service	5	28	14	78	28	2	50	3	75	4	100	6	156	
Gifts to school	1	6	3	17	5	2	50	2	50	2	50	2	72	
Pub. school paper	1	6	3	17	5	0	0	0	0	2	50	2	50	
Guides for visitors	0	0	4	22	11	0	0	1	25	2	50	3	33	
Help repair property	1	6	6	33	31	1	25	1	25	1	25	3	51	
Keep grounds clean	9	50	12	67	0	2	50	2	50	2	50	6	180	
Secretarial work	0	0	0	0	0	0	0	0	0	0	0	0	2	
Safety patrol	9	50	9	50	27	2	50	2	50	2	50	6	159	
School supply store	1	6	1	9	3	0	0	0	0	0	0	0	4	
Chapel ushering	0	0	1	6	0	0	0	0	0	0	0	0	2	
Donations	1	6	1	6	3	0	0	0	0	0	0	0	3	

(Demittende) XIX ZUHAT

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TABLE XX

ACTIVITIES OF SERVICE CONTRIBUTED BY PUPILS TO CHURCH
IN LUTHERAN ELEMENTARY SCHOOLS

Activities	3-room		4-room		5-room		6-room		Totals	
	Number reported	Per cent	Number reported	Per cent	Number reported	Per cent	Number reported	Per cent	Total reported	Per cent
Choir	34	77	23	89	16	89	4	100	77	84
Church programs	4	5	0	0	0	0	1	25	3	3
Mission contributions	2	11	5	19	2	11	1	25	13	14
Weekly contributions	5	17	4	15	0	0	1	25	8	9
Individual mission work	3	0	0	0	0	0	1	25	1	1
Distribute tracts	0	0	0	0	1	6	0	0	1	1
Assist with bulletin	2	5	0	0	2	11	0	0	4	4
Publicize church events	2	17	0	0	3	17	0	0	9	7
Attend to bul. board	0	0	0	0	1	6	0	0	1	1
Usher in services	0	0	5	19	2	11	0	0	7	7
Errands for Ladies' aid	0	0	0	0	1	11	0	0	1	1
Church projects	0	0	0	0	1	6	0	0	1	1
Keep grounds clean	0	0	0	0	0	0	0	0	0	0
Secretarial work	2	5	1	4	0	0	0	0	3	3
Projector operation	1	2	1	4	0	0	0	0	3	3
Assist at functions	0	0	1	4	1	6	0	0	1	1
V.B.S. assistance	2	8	1	4	0	0	0	0	3	3
Altar boys	1	2	0	0	1	6	0	0	2	2
Special collections	1	2	0	0	1	6	0	0	2	2
Christmas decorations	1	2	0	0	0	0	0	0	1	1
Nursery during services	1	2	0	0	0	0	0	0	1	1
Assist in Sunday School	7	6	3	12	1	6	0	0	11	11

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MAINTAINED AT THE NATIONAL ARCHIVES

1953

TABLE XXI

ACTIVITIES OF SERVICE CONTRIBUTED BY PUPILS TO COMMUNITY
IN LUTHERAN ELEMENTARY SCHOOLS

Activities	3-room reporting		4-room reporting		5-room reporting		6-room reporting		Totals reporting	
	Number reported	Per cent	Number reported	Per cent	Number reported	Per cent	Number reported	Per cent	Total reported	Per cent
Community chest	2	5	2	8	2	11	1	25	7	8
March of Dimes	3	7	1	4	3	17	1	25	8	9
Red Cross	8	18	5	19	5	28	1	25	19	21
Cancer fund	3	17	0	0	1	6	1	25	5	5
Heart fund	1	2	0	0	0	0	1	25	2	2
Civic parades	1	2	1	4	1	6	0	0	3	3
City clean-up campaign	0	0	4	15	1	6	1	25	6	7
Clothing, food to needy	2	5	0	0	0	0	0	0	2	2
Prgm. at old Folks Home	1	2	0	0	0	0	0	0	1	1
Christmas caroling	1	2	1	4	0	0	0	0	2	2
Help crippled children	1	2	0	0	0	0	0	0	1	1
Funds for Pub. Swim. Pool	1	2	0	0	0	0	0	0	1	1
Patrol	23	52	19	73	9	50	2	50	53	58
Fire prevention	1	2	0	0	0	0	0	0	1	1
Join in civic activ.	0	0	1	4	0	0	0	0	1	1
Health projects	0	0	0	0	1	6	0	0	1	1
Projects for hospitals	1	2	0	0	0	0	0	0	1	1

BY ORDER OF THE SECRETARY OF DEFENSE
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DEPARTMENT OF DEFENSE
OFFICE OF THE SECRETARY OF DEFENSE
WASHINGTON, D.C. 20301

1-1000

younger children and to obey rules of safety themselves. Perhaps the most value which children receive from participating in a safety patrol is the fact that they are performing service to the community.²

Cooperative planning for a school community program is necessary. In a Lutheran school, however, the community which in its narrowest sense has been considered as that existing within the limits of the Lutheran church has taken precedence over the community at large in regard to children's performing activities of service. As has been shown in Table XX the school should do and has done a great deal in performing activities of service to the immediate community. The Lutheran elementary school has many opportunities to participate in community affairs at large. This participation in larger community ventures furnished excellent opportunities for children to understand community responsibilities and to practice Christian principles.

²Association for Supervision and Curriculum Development. Organizing the Elementary School for Living and Learning, 1947 Yearbook, (Washington, D.C: National Education Association), p. 90.

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Cooperative planning...
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CHAPTER IX

SCHOOL ASSEMBLIES

School assemblies should be considered along with combined group activities which were discussed in Chapter VIII. However, the assembly program was singled out because of its tremendous importance in spiritual and citizenship training. To be educationally worthwhile, assembly programs should be planned cooperatively by pupils and teachers. One type of assembly, the chapel service, which is indispensable to a Christian day school and is organized with different purposes in view will be discussed in a separate section in this chapter. The criteria underlying general assembly programs do not apply to chapel services.

In an article dealing with pupil-planned assemblies, Mary Shafts lists standards which pupils set up for assembly programs. The nature of the programs developed according to these standards is described. A pupil committee was chosen with representatives from each grade. After a number of meetings, the committee adopted the following criteria which gave evidence of some original thinking and which also set forth some valid principles:

1. Assembly programs should be educational and entertaining.
2. Assembly programs should involve as much participation as possible from the student body.
3. Assembly programs should capitalize as fully as possible on the variety of talent existing in the student body.

CHAPTER IX

BOARD ASSEMBLIES

Board assemblies should be considered along with combined group activities which were discussed in Chapter VIII. However, the assembly program was shaped out because of its tremendous importance in spiritual and citizenship training. To be educationally worthwhile, assembly programs should be planned cooperatively by pupils and teachers. One type of assembly, the chapel service, which is indispensable to a Christian day school and is organized with different purposes in view will be discussed in a separate section in this chapter. The criteria underlying general assembly programs do not apply to chapel services.

In an article dealing with pupil-planned assemblies, Mary Speltz states standards which provide the basis for assembly programs. The nature of the program developed according to these standards is described. A pupil committee was chosen with representatives from each grade. After a number of meetings, the committee adopted the following criteria which gave evidence of some original thinking and which also set forth

some valid principles:

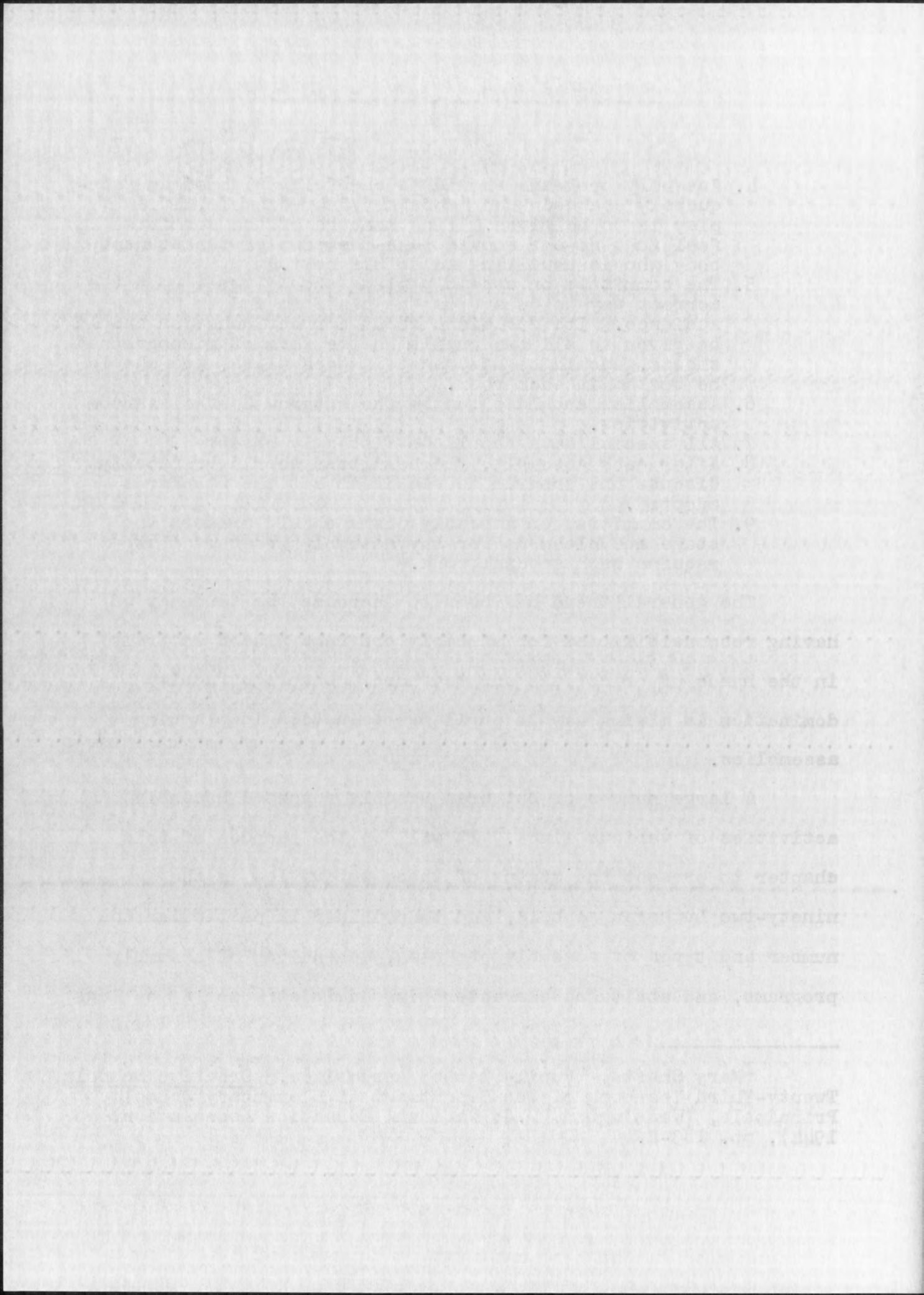
1. Assembly programs should be educational and enter-
taining.
2. Assembly programs should involve as much participation as possible from the student body.
3. Assembly programs should be planned as far as possible on the basis of talents existing in the student body.

