

1956

The nonteaching duties and responsibilities of high school business teachers in Massachusetts.

<https://hdl.handle.net/2144/11164>

Downloaded from OpenBU. Boston University's institutional repository.

Thesis
Antonuccio, T.A.
1956

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

THE NONTEACHING DUTIES AND RESPONSIBILITIES OF
HIGH SCHOOL BUSINESS TEACHERS IN MASSACHUSETTS

Submitted by

Tomasina A. Antonuccio

(B.S. in Education, Salem Teachers College, 1954)

In partial fulfillment of the requirements for
the degree of Master of Education

1956

Boston University
School of Education
Library

First Reader: Lester I. Sluder, Associate Professor of
Business Education, Boston University

Second Reader: Bruce F. Jeffery, Visiting Lecturer in
Business Education, Boston University

TABLE OF CONTENTS

CHAPTER	PAGE
I INTRODUCTION	1
Statement of the Problem	1
Analysis of the Problem	1
Delimitation of the Problem	2
Definition of Terms	4
Justification of the Problem	5
Organization of the Study	8
II REVIEW OF RELATED LITERATURE	9
Value of Extra-Class Activities	9
Administration of Extra-Class Activities	12
Extra Compensation for Extra-Class Activities	16
Teacher Preparation and Sponsorship in Extra-Class Activities	20
III PROCEDURES	24
IV ANALYSIS OF THE DATA	26
V SUMMARY OF FINDINGS	81
BIBLIOGRAPHY	89
APPENDIX	91
A	92
B	93
C	94

LIST OF TABLES

TABLE	PAGE
I NUMBER OF TEACHERS RESPONDING TO THE SURVEY . .	28
II NUMBER OF EXTRA-CLASS ACTIVITIES WOMEN TEACHERS SUPERVISED	30
III NUMBER OF EXTRA-CLASS ACTIVITIES MEN TEACHERS SUPERVISED	31
IV NUMBER OF EXTRA-CLASS ACTIVITIES WOMEN TEACHERS ASSISTED IN SUPERVISING	32
V NUMBER OF EXTRA-CLASS ACTIVITIES MEN TEACHERS ASSISTED IN SUPERVISING	33
VI NUMBER OF TEACHERS HAVING NO EXTRA-CLASS ACTIVITIES	34
VII SUMMARY OF THE NUMBER OF ACTIVITIES WHICH TEACHERS SPONSORED, DIRECTED, OR COACHED, AND THE NUMBER OF ACTIVITIES WHICH TEACHERS ASSISTED IN SPONSORING, DIRECTING, AND COACHING	35
VIII SUMMARY OF THE NUMBER OF ACTIVITIES TEACHERS SUPERVISED AND/OR ASSISTED IN SUPERVISING, TABULATED BY SIZE OF HIGH SCHOOL	37
IX NUMBER OF ACTIVITIES DIRECTED, SPONSORED, OR COACHED FOR WHICH THE TEACHERS RECEIVED REMUNERATION, TABULATED BY THE SIZE OF SCHOOL .	38
X NUMBER OF ACTIVITIES WHICH THE TEACHERS ASSISTED IN SUPERVISING AND FOR WHICH THEY RECEIVED ADDITIONAL REMUNERATION	39
XI-A NUMBER OF TEACHERS SUPERVISING AND/OR ASSISTING IN SUPERVISING EXTRA-CLASS ACTIVITIES IN THE SMALL SCHOOLS	40
XI-B NUMBER OF TEACHERS DIRECTING AND/OR ASSISTING IN DIRECTING EXTRA-CLASS ACTIVITIES IN THE MEDIUM SCHOOLS	42

TABLE	PAGE	
XI-C	NUMBER OF TEACHERS DIRECTING AND/OR ASSISTING IN DIRECTING EXTRA-CLASS ACTIVITIES IN THE LARGE SCHOOLS	45
XII	SUMMARY OF THE NUMBER OF ACTIVITIES WHICH THE TEACHERS DIRECTED AND/OR ASSISTED IN DIRECTING	47
XIII	EXTRA-CLASS ACTIVITIES FOR WHICH THE TEACHERS RECEIVED EXTRA COMPENSATION	52
XIV	NUMBER OF TEACHERS DOING VARIOUS ASPECTS OF RECORD KEEPING	53
XV	NUMBER OF ACTIVITIES WHICH THE TEACHERS SUPERVISED AND/OR ASSISTED IN SUPERVISING BECAUSE THEY WERE CHOSEN BY SCHOOL OFFICIALS	55
XVI	EXTRA-CLASS ACTIVITIES WHICH THE TEACHERS SUPERVISED AND/OR ASSISTED IN SUPERVISING BECAUSE THEY HAD SPECIAL TRAINING	57
XVII	NUMBER OF ACTIVITIES WHICH THE TEACHERS SUPERVISED AND/OR ASSISTED IN SUPERVISING BECAUSE THEY HAD HAD PREVIOUS EXPERIENCE	59
XVIII	EXTRA-CLASS ACTIVITIES WHICH THE TEACHERS SUPERVISED AND/OR ASSISTED IN SUPERVISING BECAUSE THEY VOLUNTEERED	61
XIX	EXTRA-CLASS ACTIVITIES WHICH THE TEACHERS SUPERVISED AND/OR ASSISTED IN SUPERVISING BECAUSE THEY WERE ASSIGNED OR REQUIRED	63
XX	EXTRA-CLASS ACTIVITIES WHICH THE TEACHERS SUPERVISED AND/OR ASSISTED IN SUPERVISING BECAUSE THEY WERE CHOSEN BY THE PUPILS	64
XXI	DISTRIBUTION OF REPLIES ON WHETHER OR NOT THE TEACHING SCHEDULE WAS ADJUSTED TO COMPENSATE FOR THE TIME SPENT IN EXTRA-CLASS ACTIVITIES	65
XXII	NUMBER OF PERIODS A WEEK TEACHERS WERE RELIEVED OF TEACHING CLASSES	66
XXIII	NUMBER OF HOURS WHICH THE TEACHERS SPENT SUPERVISING EXTRA-CLASS ACTIVITIES DURING SCHOOL HOURS	67

TABLE	PAGE	
XXIV	NUMBER OF HOURS TEACHERS SPENT IN SUPERVISING EXTRA-CLASS ACTIVITIES OUTSIDE OF SCHOOL HOURS	69
XXV	NUMBER OF HOURS A YEAR TEACHERS SPENT ON A SEASONAL ACTIVITY	70
XXVI	RESPONSES TO THE QUESTION OF WHETHER OR NOT THE TIME SPENT ON TEACHING DUTIES WAS IN PROPORTION TO THE TIME SPENT ON EXTRA-CLASS ACTIVITIES	71
XXVII	RESPONSES TO THE QUESTION OF WHETHER OR NOT THE TEACHERS PREFERRED A FULL TEACHING LOAD WITH EXTRA PAY OR AN ADJUSTED TEACHING LOAD WITH NO EXTRA PAY FOR SUPERVISING THE EXTRA- CLASS ACTIVITIES	72
XXVIII	TYPES OF PREPARATION WHICH THE TEACHERS HAD FOR SUPERVISING THE EXTRA-CLASS ACTIVITIES	73
XXIX	RESPONSES TO THE QUESTION OF WHETHER OR NOT A COURSE IN CONDUCTING ACTIVITIES SHOULD BE OFFERED IN COLLEGE	74
XXX	DISTRIBUTION OF OPINIONS OF WHETHER OR NOT A STUDENT TEACHER SHOULD CONDUCT A NONTEACHING ACTIVITY WHILE PRACTICE TEACHING	75
XXXI	TYPES OF ORGANIZATIONS AND PEOPLE FOR WHOM TEACHERS WERE ASKED TO DO WORK WITHOUT STUDENT ASSISTANCE	76
XXXII	NUMBER OF PERIODS IN THE SCHOOL DAY	77
XXXIII	NUMBER OF PERIODS WHICH THE TEACHERS TAUGHT DURING THE SCHOOL DAY	78

The writer wishes to extend her sincerest gratitude and appreciation to Professor Lester I. Sluder, whose patient supervision, assistance, and encouragement aided in the completion of this study. The writer wishes to thank her many friends and relatives for their contributions and encouragements.

CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to determine the non-teaching duties and responsibilities of high school business teachers in Massachusetts.

Analysis of the Problem

Subordinate problems included in the major problem were as follows:

1. To determine the nonteaching duties, responsibilities, and activities which high school business teachers sponsor, direct, or coach in the state of Massachusetts.
2. To determine whether the business teachers receive any pay for the nonteaching duties and activities they perform.
3. To determine the criteria by which the business teachers are selected to sponsor, direct, or coach the nonteaching activities.
4. To determine the adjustment which the schools made in the program of the business teacher to allow sufficient time to sponsor the nonteaching activities.
5. To determine how much time the business teachers spend in extra-class activities.

6. To determine the extent that colleges or universities train the business teachers for supervising, coaching, or directing nonteaching activities.

7. To determine the nonteaching activities which are performed for the school, school functions, or school officials.

8. To determine the nonteaching activities which are performed for organizations or clubs outside of school.

9. To determine the nonteaching duties, activities, and responsibilities which high school business teachers assist in sponsoring, directing, or coaching.

10. To determine the number of periods a day the high school business teachers teach and to determine whether or not their schedules are adjusted to meet their needs.

Delimitation of the Problem

This study was based on a survey sent to 384 high school business teachers from both large and small cities and towns throughout the Commonwealth of Massachusetts.

The primary purpose of this study was to determine the nonteaching duties, activities, and responsibilities which high school business teachers in Massachusetts performed, sponsored, directed, or coached in school as part of their regular teaching assignment.

The nonteaching duties, activities, and responsibilities used in this study were coaching, directing, sponsoring, or

assisting in coaching, directing, and sponsoring such activities as: assemblies; band; baseball; basketball; bowling; business club; cheerleaders; chorus; class sponsor; clerical work; contests; dances; debating; dramatics; football; monitor in the lunchroom; mimeographing; orchestra; record keeping for athletics, cafeteria, classes, and clubs; school newspaper; soccer; softball; tennis; track; typing; yearbook; and volleyball. A space was left in the survey form to enable the business teachers to add nonteaching activities not mentioned in the survey report form.

On the survey report the nonteaching activities listed ranged from those activities assigned by school officials to those assigned by outside agencies, such as town officials and officials of charitable organizations.

The business teachers were not asked what business subjects they taught because the subjects would have little bearing on the results of the survey report.

Although the business teachers were asked whether they had received training for supervising the nonteaching duties and activities in the colleges from which they had graduated, no attempt was made to discover what the specific courses were or what kind of preparation they received.

Some of the business teachers received additional pay for supervising the extra-class activities; however, the writer did not ask how much money they received.

One of the questions concerned the reason why the business teachers were asked to sponsor, direct, or coach the nonteaching activities which they performed. Some of the reasons included: special training, previous experience, business training or experience, chosen by school officials, and volunteering.

Definition of Terms

The following definition of nonteaching duties and responsibilities was taken from the survey conducted by Cowan.¹

Non-teaching responsibilities are defined as (1) acting as coach or assistant coach for athletic teams, (2) sponsoring or assisting in sponsoring other extra-curricular activities, (3) directing the students in doing work for organizations, either connected with the school or outside of the school, during regular school hours or after school hours, (4) doing work for the school, work in which the pupils neither aid nor participate.

Extra-curricular activities defined by Good² are:

Programs and events, carrying no academic credit, sponsored and organized by pupils' or students' organizations or by the educational institution, designed to entertain, instruct, and/or provide exercise of interests and abilities; subject to some measure of control by the institution.

¹Cowan, Herman C., The Non-Teaching Duties and Responsibilities of Business Teachers in Maine, Master's Thesis, Boston University, 1954, p. 3.

²Good, Carter, Editor, Dictionary of Education, McGraw-Hill Book Company, Inc., New York, 1945, p. 7.

The small high school used in the compilation of data throughout this study refers to those high schools with pupil enrollments of up to 999 pupils. While the usual definition of the small high school does not include schools with enrollments of over 500, schools with enrollments of up to 999 pupils were included in this study because of the small number of replies from teachers from schools in this category. This plan permitted better comparison of the data received.

The medium high school refers to those high schools with pupil enrollments of from 1000 to 1999 pupils.

The large high school refers to those high schools with pupil enrollments of 2000 pupils or more.

Although the term nonteaching activities best describes the activities included in this study, the terms out-of-class activities and extra-class activities are used to provide variety in writing.

Justification of the Problem

The high school business teacher today is encountering many more extra-class duties, responsibilities, and assignments as part of his regular teaching role. This is partly because of the wide range of background, experience, and training the business teacher has gained. Several new business teachers are unaware of these extra-class activities which will be assigned to them as part of their initial duties

and responsibilities. There is a need to bring to light some of the nonteaching activities which high school business teachers are performing as part of their regular teaching duties. It is the purpose of this study to reveal the many nonteaching duties, activities, and responsibilities high school business teachers in Massachusetts are performing. Fowke¹ in his study points out the number of extra-class activities the 1950-1954 Boston University Master's Degree graduates are directing.

The extra-curricular activity directed or sponsored by the greatest number of respondents was the business club, with 25 directing this activity. Other extra-curricular activities directed or sponsored by the respondents were the school newspaper, 20; basketball coaching, 16; the school yearbook, 15; and class advisor, 14.

