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

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EXTRACLASS ACTIVITIES — SCHWARTING

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

By

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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.

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[1]A.C. Stellhorn, "School Statistics, 1953," Parish Education, 32:6, 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.

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8. All youth need to be able to use their leisure time well, are 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

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[2]Gladys 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.

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

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

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 missioners 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

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

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.

A notation regarding the number of kindergartens and the

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.

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

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

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

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

[6]Ibid., p. 99.

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

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

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

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

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

[10]Ibid., p. 16.

[11]Elementary 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.

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.

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[12]Harry C. McKown, "Child Development Through Extra-Curricular Activities," Education, 72:272-7, December, 1951.

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.

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

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 extraclass 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 extraclass 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

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

TABLE II

GENERAL DATA RELATIVE TO ADMINISTRATIVE SETTING OF EXTRACLASS ACTIVITIES

	3-room 44 reporting		4-room 26 reporting		5-room 18 reporting		6-room 4 reporting		Totals 92 reporting	
Questions	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

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 extra-class 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

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,

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 2½ 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.

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.

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

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

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 extraclass and no great stress was placed upon them as such. Others, however, reported that academic responsibility was stressed

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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.

TABLE III

CHOIRS IN LUTHERAN ELEMENTARY SCHOOLS

	3-room school			4-room school			5-room school			6-room school			Total		
Questions	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

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

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

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

TABLE IV

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

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

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

parents of choir members and others, women's guilds, Christmas card sales, mothers clubs, school clubs, and school auxilliaries. 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,

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

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 symphonet 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.

TABLE VI

BANDS IN LUTHERAN ELEMENTARY SCHOOLS

	3-room school			4-room school			5-room school			6-room school			Total		
Questions	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	0	26	3	12	18	1	6	4	1	25	92	5	5
2 Credit given	0	0	0	3	0	0	1	1	100	1	1	100	5	2	40
3 Awards given	0	0	0	3	1	33	1	0	0	1	0	0	5	1	20
4 Elected officers	0	0	0	3	1	33	1	0	0	1	0	0	5	1	20
5 All eligible	0	0	0	3	2	67	1	0	0	1	0	0	5	2	40
6 Pupil furnishes own instrument	0	0	0	3	3	100	1	1	100	1	0	0	5	4	80
7 Instruments rented through school	0	0	0	3	1	33	1	0	0	1	0	0	5	1	20

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

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

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.

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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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

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

[5]Grace 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.

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.

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[6]Grace 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.

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 developes 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]

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[1]Taylor Dodson, "Elementary Interschool Athletics," School Activities, 23:59, October, 1951.

[2]Ibid., p. 60.

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

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

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:

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[4]Merle 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.

> 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

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

TABLE VII

ATHLETIC ACTIVITIES IN LUTHERAN ELEMENTARY SCHOOLS

	3-room 44 reporting		4-room 26 reporting		5-room 18 reporting		6-room 4 reporting		Total 92 reporting	
Questions	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

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

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

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]

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

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

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	6	23	18	1	6	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

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

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[1]E.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.

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.

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[2]Margaret 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.

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.

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

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

a group of grades.

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,

TABLE XI

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

	Sources of financial support 42 schools reporting									Authorize expenditures 42 schools reporting					Sources for annual 10 schools reporting					
Type of school	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	0	1	7	4	1	2	0	0	1	0	0	0	0
Six-room	0	1	0	0	0	0	0	1	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.

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.

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

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

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

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

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.

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

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[1] L. 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.

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

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

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

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

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
2 Blue Birds (crafts)	1				1	1				1
3 Blue and Gold Club	1				1	1				1
4 Boy Scouts	4	3	4	1	12	1	0	3	0	4
5 Brownies	1	5	3	1	10	1	2	1	0	4
6 Camping Club		1			1		1			1
7 Class Club	1	3	4		8	0	3	4		7
8 Cub Scouts	3	2	3	1	9	1	0	2	0	3
9 Drama Club	1	1	1		3	1	1	0		2
10 Fellowship Club		1			1		1			1
11 Freedom Club			1		1			1		1
12 Girl Scouts	1	6	3	2	12	1	2	2	0	5
13 Gray-Y Club		1			1		1			1
14 4 H Club	4	1	2		7	4	1	1		6
15 Handicraft Club			1		1			0		0
16 Hi-Y Club		1			1		1			1