4. Assembly programs should be carefully planned and adequately coached when necessary, for example, if a play is to be given. (The members of the committee feel that no one should take the time of the student body who is unwilling to do his best.)
5. The committee on assembly plans should agree upon the correct way to behave on the platform and in the audience. Its decisions about correct behavior should be given to all the pupils in the form of mimeographed sheets, should be discussed in each class, and should be posted in each room.
6. Assemblies should often be the outgrowth of classroom activities.
7. All special days should be fittingly observed.
8. After each assembly, the committee should critically discuss the program to see if it met the standards adopted.
9. The committee on assembly plans should prepare the stage and clean up for any assembly programs that require such special work.¹

The general trend has been to decrease the tendency of having responsibilities for assembly programs placed entirely in the hands of principals and teachers. Complete faculty domination is giving way to pupil participation in planning assemblies.

A large number of Lutheran schools reported assembly activities of various kinds. It will be the purpose of this chapter to present the status of these activities in the ninety-two Lutheran schools, and to consider in particular the number and types of assembly programs, scheduling of assembly programs, and attitudes characterizing administration's feelings

¹Mary Shafts, "Pupil-Planned Assemblies," Creative Schools, Twenty-Third Yearbook of the Department of Elementary School Principals, (Washington, D.C: National Education Association, 1944), pp. 183-4.



toward the promoting of interest in the school through assembly programs.

I. NUMBER AND TYPES OF ASSEMBLY PROGRAMS

General organizational data relative to school assemblies are found in Table XXII. Fifty-eight schools, or 62 per cent of the schools which reported assemblies, do not constitute the total number having assembly programs since the chapel service was excluded from this list and organizational data pertaining to it were listed in a separate table.

Table XXIII which presents data regarding the planning of assembly programs, types of activities, and groups participating in them shows a definite tendency for teachers and principals to plan the assembly programs. This situation is quite undesirable in the light of more recent trends to place greater responsibilities in the hands of the children. The two schools reporting assemblies planned by the pastor undoubtedly referred to the chapel exercise.

Music organizations and pupil groups were listed as being the predominating activities with talented pupils receiving mention in nine schools. The type of activity which predominated was the showing of movies. A seeming inconsistency on this table was the fact that since sixty-two schools reported that they had chapel services, only seven listed such services as the predominating kind of assembly. The only answer to this may be

toward the growing of the program.

General comments on the program are found in the report of the committee.

The total number of students who were enrolled in the program was 100. The number of students who were enrolled in the program in the first semester was 50. The number of students who were enrolled in the program in the second semester was 50.

Table 1 shows the results of the program. The results show that the program was successful in that the number of students who were enrolled in the program increased from 50 in the first semester to 100 in the second semester. This increase was due to the fact that the program was successful in that the number of students who were enrolled in the program increased from 50 in the first semester to 100 in the second semester.

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TABLE XXII

ASSEMBLIES IN LUTHERAN ELEMENTARY SCHOOLS

Questions	3-room 144 reporting		4-room 26 reporting		5-room 18 reporting		6-room 4 reporting		Totals 92 reporting	
	Yes	Per cent	Yes	Per cent	Yes	Per cent	Yes	Per cent	Yes	Per cent
1 Have assemblies	24	55	16	62	14	78	4	100	58	62
2 Regularly scheduled	11	25	4	15	5	28	1	25	21	23
3 Programs prearranged	11	25	8	30	6	33	2	50	27	29
4 Mainly for entertainment	10	23	5	19	5	28	0	0	20	22
5 Promote pupil interest	22	50	14	54	14	78	3	75	53	58
6 Increase school spirit	20	46	12	46	14	78	3	75	49	53
7 Used mainly for announcements	0	0	13	50	3	17	0	0	16	17

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MEMBER IN THE YEAR 1900

TABLE XXII

TABLE XXIII

ASSEMBLY ACTIVITIES IN FIFTY-EIGHT LUTHERAN ELEMENTARY SCHOOLS

Type of school	Plan school assemblies				Provide greatest amt. of participation				Types of activities which predominate												
	Teachers	Pupils	Teachers, pupils	Principal	Principal, pupils	Pastor	Talented pupils	Muslc Groups	Dramatics	Pupll Groups	Mixed Groups	Civic Groups	Chapel	Talks, lectures	Musical programs	Dramatics	Movies or slides	Indian puppets	Mission speakers	Other performers	Pep sessions
Three-room	9	0	3	0	10	2	5	4	3	9	3	0	2	6	5	7	16	0	0	0	0
Four-room	7	0	4	5	0	0	2	5	3	2	3	1	2	4	7	4	13	1	0	1	0
Five-room	6	0	0	8	0	0	1	4	0	3	4	2	1	8	0	1	10	0	1	1	0
Six-room	1	0	1	0	2	0	1	1	1	1	0	0	2	2	1	1	2	0	1	1	1
Totals	23	0	8	13	12	2	9	14	7	15	10	3	7	20	13	13	41	1	2	3	1

GEORGE WASHINGTON WASHINGTON JOHN JAMES HENRY

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that many principals who reported the types of activities considered chapel as independent of them because of its different nature and purpose. For this probable reason they did not mention it in connection with the other activities.

Twenty schools reported that talks and lectures predominated. These activities, especially for elementary schools, should be minimized in order to give more opportunities for children themselves to participate in assemblies.

II. SCHEDULING OF ASSEMBLY PROGRAMS

Several factors will determine the number of meetings, time of day in which they are held, and the length of period for each assembly. First of all it is to be determined if a school wishes to reach the various levels of maturity. This may be done by scheduling assembly programs for the different grade levels and not combine all grades together. This would increase the number of periods per school. Second, the size of school and the already heavy schedule of activities in some schools will influence the frequency of assembly meetings, the length of period for each program, and the time of day for scheduling them.

According to the data in Tables XXIV and XXV, the total number of meetings held per year averaged nineteen. No particular trend was noticed other than the fact that the six-room schools listed more assemblies in proportion to the number of

that many principals are not... considered equal in the... current needs and... not mention it in connection with...



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11. SCHEDULE

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schools reporting than did others even though the number appeared smaller on the table. Nine meetings a year was the most frequently mentioned number, with some schools having from four to thirty-six per year. The length of period for assemblies ranged from less than thirty minutes to one hour, and the most frequently mentioned time was forty-five minutes.

Table XXV which deals specifically with time of meetings shows that 92 per cent of the schools held assembly programs during school hours. The proportion of times mentioned according to number of schools was about equal in all four types of schools.

III. ATTITUDES CHARACTERIZING ADMINISTRATOR'S FEELINGS

Data pertaining to the attitudes expressed by principals are found in Table XXII. Fifty-eight per cent of the principals felt that assembly programs increased the range and variety of pupil interests in the school. Fifty-three per cent of the principals stated that the assembly unified the school by promoting group spirit. Although these reports were not overwhelmingly favorable, the general trend was that the larger schools considered the assemblies in a more favorable light. Here again the time element and a full academic schedule in the smaller schools have perhaps discouraged such activities although there was no great difference in the percentage replying favorably in all four types of schools.

schools reported that the number of students who appeared earlier on the bus route was not significantly different from the number of students who appeared later. This finding is consistent with the hypothesis that the number of students who appear on the bus route is not significantly different from the number of students who appear later. This finding is consistent with the hypothesis that the number of students who appear on the bus route is not significantly different from the number of students who appear later.

III. DISCUSSION

Data presented in this study indicate that the number of students who appear on the bus route is not significantly different from the number of students who appear later. This finding is consistent with the hypothesis that the number of students who appear on the bus route is not significantly different from the number of students who appear later. This finding is consistent with the hypothesis that the number of students who appear on the bus route is not significantly different from the number of students who appear later.

TABLE XXIV

SCHEDULING ASSEMBLIES IN FIFTY-EIGHT LUTHERAN SCHOOLS

Type of school	Number of meetings	Length of period
	Average per year	Average in minutes
Three-room	15	40
Four-room	20	45
Five-room	20	45
Six-room	12	40
Total averages	19	43

TABLE XXV

SCHEDULING ASSEMBLIES IN FIFTY-EIGHT LUTHERAN SCHOOLS

Type of school	Time of meetings*			Totals
	Before school	During school	After school	
Three-room	2	20	2	24
Four-room	0	16	0	16
Five-room	0	14	0	14
Six-room	1	3	0	4
Total	3	53	2	58
Per cent	5	92	3	100

*Numbers under time of meetings represent number of schools reporting.

REPORTING

Type of school

Three-room

Four-room

Five-room

Six-room

Total average

REPORTING

Type of school

Three-room

Four-room

Five-room

Six-room

Total

Per cent

Reporting

IV. CHAPEL SERVICES

Chapel services, although mentioned last, should not be considered as of minor importance, nor should their place in this study detract from their necessity in the school or minimize the benefits they have for children in Lutheran schools. Chapel services are, indeed, one of the best opportunities for children to gain a richer Christian background and learn wholesome worshipful attitudes and habits.

Table XXVI presents data pertaining to chapel activities in the ninety-two schools evaluated in this study. Of the 67 per cent which reported chapel activities, 66 per cent held weekly services which ranged in length of time from fifteen to forty-five minutes. The most frequently mentioned length of time was thirty minutes with the average about thirty-five minutes.

Chapel services are imperative to the total program of the Lutheran elementary school no matter how small the school may be, but they must be well organized and be made meaningful to the children so as to accomplish their purpose. A statement made by D. L. Kersten illustrates quite well how such an activity may be justified as an important part of the Lutheran school program.

To be a beneficial Christian parish school function, the weekday chapel service should try to accomplish definite ends. The weekday chapel service should be considered a regular part of the church program. For the children this

IV. CHAPEL SERVICES

Chapel services, although important, should not be considered as of minor importance, nor should their place in this study be less than necessary in the school or in the home. The benefits they have for children in Lutheran schools, and the fact that they are one of the best opportunities for children to gain a proper Christian program and that they are some wonderful activities and habits.

