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The

**activity
period *in***

Public High Schools



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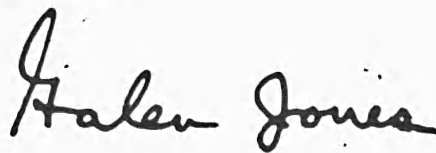
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Foreword

WITHIN the last decade the activity period has been adopted by an increasing number of high schools, even in those unaffected by bus transportation schedules. These schools believe it is a means for developing desirable civic and social activities for *all* pupils and for applying the *total* resources of school staff and equipment to the pupil activity program. They contend that activities serving the needs of only a segment of the student body and sponsored by only a part of the faculty are only half-way programs. Half-way programs convince neither pupils nor teachers of the importance of their joint responsibility for integrating activities with the formal school program.

The purpose of this publication is to report practices regarding activity period organization in public high schools. We hope that the data, obtained from the replies of 10,925 public high schools to the Inventory of Offerings and Enrollments in High-School Subjects, will be helpful to the profession generally and will stimulate further inquiry into the problem of how best to organize effective pupil activity programs in meeting the needs and interests of all secondary school youth.



GALEN JONES,

Director, Organization, Instruction and Services Branch.

How High Schools

organize activity programs

ALMOST ALL public high schools provide opportunities for their pupils to participate in extraclass activities, but they do not provide for them in the same way. The procedures which high schools adopt in organizing for extraclass activities generally follow one of these three patterns:

- (1) **THE ACTIVITY PERIOD**, which is intended to provide for most extraclass activities *within* the daily time schedule,
- (2) **THE CORE PROGRAM**, which consolidates many of the extraclass activities with the class activities,
- (3) **THE BEFORE-SCHOOL AND AFTER-SCHOOL** activities program, which provides for most of the extraclass activities *outside* of the regular school session.

Though these patterns of organization are rather dissimilar in operation, they do not necessarily differ as to objectives. It is possible for an individual school to use a combination of these procedures, and to that extent they are not mutually exclusive. Nevertheless, the procedure adopted by a particular school reflects its philosophy in organizing extraclass activities. Patterns (1) and (2) indicate that the school has planned to some extent a policy for providing pupil activities within the daily time schedule; pattern (3) does not indicate whether there has been over-all planning or whether activities have, like Topsy, "just growed."

The Activity Period

High schools employing the *activity period* point out that it is a means for providing coordination of pupil activities in homeroom, assembly, group guidance, club program, and intramurals. For example, in one

school the activity period on Monday and Tuesday may be devoted to the club program, on Wednesday to assembly, on Thursday to homeroom discussion, and on Friday to stated meetings, such as the student council, intramurals, or other activity suited to a school's particular program. At the beginning of the activity period, the pupil reports to homeroom, and after the roll is taken he proceeds to whatever assignment he has for that day; on the day set aside for homeroom discussion, he and his classmates remain in the homeroom.

Practices for scheduling activity periods differ. The Abraham Lincoln High School at San Jose, Calif. (800), has a "sliding" activity period which allows flexible daily scheduling of activities with all-school participation, on school time.¹

An example of a regular daily activity period is found in the Robert E. Lee Senior High School, Baytown, Tex. (1,150), where it is scheduled from 10:23 to 11:03 a. m. daily as follows:

- MONDAY**— Student council meeting.
All other students in homeroom.
- TUESDAY**— Club activities.
Pupils not participating in the club program are assigned to study groups presided over by teachers not sponsoring clubs during the current semester.
- WEDNESDAY**—Homeroom guidance programs and/or separate assemblies for boys and girls. Topics at the girls' assembly have included "Being a Real Person," by a Girl Scout executive; "Personality," by a bank executive; "Feminine Hygiene," by a woman gynecologist. Boys' assemblies have presented talks such as "Venereal Disease," by a physician; "Getting a Job," by the personnel director of a corporation; "The Scriptures and Everyday Life," by a minister.
- THURSDAY**— Juniors and seniors in homeroom discussions.
Sophomore assembly.
- FRIDAY**— Sophomores in homeroom discussions.
Juniors and seniors in assembly.

At the Appalachian High School, Boone, N. C. (251), the activity period is held from 8:40 to 9:30 a. m. daily according to this plan:

- MONDAY**— Group guidance.
- TUESDAY**— Club activities.
- WEDNESDAY**—Homeroom discussions and activities planned by each homeroom.
- THURSDAY**— Club activities.
- FRIDAY**— Assembly program.

The time at which the activity period occurs in the regular school session is subject to wide variation in practice. Administratively, it may be convenient to schedule it the first or last period of the day, but other factors peculiar to the local situation often militate against scheduling it during

¹ See "Flexible Daily Schedule for a Modern High School," by Frederic T. Shipp. *American School Board Journal*, October 1945, p. 58.

the last period. If pupils are given the choice of participating in the activity period OR ending their school day without participating, the last period of the day may be a poor time for an activity program.