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

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
19 Junior League			1		1			1		1
20 Junior Red Cross		2			2		1			1
21 Junior Rifle Club			1		1			0		0
22 Lunch Club				1	1				0	0
23 Nature Club			1		1			0		0
24 Neighborly Help Club	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	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	6	91	15	14	18	0	47
Total schools	44	26	18	4	92	44	26	18	4	92

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

TABLE XIII

ADDITIONAL ORGANIZATIONAL DATA CONCERNING CLUB ACTIVITIES IN LUTHERAN ELEMENTARY SCHOOLS

Clubs	Membership	Source of funds*			
	Grades represented	Dues	Club projects	Contributions	None
1 Athletic Club	5 - 9		1		
2 Blue Birds (crafts)	2 - 4	1	1		
3 Blue and Gold Club	5 - 8			1	
4 Boy Scouts	2 - 9	5	6	4	
5 Brownies	1 - 6	4	6	3	
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 4 H Club	4 - 9	1	1	2	1
15 Handicraft Club					
16 Hi-Y Club	7 - 9	1			

*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)

Clubs	Membership	Source of funds*			
	Grades represented	Dues	Club projects	Contributions	None
17 Home Reading Circle	1 - 8				1
18 Immanuel School Club	5 - 8			1	
19 Junior League	7 - 8	1	1		
20 Junior Red Cross	1 - 8			1	
21 Junior Rifle Club	8	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	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.

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

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

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.

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

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:

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

> 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.

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[2]C.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.

TABLE XV

STATUS OF CHILDREN'S COUNCILS IN LUTHERAN ELEMENTARY SCHOOLS

	3-room school			4-room school			5-room school			6-room school			Total		
Questions	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

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.

TABLE XVI

STATUS OF CHILDREN'S COUNCILS IN FIFTEEN LUTHERAN ELEMENTARY SCHOOLS

	Method of selection		Frequency of meetings					Time of meetings		Selected to guide council	
Type of school	Pupils elect	Teachers choose	Weekly	Monthly	Bi-monthly	Quarterly	Irregularly	During school	Outside school	Principal	Teacher
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.

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

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.

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]

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

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

TABLE XVII

GROUP ACTIVITIES IN LUTHERAN ELEMENTARY SCHOOLS

Activities	Three-room schools, 44 reporting							Four-room schools, 26 reporting						
	Primary grades Total reported	Per cent	Interm. grades Total reported	Per cent	Junior High Total reported	Per cent	Total 3-room	Primary grades Total reported	Per cent	Interm. grades Total Reported	Per cent	Junior High Total reported	Per cent	Total 4-room
Parties	30	68	31	71	30	68	91	18	69	18	69	22	85	58
Hay rides	0	0	0	0	2	5	2	0	0	0	0	4	15	4
Skating parties	3	7	4	9	5	11	12	0	0	2	8	10	38	12
Picnics	24	55	26	59	25	56	75	22	85	23	88	23	88	78
Class trips	19	43	24	54	30	68	73	18	69	18	69	22	85	58
Plays or skits	27	61	29	66	29	66	85	19	73	21	81	21	81	51
Operettas	2	5	2	5	2	5	6	4	15	4	15	4	15	12
P.T.A. program	0	0	0	0	0	0	0	1	4	1	4	1	4	3
Talent festival	0	0	0	0	0	0	0	1	4	2	8	2	8	5
Radio Bible Bee	0	0	0	0	0	0	0	1	4	1	4	1	4	3
Circus	1	2	1	2	1	2	3	0	0	0	0	0	0	0
Debates	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE XVII (continued)

Activities	Five-room schools, 18 reporting							Six-room schools, 4 reporting							Totals
	Primary grades Total reported	Per cent	Interm. 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	No. of times reported
Parties	14	78	13	72	13	72	40	3	75	3	75	3	75	9	198
Hay rides	0	0	0	0	1	6	1	0	0	0	0	0	0	0	7
Skating parties	1	6	2	11	5	28	8	0	0	0	0	1	25	1	33
Picnics	10	56	11	61	13	72	34	2	50	2	50	3	75	7	184
Class trips	10	56	11	61	15	83	36	2	50	2	50	4	100	8	175
Plays or skits	9	50	11	61	10	56	30	3	75	3	75	3	75	9	185
Operettas	0	0	0	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	0	0	0	3
Talent festival	0	0	0	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	0	0	0	3
Circus	1	6	1	6	1	6	3	0	0	0	0	0	0	0	6
Debates	0	0	1	6	0	0	1	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.