This study can also be of value to universities and colleges that have training programs for business teachers. Except in the physical education program, special courses for the preparation of supervising extra-class activities are not very common in the universities and colleges today. As evidenced in Fowke's² study, business teachers feel that such courses should be offered.

¹Fowke, Donald G., A Follow-up Study of the 1950-1954 Graduates of the Master's Program in Business Education at Boston University, Master's Thesis, Boston University, 1955, p. 54.

²Ibid., p. 54.

Most of the respondents felt that the Boston University School of Education should offer courses which would prepare teachers for directing or sponsoring extra-curricular activities. Fifty of the respondents recommended that a course be offered in the area of organization of extra-curricular activities, forty-five recommended that a course be offered in the area of supervision of extra-curricular activities, and thirty in the area of administration of extra-curricular activities.

The need for extra-class activities in the schools today is very rarely questioned. Extra-class activities contribute to the development of the child. Tompkins¹ states:

Nobody seriously questions the value of extra-curricular activities. They are acknowledged to play a large role in developing social and educational objectives in high schools both in America and overseas. They generate school spirit and high morale. They enlarge the acquaintanceship of youth. They supplement the formal curriculum. They bolster physical and mental development for the individual and teamwork for the group.

It is important in general for the community to be informed of the nonteaching activities which the business teachers are performing. This study will summarize the various nonteaching activities high school business teachers in Massachusetts are performing.

¹Tompkins, Ellsworth, "Desirable and Undesirable Policies for Extra-Curricular Activities," School Activities, Vol. XXVI, February, 1955, p. 179.

Organization of the Study

Chapter I presents a statement and analysis of the problem. A review of related literature in the field of extra-class activities is considered in Chapter II. Chapter III states the procedures used in organizing the study, while Chapter IV analyzes and interprets the data received from the survey report sent to the high school business teachers in Massachusetts. Chapter V includes the summary based on the findings of the data obtained.

CHAPTER II

REVIEW OF RELATED LITERATURE

Extra-class activities are by no means something new in education; however, the past few years have shown a growing tendency to develop a well-organized program in extra-class activities. Because of the increased prominence which extra-class activities have received, many periodicals, bulletins, and articles have been written in this area.

This chapter reviews literature of research studies, publications, and textbooks in the field of extra-class activities.

The following divisions have been made in analyzing the literature of extra-class activities: (1) value of extra-class activities, (2) administration of extra-class activities, (3) extra compensation for extra-class activities, and (4) teacher preparation and sponsorship in extra-class activities.

Value of Extra-Class Activities

Teachers, educators, and school officials recognize the importance of a well-organized and well-developed program of extra-class activities in the schools today. Several articles have revealed the wide range of growth and development the student gains from active participation in extra-class activities. A program of extra-class activities contributes greatly to the development of character, citizenship, and

personality in the student. Benerd¹ states that "co-curricular programs provide practical activities that have as their goals the development of adult skills of life." She further states that "co-curricular activities cut down on the number of juvenile delinquents when an active program is provided for all students." Benerd's article pointed out how an extra-class program of activities contributes to the growth of the student.

...positive contribution may be expected from participation in co-curricular activities. School activities help the honor student to mature socially, emotionally, and physically.

Benerd² in another article reveals that an interscholastic athletic's program adds much more to the development of the character of the student than does a regular physical education program.

Interscholastic athletics, included in the offerings of most high schools, provide valuable training for the student. Participation in the program develops personality, respect for others, sportsmanship, and fair play. It teaches understanding and appreciation for the members within the group and adds to the experience and knowledge of the individual. Interscholastic activities give the students of special ability an opportunity for more intensive and extended experience than is possible in regular physical education classes. The interscholastic program along with the co-curricular activities provides

¹Benerd, Gladys, "How Do Pupils Benefit by Participation in the Co-Curricular Program?," The Bulletin of the National Association of Secondary-School Principals, Vol. XXXVII, May, 1953, pp. 104-105.

²Benerd, Gladys, "Let's Accentuate the Positive," School Activities, Vol. XXV, November, 1953, pp. 97-98.

the student with a laboratory period which aids the student in honesty, courage, facing reality, getting along with others and doing his job well; that gives the student an opportunity to progress from 'egocentricity to social consciousness.'

Graber¹ disagrees to some extent with Benerd. Graber feels that extra-class activities should not take the place of a course of study but rather should supplement and enrich the program.

Extra-curricular activities are paramount and essential in the pattern of all-inclusive opportunities and offerings--not to replace any core or basic offerings but to supplement and enrich; and to make all school work as appealing and interesting and meaningful as possible.

...curricular activities are paramount in offering an enriched program, to accelerate students...curriculum activities are a very definite and paramount contribution in our 'education for life adjustment.' A program where students may approach some field in which they are definitely interested is basic.

To conclude, Grim and Michaelis² state the purposes of an extra-class program of activities are to provide pupils with an opportunity:

- (1) To learn how to make desirable social adjustments. To learn proper relationships
 - (a) between individual and individual and
 - (b) between individual and group. To learn to understand the behavior of others.
- (2) To extend interests into broad areas of community life.

¹Graber, Ralph E., "How Extensive an Everyday Program in the Junior High School," National Association of Secondary-School Principal's Bulletin, Vol. XXXVI, March, 1952, p. 251.

²Grim, Paul R., Michaelis, John C., The Student Teacher in the Secondary School, Prentice-Hall, Inc., New York, 1953, p. 344.

3. To discover additional ways of interpreting and applying the organized knowledge of subjects in the regular curriculum.
4. To learn to participate informally and worthily in a variety of wholesome recreational activities.
5. To develop high standards of conduct.
6. To learn how to live and function independent of other persons for a portion of the time.
7. To explore potential talents and to develop special skills.
8. To bridge the gaps between school, home, and community.
9. To experience and enjoy a school environment which is well balanced, conducive to good citizenship, and which prepares for worthy and practical home and community life.

A well-organized program of extra-class activities exerts powerful influence in directing the attention of the community to the school. Thus, the well-developed program can result in increased pride in the school and kindness toward it by parents, businessmen, and the community in general.

Administration of Extra-Class Activities

Administration and supervision serve as the basic foundation of a well-organized program of extra-class activities. The principal must be able to develop the program with his staff for the benefit of the students, and he must be able to work harmoniously with his staff so that the program will function smoothly.

Tompkins¹ emphasizes this in his article by saying:

The only way a high school can develop an educationally sound policy for extra-class activities is for the principal and his staff to want it badly enough to work for it. Pupils by themselves cannot develop or even help to develop an activities' program unless the principal stimulates and encourages such development...he has to go beyond willingness and do these two things: (1) survey pupils' interests regarding activities, and (2) set up a program that tries to set their interest ...a high school that has a good program of extra-class activities is usually regarded by pupils and parents as a 'good high school.!

Reavis² is of the opinion that the principal is held responsible for the smooth functioning of a program of extra-class activities. "The effective functioning of a program of extra-curricular activities is the responsibility of the high school principal." Reavis continues:

The duty is often delegated to a competent subordinate. This official should confer with the sponsors to ascertain what assistance they require in properly overseeing and financing the activities for which they are responsible and evaluating the character of the student participation.

In her study, Costello³ points out that a program of extra-class activities occupies much of the administrators' time and

¹Tompkins, op. cit., p. 180.

²Reavis, William, "Organized Extra-Curricular Activities," The High School Journal, Vol. XXXIV, May, 1951, pp. 131-132.

³Costello, Margaret G., A Survey of the Administration of Extra-Curricular Activities of Business Teachers in the High Schools of Massachusetts and Vermont Having a Pupil Enrollment of Two Hundred or Less in Grades Nine to Twelve, Master's Thesis, Boston University, 1948, p. 6.

energy.

School administrators are well aware of the value of activities which are apart from organized class work as student organizations have grown in kind and number over a period of years. Secondary schools are asking what are the essential elements of a well thought-out program and how it can best be introduced. The extra-curricular program is taking approximately one-half of the high school principal's time and is touching the lives of practically every boy and girl in every high school.

The success of the program of extra-class activities depends largely upon the supervision of the administrator. He is the focal point from which stems the organization and development of the program. He in turn assigns the duties to his staff members who take charge of the program and carry it through for the benefit of the pupils. Ulrick¹ says, "In terms of 'administration' one must remember that the administrator is responsible for carrying out the procedures that implement the policy he has agreed upon."

Fretwell² suggests "that the extra-curricular activities' program should grow out of the curricular activities and return to enrich them. This can best be accomplished by integrating the subject matter with the organization and development of clubs.

¹Ulrick, E., "A Plan for Democratic Administration of a High School," School Activities, Vol. XXIII, November, 1951, p. 5.

²Fretwell, Elbert E., Extra-Curricular Activities in Secondary Schools, Houghton Mifflin Company, Boston, 1931, p. 14.

Miller¹ is of the opinion that "this can be done by careful planning and constant evaluation of the worth of what we are doing."

Reavis² feels strongly that the difficulty in organizing the program of extra-class activities stems from the lack of understanding and uncooperativeness of the teachers in the school system. He agrees to some extent with Miller in stating that constant evaluation is necessary:

The difficulty of organizing a comprehensive program of extra-curricular activities in a school is accentuated by lack of understanding and not infrequently misunderstanding of objectives on the part of both faculty and students, by the unwillingness of teachers to participate in promoting and sponsoring the development of activities, and by the inability to evaluate the benefit which students derive from participation.

Through the process of constant evaluation the program of extra-class activities will develop into a rich program and will reap worth-while benefits for those participating in such a program.

¹Miller, Paul, "How Can We Administer a Program for All Students' Activities," National Association of Secondary-School Principal's Bulletin, Vol XXXIV, April, 1950, p. 26.

²Reavis, op. cit., pp. 131-132.

Extra Compensation For Extra-Class Activities

One of the most serious problems concerned with a program of extra-class activities is the problem of extra compensation for sponsoring, directing, or coaching the various activities. In general, the teachers are of the opinion that they should be compensated for supervising some of the activities. They feel justified in receiving more pay for performing these activities if the activities occupy much of their own time. Shark¹ emphasizes this in his article:

Where co-curricular and extra-curricular activities involving extraordinary amounts of time and effort are involved, it is only reasonable to expect that additional remuneration be granted. Too often extra pay for extra duties and responsibilities has been granted with no justification, resulting in unfairness and waste and dissatisfaction among those concerned. Provision for extra pay for extra work should be system-wide.

Gruber and Beatty² also feel teachers should be compensated for performing extra duties and that provision for extra pay should be system-wide:

Those members of the staff who devote extra time should be paid according to the educational worth of the activity. Practically, it is almost impossible to do this since many factors must be taken into consideration. The entire school program should be arranged to provide 'equal pay for equal work.'

¹Shark, Earl, C., "Sponsoring the Extracurricular Activities," School Activities, Vol. XXVII, March, 1956, p. 217.

²Gruber, Frederick C., Beatty, Thomas, Secondary School Activities, McGraw-Hill Book Company, Inc., New York, 1954, p. 58.

Gruber and Beatty¹ suggest the use of the Douglass² scale as a means of measuring the teacher load so that compensation can be handled on a fair basis.

One of the best means of measuring the teacher load of the high school instructors is the revised Douglass formula. This scale takes into consideration such items as the amount of preparation needed to teach the various school subjects at different grade levels, the amount of preparation needed for teaching duplicate sections, the number of class periods per week in a teacher's schedule, the number of pupils, the number of periods spent on school duties, and period length.

Allen³ is of the opinion that the problem of extra pay results in a conflict of determining whether or not the services of the teacher are on a professional or skilled-worker basis.

If teaching is to be considered a profession, and the teachers themselves are to be regarded as members of a profession, then the relationship of extra-curricular activities to salaries and the problems that arise from this relationship must be considered on a professional basis. The teacher, as a member of a profession, not merely a skilled worker, should receive a salary which is based on the quality of service rendered in performing the total responsibilities related to that profession. Therefore, the fundamental and lasting solution to this problem lies primarily in the development and the adoption of

¹Ibid., p. 58.

²Douglass, Harl R., "Applying the Revised Douglass Formula for Measuring Load of High School Teachers," Bulletin of the National Association of Secondary-School Principals, Vol. XXXVI, No. 188, October, 1952, pp. 66-68.

³Allen, James E., "Relationship of Extra-Curricular Activities to Salaries," The Harvard Educational Review, Vol. XXII, Spring, 1952, p. 147.

a salary policy which reflects evidence that both the public and the teachers regard teaching as a profession in fact.

A court case in New York was held to determine the right of the school board in assigning extra teaching duties to the teachers. Garber¹ sums up the situation in the following statements:

It may be pointed out that there appears to be no reason a school board regulation to the effect that the board will pay to teachers who supervise extra-curricular activities amounts in excess of their salaries is not valid. Likewise it appears that a board regulation requiring teachers to supervise such activities for no extra pay is also valid if it is responsible in character and applied in a nondiscriminatory manner.

Administrators are faced with the decision of either giving extra compensation for the supervision of the out-of-class activities or adjusting the schedules of the teachers to compensate for the time spent in extra-class activities. Jacobson, Reavis, and Logsdon² feel that this problem could be solved by adjusting the teacher's schedule when they say, "It would be far better to hire additional teachers with the extra money and to make time-counting activities part of the regular teaching load."