Inspection of activity period schedules in many high schools reveals no consensus for scheduling it at any particular period. Many schools have experimented by changing its position in the daily time schedule. One example is the high school at Emporia, Kans. (700), where in 1949 the activity period was shifted from Period 6 (3:15 to 3:50 p. m.) to Period 3 (10:30 to 11:05 a. m.). In general, the placing of the activity period during the school day calls for decision by the school to satisfy local conditions.

Proponents of the activity period maintain that it is advantageous for these reasons:

The opportunity to participate in an activity of their choice is available to ALL pupils.

Provision is made for ALL teachers to contribute to the activity period through sponsorship of a group, guidance of homeroom pupils, faculty discussion, etc.

The activity period stresses the value of extraclass activities by giving them a status co-equal with that of the curriculum.

Administration, faculty, and pupils assume joint responsibility for developing effective activities. A staff member not sponsoring a group is given an alternate, equitable assignment, so that the activity program enlists the responsibility of ALL the faculty rather than those willing ones who choose to participate.

The Core Program

Approximately 833 public high schools now have core programs, of which 86 percent is in grades 7, 8, 9.¹ Many of these schools have planned extraclass activities as part of the core program. They make the point that it is unwise to separate class and extraclass activities and that it is better to consolidate them within the larger block of time under which the core operates. As pupils in the core frequently participate more extensively in planning their educational program, it is maintained that activities commonly considered as either formal or informal should be merged. Apparently this is an ideal toward which many schools are striving; the periodical literature contains many references to the desirability of unifying the cocurriculum and the curriculum. If one accepts the statement that the curriculum consists of all school-provided pupil experiences, an overt distinction between curriculum and cocurriculum may be considered somewhat artificial. The closer the teaching philosophy adheres to formal recitation based on textbook study, the more real this distinction may be. When more emphasis is

¹ Wright, Grace. *Core Curriculum in Public High Schools*. Washington, U. S. Government Printing Office, 1960. (Office of Education, Bulletin 1960, No. 5.)

placed on pupil-planning and resource units of learning, however, the distinction may be less real.

The statistics show that most of the attempts to merge extraclass activities with the core program have occurred in the junior high school grades; only in few instances has the senior high school developed such procedure.

The significance of the core program in providing a merger of class and extraclass activities is not necessarily revealed in the statistics so much as in the results achieved. Schools experimenting with the core program say that they are pioneering new educational frontiers and that the outcomes of their efforts may sooner or later be adopted by large numbers of schools. Spokesmen for the core program say that the activity period, though more satisfactory than out-of-session organization, fails to provide sufficient integration of class and extraclass activities.

An illustration of the core-program approach to pupil activities is found in the New School (250) of Evanston Township High School, Evanston, Ill. (2,800). The New School is the name given to the core program operating in the grades IX, X, XI, and XII for those pupils who elect to participate. It consists of a block of two periods and occurs in this sequence:

Freshman Core—Orientation:

- 1 Finding Myself in School and Community.
- 2 Choosing a Vocation.
- 3 New Horizons Through Literature.
- 4 The United States and World Affairs.

Sophomore Core—World Mindedness:

- 1 The Atomic Age.
- 2 War and Peace.
- 3 The Development of Law and Justice.
- 4 Theater, Motion Pictures, Radio, and Television.

Junior Core—American Life and Culture:

- 1 The American People.
- 2 America in Literature.
- 3 The United States Government, its structure and development.
- 4 The Development of the American Economic System.

Senior Core—Life Adjustment:

- 1 College and Careers.
- 2 Our Literary Heritage.
- 3 Consumer Education.
- 4 Marriage and Family Living.

It is recommended that pupils plan to remain in the core program for 4 years in order that maximum benefit be gained; however, this is not a requirement. The plans for the core program were evolved by teachers, pupils, and parents over a number of years, and they involve a "slice of life" approach which contrasts with the more specialized emphasis usually found in the high-school history or English class.

Among the important emphases of the core programs are experience

in curriculum planning by both pupils and teachers, preparation of a developmental reading program for varying levels of ability and interest, use of a laboratory period for the improvement of language skills, planning a program of social development for each class member, and participation in evaluating the outcomes of the course. At each one of these levels of emphasis, pupil activities that are ordinarily considered extra-class play a large part. A recent junior section in the New School undertook to attend appropriate movies, lectures, dramatic productions, symphony concerts, and exhibitions. They made visits to historical, scientific, and fine arts museums. They worked enthusiastically to provide pictorial material in the form of graphs, exhibits, and blackboard drawings that were often elaborate. They took moving pictures and showed them to illustrate changing ideas and styles. In addition, the class participated as a unit in the intramural program of the school and programmed many parties and trips, including a hay-ride, a bowling party, a family picnic, and an evening at Riverview Park. Parents took an active interest and participated in many of the social and curricular activities.

It is not possible here to describe fully the extent to which the core program at the New School capitalized on the merger of class and extra-class pupil activities. The program, however, suggests that the "slice of life" approach to the curriculum, by cutting across usual subject-matter lines, can have the effect of integrating pupil activities of various kinds under the impulse of group planning and higher motivation.