Table XVI presents data pertaining to chapel activities in the ninety-two schools examined in this study. Of the 67 per cent which reported chapel activities, no per cent had weekly services which ranged in length of time from fifteen to forty-five minutes. The most frequently mentioned length of time was thirty minutes with the average about thirty-five minutes.

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made by E. E. Kasten illustrates quite well how such an activity may be installed as an important part of the Lutheran school program.

To be a successful Christian grade school teacher, the weekly chapel service should try to accomplish definite ends. The weekly chapel service should be considered a regular part of the church program. For the children this

TABLE XXVI
 CHAPEL SERVICES IN LUTHERAN ELEMENTARY SCHOOLS

Type of school	No. reporting chapel	Frequency of service				
		Daily	Weekly	Monthly	Bi-mo.	Irreg.
Three-room	27	0	18	5	1	3
Four-room	19	0	13	2	0	4
Five-room	14	1	10	0	0	3
Six-room	2	0	0	0	0	2
Total	62	1	41	7	1	12
Per cent	67	2	66	11	2	19

TABLE 1

CHARACTERISTICS OF SCHOOLS

Type of school	No. of schools	Per cent
Three-room	1	100
Four-room	1	100
Five-room	1	100
Six-room	1	100
Total	4	100
Per cent		

service should foster and develop worshipful attitudes. Jointly pupils should learn how to assemble with fellow Christians to worship the Triune God. They learn to understand and use the order of service. They receive practice and training in stewardship. Above all, the children should hear the story of the Savior, learn to love Him and apply this love and knowledge in various phases of Christian service. If these are the aims of the weekday chapel service, the program is a justifiable addition to the school program.²

²D.L. Kersten, "Chapel Exercises in the Lutheran Parish School," Lutheran Education, 88:297, February, 1953.

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CHAPTER X

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The twenty-six tables interspersed throughout the text of this study present to the reader a summary of the status of extraclass programs in Lutheran elementary schools in the West and Mid-West. In these tables it is quite noticeable that there is not a great deal of uniformity in practice regarding the incorporating of extraclass activities in the total school program.

Although many principals considered extraclass activities to be a vital part of programs in elementary schools they do not seem to have the wholehearted support of the faculty in some schools. This might indicate that the newer philosophy regarding wholesome educational opportunities provided by these activities in the over-all school program has not been fully accepted. There is evidence, however, that much progress is being made in providing programs of activities that fit the needs of children.

In theory there is often a definite line drawn between the class and extraclass activities. However, in four out of every five schools principals stated that this line was not drawn. In 34 per cent of the schools it is the practice to formulate objectives and aims for the extraclass program.

The main aim of this study is to investigate the effectiveness of the extension program in the Mid-West, and to determine whether there is not a need for the introduction of a similar program.

Although the program has not been in operation for some schools, it has been found that regarding the choice of these activities in the Mid-West, it is not fully accepted. It is felt that the program is not of sufficient scope of activities.

In the study it is found that the class and extra-curricular activities are not carried out every five schools. It is felt that the program is not fully accepted in the Mid-West, and it is felt that the program is not of sufficient scope of activities.

A smaller percentage gave academic credit or awards for participation in these activities.

That extraclass activities of children create problems for teachers is evidenced by the fact that in five out of ten schools teachers' meetings were held expressly for the purpose of discussing these problems. Only one out of four schools reported that regular periods of the school day were used for extraclass activities.

In most schools it is not a problem for teachers and principals to encourage activity by many children. Interest seemed to be the greatest motivation but nothing was indicated as to how this interest was stimulated.

Most musical organizations in Lutheran elementary schools are very similar in type. Less frequently mentioned were operettas and bands (rhythm and regular). These activities are generally conducted within school hours. Membership in most cases depends upon consistent participation and to a very small extent upon maintenance of scholastic standards. Musical talent was the prime requirement for participation in select choirs and bands but was not the sole criteria for membership. Schools which reported classroom choirs also included pupils with interest in music, those with talent, and those without talent. Grades four through eight were most frequently represented in musical activities.

Athletic activities were well represented in the Lutheran

A smaller percentage of respondents reported that their school was not doing enough to address the needs of students with disabilities. This finding is consistent with previous research that has shown that schools often struggle to provide appropriate accommodations and services for students with disabilities. The study also found that parents and teachers often have different perceptions of the extent to which schools are addressing the needs of students with disabilities. Parents generally reported that schools were doing more to address the needs of students with disabilities than teachers did. This finding suggests that there may be a disconnect between what parents and teachers perceive as the extent to which schools are addressing the needs of students with disabilities. The study also found that schools that were rated as doing more to address the needs of students with disabilities were more likely to have a dedicated staff member responsible for addressing the needs of students with disabilities. This finding suggests that having a dedicated staff member may be an important factor in schools' ability to address the needs of students with disabilities. The study also found that schools that were rated as doing more to address the needs of students with disabilities were more likely to have a dedicated budget for addressing the needs of students with disabilities. This finding suggests that having a dedicated budget may be an important factor in schools' ability to address the needs of students with disabilities. The study also found that schools that were rated as doing more to address the needs of students with disabilities were more likely to have a dedicated space for addressing the needs of students with disabilities. This finding suggests that having a dedicated space may be an important factor in schools' ability to address the needs of students with disabilities. The study also found that schools that were rated as doing more to address the needs of students with disabilities were more likely to have a dedicated staff member responsible for addressing the needs of students with disabilities. This finding suggests that having a dedicated staff member may be an important factor in schools' ability to address the needs of students with disabilities. The study also found that schools that were rated as doing more to address the needs of students with disabilities were more likely to have a dedicated budget for addressing the needs of students with disabilities. This finding suggests that having a dedicated budget may be an important factor in schools' ability to address the needs of students with disabilities. The study also found that schools that were rated as doing more to address the needs of students with disabilities were more likely to have a dedicated space for addressing the needs of students with disabilities. This finding suggests that having a dedicated space may be an important factor in schools' ability to address the needs of students with disabilities.

schools but only 57 per cent have organized programs. Competition is mostly interscholastic with 46 per cent reporting an organized intramural program. Interscholastic competition is confined to Lutheran schools in 44 per cent of the cases. Only one out of every ten schools gave academic credit for athletic activities while two out of every ten gave awards or letters for participation. In one out of every four schools all grades participate and athletic activities in 59 per cent of the schools are confined to recess periods. A few more than half the schools participate in league play, with basketball and softball the principal athletic activities in which leagues are formed. One out of every two schools has field day activities in which all grades take part.

The most frequent publication in Lutheran schools is the newspaper which appeared in 40 per cent of the schools. Slightly more than one out of every two schools have no publications, although many without publications carry school news to the local newspaper. When this was done, the material was generally prepared by the principal. It is apparent that work on publications does not ordinarily rate academic credit as only 24 per cent stated that credit was given and 12 per cent gave awards or some other form of recognition. About one out of every three schools made an attempt to correlate the work on publications with work in specific classes, the most closely related class being English.

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Most frequently financial support for publications was received from the general funds for school purposes. Principals authorized expenditures in most schools.

Administrative problems in connection with publications seemed to focus upon difficulties in finding adequate time and the lack of capable pupils to handle the work.

Only eleven schools reported that they had yearbooks. Administrative difficulties were encountered in matters of financing, of time, and of having capable pupils to handle this publication.

There seemed to be a fair representation of club activities among the schools in general. However, concentration of club activities was found to be mostly in the upper grades. This is to be expected.

School clubs in approximately half of the schools operate with the usual compliment of officers. Nearly all schools reported that officers were elected by the pupils which seemed to indicate that democratic procedures were in operation.

Although a variety of clubs was mentioned, there seemed to be an insufficient variety in each school to adequately meet interests and needs of the children.

Children's councils were not strongly represented in the Lutheran elementary schools. Forty per cent of schools having councils reported that all grades were represented. Democratic procedures were apparent in methods of selection of members but

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not selection of faculty leaders. In general teachers and principals found children's councils fully cooperated with them.

Combined group activities were widely distributed among the four types of schools. Parties, picnics, class trips, and plays provided most activity for all grades with such activities as skating parties and hay rides being found more frequently among the upper grades.

Predominating fund-raising activities were sales of Christmas cards and presentation of plays and skits. However, many of the activities were not held specifically for the purpose of raising money.

Activities of service to the school showed that most pupils helped in keeping grounds and buildings clean whereas the choir was listed as providing the greatest service to the church. Red Cross activities and contributions for general community purposes were listed most frequently as activities which tended to give closer school community relationships.

Data for assembly activities revealed a lack of democratic procedures in program planning since in most schools teachers and principals were reported to be assuming this responsibility for them.

The type of general assembly which predominated was the movie program while in others pupil groups and music organizations provided the greatest amount of participation. Chapel exercises were held in 67 per cent of the schools but were not

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listed with the other assemblies because of their different nature.

Although the activities discussed in this study were in general quite well represented in the ninety-two schools, size of school and teacher load were factors which prevented a greater representation of these activities in individual schools. It seems evident, however, that in some cases teachers and principals have not grasped the functional idea of these activities and thereby have to some extent lost sight of their value in relation to the total school program.

Most schools in this study had some activities for all pupils. It seemed evident that there was a concern for the educational opportunities which these activities give. Many small schools, however, could not adequately provide for a better representation of these activities because of inadequate facilities, heavy teacher load, and insufficient help.

II. RECOMMENDATIONS

The writer recommends that administrators and teachers become vitally interested in the activities program of the school and that they make an intensive study in order to provide definite plans of organization of extraclass activities so as to provide more adequately for pupil needs. It should be their chief concern to integrate these activities wherever possible with the curriculum and to see that necessary facilities

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It is the job of the principal to coordinate these activities so as to provide rich educational opportunities for the children and to promote a wholesome teacher-activity relationship.

The school should endeavor to provide as many activities as possible that will be profitable for the children. The curriculum should never become so fixed and rigid that no change could be made to comply with pupil interest. If training for democratic citizenship is to be provided, administrators and teachers should stress the importance of pupil participation and planning in the activities of the school.

In regard to the financing of extraclass activities, a suggested procedure would be to have the principal prepare the budget requests. After these requests are approved by the faculty, board of education or congregation, the principal should then receive authority to expend these budget appropriations to make the necessary purchases.

Musical activities, especially vocal ones, have found a definite place in the curricula of Lutheran elementary schools. Although in the smaller schools a regular school band may not be feasible because of its being an activity which requires a qualified director and greater financial support than other activities, it nevertheless has decided educational values for elementary school children. Wherever possible, arrangements

are available.

It is the policy of the Commission to provide as much information as possible to the public and to the press. The Commission has been successful in this regard. Information.