At a meeting of the American Association of School

¹Garber, Leo, O., "Should Teachers Have to Perform Extra-Curricular Duties?," The Nation's Schools, Vol. 11, December, 1955, pp. 72-73.

²Jacobson, Paul E., Reavis, William C., and Logsdon, James, Duties of School Principals, Prentice-Hall, Inc., New York, 1943, p. 309.

Administrators, Larson¹ points out the following statements which the administrators concluded in regard to the salary problem:

(1) The regular school program, in so far as possible, should include all educational activities conducted under the jurisdiction of boards of education thereby reducing to a minimum or eliminating altogether the title of 'special teacher' as well as 'special services' and 'extracurricular activities.' (2) The salaries paid teachers should be high enough to provide a comfortable living, without the necessity of their seeking extra services, either within or out of school for extra pay. (3) Every effort should be made to equalize the teaching load and the benefits available to all teachers. Extra pay should not be granted for certain school activities. (4) In the event of unavoidable inequalities as implied in item 3 above, and extra pay is granted, such extra pay should apply to all teachers, and then only after the assignment of a reasonably full teaching load.

In summary, McClain² gives the following policies in regard to the practice of extra pay in the secondary schools:

(1) Extra pay is consistent with practices in other professions. (2) Extra pay does not violate the concept of the single salary schedule. (3) Teaching does not become unprofessional when practices of extra pay are introduced. (4) The initiation of an extra pay in practice should come from teacher groups and the developed policy should be a result of teachers and administrators working together.

¹As reported in "What About Extra Compensation For Additional School Services," The American School Board Journal, Vol. CCXII, September, 1950, p. 34.

²McClain, Warren J., "The Practice of Extra Pay in Secondary Schools," National Association of Secondary-School Principal's Bulletin, Vol. XXXVIII, October, 1954, p. 98.

(5) The economic needs of a teacher should not influence assignments, neither should the desire to encourage more to stay in the profession have any bearing on the selection of persons for extra work and extra work should be assigned on the basis of teacher qualifications as to training and preparation. A teacher should not be assigned to an activity far removed from the classroom assignment in nature. (6) Amounts paid should be a result of careful and objective rating on the weighting of the activities with recommendation of the responsibilities and time. A flat hourly rate does not appear desirable but rather a total sum for the activity. (7) Teachers should not receive extra pay for extra school duties of a professional nature.

The preceding summary was taken from a study to determine the extra-pay procedure in secondary schools in comparison with regulations of superintendents, principals, and teachers toward an extra-pay policy according to the rank of the above statements.

Teacher Preparation and Sponsorship in Extra-Class Activities

Much of the literature on extra-class activities is concerned with teacher-training preparation and sponsorship. Preparation of nonteaching activities for the student teacher is becoming extensive in nature. The colleges and universities are adding courses for the preparation of sponsor to their curricula. Schorling¹ emphasizes this as follows:

The teacher in training should not overlook the importance of preparing to direct at least

¹Schorling, Raleigh, Student Teaching, McGraw-Hill Book Company, Inc., New York, 1949, pp. 297-298.

one or two extracurricular activities before completing the period of student teaching. In many secondary schools today the extracurricular program is scheduled during a regular period of the school day, and teachers are expected to regard sponsorship of activities as a definite part of their work in the school. It is evident that preparation for sponsorship must be considered an important aspect of professional training and equipment. Teacher-training institutions recognize the value of preparation for the supervision of extracurricular activities. Among the courses now available, that have a relation to the activity program, are those in the theory of extracurricular activities, guidance, character education, music, debate, journalism, and dramatics.

A letter written by a public school superintendent had several statements to make concerning preparation for sponsorship. In his letter, the superintendent made the following comments about sponsorship of activities:

Beginning teachers never seem to be able to take such extra-class activities as the Hi-Y and other groups of this kind. Most new graduates are excellent in the classroom, but when it comes to working and putting across these important additional activities, they seem rather helpless. This is one of our greatest headaches in the schools.

Story¹, the author of the preceding article, feels that a solution to this problem of training for sponsorship could come from a change in the teacher-training program. The author suggests that this could be accomplished by "integrating the skill or competency of the teacher in all aspects of teaching."

¹Story, M. L., "Student Teachers as Subscribers," School Activities, Vol. XXII, April, 1951, p. 244.

Story¹ further states:

Each student teacher assigned should carry out a 'subsponsor' assignment. The student teacher should be given large and independent responsibility in working with the actual sponsor of the group. The important thing is that actual practice and supervised training be given in sponsoring activities.

The following conclusions were reached by Costello² in a study she made concerning the extra-curricular activities of business teachers in Massachusetts and Vermont:

(1) That teacher training institutions incorporate into their curriculum for the business teachers club work, bookkeeping for clubs and the school lunch program, and a technique's course in the teaching of at least one sport. (2) That the extra-curricular duties be equally divided among all the teachers of the school, so that the burden will not fall upon any one teacher. That those teachers who are selected to serve as sponsors, etc., are relieved of certain other duties so that they will not be overloaded in comparison with others in the school.

Gordon³ suggests another way for which teachers can become prepared to supervise nonteaching activities. He says:

How can a teacher become qualified to take over student-activity responsibilities? For those still in training or those informed sufficiently in advance of pending assignments, it is probable to take a summer extension course in student activities at one of the universities. Best experience is to be a participant in secondary school and college activities. Church and other community social methods offer practice.

¹Ibid., p. 244.

²Costello, op. cit., p. 73.

³Gordon, Ted, "Add the 'Extras' to 'Class Activities,'" School Activities, Vol. XXXI, February, 1955, p. 154.

As a result of his study concerning the preparation of sponsors for pupil activities, Sterner¹ came to the following conclusions:

(1) Because more than 96 per cent of the beginning teachers would sponsor pupil activities, appropriate preparation should be provided in teacher-training institutions. (2) Beginning teachers of special subjects frequently sponsor activities related to their field. (3) The practice-teaching periods can be used more effectively to prepare teachers for sponsorship.

The following statements by Steeves² sums up the area of preparation for sponsorship:

Three essentials are necessary in the complete preparation of a beginning teacher who is expected to direct or share in the direction of a cocurricular activity. First, the teacher should have engaged in the activity as a participant; second, he should have received formal course work in methods and materials relating to cocurricular work; third, he should have directed at least one such activity or supervised at least one aspect on his undergraduate program in student teaching.

Chapter II has presented a review of current literature in the area of extra-class activities, while Chapter III states the procedures used in organizing the data for this study.

¹Sterner, William S., "Preparation of Sponsors of Pupil Activities," School Activities, Vol. XXIII, May, 1951, p. 275.

²Steeves, Frank L., "Student Teaching in Extra-Curricular Activities," School Activities, Vol. XXV, February, 1954, p. 187.

CHAPTER III

PROCEDURES

The procedures used in conducting this study were as follows:

1. Related literature on extra-class activities was investigated to obtain background material for the organization of the study.

3. A letter was sent to the Massachusetts State Department of Education in Boston to secure a list of high school principals in Massachusetts.

3. Sixty-two high school principals were contacted by mail in order to secure a list of high school business teachers in Massachusetts.

4. A survey report form was developed based on the survey form used by Herman Cowan¹ in his study.

5. This survey report form was mimeographed and presented to the Seminar for suggestions and improvements.

6. A revised survey form was developed using some of the suggestions received in the Seminar.

7. A letter of transmittal was written and multilithed to accompany the survey report form.

8. The survey report form and letter of transmittal were sent to 384 high school business teachers in Massachusetts.

¹Cowan, op. cit., p. 74.

9. A follow-up letter was written and sent to 211 business teachers in Massachusetts who failed to respond to the original survey report form sent.

10. The data from the survey report form was tabulated and analyzed.

11. A summary of the findings was written based upon the tabulations of the survey report.

CHAPTER IV

ANALYSIS OF THE DATA

This study was based on a survey sent to 384 high school business teachers in Massachusetts. A total of 275 replies was received, or a 71.6 per cent return. Included in the 275 replies received were 174 (63.3 per cent) from women, 85 (30.9 per cent) from men, and 16 (5.8 per cent) from which no names appeared on the returned questionnaires. The responses of the 16 business teachers who failed to identify themselves were not tabulated in the findings. Of the 275 survey reports received, 59 (21.5 per cent) of the business teachers reported that they had no extra-class activities, responsibilities, or duties. The compilation of data for most of the tables was based on the survey reports of either 259 business teachers or 200 business teachers depending upon the question asked for the structure of the table. When totals are not indicated, the number of teachers used for computing the figures in each table is indicated by a footnote at the bottom of the table.

As was explained in Chapter I, a small high school refers to those schools with pupil enrollments of up to 999 pupils. A medium high school refers to those schools with pupil enrollments of from 1000 to 1999 pupils, and a large high school refers to those schools with pupil enrollments of 2000 or more pupils.

The survey reports received were analyzed by sex, those received from men business teachers and those received from women business teachers. These two groupings were further divided into the size of the high schools as follows:

(1) women teachers located in small high schools, (2) women teachers located in medium high schools, (3) women teachers located in large high schools, (4) men teachers located in small high schools, (5) men teachers located in medium high schools, and (6) men teachers located in large high schools.

In the small high schools 56 replies (20.4 per cent) were received from women and 19 replies (6.9 per cent) were received from men. Eighty-one women (29.4 per cent) and 44 men teachers (16.0 per cent) represented the business teachers located in the medium high schools. Thirty-seven replies (13.5 per cent) from women and 22 replies (8.0 per cent) from men business teachers were received from the large high schools. Sixteen replies were received from which no names appeared on the returned survey report form.

Table I shows the distribution of business teachers in the various high schools throughout Massachusetts who participated in the survey. Sixteen business teachers responded from Worcester, 15 from Medford, 14 from Somerville, 12 from Springfield, and 10 each from Newton and Fall River.

Of the 50 schools participating in the survey, 32 schools were located in cities; and 18 schools were located in towns. Twenty-six, or 52.0 per cent, of the high schools were

TABLE I
NUMBER OF TEACHERS RESPONDING TO THE SURVEY

Location of Schools	Number of Teachers Responding					
	Small High School		Medium High School		Large High School	
	Women	Men	Women	Men	Women	Men
Attleboro	2	-	-	-	-	-
Beverly	4	1	-	-	-	-
Brighton	-	-	2	1	-	-
Brockton	-	-	7	2	-	-
Burlington	3	-	-	-	-	-
Chester	1	-	-	-	-	-
Chicopee	-	-	1	3	-	-
Duxbury	-	1	-	-	-	-
Everett	-	-	6	3	-	-
Fall River	-	-	-	-	6	4
Fitchburg	-	-	5	3	-	-
Falmouth	2	-	-	-	-	-
Gardner	5	-	-	-	-	-
Gloucester	-	-	3	3	-	-
Greenfield	1	1	-	-	-	-
Hardwich	-	1	-	-	-	-
Haverhill	-	-	5	3	-	-
Holyoke	-	-	5	1	-	-
Ipswich	2	-	-	-	-	-
Kingston	-	-	3	1	-	-
Leominster	3	2	-	-	-	-
Lexington	1	1	-	-	-	-
Lowell	-	-	-	-	4	5
Lynn Classical	2	5	-	-	-	-
Malden	-	-	6	2	-	-
Manchester	1	-	-	-	-	-
Marlborough	2	-	-	-	-	-
Medford	-	-	9	6	-	-
Melrose	-	-	5	2	-	-
Natick	-	-	4	3	-	-
Newton	-	-	-	-	7	3
North Adams	3	1	-	-	-	-
North Easton	2	-	-	-	-	-
Northampton	3	-	-	-	-	-
Orange	2	1	-	-	-	-
Pittsfield	-	-	2	1	-	-
Quincy	-	-	4	1	-	-
Randolph	3	1	-	-	-	-
Revere	-	-	2	2	-	-
Rockport	2	-	-	-	-	-
Salem	-	-	5	3	-	-
Somerville	-	-	-	-	11	3

TABLE I, Continued

Location of Schools	Number of Teachers Responding					
	Small High School		Medium High School		Large High School	
	Women	Men	Women	Men	Women	Men
Sub Totals (p. 28)	44	15	74	40	28	15
Spencer	1	-	-	-	-	-
Springfield	-	-	8	4	-	-
Templeton	-	1	-	-	-	-
Uxbridge	2	-	-	-	-	-
Westfield	4	1	-	-	-	-
Winchester	2	1	-	-	-	-
Woburn	2	1	-	-	-	-
Worcester	-	-	-	-	9	7
Totals	55	19	82	44	37	22

listed in the small-school category; while 18, or 36.0 per cent, of the high schools were listed in the medium-school category; and five schools, or 10.0 per cent, of the high schools were listed in the large-school category.

Table II shows the number of activities which the women business teachers sponsored, directed, or coached. The activities listed ranged from no activities to 19 activities. Of the 174 women teachers responding to the survey, 56 (32.2 per cent) of the teachers were located in the small high schools, while 87 teachers (50.0 per cent) were located in the medium high schools, and 31 teachers (17.8 per cent) were located in the large high schools.