Out-of-Session Activities

The story of how pupil activities developed in public high schools is well known.³ The reason for once calling them EXTRA-curricular was that during the first decade of this century there was little connection between them and the curriculum. Teachers who had an interest in the social, literary, or athletic experiences of pupils and teachers who felt a kinship for youth frequently initiated and sponsored activities without much help from the school authorities or other teachers who may have looked with disfavor on pupil activities. The very terminology which has been used to indicate these activities portrays their progress: extra-curricular, extraclass, cocurriculum, core program, experience curriculum. The polarity that formerly existed between curriculum and extracurriculum has diminished year by year until now it is generally accepted that they are closely related, that one implements the other, and that no clear

³ Fretwell, Elbert K. *Extra-curricular Activities in Secondary Schools*. Boston, Houghton Mifflin Co., 1931; Jones, Galen. *Extracurricular Activities in Relation to the Curriculum*. New York, Teachers College Contribution to Education, No. 667; Tompkins, Ellsworth. *Extraclass Activities for ALL Pupils*. Washington, U. S. Government Printing Office, 1950. (Office of Education Bulletin 1950, No. 4.)

distinction should be drawn between them. The role of pupil activities in relation to the curriculum has progressed from that of outsider to partner.

The great majority of public high schools, regardless of how they organize activities, make it plain to students through assembly programs, homeroom notices, pupil handbooks, group and individual counseling, student council discussions, and orientation sessions that their participation in some form of school activity is desirable. One of the first things a pupil finds out about high school is the number and variety of extra-class activities. His handbook tells him, his homeroom teacher tells him, his fellow pupils tell him. His participation is earnestly sought as a matter of school policy. One has only to thumb through the typical pupils' handbook published by thousands of high schools to realize how overtly and completely the pupil is informed of the purposes and specifications of the activity program.

In a number of schools, however, little time within the daily class sessions has been found for these activities. In most, but not all schools, this situation has resulted from unwillingness of the school to give coequal curricular status to pupil activities. Some schools, particularly those in economically favored districts, have studied the problem and thought it desirable to confine scheduling most activities before or after school or in the evening. But an increasing number of schools are taking the position that a better way to assure the contribution of the entire staff to the activities program is to incorporate as much of it as possible within the daily time schedule. Otherwise, the staff may divide on the question of the "extraneous" of the activity program, leading to lack of agreement on the extent of each teacher's responsibility for sponsoring a pupil activity.

Some of the advantages of scheduling pupil activities outside of the regular daily session have been detailed.⁴ Some of these are:

- (a) It extends the school day only for those participating.
- (b) It requires no elaborate machinery or extra personnel to manage.
- (c) It permits larger sections of activities.
- (d) It permits the individual pupil to engage in a greater number of activities.
- (e) It does not complicate the daily time schedule.
- (f) It permits meetings to end as desired, without prescribed limits.
- (g) It is more easily adapted to the larger school or to the school on double session.
- (h) Teachers who desire to sponsor activities make the best sponsors.

Whether these outweigh the disadvantages inherent in such a schedule remains for the particular school to determine. Some of the disadvantages are likely to be:

- (a) Selective rather than extensive pupil participation frequently occurs.
- (b) Professional attention of only a segment of the staff is usually concerned.

⁴Tompkins. *Op. cit.*, pages 22-23.

- (c) There is likely to be an overdemand for certain staff members as sponsors.
- (d) It appears to place activities in a role subsidiary to the curriculum.
- (e) It often forces pupil to choose between extraclass and personal nonschool activities.
- (f) It tends to exclude pupils who may have other duties before and after school.
- (g) It tends to operate against pupils of lower scholastic achievement.
- (h) It often results in an uncoordinated activity program.
- (i) It is likely to result in lack of coordination of homeroom activities with other activities.
- (j) It makes for relative difficulty in collecting data, statistics, establishing trends.

In reviewing the three patterns of organization used by schools in scheduling extraclass activities, one should remember that the *activity period* occupies a middle position. It provides a regular time within the school session for homeroom check-period, homeroom discussion, group guidance, assembly, club and intramural program, and stated meetings. It does not go as far as the core in attempting to merge curriculum and cocurriculum. Though it may not necessarily eliminate all after- or before-school activities, it has the effect of applying the total professional resources of the staff to the pupil-activity program.

Regardless of type of activity organization, however, a good program of extraclass activities should:

be constructive, so as to provide for the whole educational activity of the school; thus it will become a planned structure rather than be a partly planned or neglected one

grow out of the life of the school and not be imposed

be accepted wholeheartedly by teachers, whose responsibility it is to develop the pupil-activity program

be a supervised program in which all teachers and pupils have a part

develop intelligent public opinion in knowing and understanding the problems of the whole school and sharing in their solution

recognize the pupil's rights, duties, privileges, and obligations as a citizen of the school

be a major responsibility of the high-school principal, with the help of teachers and pupils, to develop a constructive policy toward improving the school's pupil activity program¹

The over-all aims of the pupil activity program are

to lead to the development of worthy use of leisure time, self-realization, and positive ethical and civic attitudes on the part of ALL pupils in the high school

to engage the total resources of the faculty and the school in the study of the school's role in providing cocurricular experiences for ALL pupils

to serve all pupils democratically without social, economic, or scholastic restrictions²

¹ Fretwell, Elbert K. *Extra-curricular Activities in Secondary Schools*.