TABLE XVIII

FUND-RAISING ACTIVITIES IN LUTHERAN ELEMENTARY SCHOOLS

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

TABLE XVIII (continued)

Activities	Five-room schools, 18 reporting							Six-room schools, 4 reporting							Totals
	Primary grades		Interm. grades		Junior High			Primary grades		Interm. grades		Junior High			
	Total reported	Per cent	Total reported	Per cent	Total reported	Per cent	Total 5-room	Total reported	Per cent	Total reported	Per cent	Total reported	Per cent	Total 6-room	No. of times reported
Christmas card sales	8	44	13	72	12	67	33	4	100	4	100	4	100	12	197
Magazine sales	0	0	3	17	3	17	6	0	0	0	0	1	25	1	22
Moving pictures	1	6	1	6	1	6	3	1	25	0	0	0	0	1	18
Plays	5	28	5	28	6	33	16	3	75	2	50	2	50	7	85
Talent programs	2	11	2	11	2	11	6	0	0	0	0	0	0	0	34
Sale of candy, etc.	1	6	1	6	2	11	4	0	0	0	0	0	0	0	18
Operettas	1	6	1	6	1	6	3	0	0	0	0	0	0	0	12
Paper sales	1	6	1	6	1	6	3	0	0	0	0	1	25	1	20
Contributions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
Easter Cantata	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
School supply store	0	0	0	0	0	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

TABLE XIX

ACTIVITIES OF SERVICE CONTRIBUTED BY PUPILS TO SCHOOLS

Activities	Three-room schools, 44 reporting							Four-room schools, 26 reporting						
	Primary grades Total reported	Per cent	Interm. grades Total reported	Per cent	Junior High Total reported	Per cent	Total 3-room	Primary grades Total reported	Per cent	Interm. grades Total reported	Per cent	Junior High Total reported	Per cent	Total 4-room
Monitorial service	20	46	26	59	27	61	73	11	42	14	54	21	81	46
Gifts to school	10	23	11	25	13	30	34	8	30	9	35	10	39	27
Pub. school paper	5	11	7	16	11	25	23	2	8	5	19	10	39	17
Guides for visitors	2	5	2	5	8	18	12	1	4	2	8	10	39	13
Help repair property	5	11	9	21	16	39	30	1	4	1	4	5	19	7
Keep grounds clean	29	66	32	73	31	71	92	15	58	18	69	18	69	51
Secretarial service	0	0	1	2	1	2	2	0	0	0	0	0	0	0
Safety patrol	23	52	23	52	23	52	69	19	73	19	73	19	73	57
School supply store	0	0	0	0	0	0	0	0	0	0	0	1	4	1
Chapel ushering	0	0	0	0	0	0	0	0	0	0	0	2	8	2
Donations	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE XIX (continued)

Activities	Five-room schools, 18 reporting							Six-room schools, 4 reporting							Totals
	Primary grades Total reported	Per cent	Interm. 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	No. of times reported
Monitorial service	5	28	9	50	14	78	28	2	50	3	75	4	100	9	156
Gifts to school	1	6	1	6	3	17	5	2	50	2	50	2	50	6	72
Pub. school paper	1	6	4	22	3	17	8	0	0	0	0	2	50	2	50
Guides for visitors	0	0	1	6	4	22	5	0	0	1	25	2	50	3	33
Help repair property	1	6	4	22	6	33	11	1	25	1	25	1	25	3	51
Keep grounds clean	9	50	10	56	12	67	31	2	50	2	50	2	50	6	180
Secretarial work	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Safety patrol	9	50	9	50	9	50	27	2	50	2	50	2	50	6	159
School supply store	1	6	1	6	1	6	3	0	0	0	0	0	0	0	4
Chapel ushering	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Donations	1	6	1	6	1	6	3	0	0	0	0	0	0	0	3