Sixty-three (36.2 per cent) of the women business teachers reported that they directed no extra-class activities, while

TABLE II
 NUMBER OF EXTRA-CLASS ACTIVITIES
 WOMEN TEACHERS SUPERVISED

Number of Extra-Class Activities	Number of Teachers Responding			
	Small High School	Medium High School	Large High School	Grand Total
0	12	36	15	63
1	6	16	11	33
2	6	8	1	15
3	7	12	1	20
4	11	6	1	18
5	5	2	1	8
6	6	1	1	8
7	2	1	-	3
8	1	1	-	2
9	-	1	-	1
10	-	1	-	1
15	-	1	-	1
19	-	1	-	1
Totals	56	87	31	174

33 teachers reported that they directed one activity, 15 (8.6 per cent) of the teachers directed two activities, 20 teachers (11.5 per cent) directed three activities, 18 teachers (10.3 per cent) directed four activities, eight teachers directed five activities, and eight teachers directed six activities.

Table III shows the number of extra-class activities which the men business teachers sponsored, directed, or coached. The number of activities listed ranged from no activities to 12 activities. Seventeen men business teachers (20.0 per cent) reported no activities, while 20 teachers (23.4 per cent) reported that they supervised one activity,

TABLE III
 NUMBER OF EXTRA-CLASS ACTIVITIES
 MEN TEACHERS SUPERVISED

Number of Extra-Class Activities	Number of Teachers Responding			Grand Total
	Small High School	Medium High School	Large High School	
0	3	6	8	17
1	4	10	6	20
2	2	7	1	10
3	5	7	5	17
4	1	3	1	5
5	1	2	2	5
6	1	3	-	4
7	-	2	1	3
8	-	1	-	1
9	-	1	-	1
10	-	1	-	1
12	1	-	-	1
Totals	18	43	24	85

10 teachers (11.8 per cent) supervised two activities, 17 teachers (20.0 per cent) supervised three activities, five teachers in each case supervised four and five activities.

Eighteen (21.1 per cent) of the teachers were located in the small high schools, while 43 (50.6 per cent) teachers were located in medium high schools, and 24 (28.2 per cent) of the teachers were located in the large high schools.

Table IV shows the number of activities which the women high school business teachers assisted in supervising. The number of extra-class activities ranged from no activities to eight activities. One hundred twenty-six responses were received from women business teachers who had no activities. Fifteen teachers (8.6 per cent) supervised one activity, while

TABLE IV
 NUMBER OF EXTRA-CLASS ACTIVITIES WOMEN
 TEACHERS ASSISTED IN SUPERVISING

Number of Extra-Class Activities	Number of Teachers Responding			
	Small High School	Medium High School	Large High School	Grand Total
0	33	65	28	126
1	8	6	1	15
2	6	5	1	12
3	3	6	1	10
4	2	2	-	4
5	2	2	-	4
6	1	1	-	2
8	1	-	-	1
Totals	56	87	31	174

12 business teachers (6.9 per cent) supervised two activities, 10 teachers supervised three activities, and one teacher in each case supervised four, five, six, and eight activities.

Table V shows the number of extra-class activities which the men business teachers assisted in supervising. The number of activities which the teachers assisted in supervising ranged from no activities to nine activities.

Sixty-nine, or 81.1 per cent of the men business teachers, were assigned no extra-class activities. Six teachers (7.1 per cent) were assigned one activity, while three teachers were assigned two activities, and two teachers were assigned three activities. One teacher in each case was assigned four, five, six, eight, and nine extra-class activities.

TABLE V
 NUMBER OF EXTRA-CLASS ACTIVITIES MEN
 TEACHERS ASSISTED IN SUPERVISING

Number of Extra-Class Activities	Number of Teachers Responding			Grand Total
	Small High School	Medium High School	Large High School	
0	11	37	21	69
1	1	3	2	6
2	1	2	-	3
3	2	-	-	2
4	1	-	-	1
5	-	1	-	1
6	1	-	-	1
8	1	-	-	1
9	-	-	1	1
Totals	18	43	24	85

Eighteen men business teachers were located in the small-school category, while 43 teachers were located in the medium-school category, and 24 teachers were located in the large-school category.

Table VI shows the number of high school business teachers who participated in the survey who did not sponsor, direct, or coach any extra-class activities nor did they assist in sponsoring, directing, or coaching any extra-class activities. Of the 59 teachers who did not supervise any extra-class activities, 43 teachers were women and 16 teachers were men.

Two women and two men in the small schools reported that they did not supervise or assist in supervising any extra-class activities. In the medium high schools, 21 women and 7 men

TABLE VI
 NUMBER OF TEACHERS HAVING
 NO EXTRA-CLASS ACTIVITIES

Size of School	Sex of Respondent	Number of Teachers
Small High School	Women	2
	Men	2
Medium High School	Women	21
	Men	7
Large High School	Women	20
	Men	7
Totals		59

reported that they did not supervise any extra-class activities, while 20 women and seven men reported that they did not supervise any extra-class activities in the large-school category.

Table VII shows the summary of the number of non-teaching activities which the high school business teachers sponsored, directed, or coached in comparison with the number of non-teaching activities which the high school business teachers assisted in sponsoring, directing, or coaching. The activities listed ranged from no activities to 19 activities. One hundred seventy-four women business teachers (63.3 per cent) and 85 men business teachers (30.9 per cent) responded to the survey. Sixty-three women and 17 men (30.9 per cent) reported that they did not supervise any activities, while 126 women and 69 men business teachers (74.3 per cent) reported that they did not assist in supervising any activities.

TABLE VII

SUMMARY OF THE NUMBER OF ACTIVITIES WHICH TEACHERS SPONSORED, DIRECTED, OR COACHED, AND THE NUMBER OF ACTIVITIES WHICH TEACHERS ASSISTED IN SPONSORING, DIRECTING, AND COACHING

Number of Activities	Sponsor, Director, or Coach		Total	Per Cent	Assistant Sponsor, Director, or Coach		Total	Per Cent
	Women	Men			Women	Men		
	0	63			17	80		
1	33	20	53	20.5	15	6	21	8.1
2	15	10	25	9.7	12	3	15	5.8
3	20	17	37	14.3	10	2	12	4.7
4	18	5	23	8.9	4	1	5	1.9
5	8	5	13	5.0	4	1	5	1.9
6	8	4	12	4.7	2	1	3	1.2
7	3	3	6	2.3	-	-	-	0.0
8	2	1	3	1.2	1	1	2	0.8
9	1	1	2	0.8	-	1	1	0.3
10	1	1	2	0.8	-	-	-	0.0
12	-	1	1	0.3	-	-	-	0.0
15	1	-	1	0.3	-	-	-	0.0
19	1	-	1	0.3	-	-	-	0.0
Totals	85	174	259	100.0	85	174	259	100.0

Twenty men and 33 women (20.5 per cent) supervised one activity, while 15 women and six men (8.1 per cent) assisted in supervising one activity. Fifteen women and 10 men teachers (9.7 per cent) supervised two activities, while 12 women and three men (5.8 per cent) assisted in supervising two activities. Twenty women and 17 men (14.3 per cent) supervised three activities, while two men and ten women (4.7 per cent) assisted in supervising three activities. Eighteen women and five men (8.9 per cent) supervised four activities, while four women and one man assisted in supervising four activities. Eight women and five men supervised five activities, and four women and one man assisted in supervising five activities. In general, few teachers supervised and/or assisted in supervising more than six of the extra-class activities.

Table VIII shows in summary form the number of extra-class activities which the high school business teachers supervised and/or assisted in supervising, tabulated by the size of the high school. The activities listed by the teachers ranged from no activities to 19 activities.

Eighty teachers reported that they had no extra-class activities, while 195 teachers reported that they assisted in supervising no extra-class activities. Fifty-three teachers supervised and 21 teachers assisted in supervising one activity, while 25 teachers supervised and 15 teachers assisted in supervising two activities. Thirty-seven teachers stated that they supervised three activities, and 12 teachers stated

TABLE VIII

SUMMARY OF THE NUMBER OF ACTIVITIES TEACHERS
SUPERVISED AND/OR ASSISTED IN SUPERVISING,
TABULATED BY SIZE OF HIGH SCHOOL

Number of Activities	Number of Teachers Responding													
	Small High School				Medium High School				Large High School				Grand Total	
	Women		Men		Women		Men		Women		Men			
	S	A ¹	S	A	S	A	S	A	S	A	S	A	S	A
0	12	33	3	11	36	65	6	37	15	28	8	21	80	195
1	6	8	4	1	16	6	10	3	11	1	6	2	53	21
2	6	6	2	1	8	5	7	2	1	1	1	-	25	15
3	7	3	5	2	12	6	7	-	1	1	5	-	37	12
4	11	2	1	1	6	2	3	-	1	-	1	-	23	5
5	5	2	1	-	2	2	2	1	1	-	2	-	13	5
6	6	1	1	1	1	1	3	-	1	-	-	-	12	3
7	2	-	-	-	1	-	2	-	-	-	1	-	6	0
8	1	1	-	1	1	-	1	-	-	-	-	-	3	2
9	-	-	-	-	1	-	1	-	-	-	-	1	2	1
10	-	-	-	-	1	-	1	-	-	-	-	-	2	0
12	-	-	1	-	-	-	-	-	-	-	-	-	1	0
15	-	-	-	-	1	-	-	-	-	-	-	-	1	0
19	-	-	-	-	1	-	-	-	-	-	-	-	1	0
Totals	18	18	56	56	43	43	87	87	24	24	31	31	259	259

¹S refers to those extra-class activities which the teachers sponsored, and A refers to those extra-class activities which the teachers assisted in sponsoring.

TABLE IX

NUMBER OF ACTIVITIES DIRECTED, SPONSORED, OR COACHED
FOR WHICH THE TEACHERS RECEIVED REMUNERATION, TABULATED BY THE
SIZE OF SCHOOL

Number of Activities	Number of Teachers Responding							
	Small High School		Medium High School		Large High School		Grand Total	
	Women	Men	Women	Men	Women	Men		
1	5	4	7	7	1	5	29	
2	3	2	1	3	-	1	10	
3	2	-	-	2	-	1	5	
4	-	-	-	1	-	-	1	
5	-	-	-	1	-	-	1	
6	-	1	-	-	-	-	1	
Totals	8	8	14	8	7	1	47	

that they assisted in supervising three activities. Twenty-three teachers supervised and five teachers assisted in supervising four activities, while 13 teachers supervised and five teachers assisted in supervising five activities. The business teachers supervised and/or assisted in supervising very few extra-class activities under five activities.

Table IX shows the number of out-of-class activities for which the high school business teachers received additional compensation for sponsoring, directing, or coaching. Of the 47 receiving additional pay for supervising activities, 13 women and 16 men teachers supervised one activity, four women and six men supervised two activities, two women and three men supervised three activities, and one teacher in each case supervised four, five, and six activities.

TABLE X

NUMBER OF ACTIVITIES WHICH THE TEACHERS
ASSISTED IN SUPERVISING AND FOR WHICH
THEY RECEIVED ADDITIONAL REMUNERATION

Number of Activities	Number of Teachers Responding						Grand Total
	Small High School		Medium High School		Large High School		
	Women	Men	Women	Men	Women	Men	
1	1	-	2	-	-	1	4
2	1	-	2	-	1	-	4
3	-	-	1	-	-	-	1
Totals	2	0	5	0	1	1	9

Table X shows the number of teachers who received extra compensation for assisting in supervising extra-class activities. Three women teachers and one man teacher received additional pay for assisting in supervising one activity, while four women teachers received additional pay for assisting in supervising two activities, and one woman teacher received additional pay for assisting in supervising three activities.

Table XI-A shows the frequency with which the high school teachers in the small schools supervised and/or assisted in supervising the extra-class activities. Clerical work was the most frequently mentioned activity. Nineteen women and three men supervised while four women and one man assisted in supervising mimeographing. Among the other extra-class activities listed by more than 10 business teachers were typing, record keeping for the classes, class sponsor, dances,

TABLE XI-A

NUMBER OF TEACHERS SUPERVISING AND/OR ASSISTING
IN SUPERVISING EXTRA-CLASS ACTIVITIES
IN THE SMALL SCHOOLS

Activity	Sponsor, Director, or Coach		Assistant Sponsor, Director, or Coach		Grand Total
	Women	Men	Women	Men	
Clerical Work	19	4	3	4	30
Mimeographing	19	3	4	1	27
Typing	18	1	3	2	24
Dances	12	1	6	3	22
Record Keeping, Classes	13	4	-	1	18
Class Sponsor	13	2	1	1	17
Monitor, Lunchroom	12	1	3	1	17
Record Keeping, Club(s)	10	4	-	-	14
Yearbook	9	1	4	-	14
Assemblies	5	4	2	2	13
School Newspaper(s)	8	-	3	1	12
Record Keeping, Athletics	3	7	-	-	10
Cheerleaders	3	3	-	-	6
Record Keeping, Cafeteria	3	2	1	-	6
Basketball	1	4	-	-	5
Business Club	3	-	1	1	5
Register	3	1	-	-	4
National Honor Society	3	-	1	-	4
Student Council	2	2	-	-	4
Contest	2	-	1	1	4
Banking	3	-	-	-	3
Guidance	2	1	-	-	3
Detention	2	-	-	-	2
Employment	2	-	-	-	2
Junior Red Cross	2	-	-	-	2
Monitor, Corridor	2	-	-	-	2
Supplies	2	-	-	-	2
Programs	1	1	-	-	2
Dramatics	1	1	-	-	2
Baseball	-	2	-	-	2
Football	-	2	-	-	2
Track	-	2	-	-	2
Booster Day	1	-	-	-	1
Business Manager	1	-	-	-	1
Class Trip	1	-	-	-	1
Good Government Day	1	-	-	-	1
Graduation	1	-	-	-	1
National Test Recorder	1	-	-	-	1

TABLE XI-A, Continued

Activity	Sponsor, Director, or Coach		Assistant Sponsor, Director, or Coach		Grand Total
	Women	Men	Women	Men	
News Bureau	1	-	-	-	1
NOMA Representative	1	-	-	-	1
PTA Mailings	1	-	-	-	1
School Magazine	1	-	-	-	1
Tickets	1	-	-	-	1
Typing Club	1	-	-	-	1
Class Rings	-	1	-	-	1
Clubs	-	1	-	-	1
Collection Drives	-	1	-	-	1
Faculty Athletics Manager	-	1	-	-	1
Kiwanis Key Club	-	1	-	-	1
Magazine Drive	-	1	-	-	1
Faculty Secretary	-	1	-	-	1
Hockey	-	1	-	-	1
Visual Aids	-	1	-	-	1
Band	-	-	1	-	1
Bowling	-	-	1	-	1
Counseling	-	-	1	-	1
Social Club	-	-	1	-	1

monitor in the lunchroom, record keeping for the club or clubs, yearbook, assemblies, school newspaper or newspapers, and record keeping for athletics. Forty-five extra-class activities were listed by less than ten of the responding high school business teachers.