² Tompkins. *op. cit.*, p. 30.

treatment of the data

THIS publication presents data on the percentage of public high schools reporting an activity period scheduled within the regular school day. The information was derived from responses to Item 4 on page 1 of the *Inventory of Offerings and Enrollments in High School Subjects*, a 4-page questionnaire sent to 13,749 public secondary day schools representing all those of 500 or more enrollment⁷ and half of the number of schools enrolling fewer than 500 pupils. Item 4 reads: "If you have an activity period during the school day, insert the number of minutes period meets per week." A facsimile of page 1 of the *Inventory* is shown on the next page.

The 13,749 public secondary day schools to which the questionnaire was sent include 3,615 schools over 500 and 10,134 schools under 500 enrollment. In general, the latter number does not include high schools enrolling fewer than 10 pupils. Response from high schools over 500 enrollment amounted to 91.8 percent; from those under 500 it was 75.1 percent. As the sample for the schools in the smaller enrollment category was carefully constructed, it is reasonable to suppose that the responses from the 10,925 schools constitute a representative sample of all public secondary day schools. Inspection of responses from particular schools suggests that the accuracy of the data may be limited by failure of the school to interpret correctly the nature of the information requested. This possibility of error, however, occurs rather infrequently and may therefore largely be canceled out.

Heretofore, information on the percentage of public secondary day schools employing the activity period has been estimated from data collected from a relatively small number of schools. In 1930 Reavis and Van Dyke obtained data from 224 high schools which showed that 32.1 percent of the schools scheduled pupil activities within the regular daily session.⁸ The 224 schools in this report were selected for their interest

⁷ Except evening and ungraded schools. The ungraded schools include, for the most part, adult or vocational schools which offer ungraded academic work.

⁸ *Survey of Secondary Education*. Washington, U. S. Government Printing Office, 1932. (U. S. Office of Education, Bulletin 1932, No. 17, Monograph No. 26.)

THE ACTIVITY PERIOD IN PUBLIC HIGH SCHOOLS

Form HSD-9

12

Budget Form No. 10-611
Expires 10-31-61

FEDERAL SECURITY AGENCY
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

INVENTORY OF OFFERINGS AND ENROLLMENTS IN HIGH-SCHOOL SUBJECTS

<div style="border: 1px solid black; border-radius: 20px; width: 80%; margin: 0 auto; height: 80px;"></div> <p>(Name of school and post-office address)</p>	<p>DO NOT WRITE IN THIS SPACE</p> <p>B: _____</p> <p>I: _____</p> <p>R: _____</p> <p>CS: _____</p> <p>T: _____</p> <p>SS: _____</p>
<p>Name of principal _____</p>	

SCHEDULE A—GENERAL INFORMATION

1. Circle high-school grades (Junior and Senior) in your school 6 7 8 9 10 11 12
2. Total enrollment in your school _____
3. If any of your students receive credit toward graduation for outside work experience, insert the number of such students _____
4. If you have an activity period during the school day, insert the number of minutes period meets per week _____
5. If you have separate classes for superior students or slow learners, check appropriate subject:

English	<i>Superior</i>	<i>Slow</i>
		<input type="checkbox"/>	<input type="checkbox"/>
Social Science	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>
6. If your school offers courses of the "common learning" or "experimental core" type, please report the following information with regard to each such course, area, or core.

NAME OF COURSE, AREA OF LEARNING, OR CORE	SUBJECTS OR SUBJECT-MATTER AREAS INCLUDED, IF FIELD	GRADE OFFERED	PERIODS PER WEEK	ENROLLMENT

10-70244-1

in the extracurriculum, and consequently are not representative of Nation-wide practice. The report indicated that the separate junior and the 6-year junior-senior high school employed the activity period more frequently than high schools of other types of organization, and that schools in the Southern, Middle Western, and Western States favored the practice more than the schools located in other geographical sections.

SCHEDULE B—ENROLLMENT OF HIGH-SCHOOL PUPILS BY SUBJECT

Report below only those classes which are recognized as part of the curricular program of your school, i. e., do not report on such classes as band, orchestra, etc., if they are regarded as extra classes. Report a given class under one item only.