TABLE XX

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

Activities	3-room 44 reporting		4-room 26 reporting		5-room 18 reporting		6-room 4 reporting		Totals 92 reporting	
	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	2	5	0	0	0	0	1	25	3	3
Mission contributions	5	11	5	19	2	11	1	25	13	14
Weekly contributions	3	17	4	15	0	0	1	25	8	9
Individual mission work	0	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	3	17	0	0	3	17	0	0	6	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	8
Errands for Ladies' aid	0	0	0	0	1	6	0	0	1	1
Church projects	0	0	1	4	0	0	0	0	1	1
Keep grounds clean	2	5	1	4	0	0	0	0	3	3
Secretarial work	1	2	1	4	1	6	0	0	3	3
Projector operation	0	0	1	4	0	0	0	0	1	1
Assist at functions	0	0	1	4	0	0	0	0	1	1
V.B.S. assistance	2	5	2	8	1	6	0	0	5	5
Altar boys	1	2	0	0	1	6	0	0	2	2
Special collections	1	2	0	0	0	0	0	0	1	1
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	4	9	3	12	1	6	0	0	8	9

TABLE XXI

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

Activities	3-room 44 reporting		4-room 26 reporting		5-room 18 reporting		6-room 4 reporting		Totals 92 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

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.

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

younger children and [illegible]
hope the much value which [illegible]
is a safety patrol is [illegible]
service to the community.[2]

Cooperative planning [illegible]
necessary. In a [illegible]
In its narrowest meaning [illegible]
within the limits of the [illegible]
over the community at large [illegible]
activities or services [illegible]
should do and has done a [illegible]
service to the immediate [illegible]
school has many opportunities [illegible]
at large. This particular [illegible]
aided excellent opportunities [illegible]
munity responsibilities [illegible]

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[2] Association for Supervision and Curriculum Development, [illegible] Yearbook, (Washington [illegible] p. 90.

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 indispensible 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.

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

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[1]Mary 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

TABLE XXII

ASSEMBLIES IN LUTHERAN ELEMENTARY SCHOOLS

	3-room 44 reporting		4-room 26 reporting		5-room 18 reporting		6-room 4 reporting		Totals 92 reporting	
Questions	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

TABLE XXIII

ASSEMBLY ACTIVITIES IN FIFTY-EIGHT LUTHERAN ELEMENTARY SCHOOLS

	Plan school assemblies						Provide greatest amt. of participation						Types of activities which predominate								
Type of school	Teachers	Pupils	Teachers, pupils	Principal	Principal, pupils	Pastor	Talented pupils	Music groups	Dramatics	Pupil 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

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

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.

TABLE XXIV

SCHEDULING ASSEMBLIES IN FIFTY-EIGHT LUTHERAN SCHOOLS

Type of school	Number of meetings Average per year	Length of period 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.

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

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

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]

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

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.

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 maintainance 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

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.

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

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

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

are available for their proper administration.

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

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

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

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

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

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 extraclass activities.

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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_____

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
__ b. A teacher
__ c. Principal and teachers
__ d. Pupils
__ e. Teachers and pupils
__ f. Parents and teachers

14. Which of the following attitudes characterizes your administration's feelings toward extra-curricular activities?

__ a. Interest and favor
__ b. Indifference
__ c. Discouragement

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

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 -

SCHOOL CLUBS

Please enter information where applicable for clubs functioning in your school

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

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
__ a. Parties	____	____	____
__ b. Hay rides	____	____	____
__ c. Skating parties	____	____	____
__ d. Picnics	____	____	____
__ e. Class trips	____	____	____
__ f. Plays or skits	____	____	____
__ g. Others	____	____	____

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

__ a. Sell Christmas cards	____	____	____
__ b. Sell magazines, etc.	____	____	____
__ c. Plays	____	____	____
__ d. Talent programs	____	____	____
__ e. Others (specify)	____	____	____

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

__ a. Monitorial services	____	____	____
__ b. Gifts to school	____	____	____
__ c. Guides for visitors	____	____	____
__ d. Keep grounds clean	____	____	____
__ e. School patrol	____	____	____
__ 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 <u>organized</u> 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?

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?

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 __ d. Teacher
   __ b. Board of Education __ e. Others (specify)_____
   __ c. Congregation

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 __ c. Monthly __ e. Irregular
   __ b. Two weeks __ d. Six-weeks __ 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 __ d. Typewriting
    __ b. Stencling __ e. Other ways_____
    __ c. Mimeographing or hectographing

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?

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 __ c. Talented member from congregation
    __ b. Teacher __ d. Other (specify)_____
14. When are band practices scheduled?
    __ a. Before school __ c. After school
    __ b. During school
15. How many practices are scheduled per week?_____
16. What is the length of time for practices?
    __ a. 30 minutes __ c. One hour
    __ b. 45 minutes __ 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?

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?_____