Table XI-B shows the frequency with which teachers in the medium schools directed and/or assisted in directed extra-class activities. Clerical work again appeared as the most frequently named activity. Twenty-six women and seven men teachers directed, while three women and one man assisted in

TABLE XI-B

NUMBER OF TEACHERS DIRECTING AND/OR ASSISTING
IN DIRECTING EXTRA-CLASS ACTIVITIES
IN THE MEDIUM SCHOOLS

Activity	Sponsor, Director, or Coach		Assistant Sponsor, Director, or Coach		Grand Total
	Women	Men	Women	Men	
Clerical Work	26	7	3	1	37
Monitor, Lunchroom	13	12	3	1	29
Mimeographing	17	5	3	3	28
Typing	20	2	2	-	24
Dances	12	6	4	2	24
Class Sponsor	16	5	1	-	22
Record Keeping, Classes	11	8	-	-	19
Assemblies	5	3	3	2	13
Yearbook	6	2	1	2	11
Record Keeping, Club(s)	4	3	3	-	10
Record Keeping, Athletics	2	5	-	1	8
School Newspaper	1	5	1	-	7
Record Keeping, Cafeteria	3	3	-	-	6
Insurance	2	3	-	-	5
Guidance	3	1	-	-	4
Monitor, Sanitary	3	1	-	-	4
Graduation	2	2	-	-	4
Register	1	3	-	-	4
Football	-	4	-	-	4
Afternoon Session	3	-	-	-	3
National Honor Society	2	1	-	-	3
Collection Drives	2	1	-	-	3
Supplies	1	2	-	-	3
Teacher's Credit Union	-	3	-	-	3
Locker Keys	2	-	-	-	2
Junior Red Cross	1	1	-	-	2
Cheerleaders	1	1	-	-	2
Record Keeping, Faculty	1	1	-	-	2
Towel Money	1	1	-	-	2
Class Rings	1	1	-	-	2
Dramatics	1	-	1	-	2
Banking	-	2	-	-	2
Baseball	-	2	-	-	2
Faculty Manager, Athletics	-	2	-	-	2
Record Keeping, Supplies	-	2	-	-	2
Tickets	-	2	-	-	2
Track	-	2	-	-	2
Contest	-	1	-	1	2

TABLE XI-B, Continued

Activity	Sponsor, Director, or Coach		Assistant Sponsor, Director, or Coach		Grand Total
	Women	Men	Women	Men	
Campus Club	1	-	-	-	1
Chorus	1	-	-	-	1
Civil Service	1	-	-	-	1
Course of Study	1	-	-	-	1
Faculty Executive Board	1	-	-	-	1
Library Relief	1	-	-	-	1
Messenger Corps	1	-	-	-	1
Monitor, Corridor	1	-	-	-	1
Monitor, Exams	1	-	-	-	1
Monitor, Halls	1	-	-	-	1
Employment	1	-	-	-	1
Record Keeping, General	1	-	-	-	1
Record Keeping, Machines	1	-	-	-	1
Secretary, Planning Board	1	-	-	-	1
Softball	1	-	-	-	1
Supervisor, Teachers	1	-	-	-	1
Teachers Club	1	-	-	-	1
Tri-Hi-Club	1	-	-	-	1
Advertising	-	1	-	-	1
Chess Club	-	1	-	-	1
Chorus	-	1	-	-	1
Civil Defense	-	1	-	-	1
Class Officers	-	1	-	-	1
Class Outing	-	1	-	-	1
Discipline, Floor	-	1	-	-	1
Discipline Room	-	1	-	-	1
Geographic Society	-	1	-	-	1
Hockey	-	1	-	-	1
Internal Revenue	-	1	-	-	1
Monitor, Assemblies	-	1	-	-	1
Photos, Yearbook	-	1	-	-	1
Pictures	-	1	-	-	1
Programs	-	1	-	-	1
School Show	-	1	-	-	1
School Transportation	-	1	-	-	1
Student Exchange Program	-	1	-	-	1
Student Patrol	-	1	-	-	1
Tennis	-	1	-	-	1
Visual Aids	-	1	-	-	1
Cafeteria	-	1	-	-	1
Bowling	-	-	-	1	1
Student Secretaries	-	-	1	-	1

directing this activity. Monitor in the lunchroom, typing, mimeographing, dances, class sponsor, record keeping for the classes, assemblies, the yearbook, and record keeping for the club or clubs were among the most frequently mentioned extra-class activities listed by more than 10 of the business teachers responding to the survey. Seventy extra-class activities were listed by less than 10 of the responding teachers.

Table XI-C shows the frequency with which the teachers in the large high schools directed and/or assisted in directing the various extra-class activities. Four women and five men directed, while one woman assisted in directing clerical work, which was the most frequently mentioned extra-class activity. Monitor in the lunchroom, record keeping for the classes, dances, the school newspaper, typing, guidance, business club, and assemblies were among the extra-class activities listed by more than four of the business teachers. Thirty-four activities were listed by less than four of the high school business teachers.

TABLE XI-C

NUMBER OF TEACHERS DIRECTING AND/OR ASSISTING
IN DIRECTING EXTRA-CLASS ACTIVITIES
IN THE LARGE SCHOOLS

Activity	Sponsor, Director, or Coach		Assistant Sponsor, Director, or Coach		Grand Total
	Women	Men	Women	Men	
Clerical Work	4	5	1	-	10
Monitor, Lunchroom	3	5	-	1	9
Business Club	6	-	-	2	8
Dances	3	2	1	1	7
Record Keeping, Classes	3	3	-	-	6
School Newspaper	3	1	-	-	4
Typing	3	1	-	-	4
Yearbook	3	1	-	-	4
Mimeographing	1	2	-	1	4
Assemblies	-	4	-	-	4
Dramatics	1	1	-	1	3
Football	-	3	-	-	3
Class Sponsor	2	-	-	-	2
Guidance	2	-	-	-	2
Banking	1	1	-	-	2
Contests	1	-	-	1	2
Baseball	-	2	-	-	2
Record Keeping, Club	-	2	-	-	2
Basketball	-	1	-	1	2
Advisory Committee	1	-	-	-	1
Caps and Gowns	1	-	-	-	1
Class Day	1	-	-	-	1
General Manager	1	-	-	-	1
Graduation	1	-	-	-	1
Junior Record Book	1	-	-	-	1
Monitor, Locker Room	1	-	-	-	1
Programs	1	-	-	-	1
Publicity Committee	1	-	-	-	1
School Council	1	-	-	-	1
Senior Prom	1	-	-	-	1
Supervisor, Department	1	-	-	-	1
Supervisor, Practice Teachers	1	-	-	-	1
Record Keeping, General	-	1	-	-	1
Record Keeping, Supplies	-	1	-	-	1
Record Keeping, Credit Union	-	1	-	-	1
Supervisor	-	1	-	-	1
Supplies	-	1	-	-	1
Surveys	-	1	-	-	1

TABLE XI-C, Continued

Activity	Sponsor, Director, or Coach		Assistant Sponsor, Director, or Coach		Grand Total
	Women	Men	Women	Men	
Treasurer	-	1	-	-	1
Tickets	-	1	-	-	1
Veterans Counselor	-	1	-	-	1
Visual Aids	-	1	-	-	1
Field Day	-	-	-	1	1
Open House	-	-	-	1	1

Table XII shows the summary of the number of extra-class activities which the high school business teachers in Massachusetts sponsored, directed, and coached in comparison with the extra-class activities which they assisted in sponsoring, directing, and coaching. One hundred ten extra-class activities were listed by the responding business teachers in the small, medium, and large high schools. The most frequently mentioned activity was clerical work, with 49 women and 16 men directing and seven women and five men assisting in directing this activity. Thirty-eight women and 10 men directed, while eight women and five men assisted in directing mimeographing. Twenty-eight women and 18 men teachers directed, while six women and three men teachers assisted in directing the monitorial duties in the lunchroom.

Of the teachers supervising the dances, 27 were women and nine were men, while 11 women and six men assisted in supervising this activity. Forty-one women and four men

TABLE XII

SUMMARY OF THE NUMBER OF ACTIVITIES WHICH THE
TEACHERS DIRECTED AND/OR ASSISTED IN DIRECTING

Activity	Sponsor, Director, or Coach		Total	Assistant Sponsor, Director, or Coach		Total	Grand Total
	Women	Men		Women	Men		
	Clerical Work	49	16	65	7	5	12
Mimeographing	38	10	48	8	5	13	61
Monitor, Lunchroom	28	18	46	6	3	9	55
Dances	27	9	36	11	6	17	53
Typing	41	4	45	5	2	7	52
Record Keeping, Classes	27	15	42	1	-	1	43
Class Sponsor	31	7	38	2	1	3	41
Yearbook	18	4	22	5	2	7	29
Assemblies	10	11	21	5	2	7	28
Record Keeping, Club(s)	14	9	23	3	-	3	26
School Newspaper(s)	12	6	18	4	1	5	23
Record Keeping, Athletics	5	12	17	-	1	1	18
Business Club	9	-	9	1	3	4	13
Record Keeping, Cafeteria	6	5	11	1	-	1	12
Guidance	7	2	9	-	-	0	9
Football	-	9	9	-	-	0	9
Register	4	4	8	-	-	0	8
Cheerleaders	4	4	8	-	-	0	8
Contest	3	1	4	1	3	4	8
National Honor Society	5	1	6	1	-	1	7
Banking	4	3	7	-	-	0	7
Dramatics	3	2	5	1	1	2	7
Basketball	1	5	6	-	1	1	7
Graduation	4	2	6	-	-	0	6
Supplies	3	3	6	-	-	0	6
Baseball	-	6	6	-	-	0	6
Insurance	2	3	5	-	-	0	5
Junior Red Cross	4	1	5	-	-	0	5
Monitor, Sanitary Collection Drives	3	1	4	-	-	0	4
Programs	2	2	4	-	-	0	4
Tickets	1	3	4	-	-	0	4
Track	-	4	4	-	-	0	4
Employment	3	-	3	-	-	0	3
Afternoon Session	3	-	3	-	-	0	3
Monitor, Corridor	3	-	3	-	-	0	3

TABLE XII, Continued

Activity	Sponsor, Director, or Coach		Total	Assistant Sponsor, Director, or Coach		Total	Grand Total
	Women	Men		Women	Men		
	Class Rings	1	2	3	-	-	0
Faculty Manager, Athletics	-	3	3	-	-	0	3
Record Keeping, Supplies	-	3	3	-	-	0	3
Teacher's Credit Union	-	3	3	-	-	0	3
Visual Aids	-	3	3	-	-	0	3
Locker Keys	2	-	2	-	-	0	2
Record Keeping, General	1	1	2	-	-	0	2
Record Keeping, Faculty Supervisor	1	1	2	-	-	0	2
Towel Money	1	1	2	-	-	0	2
Hockey	0	2	2	-	-	0	2
Bowling	-	-	0	1	1	2	2
Booster Day	1	-	1	-	-	0	1
Business Manager	1	-	1	-	-	0	1
Campus Club	1	-	1	-	-	0	1
Caps and Gowns	1	-	1	-	-	0	1
Chorus	1	-	1	-	-	0	1
Civil Service	1	-	1	-	-	0	1
Class Day	1	-	1	-	-	0	1
Class Trip	1	-	1	-	-	0	1
Good Government Day	1	-	1	-	-	0	1
Course of Study	1	-	1	-	-	0	1
Faculty Executive Board	1	-	1	-	-	0	1
Library Relief	1	-	1	-	-	0	1
Messenger Corps	1	-	1	-	-	0	1
Monitor, Exams	1	-	1	-	-	0	1
Monitor, Halls	1	-	1	-	-	0	1
Monitor, Locker Room	1	-	1	-	-	0	1
National Test Recorder	1	-	1	-	-	0	1
News Bureau	1	-	1	-	-	0	1
NOMA Representative	1	-	1	-	-	0	1
PTA Mailings	1	-	1	-	-	0	1
Publicity Committee	1	-	1	-	-	0	1
Record Keeping, Machines	1	-	1	-	-	0	1
Secretary, Planning Board	1	-	1	-	-	0	1
Senior Prom	1	-	1	-	-	0	1
School Council	1	-	1	-	-	0	1
Softball	1	-	1	-	-	0	1
Supervisor, Department	1	-	1	-	-	0	1
Supervisor, Practice Teachers	1	-	1	-	-	0	1