Grade	Course or Courses	Lowest or Highest Reported Half or Full Year		Number of Pupils Enrolled	By Course or by Term Report in What Grade (6th, 7th, or 8th, etc.)	Grade	Course or Courses	Lowest or Highest Reported Half or Full Year		Number of Pupils Enrolled	By Course or by Term Report in What Grade (6th, 7th, or 8th, etc.)
		Half	Full					Half	Full		
		(4)	(5)					(6)	(7)		
ENGLISH	English:	xxx	xxx	xxxx	xxxx						
	001 7th grade				xxxx						
	002 8th grade				xxxx						
	003 1st year high school				xxxx						
	004 2d year high school				xxxx						
	005 3d year high school				xxxx						
	006 4th year high school				xxxx						
	007 Speech and Public Speaking										
	008 Dramatic Art										
	009 Journalism										
010 Debate											
x Other (specify)											
HISTORY	History:	xxx	xxx	xxx	xxxx						
	080 U. S. (Jr. H. S.)				xxx						
	081 U. S. (advanced)										
	082 World										
	083 Ancient-Medieval										
	084 Modern European										
	085 State										
	x Civics:	xxx	xxx	xxxx	xxxx						
	080 Community, Social										
	081 American Government or Advanced Civics										
SOCIAL STUDIES	Occupations										
	x Geography:	xxx	xxx	xxxx	xxxx						
	080 American										
	081 World or Global										
	x Other Social Studies:	xxx	xxx	xxxx	xxxx						
	080 Economic or Economic Problems										
	081 Sociology or Sociology Problems										
	082 Problems of Democracy										
	083 Consumer Education										
	084 Orientation										
MUSIC	100 History—Music Appreciation										
	101 Band										
	102 Glee Club										
	103 Orchestra										
	104 Chorus										
	105 Harmony										
SCIENCE	Child Development										
	406 Home Management										
	407 Health and Home Nursing										
	408 Consumer Buying										
	x General Science:	xxx	xxx	xxxx	xxxx						
	450 7th grade				xxxx						
	451 8th grade				xxxx						
	452 9th grade				xxxx						
	453 Biology										
	454 Chemistry										
455 Physics											
456 Physiology											
457 Aeronaution											
x Common (Applied or General)	xxx	xxx	xxxx	xxxx							
x Advanced:	xxx	xxx	xxxx	xxxx							
x Other:	xxx	xxx	xxxx	xxxx							
FOREIGN LANGUAGES	Latin:	xxx	xxx	xxxx	xxxx						
	800 1st year				xxxx						
	801 2d year										
	802 3d year										
	803 4th year										
	x French:	xxx	xxx	xxxx	xxxx						
	804 1st year										
	805 2d year										
	806 3d year										
	807 4th year										
x Spanish:	xxx	xxx	xxxx	xxxx							
808 1st year											
809 2d year											
810 3d year											
811 4th year											

As the data in the present publication cover 10,925 public secondary day schools and are on the whole representative of practice in all high schools, they provide basic information on the extent to which schools now employ the activity period organization by State, by size of school enrollment, and by length of activity period in minutes per week. Consequently, accurate information is provided on a topic hitherto supported mainly by professional judgment and estimate. If similar data are derived from subsequent inventories, it may be possible to establish trends indicating changes in school practice with reference to the activity period.

In tables 3 and 4 the intervals for "minutes per week" were selected so as to place the larger number of similar responses near the midpoint of the interval. The schools included within the 1-24 interval, and to some extent, those within the 25-74 interval, would seem to be providing at best the equivalent of one or two activity periods per week, which is relatively less than a minimum time program. In the 75-124 interval and in those intervals above, it can be seen that schools are providing the equivalent of about three to five activity periods per week, which may be construed as a satisfactory minimum or better than minimum time allotment. It is evident that schools represented in the categories 225-274 and 275 or more are providing at least five activity periods per week of from 45 to 60 minutes each.

In table 3 the various sizes of school enrollment were selected to provide comparable representation in the number of schools within each category. The small schools greatly outnumber the large schools, but of course the relative fewness of larger schools is offset by their larger enrollments. Data on the various types of schools and their enrollments are shown in table 1.

TABLE 1.—Statistics of high schools, by major types of organization ¹

Item	Regular	Junior-senior and undivided	Senior	Junior
1	2	3	4	5
Number of high schools enrolling 10 or more pupils ¹	13,625	6,358	1,317	2,647
For every 10 regular high schools there are	10	5	1	2
Approximate total enrollment (in millions of pupils)	2.7	1.8	1.2	1.3
Average pupil enrollment per school	198	281	880	483

¹ Based on data derived from Biennial Survey of Education, 1944-46, Chapter V.

² Does not include 133 ungraded high schools.

the tables

TABLE 2 indicates the number of public secondary day schools, by State and by type of organization, which supplied the information contained in the tables. The total number of schools (column 2) represents 46 percent of all public high schools⁹ in the continental United States. The 1,505 junior high schools (column 3) constitute 57 percent of all public junior high schools. The 6,053 regular and senior high schools (column 4) are 41 percent of all regular and senior high schools. The 3,367 junior-senior and undivided high schools (column 5) make up 53 percent of all junior-senior and undivided high schools. To ascertain the percentage of the number of schools reporting in relation to the number of all schools by State, refer to *Statistics of Public High Schools, 1945-46*.¹⁰

In table 3 the percentage of public secondary day schools having an activity period within the daily time schedule, by size of school, type of organization, and minutes per week devoted to activity period or periods, is given. The number of responding schools at each size level constitutes the 100 percent base from which percentages are figured.