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One of the Commission's primary concerns is the public interest. One of the Commission's primary concerns is the public interest. One of the Commission's primary concerns is the public interest.

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should be made with the local high school regarding instrumental instruction for children, or if a local congregation has within its midst an instrumental instructor, such talent might be used. It would be a decided advantage for any school to organize a band.

An additional recommendation regarding the scheduling of band activities which would fit into the plan of smaller schools would be to allow an average of thirty minutes time at least three times a week either during the school day or immediately after for band rehearsals.

Every school, large or small, should have a regular physical education period. Provision should be made for more intramural athletic activities giving opportunities for all children to participate. Where schools are too small and weighted down with other activities which would eliminate the possibility of scheduling a period within school time, recess periods could be capitalized upon for such activities. In this case at least three recess periods each week should be lengthened so as to provide larger blocks of time for organized physical education programs.

A recommended procedure for publishing a school newspaper would be to stimulate pupils' enthusiasm for the organization of a press club in which elected members from each grade or room would be represented. This group in turn would serve as a central committee to spread interest and enlist services of

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others. Such an organization would make possible widespread pupil participation through rotating responsibilities among individuals or groups. Of chief concern to administrators should be the integration of publication activities within the curriculum.

Making a yearbook in the form of a special enlarged mimeographed edition of the school newspaper would seem to be most practical for smaller schools. This type of yearbook would be less expensive and would consume less time and eliminate many troublesome problems which would arise in a school having limited facilities, time, and help.

Clubs should develop from pupil interest and wherever possible, meetings should be held within school hours. The principal should assume responsibility for the club program and teacher leaders should permit clubs to function as freely as possible under their own leadership.

In smaller schools, a recommended procedure would be to schedule club meetings twice a month, one half hour before dismissal. Members not belonging to the club would at this time have a free activity period. Although not wholly desirable, this procedure would allow members not participating in one club to schedule their own club meeting on a different day at a similar time and following the same procedure.

Considering the fact that there is a variety of children's councils and each school is individual as to its needs, it is

There is a great deal of material in this paper which is not presented in the form of a formal paper. The material is presented in the form of a series of paragraphs, which are interspersed with diagrams and tables. The material is presented in a way which is intended to be both informative and interesting. The material is presented in a way which is intended to be both informative and interesting. The material is presented in a way which is intended to be both informative and interesting.

difficult to recommend one specific type of children's council organization which will fit into all school situations. The following general principles and ideas might be observed as being applicable to most situations: A council should represent all grades; members of the council and a teacher leader should be elected by the children; and meetings should be held at least once a month during school time. In order to insure benefits for all children a special assembly period with all grades represented could be scheduled in which the council would conduct the meeting similar to a forum. This type of meeting would enable those children outside the council to have a voice in school management.

The machinery of the council should be kept as simple as possible commensurate with competencies of children at the elementary school level. The council is not to be a law making body but organized for the purpose of promoting general school improvement.

The Junior Town or School City plan seemed popular in elementary schools in which the city council consists of members from all grades and in which the council would embrace activities of the whole school including patrol, athletics, scheduling social functions, promoting school beautification, providing office and lunchroom assistance, managing school supply store, assisting in developing school programs, and in promoting courtesy and Christian attitudes at all times. In

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this type of organization all committees would be guided by various staff members and would spread interest among all children. Although educators have favored such a plan, its organization in individual schools will still be determined by local needs.

Combined group activities provide tremendous opportunities for democratic and Christian training since much pupil planning is involved. These activities would be worthwhile projects for children's councils to undertake along with planning activities of service to the church, school, and community. Activities held strictly for fund-raising should be discouraged on the basis of violating Biblical principles and truths, and also good educational theory and practice.

Assembly programs should be designed to provide for as much pupil participation as possible. Because of lack of space in many schools, divided assembly programs may have to be arranged. These would be desirable in the light of maturity levels of children. At least one assembly per month, allowing about thirty minutes time, and utilizing pupil talent, with occasional movie programs would provide a healthy diet of activities.

Weekday chapel services should be encouraged in all Lutheran schools and should be considered a regular part of the school program. By bringing children together in a chapel service, a very important phase of Christian education can be

This type of organization is very common in the United States. It is a type of organization that is very common in the United States. It is a type of organization that is very common in the United States. It is a type of organization that is very common in the United States.

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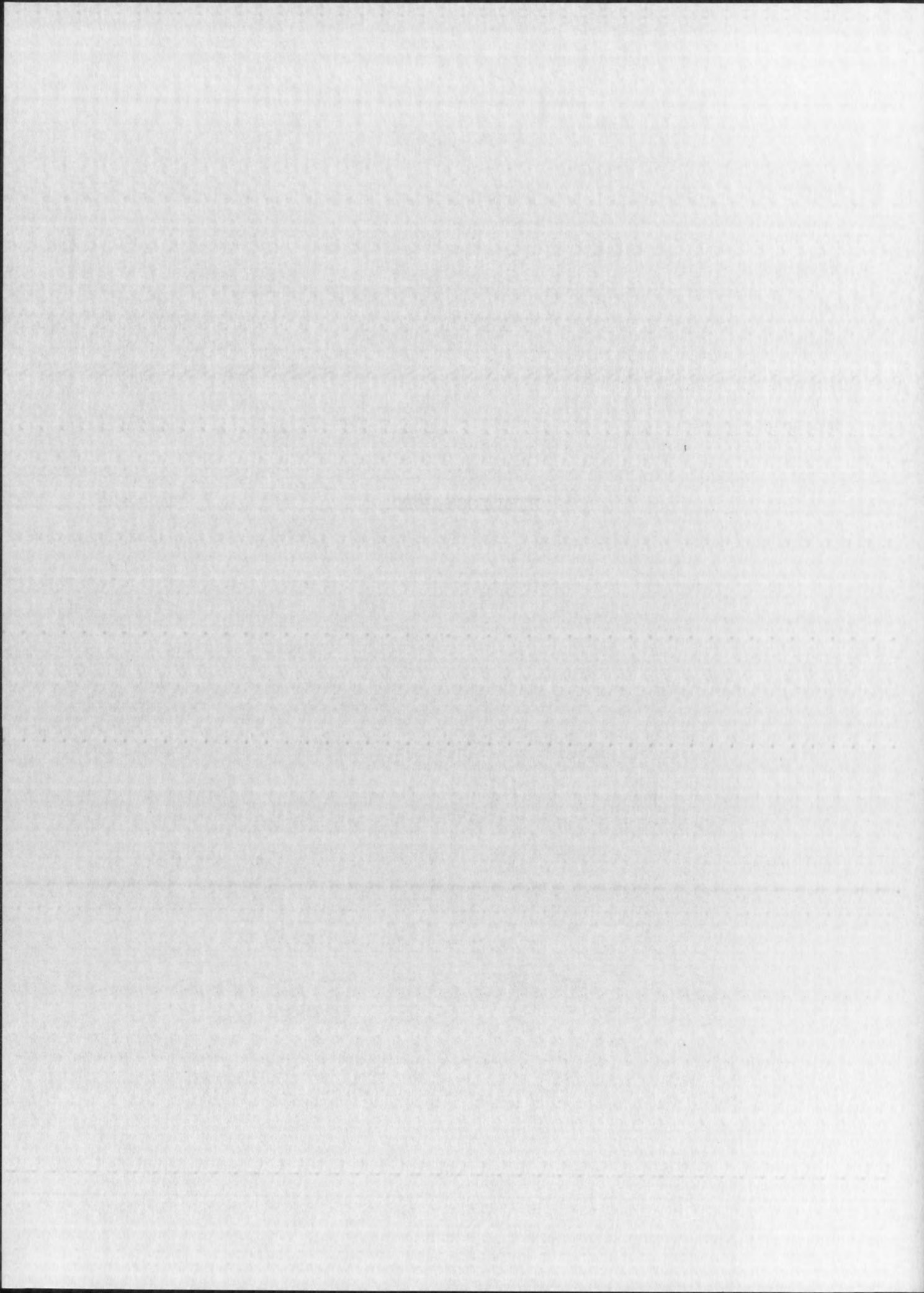
achieved.

In general schools should adapt the extraclass activities to their own needs and at the same time these activities should "grow out of the curricular activities and return to them to enrich them." Finally, pupil interest and needs should be the basic criteria for the organization of extra-class activities.

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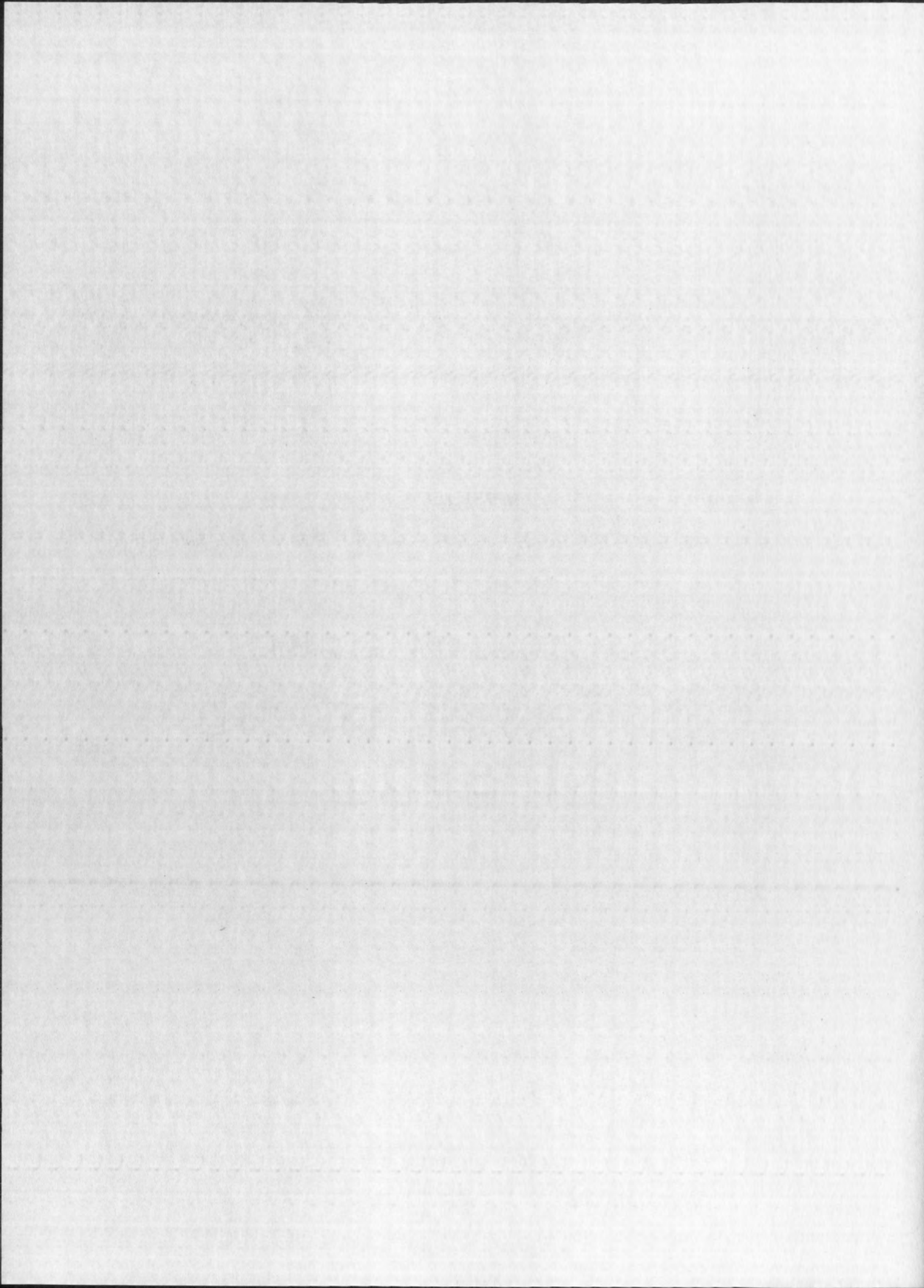
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Approved