TABLE XII, Continued

Activity	Sponsor, Director, or Coach			Assistant Sponsor, Director, or Coach		Total	Grand Total
	Women	Men	Total	Women	Men		
Teachers Club	1	-	1	-	-	0	1
Tri-Hi Club	1	-	1	-	-	0	1
Typing Club	1	-	1	-	-	0	1
Advertising	-	1	1	-	-	0	1
Cafeteria	-	1	1	-	-	0	1
Chess Club	-	1	1	-	-	0	1
Civil Defense	-	1	1	-	-	0	1
Class Officers	-	1	1	-	-	0	1
Class Outing	-	1	1	-	-	0	1
Clubs	-	1	1	-	-	0	1
Discipline, Floor	-	1	1	-	-	0	1
Discipline Room	-	1	1	-	-	0	1
Geographic Society	-	1	1	-	-	0	1
Internal Revenue	-	1	1	-	-	0	1
Kiwanis Key Club	-	1	1	-	-	0	1
Magazine Drive	-	1	1	-	-	0	1
Monitor, Assemblies	-	1	1	-	-	0	1
Photos, Yearbook	-	1	1	-	-	0	1
Pictures	-	1	1	-	-	0	1
Record Keeping, Credit Union	-	1	1	-	-	0	1
Secretary, Faculty	-	1	1	-	-	0	1
School Show	-	1	1	-	-	0	1
School Transportation	-	1	1	-	-	0	1
Student Exchange Program	-	1	1	-	-	0	1
Student Patrol	-	1	1	-	-	0	1
Surveys	-	1	1	-	-	0	1
Tennis	-	1	1	-	-	0	1
Treasurer	-	1	1	-	-	0	1
Band	-	-	0	1	-	1	1
Counseling	-	-	0	1	-	1	1
Social Club	-	-	0	1	-	1	1
Student Secretaries	-	-	0	1	-	1	1
Field Day	-	-	0	-	1	1	1
Open House	-	-	0	-	1	1	1

teachers directed, while five women and two men teachers assisted in directing typing. Twenty-seven women and 15 men teachers kept the records for the classes, while one woman teacher assisted in performing this activity.

Of the teachers acting as class sponsor, 31 were women and seven were men, while two women and one man acted as co-sponsor. Eighteen women and four men teachers directed and five women and two men assisted in directing the activities of the yearbook. Ten women and 11 men teachers directed assembly programs, while five women and two men assisted in directing this activity.

Included in the teachers who kept the records for the various clubs were 14 women and nine men, while three women assisted in keeping the records for clubs. Twelve women and six men directed, while four women and one man assisted in directing the activities of the school newspaper or newspapers. Five women and 12 men kept the records for athletics, while one man teacher assisted in keeping the records for athletics.

Of the 13 teachers who sponsored the business club, nine teachers were women, while one woman teacher and three men teachers acted as co-sponsor for the business club. Six women and five men teachers kept the records for the cafeteria, while one woman teacher assisted in keeping the records for the cafeteria. Ninety-six different extra-class activities were listed by less than 10 of the responding business teachers.

Table XIII shows the number of activities for which the business teachers received extra compensation for supervising and/or assisting in supervising. The most frequently mentioned activity for which the teachers received extra pay was record keeping for athletics. Eight men and one woman received extra compensation for this activity. Eight men received extra compensation for coaching football, while seven men teachers and one woman teacher received extra pay for coaching basketball. Three men and three women teachers received extra compensation for keeping the record books for the cafeteria, while five men teachers received extra pay for coaching baseball.

Of the five teachers receiving extra compensation for supervising the activities of the yearbook, three teachers were women and one teacher was a man. One man teacher assisted in supervising the activities of the yearbook and received extra pay for doing so. Three women and one man received extra compensation for keeping the record books for the classes. One woman teacher and one man teacher received extra pay for directing clerical work, while one woman teacher and one man teacher received extra pay for assisting in directing clerical work.

Twenty-nine different extra-class activities were listed by less than four of the business teachers responding to the survey.

TABLE XIII

EXTRA-CLASS ACTIVITIES FOR WHICH THE TEACHERS
RECEIVED EXTRA COMPENSATION

Extra-Class Activity For Which Teachers Received Extra Pay	Sponsor, Director, or Coach		Assistant Sponsor, Director, or Coach		Grand Total
	Women	Men	Women	Men	
Record Keeping, Athletics	1	8	-	-	9
Football	-	8	-	-	8
Basketball	1	7	-	-	8
Record Keeping, Cafeteria	3	3	-	-	6
Baseball	-	5	-	-	5
Yearbook	3	1	-	1	5
Guidance	3	1	-	-	4
Record Keeping, Classes	3	1	-	-	4
Clerical Work	1	1	1	1	4
Monitor, Lunchroom	-	2	-	1	3
Credit Union	-	2	-	-	2
Faculty Manager	-	2	-	-	2
Hockey	-	2	-	-	2
Track	-	2	-	-	2
Record Keeping, Club(s)	1	1	-	-	2
Class Sponsor	-	2	-	-	2
Mimeographing	-	-	1	1	2
Cafeteria	-	1	-	-	1
Cheerleaders	-	1	-	-	1
Discipline	-	1	-	-	1
Manager, Athletics	-	1	-	-	1
Supervisor, Department	-	1	-	-	1
School Transportation	-	1	-	-	1
Veterans Councillor	-	1	-	-	1
Visual Aids	-	1	-	-	1
Business Club	1	-	-	-	1
Chorus	1	-	-	-	1
Dramatics	1	-	-	-	1
Record Keeping, General	1	-	-	-	1
Secretary, Planning Board	1	-	-	-	1
Senior Prom	1	-	-	-	1
School Newspaper	1	-	-	-	1
Softball	1	-	-	-	1
Supervisor, Teachers	1	-	-	-	1
Counseling	-	-	1	-	1
Dances	-	-	1	-	1
Typing	-	-	1	-	1
Social Club	-	-	1	-	1

TABLE XIV
 NUMBER OF TEACHERS DOING VARIOUS
 ASPECTS OF RECORD KEEPING

Record Keeping For	Number of Teachers Responding							
	Small High School		Medium High School		Large High School		Grand Total	
	Women	Men	Women	Men	Women	Men	Women	Men
Classes	10	5	11	8	3	3	24	16
Club(s)	10	4	7	3	-	2	17	9
Athletics	4	7	2	6	-	-	7	13
Cafeteria	4	2	3	3	-	-	7	5
Supplies	-	-	-	2	-	1	0	3
Faculty	-	-	1	1	-	-	1	1
General	-	-	1	-	-	1	1	1
Machines	-	-	1	-	-	-	1	0
School	-	1	-	-	-	-	0	1
Teacher's Credit Union	-	-	-	-	-	1	0	1
Totals	28	19	26	23	3	8	57	50

Table XIV shows the number of teachers doing various aspects of record keeping in the small, medium, and large high schools. Twenty-four women and 16 men kept the records for the classes, while 17 women and nine men kept the records for either club or clubs, and seven women and 13 men kept the records for athletics. Seven women teachers and five men teachers kept the record books for the cafeteria. The other aspects of record keeping listed by less than 10 of the responding teachers were keeping the records for supplies, the faculty, machines, the school, the teacher's credit union, and records in general.

Table XV shows the number of extra-class activities which the teachers supervised and/or assisted in supervising because they were chosen to do so by school officials. Monitor in the lunchroom, clerical work, mimeographing, dances, class sponsor, the yearbook, typing, assemblies, record keeping for clubs and classes, record keeping for athletics, and the school newspaper were among the extra-class activities listed by 10 or more business teachers who were chosen to supervise and/or assist in supervising the activities because they were chosen by school officials.

Each of the following extra-class activities was listed once by one of the business teachers: advisory committee; booster day; campus club; caps and gowns; civil defense; clubs; debating; discipline; employment; faculty manager; faculty treasurer; geographic society; good government day; hockey; insurance; internal revenue; Kiwanis key; library relief; messenger corps; monitor in the corridor and exams; news bureau; NOMA representative; PTA mailings; publicity; record keeping for credit union, faculty, supplies, and in general; recorder for national tests; senior prom; exchange program; student patrol; supervisor; surveys; towel money; transportation; Tri-Hi-Club; veterans counselor; chorus; field day; and counseling.

TABLE XV

NUMBER OF ACTIVITIES WHICH THE TEACHERS SUPERVISED
AND/OR ASSISTED IN SUPERVISING BECAUSE THEY WERE
CHOSEN BY SCHOOL OFFICIALS¹

Activity	Number of Teachers Responding											
	Small High School			Medium High School			Large High School					
	Women		Men	Women		Men	Women		Men	Women		Men
	S	A ²	S	A	S	A	S	A	S	A	S	A
Monitor, Lunchroom	11	2	1	3	8	1	6	-	-	-	2	1
Clerical Work	11	1	1	3	14	1	3	-	1	-	-	-
Mimeographing	12	2	1	1	9	2	2	-	-	-	-	2
Dances	7	2	-	2	10	-	3	2	2	-	1	1
Record Keeping, Classes	5	-	2	1	7	-	6	-	2	-	-	-
Class Sponsor	10	1	1	1	3	-	3	1	1	-	-	-
Assemblies	4	1	1	-	4	1	1	2	2	1	1	1
Yearbook	8	1	-	-	5	-	1	1	2	-	-	-
Typing	3	2	-	1	8	1	1	-	2	-	-	-
Record Keeping, Club	4	-	4	-	3	-	2	-	-	-	-	-
School Newspaper	5	2	-	-	1	-	2	-	3	-	-	-
Record Keeping, Athletics	2	-	4	-	1	-	4	-	-	-	-	-
Basketball	-	-	3	-	-	-	4	-	-	-	-	1
Football	-	-	2	-	-	-	3	-	-	-	2	-
Business Club	3	-	-	-	2	-	-	1	1	-	-	-
Cheerleaders	2	-	2	-	-	-	1	-	-	-	-	-
Graduation	1	-	-	-	1	-	2	-	1	-	-	-
National Honor Society	3	-	-	-	1	-	1	-	-	-	-	-
Record Keeping, Cafeteria	1	-	-	-	2	-	2	-	-	-	-	-
Register	-	-	3	-	-	-	2	-	-	-	-	-
Guidance	1	1	3	-	-	-	-	-	-	-	-	-
Banking	1	-	-	-	-	-	2	-	1	-	-	-
Baseball	-	-	1	-	-	-	2	-	-	-	-	-
Contest	1	-	-	-	-	-	-	1	2	-	-	1
Dramatics	1	-	-	-	1	-	-	-	1	-	-	1
Junior Red Cross	2	-	-	-	1	-	1	-	-	-	-	-
Student Council	2	-	-	-	-	-	-	-	1	-	-	-

¹Table based on 200 teachers

²S refers to those extra-class activities which the teachers supervised, and A refers to those extra-class activities which the teachers assisted in supervising.

TABLE XV, Continued

Activity	Number of Teachers Responding									
	Small High School		Medium High School		Large High School					
	Women	Men	Women	Men	Women	Men				
	S A	S A	S A	S A	S A	S A				
Class Rings	-	-	1	-	1	-	-	-	1	-
Supplies	1	-	1	-	-	-	1	-	-	-
Tickets	-	-	1	-	-	-	2	-	-	-
Class Day	-	-	-	-	-	-	2	-	-	-
Locker Keys	-	-	-	-	2	-	-	-	-	-
Programs	-	-	-	-	1	-	-	-	1	-
Supervisor	-	-	-	-	-	-	-	-	1	-
Visual Aids	-	-	1	-	-	-	-	-	-	-

Table XVI shows the number of activities which the teachers supervised and/or assisted in supervising because of special training. The most frequently mentioned activity was clerical work, with 25 teachers supervising and five teachers assisting in supervising this activity. Sixteen teachers supervised and one teacher assisted in supervising mimeographing, while sixteen teachers supervised and three teachers assisted in supervising typing. Fourteen teachers supervised the record books for the classes, while 10 teachers supervised and two teachers assisted in supervising the monitorial duties in the lunchroom.