Column 4 of table 3 indicates that two out of three public secondary day schools schedule an activity period. Slightly more junior-senior and undivided high schools have activity periods than do the schools in either of the other types of organization. As size of school in all types of organization increases, the activity period appears less widely used, possibly because bus-transportation schedules in the smaller schools favor employment of the activity period. Nevertheless, in the 500-999 enrollment range, considerably more than half of the schools responding report that they schedule an activity period. Only in the larger high schools does the number reporting no activity period amount to more than 50 percent of all schools.

The data in table 4 show the percentage of secondary day schools scheduling an activity period, by State and by length of period in minutes per week. Of all schools using the activity period, the minutes-per-week interval of 25-74 shows the greatest frequency, followed in order by the 125-174 and 225-274 intervals. According to the information by State, public high schools in Mississippi, South Dakota, North Carolina, Kansas, and Oklahoma, respectively, report the highest percent of schools using

⁹ Excludes the 234 high schools enrolling fewer than 10 pupils and the 133 ungraded high schools.

¹⁰ Biennial Survey of Education in the United States, Chapter V. Washington, U. S. Government Printing Office, 1949. Table 10, p. 40-41.

the activity period. In order of highest percent *not* having the activity period, Utah, Rhode Island, and California rank in that order. Thus, the Nation-wide range, by State, for secondary schools using the activity period is from 88.53 percent (Mississippi) to 32.93 percent (Utah).

The reasons for the prevalence of the use of the activity period in high schools in particular States may be difficult to establish; it is doubtful if any one factor is all-important. Within the space of this brief publication it is possible only to indicate some of these factors.

Size of school.—The data show that use of activity period is related closely to size of school. It is natural that the States whose high schools lead in the use of the activity period should have large numbers of schools of relatively small enrollments. At the same time, table 4 indicates that the States in which high schools use the activity period least are not all populous States in which large high schools are numerous. An important finding of this study is that 40 percent of the larger high schools (1,000 and more enrollment) employ the activity period.

Bus transportation.—When pupils are unavailable for before-school and after-school activities because of the necessity for meeting bus schedules, the high school faces the choice of providing an activity period within the daily time schedule or adopting a core-program approach or offering a much restricted program of activities for those pupils who can attend. In hundreds of cases the schools that have faced this choice have decided in favor of an activity period. Doubtless this explains why so many of the smaller and rural high schools have had activity periods for a considerable period of time.

Emphasis by State department of education or university professors of education.—The work of professional personnel in State departments, universities, and teachers colleges in particular States and regions has contributed greatly to the development of the activity period idea. An illustration of emphasis at the State department level is found in the Mississippi School Bulletin No. 129.¹¹

Extent of provision for activities in the community.—The activity period is more likely to flourish in high schools in communities where widespread recreation facilities are not available. Conversely, in areas where such facilities are provided generously, there may be less of a tendency for the activity period to be adopted. To some degree, the school activities and the out-of-school activities compete for the attention of the pupils in those communities.

The preceding factors refer to the differences in the prevalence of the activity period in high schools, by State. The over-all reasons for the adoption of the activity period—to serve *all* pupils within the school and to apply the *total* resources of school staff to the activity program—prevail as major factors on a Nation-wide basis.

¹¹ State Department of Education, Jackson, Miss., September 1949. pp. 6-42.

Tables 3 and 4 are arranged for ready reference and, when used in connection with *Statistics of Public High Schools*,¹³ provide opportunity for comparison of the data between States, by type of high-school organization, size of enrollment, and length of activity period.

TABLE 2.—Number of public secondary day schools responding, by State and by type of organization

State	Total	Junior	Regular and senior	Junior-senior and undivided
1	2	3	4	5
Total	10,925	1,505	6,053	3,367
Alabama.....	249	53	26	170
Arizona.....	45	7	33	5
Arkansas.....	217	16	45	156
California.....	395	121	230	44
Colorado.....	141	22	86	33
Connecticut.....	83	19	50	14
Delaware.....	23	2	2	19
Florida.....	185	52	23	110
Georgia.....	194	10	153	31
Idaho.....	70	6	60	4
Illinois.....	428	30	389	9
Indiana.....	376	32	135	209
Iowa.....	416	43	303	70
Kansas.....	321	34	246	41
Kentucky.....	219	18	102	99
Louisiana.....	183	4	143	36
Maine.....	93	5	67	21
Maryland.....	104	22	10	72
Massachusetts.....	275	101	137	37
Michigan.....	388	82	114	192
Minnesota.....	497	42	172	283
Mississippi.....	157	4	49	104
Missouri.....	299	20	217	62
Montana.....	74	4	63	7
Nebraska.....	233	6	199	28
Nevada.....	16	1	14	1
New Hampshire.....	55	6	29	20
New Jersey.....	208	49	140	19
New Mexico.....	58	8	34	16
New York.....	608	106	281	221
North Carolina.....	318	7	285	26
North Dakota.....	163	4	139	20
Ohio.....	611	77	190	344
Oklahoma.....	319	36	208	75
Oregon.....	128	18	95	15
Pennsylvania.....	648	138	253	262
Rhode Island.....	41	22	13	6
South Carolina.....	124	8	34	82
South Dakota.....	113	2	105	6
Tennessee.....	205	22	131	52
Texas.....	623	75	474	74
Utah.....	82	36	22	24
Vermont.....	42	1	17	24
Virginia.....	225	14	133	78
Washington.....	166	27	122	17
West Virginia.....	171	49	41	81
Wisconsin.....	266	31	200	35
Wyoming.....	43	2	28	13
District of Columbia.....	27	16	11