APPENDIX



APPENDIX

I. LETTER OF TRANSMITTAL

Dear Principal:

As voluminous as this questionnaire may seem to you, the chances are that many of the questions will not pertain to your school and will thus relieve you of the painful task of answering them. However, a check by an unanswered question to indicate that you have considered it would be most helpful.

The questionnaire was made comprehensive purposely in order not to strike out the possibility of finding some schools with a highly organized extracurricular program.

The purpose of this questionnaire is to gather data for a study on extracurricular activities in our Lutheran schools to be used for a Master's Thesis based on this subject.

Your cooperation in returning the completed forms to me as soon as possible will be greatly appreciated. I should have them by the first week in June.

Sincerely yours,

II. THE QUESTIONNAIRE

A. GENERAL INFORMATION

- 1. Name of school _____
- 2. Principal _____
- 3. Present enrollment _____
- 4. Number of classrooms _____
- 5. What grades _____
- 6. Number of part time teachers, if any _____
- 7. Is kindergarten included in figures above _____

Dear Mr. [Name]

I am pleased to
inform you that
the [Name] has
been [Action]

The [Name] has
been [Action] with
a [Name]

The [Name] has
been [Action] to
be [Action]

It is [Name] and
we are [Action] to
have [Name]

1. Name of [Name]
2. [Name]
3. [Name]
4. Number of [Name]
5. [Name]
6. Number of [Name]
7. [Name]

B. GENERAL DATA PERTAINING TO THE STATUS OF EXTRA-CURRICULAR ACTIVITIES IN THE LUTHERAN ELEMENTARY SCHOOLS

- Yes ___ No ___ 1. Is there a rigid dividing line between curricular and extra-curricular activities as they are organized and conducted in your school?
- Yes ___ No ___ 2. Does your school have formulated objectives or aims for its extra-curricular program?
- Yes ___ No ___ 3. Are teachers meetings held expressly for the purpose of considering the activities program?
- Yes ___ No ___ 4. Do you give academic credit for participation in extra-curricular activities?
- Yes ___ No ___ 5. Do you give awards or recognition to pupils who have participated in extra-curricular activities?
- Yes ___ No ___ 6. Do you have one teacher who supervises the extra-curricular activities?
- Yes ___ No ___ 7. Do you have more than one teacher supervising the extra-curricular activities?
- Yes ___ No ___ 8. Do you, yourself, supervise most of the extra-curricular activities?
- Yes ___ No ___ 9. Is the supervision of extra-curricular activities divided among the teachers according to ability?
- Yes ___ No ___ 10. Do you provide a regular school day period for the scheduling of extra-curricular activities?
- Yes ___ No ___ 11. Do all of your school organizations thought of as extra-curricular have pupil officers?
- Yes ___ No ___ 12. Do you have a point system in operation for awarding pupils who hold membership in activities?
13. If objectives for extra-curricular activities in your school are formulated, whom of the following ordinarily completes this task?
- | | |
|-------------------------------|-----------------------------|
| ___ a. Principal | ___ d. Pupils |
| ___ b. A teacher | ___ e. Teachers and pupils |
| ___ c. Principal and teachers | ___ f. Parents and teachers |
14. Which of the following attitudes characterizes your administration's feelings toward extra-curricular activities?
- | | |
|---------------------------|-----------------------|
| ___ a. Interest and favor | ___ c. Discouragement |
| ___ b. Indifference | |
15. In your opinion which of the following best estimates the balance between the curricular and extra-curricular activities in your school?
- | |
|---|
| ___ a. Too much stress on extra-curricular activities |
| ___ b. Too much stress on academic or curricular activities |
| ___ c. Balance about right |
16. If awards or recognition are given for participation in extra-curricular activities, is this given to:
- | |
|---|
| ___ a. All members of any group |
| ___ b. Just certain members meeting specific requirements |
| ___ c. Just officers |

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

17. If credit is given, which of the following methods is used?
 a. Alphabetical grade c. Unit credit
 b. S and U system d. Other method _____
18. Who holds immediate responsibility for the program of extra-curricular activities?
 a. Principal c. A teacher
 b. A director of activities
19. If you schedule an activity period in your school, what length daily period of time is given?
 a. 30 minutes c. 50 minutes
 b. 45 minutes d. One hour
 e. More than an hour
20. If you have a point system in operation, how are the points allotted?
 a. Equally for each activity
 b. Unequally for different activities
 c. More for participation in athletic groups
 d. More for organizations or clubs
 e. Others (specify) _____
21. How are extra-curricular activities financed in your school?
 a. Special fund in congregational budget
 b. Out of general fund for school purposes
 c. Sponsoring groups within congregation
 d. Money derived from pupil performances
 e. Other ways (specify) _____
22. Who is authorized to expend the money for extra-curricular activities?
 a. Principal d. Congregation treasurer
 b. Board of Education e. Others (specify) _____
 c. Teacher
23. If a point system is not in operation, how do you go about securing at least a minimum participation by all pupils in the activity program? Answer briefly -
24. Do you make any effort to keep the small group of pupils who ordinarily dominate the activities from doing this? Explain briefly -
25. Do you make any effort to keep some pupils from overburdening themselves in extra-curricular activities? If so, briefly state how -

17. If you are a member of a political party, what party are you a member of?

18. How many children do you have?

19. If you are a member of a church, what church are you a member of?

20. If you have ever been married, how many times have you been married?

21. How do you feel about the present administration?

22. How do you feel about the economy?

23. If a person were to ask you for your opinion on the economy, what would you say?

24. Do you think the economy is better than it was a year ago?

25. Do you think the economy is better than it was two years ago?

SCHOOL CLUBS

Please enter information where applicable for clubs functioning in your school

NAME OF CLUB	
<u>MEMBERSHIP</u>	
1) List grades represented	
2) Selection basis	
<u>ORGANIZATION</u>	
1) Officers chosen by	
a) election	
b) appointment	
2) Governing officers	
a) president	
b) vice-president	
c) secretary	
d) treasurer	
e) other (specify)	
<u>SOURCE OF FUNDS</u>	
1) Dues	
2) Club projects	
3) Contributions	
4) None	
5) Other (specify)	
<u>MEETINGS</u>	
1) Number held per year	
2) Time held	
<u>ACTIVITIES</u>	
Please list activities of club during past year.	

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C. ACTIVITIES OF ALL GRADES

1. Check from the following list, activities carried on during the school year by the pupils in your school:

	Primary Grades	Intermediate Grades	Junior High
<input type="checkbox"/> a. Parties	_____	_____	_____
<input type="checkbox"/> b. Hay rides	_____	_____	_____
<input type="checkbox"/> c. Skating parties	_____	_____	_____
<input type="checkbox"/> d. Picnics	_____	_____	_____
<input type="checkbox"/> e. Class trips	_____	_____	_____
<input type="checkbox"/> f. Plays or skits	_____	_____	_____
<input type="checkbox"/> g. Others	_____	_____	_____

2. Check from the following list those fund-raising activities engaged in by your pupils:

<input type="checkbox"/> a. Sell Christmas cards	_____	_____	_____
<input type="checkbox"/> b. Sell magazines, etc.	_____	_____	_____
<input type="checkbox"/> c. Plays	_____	_____	_____
<input type="checkbox"/> d. Talent programs	_____	_____	_____
<input type="checkbox"/> e. Others (specify)	_____	_____	_____

3. Check from the following list the ways your pupils contribute activities of service to their school:

<input type="checkbox"/> a. Monitorial services	_____	_____	_____
<input type="checkbox"/> b. Gifts to school	_____	_____	_____
<input type="checkbox"/> c. Guides for visitors	_____	_____	_____
<input type="checkbox"/> d. Keep grounds clean	_____	_____	_____
<input type="checkbox"/> e. School patrol	_____	_____	_____
<input type="checkbox"/> f. Others (specify)	_____	_____	_____

4. In what ways do your pupils contribute activities of service to the church?

5. In what ways do your pupils contribute activities of service to the community?

D. ATHLETIC ACTIVITIES

- Yes ___ No ___ 1. Do you have an organized athletic program?
- Yes ___ No ___ 2. Is competition mostly intramural?
- Yes ___ No ___ 3. Do you have interscholastic competition?
- Yes ___ No ___ 4. Is interscholastic competition confined to Lutheran schools?
- Yes ___ No ___ 5. Is academic credit given for pupil participation?
- Yes ___ No ___ 6. Are awards or letters given for athletics?
- Yes ___ No ___ 7. Do all grades participate in athletic contests?

1. Check the box that best describes the type of work you do.

- a. Self-employed
- b. Part-time
- c. Full-time
- d. Other

2. Check the box that best describes the type of work you do.

- a. Self-employed
- b. Part-time
- c. Full-time
- d. Other

3. Check the box that best describes the type of work you do.

- a. Self-employed
- b. Part-time
- c. Full-time
- d. Other

Yes

Yes

Yes

Yes

Yes

Yes

- Yes ___ No ___ 8. Are athletics generally confined to recess periods?
 Yes ___ No ___ 9. Do you generally conduct athletic activities outside school hours?
 Yes ___ No ___ 10. Do you have a field day?
 11. Which of the following types of pupils make up the membership of your athletic activities?
 ___ a. Those of athletic talent
 ___ b. Those without athletic talent
 ___ c. Only those interested in athletics
 12. Which of the following are found in your school?
 ___ a. Basketball ___ d. Football ___ g. Track
 ___ b. Baseball ___ e. Volleyball ___ h. Soccer
 ___ c. Softball ___ f. Tennis ___ i. Others _____
 13. Are the participants in athletics required to -
 ___ a. Consistently participate
 ___ b. Meet any specific scholastic requirement
 ___ c. Possess athletic talent
 ___ d. Find own transportation to athletic contests
 14. Yes ___ No ___ Do pupils participate in organized league play in any of the above mentioned activities?
 15. Yes ___ No ___ Does competition in these leagues extend to public or other denominational schools?
 16. In which of the above athletic activities are there leagues?