Thirty-two different extra-class activities were listed by less than 10 business teachers, who had special training for supervising the extra-class activities. Several of the extra-class activities were mentioned only once by the business

TABLE XVI

EXTRA-CLASS ACTIVITIES WHICH THE TEACHERS SUPERVISED
AND/OR ASSISTED IN SUPERVISING BECAUSE
THEY HAD SPECIAL TRAINING¹

Activity	Number of Teachers Responding												
	Small High School		Medium High School		Large High School								
	Women	Men	Women	Men	Women	Men							
	S ²	A ²	S	A	S	A							
Clerical Work	7	1	1	2	12	-	1	1	1	-	3	1	
Typing	7	1	-	1	8	-	-	-	-	1	1	-	-
Mimeographing	5	1	1	-	7	-	1	-	1	-	1	-	1
Record Keeping, Classes	4	-	3	-	5	-	1	-	-	-	-	-	1
Monitor, Lunchroom	2	-	-	1	5	-	2	-	1	-	-	-	-
Record Keeping, Clubs	4	-	3	-	1	-	1	-	-	-	-	-	-
Record Keeping Cafeteria	3	-	2	-	2	-	1	-	-	-	-	-	-
School Newspaper	3	-	-	-	-	-	2	-	1	-	1	-	1
Assemblies	-	-	-	1	3	-	1	-	1	-	1	-	1
Football	-	-	2	-	-	-	1	-	-	-	-	-	2
Class Sponsor	-	-	-	1	3	-	1	-	-	-	-	-	-
Banking	2	-	-	-	-	-	1	-	-	-	-	-	1
Yearbook	-	1	-	-	1	-	-	-	1	-	-	-	-
Baseball	-	-	2	-	-	-	-	-	-	-	-	-	1
Basketball	-	-	2	-	-	-	-	-	-	-	-	-	1
Dances	-	-	-	2	-	-	-	-	-	-	-	-	1
Graduation	-	-	-	-	1	-	-	-	1	-	-	-	-
Guidance	-	-	-	-	-	-	1	-	1	-	-	-	-
Tickets	1	-	-	-	-	-	1	-	-	-	-	-	-
Cheerleaders	-	-	1	-	-	-	-	-	-	-	-	-	-
Chorus	-	-	-	-	1	-	-	-	-	-	-	-	-
Class Day	-	-	-	-	-	-	1	-	-	-	-	-	-
Credit Union	-	-	-	-	-	-	1	-	-	-	-	-	-
Contest	1	-	-	-	-	-	-	-	-	-	-	-	-
Course of Study	-	-	-	-	1	-	-	-	-	-	-	-	-
Hockey	-	-	-	-	-	-	1	-	-	-	-	-	-
Monitor, Corridor	-	-	-	-	1	-	-	-	-	-	-	-	-
Photos	-	-	-	-	-	-	1	-	-	-	-	-	-
Record Keeping, Athletics	-	-	-	-	-	-	1	-	-	-	-	-	-

¹Table based on 200 teachers

²S refers to those extra-class activities which the teachers supervised, and A refers to those extra-class activities which the teachers assisted in supervising.

TABLE XVI, Continued

Activity	Number of Teachers Responding					
	Small High School		Medium High School		Large High School	
	Women	Men	Women	Men	Women	Men
	S	A	S	A	S	A
Record Keeping, Faculty	-	-	-	-	1	-
Record Keeping, General	-	-	-	-	-	1
Record Keeping, Credit Union	-	-	-	-	-	1
Record Keeping, Machines	-	-	1	-	-	-
Register	-	-	1	-	-	-
Secretary, Faculty Meeting	1	-	-	-	-	-
Supervisor	-	1	-	-	-	-
Supervisor, Typing	-	1	-	-	-	-
Supplies	-	1	-	-	-	-
Visual Aids	-	-	-	1	-	-
Band	-	1	-	-	-	-
Business Club	-	-	-	-	-	1
School Magazine	-	1	-	-	-	-

teachers who responded to the survey.

Table XVII shows the number of activities which the teachers supervised and/or assisted in supervising because of previous experience. Clerical work was the most frequently mentioned activity. Sixteen teachers supervised and three teachers assisted in supervising this activity. Twelve teachers supervised, while no teachers assisted in supervising the monitorial duties in the lunchroom. Ten teachers supervised, while one teacher assisted in supervising the record books for the clubs. Ten teachers supervised, while one teacher assisted in supervising mimeographing, and ten teachers supervised the record books for the classes.

TABLE XVII

NUMBER OF ACTIVITIES WHICH THE TEACHERS SUPERVISED
AND/OR ASSISTED IN SUPERVISING BECAUSE THEY HAD HAD
PREVIOUS EXPERIENCE¹

Activity	Number of Teachers Responding										
	Small High School		Medium High School		Large High School						
	Women	Men	Women	Men	Women	Men					
	S ²	A	S	A	S	A					
Clerical Work	9	-	1	1	3	1	1	1	-	1	-
Monitor, Lunchroom	4	-	-	-	5	-	3	-	-	-	-
Mimeographing	4	-	-	-	3	-	2	-	1	-	1
Record Keeping, Club(s)	4	-	1	-	2	1	1	-	2	-	-
Record Keeping, Classes	3	-	1	-	2	-	1	-	2	-	1
Typing	3	1	1	-	3	-	-	-	1	-	-
Dances	1	1	-	1	3	-	1	-	-	-	1
Yearbook	1	1	1	-	2	-	-	1	-	-	1
Football	2	-	-	-	1	-	-	-	-	-	3
Class Sponsor	2	-	-	-	4	-	-	-	-	-	-
Assemblies	1	-	1	1	2	-	-	-	1	-	-
Basketball	-	-	3	-	-	-	1	-	-	-	1
Guidance	-	-	-	-	1	1	2	-	-	-	-
Banking	2	-	-	-	-	-	1	-	-	-	-
Baseball	-	-	2	-	-	-	-	-	-	-	1
Graduation	-	-	1	-	2	-	-	-	-	-	-
Business Club	-	-	-	-	2	-	-	-	-	-	-
Cheerleaders	1	-	1	-	-	-	-	-	-	-	-
Contest	1	-	1	-	-	-	-	-	-	-	-
Cafeteria	1	-	1	-	-	-	-	-	-	-	-
Track	-	-	-	-	-	-	-	-	-	-	2
Chorus	-	-	-	-	1	-	-	-	-	-	-
Class Day	-	-	1	-	-	-	-	-	-	-	-
Credit Union	-	-	-	-	1	-	-	-	-	-	-
Dramatics	-	-	1	-	-	-	-	-	-	-	-
National Honor Society	-	-	-	-	1	-	-	-	-	-	-
Faculty Executive Board	-	-	-	-	-	-	1	-	-	-	-
Faculty Manager	-	-	-	-	-	-	1	-	-	-	-
Faculty Treasurer	-	-	-	-	1	-	-	-	-	-	-
Monitor, Exams	-	-	-	-	1	-	-	-	-	-	-

¹Table based on 200 teachers

²S refers to those extra-class activities which the teachers supervised, and A refers to those extra-class activities which the teachers assisted in supervising.

TABLE XVII, Continued

Activity	Number of Teachers Responding					
	Small High School		Medium High School		Large High School	
	Women	Men	Women	Men	Women	Men
	S A	S A	S A	S A	S A	S A
Photos	-	-	1	-	-	-
Programs	-	-	-	-	-	1
Record Keeping, Credit Union	-	-	-	-	-	1
Register	-	-	1	-	-	-
School Magazine	1	-	-	-	-	-
Supervisor	-	1	-	-	-	-
Supplies	-	-	1	-	-	-
Treasurer	-	-	-	-	-	1
Visual Aids	-	1	-	-	-	-
School Newspaper	-	1	-	-	-	-

Thirty-five various out-of-class activities were listed by less than 10 of the business teachers.

Table XVIII shows the number of extra-class activities which the business teachers supervised and/or assisted in supervising because they volunteered. The most frequently mentioned extra-class activity was clerical work, with 11 business teachers supervising and one teacher assisting in supervising this activity. Eleven teachers supervised the record books for the classes, while nine teachers supervised and one teacher assisted in supervising the various mimeographing duties.

Eight teachers supervised the monitorial duties in the lunchroom, while eight teachers supervised typing duties. Six teachers sponsored and two teachers assisted in sponsoring

TABLE XVIII

EXTRA-CLASS ACTIVITIES WHICH THE TEACHERS SUPERVISED
AND/OR ASSISTED IN SUPERVISING BECAUSE
THEY VOLUNTEERED¹

Activity	Number of Teachers Responding											
	Small High School				Medium High School				Large High School			
	Women		Men		Women		Men		Women		Men	
	S	A ²	S	A	S	A	S	A	S	A	S	A
Clerical Work	3	-	2	-	2	-	-	-	3	-	1	1
Record Keeping, Classes	4	-	4	-	1	-	-	-	1	-	1	-
Mimeographing	2	-	2	-	3	1	1	-	1	-	-	-
Monitor, Lunchroom	3	-	1	-	3	-	1	-	-	-	-	-
Typing	3	-	-	-	3	-	-	-	2	-	-	-
Business Club	2	1	-	-	4	1	-	-	-	-	-	-
Dances	2	1	1	-	1	-	-	1	-	1	1	-
Yearbook	1	1	-	-	2	-	-	-	1	-	1	-
Assemblies	-	-	3	-	1	-	-	-	-	-	-	-
Record Keeping, Athletics	-	-	3	-	1	-	-	-	-	-	-	-
Record Keeping, Club	3	-	-	-	-	-	1	-	-	-	-	-
School Newspaper	1	-	-	-	-	-	1	-	1	-	-	-
Supervisor	-	-	-	-	2	-	-	-	1	-	-	-
Cheerleaders	1	-	-	-	1	-	-	-	-	-	-	-
Class Sponsor	-	-	1	-	1	-	-	-	-	-	-	-
Contest	1	-	-	-	-	-	1	-	-	-	-	-
Basketball	-	1	1	-	-	-	-	-	-	-	-	-
Banking	1	-	-	-	-	-	-	-	-	-	-	-
Business Manager	1	-	-	-	-	-	-	-	-	-	-	-
Civil Service	-	-	-	-	1	-	-	-	-	-	-	-
Class Day	-	-	1	-	-	-	-	-	-	-	-	-
Class Rings	1	-	-	-	-	-	-	-	-	-	-	-
Collection Drives	-	-	-	-	-	-	1	-	-	-	-	-
Faculty Manager, Athletics	-	-	-	-	-	-	1	-	-	-	-	-
Faculty Executive Board	-	-	-	-	1	-	-	-	-	-	-	-
Football	-	-	1	-	-	-	-	-	-	-	-	-
Graduation	-	-	-	-	-	-	-	-	-	-	-	-
Guidance	-	-	1	-	-	-	-	-	-	-	-	-

¹Table based on 200 teachers

²S refers to those extra-class activities which the teachers supervised, and A refers to those extra-class activities which the teachers assisted in supervising.

TABLE XVIII, Continued

Activity	Number of Teachers Responding					
	Small High School		Medium High School		Large High School	
	Women	Men	Women	Men	Women	Men
	S A	S A	S A	S A	S A	S A
Honor Society	- -	- -	1 -	- -	- -	- -
Insurance	- -	- -	1 -	- -	- -	- -
Kiwanis Key Club	- -	1 -	- -	- -	- -	- -
Monitor, Sanitary	- -	- -	1 -	- -	- -	- -
Employment	- -	- -	1 -	- -	- -	- -
Record Keeping, Cafeteria	- -	- -	1 -	- -	- -	- -
School Show	- -	- -	- -	1 -	- -	- -
Student Council	- -	1 -	- -	- -	- -	- -
Student Exchange Program	- -	1 -	- -	- -	- -	- -
Teachers Club	- -	- -	1 -	- -	- -	- -
Towel Money	- -	- -	1 -	- -	- -	- -
Typing Club	1 -	- -	- -	- -	- -	- -
Veterans Counselor	- -	- -	- -	- -	- -	1 -
Bowling	- -	- -	- -	1 -	- -	- -

typing. Six teachers sponsored and two teachers co-sponsored the business club, while six teachers supervised and two teachers assisted in supervising the dances. Thirty-five different extra-class activities were listed by less than seven teachers who volunteered to supervise the activities.

Table XIX shows the extra-class activities which the teachers supervised and/or assisted in supervising because they were assigned or required. Clerical work was the most frequently listed extra-class activity. Nine teachers supervised and one teacher assisted in supervising this activity. Six teachers supervised and two teachers assisted in supervising the monitorial duties in the lunchroom. Five

TABLE XIX

EXTRA-CLASS ACTIVITIES WHICH THE TEACHERS SUPERVISED
AND/OR ASSISTED IN SUPERVISING BECAUSE THEY
WERE ASSIGNED OR REQUIRED¹

Activity	Number of Teachers Responding											
	Small High School				Medium High School				Large High School			
	Women		Men		Women		Men		Women		Men	
	S	A ²	S	A	S	A	S	A	S	A	S	A
Clerical Work	4	-	-	-	3	-	2	1	-	-	-	-
Monitor, Lunchroom	-	1	1	-	1	-	3	1	-	-	1	-
Mimeographing	4	-	-	-	1	-	-	-	-	-	-	-
Yearbook	1	-	1	-	-	-	-	-	1	-	1	-
Typing	2	-	-	-	1	-	-	-	-	-	-	-
Class Sponsor	1	-	-	-	2	-	-	-	-	-	-	-
Insurance	-	-	-	-	1	-	2	-	-	-	-	-
Dances	1	1	-	-	1	-	-	-	-	-	-	-
School Newspaper	2	1	-	-	-	-	-	-	-	-	-	-
Record Keeping, Classes	1	-	-	-	-	-	1	-	-	-	-	-
Record Keeping, Club(s)	1	-	-	-	-	-	-	-	-	-	1	-
Assemblies	-	-	-	-	-	-	1	1	-	-	-	-
Band	-	1	-	-	-	-	1	-	-	-	-	-
Advertising	-	-	-	-	-	-	1	-	-	-	-	-
Basketball	1	-	-	-	-	-	-	-	-	-	-	-
Class Officers	-	-	-	-	-	-	1	-	-	-	-	-
Discipline Room	-	-	-	-	-	-	1	-	-	-	-	-
Dramatics	1	-	-	-	-	-	-	-	-	-	-	-
Collection Drives	-	-	-	-	1	-	-	-	-	-	-	-
Monitor, Corridor	-	-	-	-	1	-	-	-	-	-	-	-
National Honor Society	1	-	-	-	-	-	-	-	-	-	-	-
Pictures	-	-	-	-	-	-	1	-	-	-	-	-
Record Keeping, General	1	-	-	-	-	-	-	-	-	-	-	-
Register	-	-	-	-	-	-	1	-	-	-	-	-
Supplies	-	-	-	-	-	-	1	-	-	-	-	-

¹Table based on 200 teachers

²S refers to those extra-class activities which the teachers supervised, and A refers to those extra-class activities which the teachers assisted in supervising.