¹³ Biennial Survey of Education, 1944-46, ch. V.

THE ACTIVITY PERIOD IN PUBLIC HIGH SCHOOLS

Percent reporting activity period of specified duration (in minutes per week)

Number of pupils enrolled	Number of schools responding	Percent of schools reporting no activity period	Percent of schools reporting an activity period	Percent reporting activity period of specified duration (in minutes per week)						
				Under 25	25-74	75-124	125-174	175-224	225-274	275 or more
TOTAL, ALL PUBLIC SECONDARY DAY SCHOOLS										
1	8	0	4	0	0	7	0	0	10	11
JUNIOR HIGH SCHOOLS										
All sizes	10,925	33.94	66.06	1.24	18.31	7.95	11.03	8.76	10.54	8.23
1-99	2,894	24.55	75.45	1.21	16.85	7.73	7.60	9.19	15.64	17.23
100-199	2,345	28.32	71.68	1.02	18.64	7.21	12.11	9.89	13.26	9.55
200-499	2,443	33.87	66.13	1.51	20.84	7.99	14.25	8.23	8.00	4.71
500-999	1,975	40.10	59.90	1.22	19.29	8.25	12.66	9.11	7.14	2.23
1,000-2,499	1,168	53.94	46.06	1.28	15.33	9.76	8.39	6.68	3.08	1.54
2,500 or more	1,111	78.38	21.62	.90	7.21	3.60	5.41	.90	2.70	.90
JUNIOR AND SENIOR HIGH SCHOOLS										
All sizes	1,505	35.55	64.45	1.00	21.20	9.23	13.69	9.23	7.18	2.92
1-99	135	21.48	78.52	.76	30.37	12.59	9.63	8.15	11.11	3.93
100-199	151	35.10	64.90	.66	23.18	9.93	13.25	6.62	5.30	5.96
200-499	348	28.16	71.84	1.15	23.56	8.05	18.68	8.62	9.48	2.30
500-999	624	36.06	63.94	1.12	19.87	8.98	13.46	10.96	7.37	2.24
1,000-2,499	246	52.44	47.56	.81	15.04	9.35	9.76	8.13	2.44	2.03
2,500 or more	1	100.00	0.00							
REGULAR AND SENIOR HIGH SCHOOLS										
All sizes	6,053	34.64	65.36	1.27	16.74	7.68	9.75	8.51	10.79	10.62
1-99	2,319	24.49	75.51	1.08	16.00	7.16	7.20	9.23	16.13	18.71
100-199	1,214	28.50	71.50	1.15	17.46	5.93	10.87	10.63	13.35	12.11
200-499	1,984	38.52	61.48	1.42	18.80	8.94	14.33	7.82	5.90	4.27
500-999	740	45.54	54.46	1.49	17.84	9.22	12.03	7.03	3.04	1.89
1,000-2,499	691	55.43	44.57	1.74	15.48	9.55	7.96	6.08	1.91	.95
2,500 or more	105	80.00	20.00	.95	5.72	3.81	5.71	.95	1.91	.95
JUNIOR-SENIOR AND UNDIVIDED HIGH SCHOOLS										
All sizes	3,367	31.96	68.04	1.31	19.84	7.84	12.15	9.00	11.61	6.29
1-99	430	25.82	74.18	2.09	17.21	9.30	9.07	9.30	14.42	12.79
100-199	980	27.04	72.96	1.92	19.59	8.36	13.47	9.49	14.39	6.94
200-499	1,110	31.33	68.67	1.71	21.80	7.12	12.79	8.47	10.72	5.86
500-999	611	37.64	62.36	.98	20.46	6.22	12.60	9.82	9.66	2.62
1,000-2,499	231	51.08	48.92	.43	15.15	10.82	8.23	6.93	3.90	1.46
2,500 or more	5	40.00	60.00		40.00					20.00

THE ACTIVITY PERIOD IN PUBLIC HIGH SCHOOLS

Table 4.—Public secondary day schools having activity periods, by length of period, and by State, 1948-49