E. PUBLICATIONS

General Information:

1. Yes ___ No ___ Does your school have any publications?
2. Yes ___ No ___ Do you send school news to local paper?
3. Who prepares the copy for the local paper? _____
4. Check the publications that you have:
 a. Newspaper ___ b. Yearbook ___ c. Other _____

Correlation of publications with curriculum

1. If school publishes any type of pupil publication, with what is it or they correlated? (check) English _____
 None _____ Others _____
2. Yes ___ No ___ Is credit given pupils who work on publications?
3. Yes ___ No ___ Are awards or recognition given for participation in pupil publications?

Accounting of the finances of publications:

1. Yes ___ No ___ Is a special fund set aside for the financing of publications?

Yes No
1. Are there any...

Yes No
2. Is there...

Yes No
3. Do you...

Yes No
4. How often...

Yes No
5. Are the...

Yes No
6. Is the...

Yes No
7. Do you...

Yes No
8. Is it...

Yes No
9. In which...

Yes No
10. General...

Yes No
11. Is the...

Yes No
12. Who...

Yes No
13. Check...

Yes No
14. Is the...

Yes No
15. Is the...

Yes No
16. Accounting...

Yes No
17. Is the...

2. How are publications financed in your school?
 - a. Special fund in congregational budget
 - b. Out of a general fund for school purposes
 - c. Sponsoring groups within congregation
 - d. Other ways (specify) _____
3. Who authorizes the expenditures?
 - a. Principal
 - b. Board of Education
 - c. Congregation
 - d. Teacher
 - e. Others (specify) _____

Administrative problems in connection with publications:

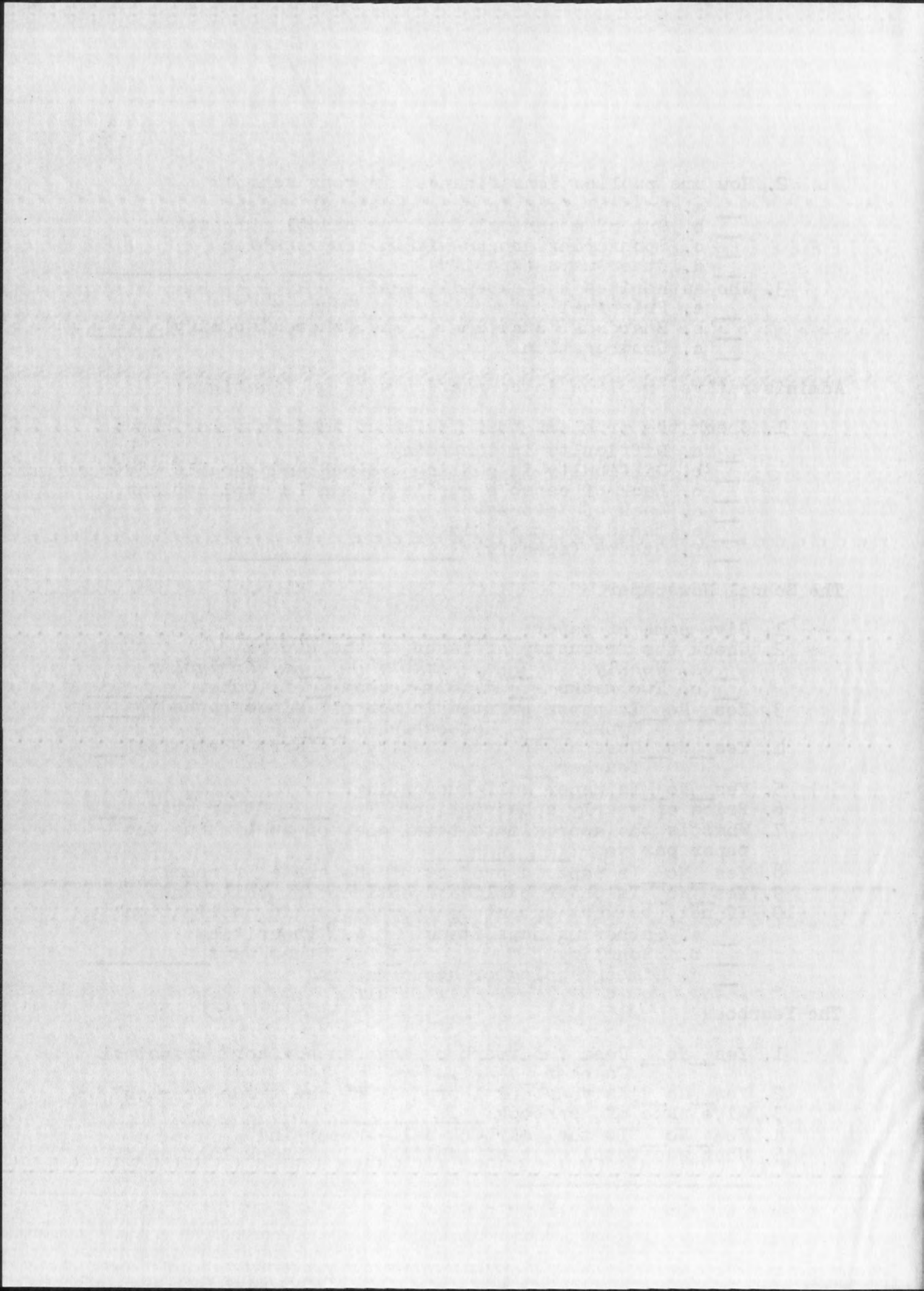
1. Check the problems that you as an administrator have:
 - a. Difficulty in financing
 - b. Difficulty in getting trained and capable advisor
 - c. Lack of capable pupils to handle publications
 - d. Lack of interest
 - e. Takes too much time
 - f. Others (specify) _____

The School Newspaper

1. Give name of paper: _____
2. Check the frequency of issue of the paper:
 - a. Weekly
 - b. Two weeks
 - c. Monthly
 - d. Six-weeks
 - e. Irregular
 - f. Other _____
3. Yes ___ No ___ Is paper printed in school? Mimeographed? _____
 Typed? _____ Hectographed? _____
4. Yes ___ No ___ Does paper have faculty advisor? Principal _____
 Teacher _____
5. Yes ___ No ___ Is paper self-supporting?
6. Price of yearly subscription: Free _____ Other price _____
7. What is the approximate total cost of publishing the paper per year? _____
8. Yes ___ No ___ Is paper a project of one grade or room?
9. Yes ___ No ___ Is paper published entirely by children?
10. If not, to what extent do they assist in publication?
 - a. Gathering news items
 - b. Stencling
 - c. Mimeographing or hectographing
 - d. Typewriting
 - e. Other ways _____

The Yearbook

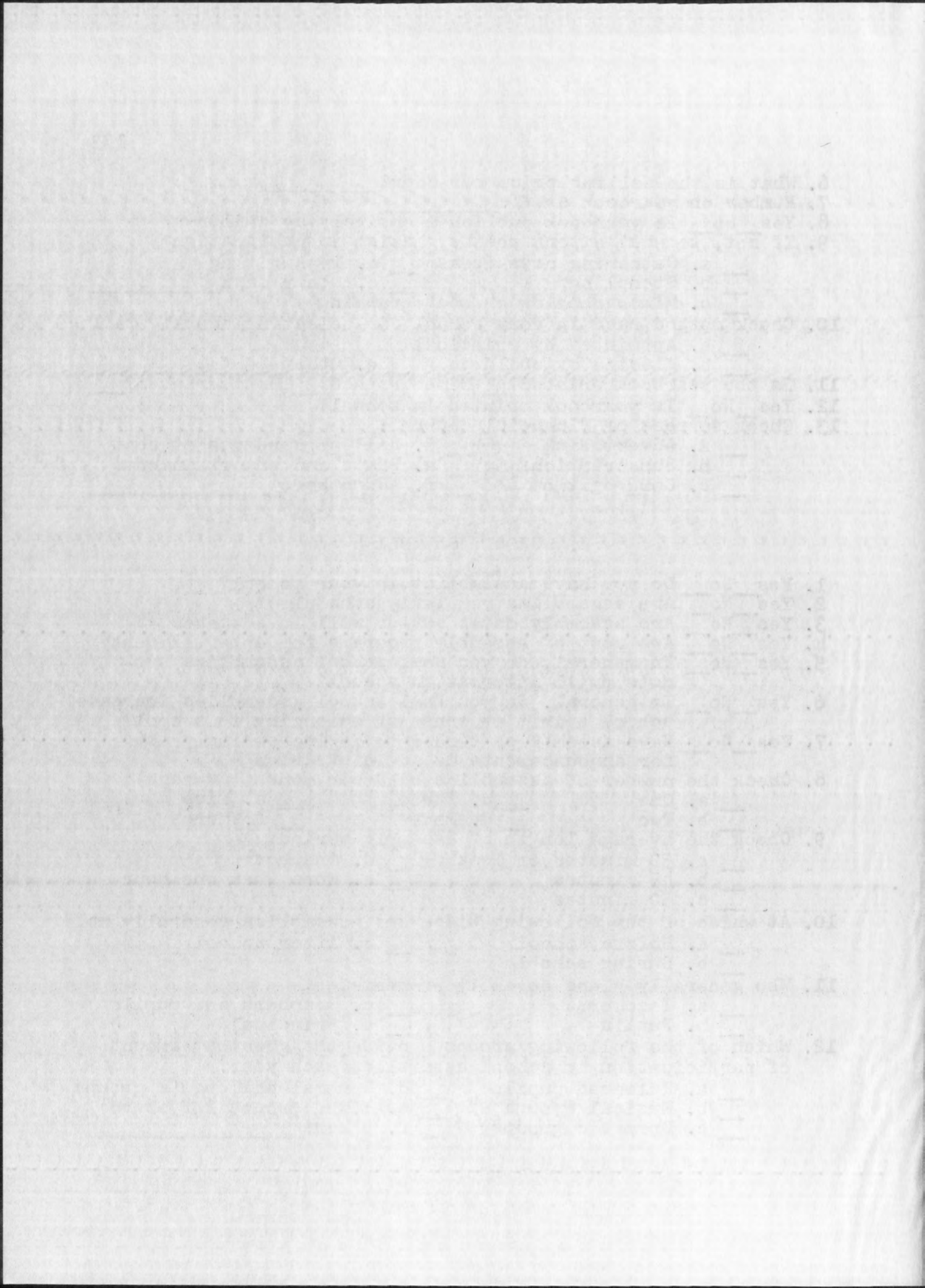
1. Yes ___ No ___ Does the yearbook have an advisor? Principal _____
 Teacher _____
2. Yes ___ No ___ Is yearbook a project of one grade or room?
3. Give name of Yearbook: _____
4. Yes ___ No ___ Is the yearbook self-supporting?
5. What was total cost of publishing yearbook last year?