State	Number of schools responding	Percent reporting activity period of specified duration (in minutes per week)									
		Under 25	25-74	75-124	125-174	175-224	225-274	275 or more			
Total	10,928	1.24	18.81	7.95	11.06	8.76	10.54	8.23			
Alabama.....	249	.80	16.46	11.65	17.37	10.04	16.87	2.81			
Arizona.....	45		17.78	4.85	13.33		4.44	6.67			
Arkansas.....	217	3.23	24.88	8.39	15.21	4.61	20.28	1.38			
California.....	395	1.27	12.15	6.58	8.51	5.07	3.29	2.25			
Colorado.....	141		18.44	8.51	8.51	11.35	13.47	9.93			
Connecticut.....	83		18.07	13.25	8.48	20.48	6.03	2.41			
Delaware.....	23			34.78	13.04	8.70	17.39				
Florida.....	185	1.08	39.73	9.19	14.59	11.89	4.87	3.78			
Georgia.....	194	1.03	19.59	6.70	17.32	7.73	13.92	7.22			
Idaho.....	70	1.43	21.43	5.71	1.43		2.86	8.57			
Illinois.....	428	2.57	18.22	7.71	5.84	14.95	3.04	4.21			
Indiana.....	376	2.39	23.14	10.37	18.35	9.57	3.99	1.60			
Iowa.....	416	1.20	13.94	7.21	1.68	3.61	12.02	57.26			
Kansas.....	321	1.56	23.36	6.54	16.20	12.77	6.54	17.76			
Kentucky.....	219	.46	24.20	10.50	13.24	5.02	16.90	6.39			
Louisiana.....	183	1.09	14.75	4.92	12.02	4.37	4.37	11.48			
Maine.....	93	1.08	15.05	11.83	11.83	20.43	17.20	2.15			
Maryland.....	104	.96	36.54	11.54	11.54	11.54	7.69	1.92			
Massachusetts.....	375	1.09	21.82	8.36	6.18	10.55	4.73	1.45			
Michigan.....	388	.77	11.60	4.64	9.02	4.38	10.83	3.09			
Minnesota.....	497	.60	14.29	7.45	10.26	6.24	8.85	13.28			
Mississippi.....	157	1.27	12.74	8.28	96.94	6.37	14.01	8.92			
Missouri.....	399	1.67	16.39	8.70	3.34	4.35	7.36	4.01			
Montana.....	74		18.92	4.06	2.70	4.05	9.46	13.51			
Nebraska.....	233	2.15	16.74	5.58	5.15	18.02	11.16	18.88			
Nevada.....	16		12.50	6.25	12.50	6.25	6.25	6.25			
New Hampshire.....	55		27.27	14.55	16.36	18.18	1.82				
New Jersey.....	308	.96	24.04	8.66	8.65	15.39	8.17	6.90			
New Mexico.....	58		29.31	5.17	5.17	5.17	17.24	6.90			
New York.....	608	.82	12.01	5.76	7.90	16.28	14.31	3.45			

THE ACTIVITY PERIOD IN PUBLIC HIGH SCHOOLS

North Carolina.....	318	14.78	85.22	1.23	16.35	5.03	19.81	14.15	19.50	10.06
North Dakota.....	163	52.15	47.85	1.96	14.11	13.89	2.45	6.75	6.75	3.07
Ohio.....	611	47.46	52.54	1.25	17.68	8.84	8.18	6.55	9.00	3.33
Oklahoma.....	319	16.93	83.07	2.34	15.99	7.21	4.70	3.31	11.29	42.32
Oregon.....	128	30.47	69.53	.62	21.09	9.38	19.53	5.47	5.47	6.25
Pennsylvania.....	648	19.29	88.71		27.47	11.42	10.49	12.96	14.66	3.09
Rhode Island.....	41	65.85	34.15		17.07	4.88	7.32	2.44	2.44	
South Carolina.....	124	32.26	67.74	1.61	20.97	11.29	14.52	6.45	10.48	2.42
South Dakota.....	113	13.27	86.73		13.22	2.66	3.54	17.70	23.89	25.66
Tennessee.....	205	23.90	76.10	2.44	21.95	12.68	26.34	5.37	3.90	3.42
Texas.....	623	26.65	73.35	1.28	16.21	7.22	17.98	4.82	17.17	8.67
Utah.....	82	67.07	32.93	1.22	17.07	4.88	3.66	1.22	3.66	1.22
Vermont.....	43	28.57	71.43		14.29	4.76	9.52	42.86		
Virginia.....	235	28.89	71.11	1.33	20.89	4.44	13.78	6.67	15.11	8.89
Washington.....	166	51.21	48.79	1.20	14.46	6.63	10.24	2.41	3.61	10.24
West Virginia.....	171	44.45	55.55	1.75	23.15	7.60	6.43	1.17	7.60	3.85
Wisconsin.....	266	30.45	69.55	1.31	14.66	5.26	12.03	1.40	15.79	10.90
Wyoming.....	43	34.88	65.12		11.63	13.95	6.98	9.30	11.63	11.63