6. What is the selling price per copy? _____
7. Number on yearbook staff: _____
8. Yes ___ No ___ Is yearbook published entirely by children?
9. If not, to what extent do they assist in publication?
 - ___ a. Gathering news items ___ d. Typewriting
 - ___ b. Stencling ___ e. Other ways _____
 - ___ c. Mimeographing or hectographing
10. Check method used in your school for selecting annual staff:
 - ___ a. Appointed by principal
 - ___ b. Elected by children ___ c. Other _____
11. Is the yearbook printed? ___ Mimeographed? ___ Hectographed? ___
12. Yes ___ No ___ Is yearbook printed in school?
13. Check sources of financial support:
 - ___ a. Advertising ___ d. Sell to students at cost
 - ___ b. Subscriptions ___ e. Plays and entertainments
 - ___ c. Congregation aid ___ f. Add others _____

F. SCHOOL ASSEMBLIES

1. Yes ___ No ___ Do you have assemblies in your school?
2. Yes ___ No ___ Are assemblies regularly scheduled?
3. Yes ___ No ___ Are assembly dates set-up well in advance?
4. Yes ___ No ___ Are most of assembly programs for entertainment?
5. Yes ___ No ___ In general, do you feel school assemblies promote pupil interest in school?
6. Yes ___ No ___ In general, do you feel school assemblies increase school spirit or sense of belonging to school?
7. Yes ___ No ___ Have assemblies tended to be increasingly used for announcements by administration?
8. Check the number of assemblies held per month (average):
 - ___ a. One ___ c. Three ___ e. Five
 - ___ b. Two ___ d. Four ___ f. More
9. Check the average length of assembly period:
 - ___ a. 30 minutes or less ___ d. One hour
 - ___ b. 45 minutes ___ e. More than one hour
 - ___ c. 50 minutes
10. At which of the following times are assemblies generally held?
 - ___ a. Before school ___ c. After school
 - ___ b. During school
11. Who generally plans assembly programs?
 - ___ a. Teachers ___ c. Teachers and pupils
 - ___ b. Pupils ___ d. Principal
12. Which of the following groups provide the greatest amount of participation in school assemblies each year?
 - ___ a. Talented pupils ___ d. General children's groups
 - ___ b. Musical groups ___ e. Mixed groups (of above)
 - ___ c. Dramatic groups ___ f. Others _____



13. Which of the following types of activities predominate as assembly programs in your school as a rule?
 a. Talks, lectures d. Moving pictures, slides
 b. Musical programs e. Others _____
 c. Dramatic productions or skits
14. Where are assembly programs held?
 a. Auditorium c. Other places _____
 b. Large classroom
15. Which type of assembly predominates annually in your school?
 a. All school c. For individual grades
 b. For groups of grades
16. Yes No Do you have chapel services for the children?
17. How often are these services held?
 a. Weekly b. Monthly c. Irregularly
18. Please give average length of time of chapel service _____

G. CHILDREN'S COUNCIL

1. Yes No Does your school have a children's council?
2. Yes No Are all grades represented in the council?
3. Yes No Does the council have a written constitution?
4. Yes No Is recognition given in the form of awards for participation in the council?
5. Yes No Is selection based on academic standing?
6. Yes No Is each room given equal representation?
7. If all grades are not represented in council, please check which grades are. 1 2 3 4 5 6 7 8 9
8. Please check method of selection of members.
 a. Elected by children b. Chosen by teacher
9. How often does the council meet?
 a. Weekly b. Monthly c. Quarterly d. Irreg.
10. When does the council meet?
 a. During school hours b. Outside school hours
11. Who supervises the council?
 a. Principal b. A teacher
12. How many members does the council have? _____
13. In your opinion, to what extent does the council have the support of the faculty? a. Much b. Some c. Little d. None
14. In your opinion, to what extent does council have support of pupils? a. Much b. Some c. Little d. None
15. In your opinion, what is the worth of a children's council in the total program of a Lutheran school? a. Much b. Some c. Little d. None

H. SCHOOL BAND

1. Yes No Do you have a school band?

1. What is the purpose of this document?
2. How many pages does it contain?
3. Who is the author of this document?
4. What is the title of this document?
5. What is the date of this document?
6. What is the subject of this document?
7. What is the main idea of this document?
8. What are the main points of this document?
9. What are the conclusions of this document?
10. What are the recommendations of this document?
11. What are the next steps to be taken?
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16. What is the history of this document?
17. How has this document changed over time?
18. What is the current status of this document?
19. What are the future plans for this document?
20. What is the overall significance of this document?

2. Yes ___ No ___ Do you give academic credit for participation in band?
3. Yes ___ No ___ Are awards or letters given for participation in band?
4. Yes ___ No ___ Is each pupil required to furnish his own instrument?
5. Yes ___ No ___ May instruments be obtained on a rental basis through the school?
6. Yes ___ No ___ Does the band have elected officers?
7. Yes ___ No ___ Are children from all grades eligible to participate?
8. If not which grades are represented? _____
9. Yes ___ No ___ Does your band have uniforms?
10. If so, how are they financed? _____
11. Are band members required to -
 - ___ a. Consistently participate
 - ___ b. Meet any specific scholastic requirement
 - ___ c. Possess musical talent
12. How is the band financed?
 - ___ a. Special fund in congregational budget
 - ___ b. Out of general fund for school purposes
 - ___ c. Pupil band fees
 - ___ d. Other ways (specify) _____
13. Who directs the band?
 - ___ a. Principal
 - ___ b. Teacher
 - ___ c. Talented member from congregation
 - ___ d. Other (specify) _____
14. When are band practices scheduled?
 - ___ a. Before school
 - ___ b. During school
 - ___ c. After school
15. How many practices are scheduled per week? _____
16. What is the length of time for practices?
 - ___ a. 30 minutes
 - ___ b. 45 minutes
 - ___ c. One hour
 - ___ d. More than an hour
17. On the average, how many performances does the band make during the year? _____
18. How many members are there in your band? _____

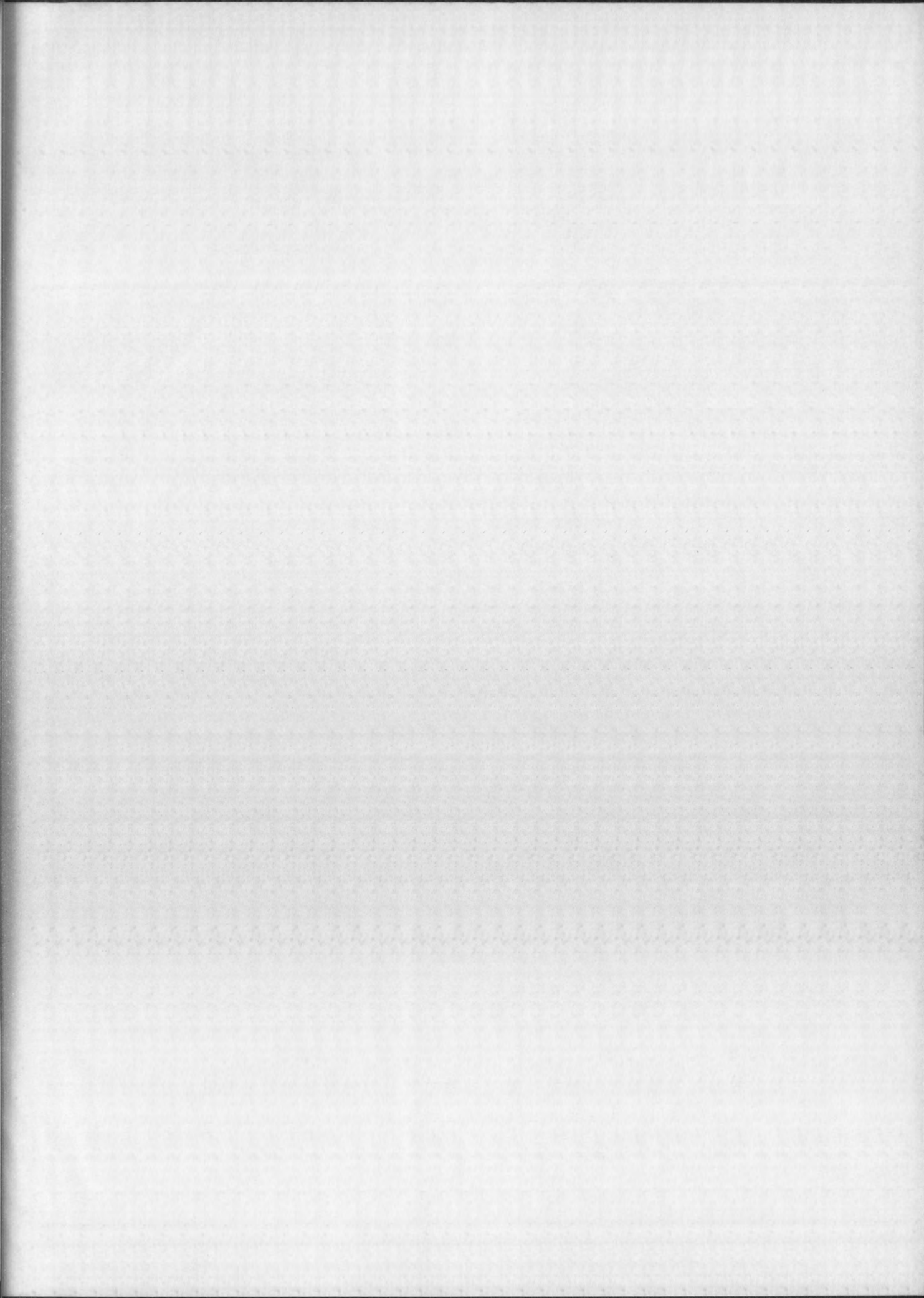
I. SCHOOL CHOIR

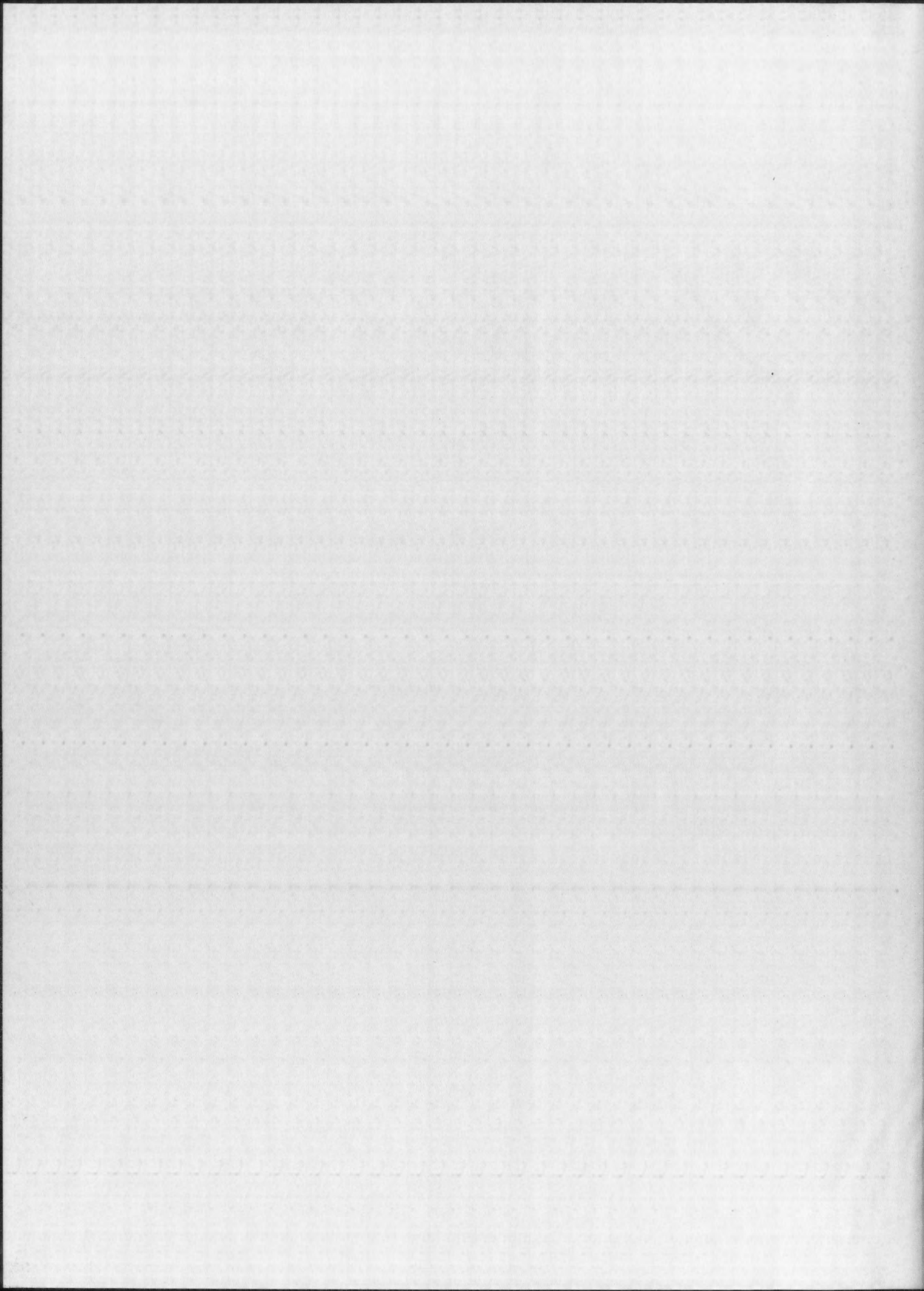
1. Yes ___ No ___ Do you have a school choir?
2. Yes ___ No ___ Do you give academic credit for participation in the choir?
3. Yes ___ No ___ Are awards or letters given for participation in the choir?
4. Yes ___ No ___ Does the choir have elected officers?
5. Yes ___ No ___ Are children from all grades eligible to participate?
6. If not, which grades are represented? _____
7. Yes ___ No ___ Do you have choir robes? _____

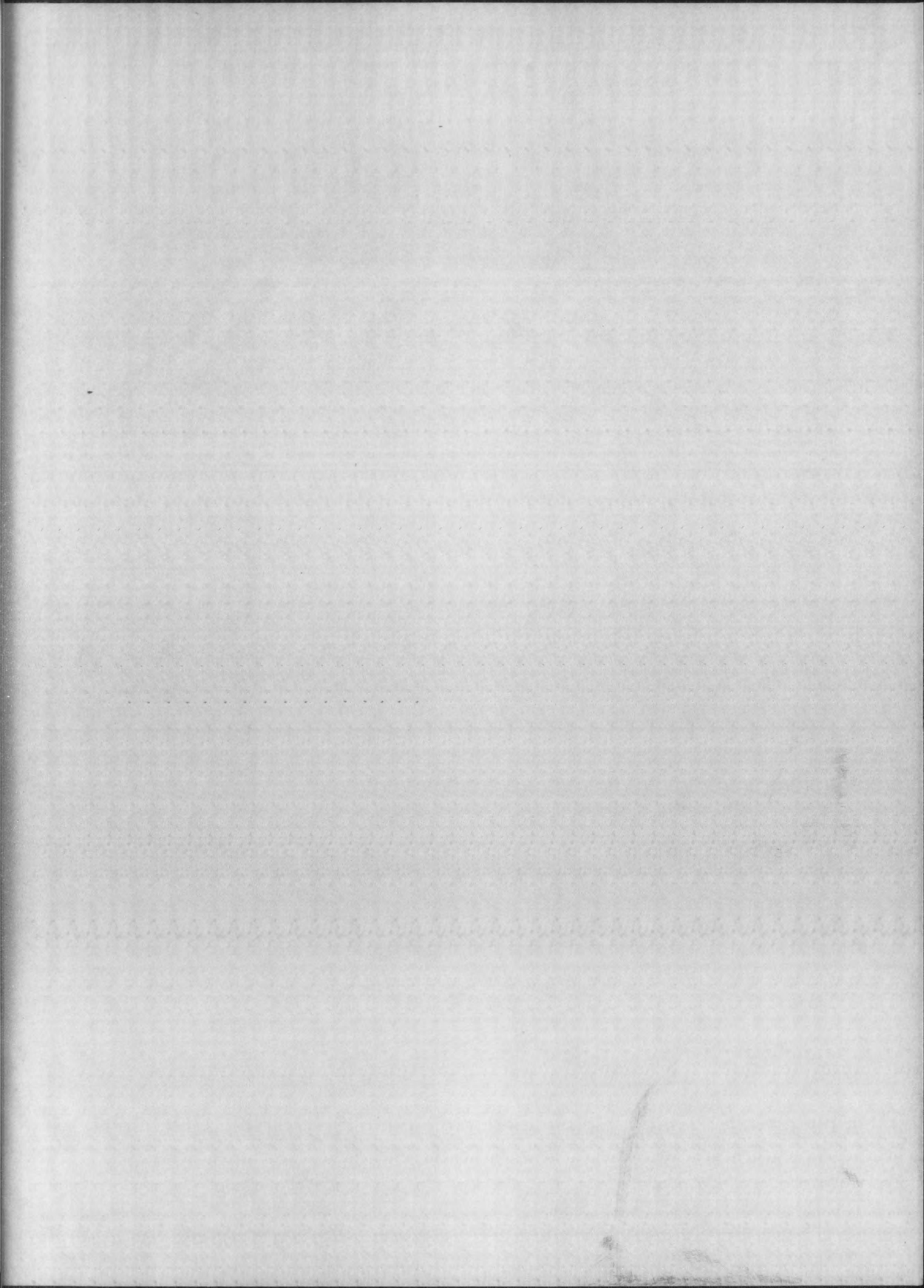
- 1. Yes No
- 2. Yes No
- 3. Yes No
- 4. Yes No
- 5. Yes No
- 6. Yes No
- 7. Yes No
- 8. Yes No
- 9. Yes No
- 10. Yes No
- 11. Yes No
- 12. Yes No
- 13. Yes No
- 14. Yes No
- 15. Yes No
- 16. Yes No
- 17. Yes No
- 18. Yes No
- 19. Yes No
- 20. Yes No
- 21. Yes No
- 22. Yes No
- 23. Yes No
- 24. Yes No
- 25. Yes No
- 26. Yes No
- 27. Yes No
- 28. Yes No
- 29. Yes No
- 30. Yes No
- 31. Yes No
- 32. Yes No
- 33. Yes No
- 34. Yes No
- 35. Yes No
- 36. Yes No
- 37. Yes No
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- 40. Yes No
- 41. Yes No
- 42. Yes No
- 43. Yes No
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- 63. Yes No
- 64. Yes No
- 65. Yes No
- 66. Yes No
- 67. Yes No
- 68. Yes No
- 69. Yes No
- 70. Yes No
- 71. Yes No
- 72. Yes No
- 73. Yes No
- 74. Yes No
- 75. Yes No
- 76. Yes No
- 77. Yes No
- 78. Yes No
- 79. Yes No
- 80. Yes No
- 81. Yes No
- 82. Yes No
- 83. Yes No
- 84. Yes No
- 85. Yes No
- 86. Yes No
- 87. Yes No
- 88. Yes No
- 89. Yes No
- 90. Yes No
- 91. Yes No
- 92. Yes No
- 93. Yes No
- 94. Yes No
- 95. Yes No
- 96. Yes No
- 97. Yes No
- 98. Yes No
- 99. Yes No
- 100. Yes No

8. If so, how are they financed? _____
9. Yes ___ No ___ Does your choir participate in a mass choir with other Lutheran schools?
10. Yes ___ No ___ Is choir music financed from congregational budget for school?
11. Are choir members required to -
 ___ a. Consistently participate
 ___ b. Meet any specific scholastic requirement
 ___ c. Possess musical talent
12. Who directs the choir?
 ___ a. Principal ___ c. Talented member from congregation
 ___ b. Teacher ___ d. Other (specify) _____
13. When are choir practices scheduled?
 ___ a. Before school ___ c. After school
 ___ b. During school
14. How many practices are scheduled per week? _____
15. What is the length of time for practices?
 ___ a. 30 minutes ___ c. One hour
 ___ b. 45 minutes ___ d. More than an hour
16. On the average, how many performances does the choir make during the year?
17. How many members are in your choir? _____

CV








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