TABLE XX

EXTRA-CLASS ACTIVITIES WHICH THE TEACHERS SUPERVISED
AND/OR ASSISTED IN SUPERVISING BECAUSE THEY
WERE CHOSEN BY THE PUPILS¹

Activity	Number of Teachers Responding										
	Small High School		Medium High School		Large High School						
	Women	Men	Women	Men	Women	Men					
	S A ²	S A	S A	S A	S A	S A					
Dances	3	3	-	-	2	-	-	-	-	-	-
Cheerleaders	1	-	2	-	-	-	-	-	-	-	-
Class Sponsor	-	-	-	-	1	-	1	-	1	-	-
Monitor, Lunchroom	1	-	-	-	1	-	-	1	-	-	-
Typing	1	-	-	-	1	1	-	-	-	-	-
Record Keeping, Club	-	-	1	-	-	1	-	-	-	-	-
School Newspaper	1	-	-	-	-	1	-	-	-	-	-
Yearbook	-	-	-	-	-	-	-	2	-	-	-
Assemblies	-	-	-	-	1	-	-	-	-	-	-
Business Club	-	-	-	-	1	-	-	-	-	-	-
Chess Club	-	-	-	-	-	-	1	-	-	-	-
Hockey	-	-	1	-	-	-	-	-	-	-	-
Mimeographing	-	-	-	-	1	-	-	-	-	-	-
Senior Prom	-	-	-	-	-	-	-	-	1	-	-
Senior Trip	1	-	-	-	-	-	-	-	-	-	-
Clerical Work	-	-	-	-	-	1	-	-	-	-	-

teachers supervised mimeographing. Twenty-two different extra-class activities were listed by less than five teachers who supervised the activities because they were assigned or required to do so.

Table XX shows the extra-class activities which the teachers supervised and/or assisted in supervising because

¹Table based on 200 teachers

²S refers to those extra-class activities which the teachers supervised, and A refers to those extra-class activities which the teachers assisted in supervising.

TABLE XXI

DISTRIBUTION OF REPLIES ON WHETHER OR NOT THE TEACHING SCHEDULE WAS ADJUSTED TO COMPENSATE FOR THE TIME SPENT IN EXTRA-CLASS ACTIVITIES

Schedule Adjusted	Number of Teachers Responding							
	Small High School		Medium High School		Large High School		Grand Total	
	Women	Men	Women	Men	Women	Men	Women	Men
Yes	10	6	20	21	7	5	37	32
No	39	11	27	16	7	10	73	37
Partially	-	-	-	-	2	-	2	0
No Answer	4	-	12	1	1	-	18	1
Totals	53	17	59	37	17	15	130	70

they were chosen by the pupils. Supervising dances was the most frequently mentioned extra-class activity, with five teachers supervising and three teachers assisting in supervising this activity. Three teachers in each of the following instances supervised the cheerleaders, sponsored the class, and supervised the monitorial duties in the lunchroom. Two teachers directed and one teacher assisted in directing typing. Thirteen different activities were listed by less than two teachers.

Table XXI shows the distribution of replies on whether or not the teaching schedule was adjusted to compensate for the time spent in extra-class activities. Thirty-seven women and 32 men felt that their schedules were adjusted to compensate for the time spent in extra-class activities, while two women felt that their schedules were partially adjusted, and 18 women and one man failed to answer the question.

TABLE XXII

NUMBER OF PERIODS A WEEK TEACHERS WERE RELIEVED
OF TEACHING CLASSES

Number of Periods	Number of Teachers Responding							
	Small High School		Medium High School		Large High School		Grand Total	
	Women	Men	Women	Men	Women	Men	Women	Men
1	1	3	3	-	1	-	5	3
2	-	1	2	2	-	-	2	3
3	-	-	3	2	-	-	3	2
4	1	1	4	2	1	1	6	4
5	3	3	4	9	2	2	9	14
6	-	-	-	-	1	-	1	0
10	-	1	-	1	-	1	0	3
12	-	1	-	-	-	-	0	1
15	-	1	1	1	-	-	1	2
20	-	-	-	-	-	1	0	1
Totals	5	11	17	17	5	5	27	33

Table XXII shows the number of periods in the school week which the high school business teachers were relieved of teaching classes in order to provide them sufficient time to spend supervising the nonteaching duties and activities. Five women and three men teachers were relieved of one period, two women and three men teachers were relieved of two periods, three women and two men were relieved of three periods, six women and four men were relieved of four periods, and nine women and 14 men were relieved of five periods per week. One woman teacher was relieved of six periods, three men were relieved of 10 periods, one man was relieved of 12 periods, one woman and two men were relieved of 15 periods, and one man was relieved of 20 periods per week.

TABLE XXIII

NUMBER OF HOURS WHICH THE TEACHERS SPENT
SUPERVISING EXTRA-CLASS ACTIVITIES DURING
SCHOOL HOURS

Number of Hours	Number of Teachers Responding							
	Small High School		Medium High School		Large High School		Grand Total	
	Women	Men	Women	Men	Women	Men	Women	Men
$\frac{1}{2}$	-	1	-	1	-	-	0	2
$\frac{3}{4}$	1	-	-	-	-	-	1	0
1	5	1	7	5	1	-	13	6
2	7	3	8	8	-	2	15	13
$2\frac{1}{2}$	-	-	2	-	1	-	3	0
3	4	1	9	4	-	-	13	5
4	2	2	7	3	-	-	9	5
5	6	2	1	5	3	2	10	9
6	-	1	-	-	-	-	0	1
7	-	1	-	-	-	-	0	1
$7\frac{1}{2}$	-	-	1	-	-	-	1	0
8	-	-	-	-	1	-	1	0
10	1	-	-	2	-	2	1	4
15	-	1	-	-	-	-	0	1
20	-	-	-	1	-	2	0	3
50	-	-	-	1	-	-	0	1
Totals	26	13	35	30	6	8	67	51

Table XXIII shows the number of hours which the teachers spent supervising the nonteaching activities during school hours. Two men teachers spent one-half hour supervising nonteaching activities during school hours, one woman spent three-quarters of an hour, 13 women and six men spent one hour, 15 women and 13 men spent two hours, and three women spent two and one-half hours.

Thirteen women and five men teachers spent three hours supervising extra-class activities during school hours, nine women and five men spent four hours, 10 women and nine men

spent five hours, one man teacher in each case spent six and seven hours, one woman teacher in each case spent seven and one-half hours and eight hours, and one woman and four men spent 10 hours.

One man teacher spent 15 hours supervising extra-class activities during school hours, three men teachers spent 20 hours, and one man teacher spent 50 hours.

Table XXIV shows the number of hours which the teachers spent supervising extra-class activities outside of school hours. One teacher in each of the following cases spent one-quarter of an hour, one-half hour, four and one-half hours, seven and one-half hours, eight hours, 12 hours, 18 hours, 30 hours, and 40 hours supervising extra-class activities outside of school hours.

Two teachers in each of the following cases spent one and one-half hour, two and one-half hours, three hours, and seven hours outside of school in the supervision of extra-class activities. Of the remaining teachers who spent time in the supervision of extra-class activities outside of school hours, 15 teachers spent one hour, 21 spent two hours, seven spent four hours, 10 spent five hours, six teachers in each of the following cases spent six hours and ten hours, nine spent 15 hours, and three spent 20 hours. In general, more teachers spent more hours supervising extra-class activities outside of school hours rather than inside school hours.

TABLE XXIV

NUMBER OF HOURS TEACHERS SPENT IN SUPERVISING
EXTRA-CLASS ACTIVITIES OUTSIDE OF SCHOOL HOURS

Number of Hours	Number of Teachers Responding							
	Small High School		Medium High School		Large High School		Grand Total	
	Women	Men	Women	Men	Women	Men	Women	Men
$\frac{1}{4}$	1	-	-	-	-	-	1	0
$\frac{1}{2}$	-	-	-	1	-	-	0	1
1	5	1	3	4	1	1	9	6
$1\frac{1}{2}$	-	-	-	2	-	-	0	2
2	11	2	4	2	-	2	15	6
$2\frac{1}{2}$	-	-	1	1	-	-	1	1
3	1	1	-	-	-	-	1	1
4	5	1	-	1	-	-	5	2
$4\frac{1}{2}$	-	-	1	-	-	-	1	0
5	1	1	2	4	1	1	4	6
6	3	1	-	-	1	1	4	2
7	-	1	-	1	-	-	0	2
$7\frac{1}{2}$	-	-	-	-	1	-	1	0
8	-	-	-	1	-	-	0	1
10	3	2	-	-	1	-	4	2
12	-	1	-	-	-	-	0	1
15	1	2	-	3	1	2	2	7
18	-	-	-	-	-	1	0	1
20	-	2	1	-	-	-	1	2
30	-	-	1	-	-	-	1	0
40	-	-	-	1	-	-	0	1
Totals	31	15	13	21	6	8	50	44

TABLE XXV
 NUMBER OF HOURS A YEAR TEACHERS SPENT
 ON A SEASONAL ACTIVITY

Number of Hours	Number of Teachers Responding							
	Small High School		Medium High School		Large High School		Grand Total	
	Women	Men	Women	Men	Women	Men	Women	Men
10	1	-	2	1	3	-	6	1
15	1	-	1	1	-	1	2	2
20	2	1	1	1	-	1	3	3
25	-	-	1	1	-	1	1	2
30	-	-	1	-	-	-	1	0
40	2	-	-	-	-	1	2	1
50	-	1	-	-	1	-	1	1
60	1	-	-	-	-	-	1	0
75	-	-	1	1	-	-	1	1
80	1	1	-	-	-	-	1	1
100	-	1	-	-	-	-	0	1
160	2	1	-	-	-	-	2	1
225	-	-	-	1	-	1	0	2
300	-	1	-	1	-	-	0	2
425	-	1	-	1	-	-	0	2
480	-	-	-	-	-	1	0	1
940	-	-	-	1	-	-	0	1
1000	-	1	-	-	-	1	0	2
Totals	10	8	7	9	4	7	21	24

Table XXV shows the number of hours a year which the teachers spent supervising a seasonal extra-class activity. One business teacher in each of the following cases spent 25 hours, 60 hours, 100 hours, 480 hours, 940 hours, and 1000 hours supervising a seasonal extra-class activity. Two teachers in each of the following cases spent 50 hours, 75 hours, 80 hours, 225 hours, 300 hours, and 425 hours supervising a seasonal extra-class activity. Of the remaining teachers who supervised an extra-class activity on a seasonal basis, seven spent 10 hours, four spent 15 hours, six spent

TABLE XXVI

RESPONSES TO THE QUESTION OF WHETHER OR NOT THE TIME
SPENT ON TEACHING DUTIES WAS IN PROPORTION TO THE
TIME SPENT ON EXTRA-CLASS ACTIVITIES

Response	Number of Teachers Responding						
	Small High School		Medium High School		Large High School		Grand Total
	Women	Men	Women	Men	Women	Men	
Yes	12	4	12	7	3	5	43
No	36	13	43	31	14	9	146
No Answer	6	-	4	-	-	1	11
Totals	54	17	59	38	17	15	200

20 hours, three teachers in each case spent 30 hours, 40 hours, and 160 hours. Some of the seasonal activities were coaching football, baseball, basketball, softball, hockey, and track.

Table XXVI shows the distribution of responses to Question 6, which asked whether or not the time spent on teaching duties was in proportion to the time spent on extra-class activities. In answer to this question, 43 teachers replied, "yes," while 146 teachers answered, "no," that the time spent on teaching duties was not out of proportion to the time spent on extra-class activities. Ten women teachers failed to answer this question, while one man teacher failed to respond.

Table XXVII shows the distribution of responses to the question of whether or not the teachers preferred a full teaching load with extra pay or an adjusted teaching load with

TABLE XXVII

RESPONSES TO THE QUESTION OF WHETHER OR NOT THE TEACHERS
PREFERRED A FULL TEACHING LOAD WITH EXTRA PAY OR AN
ADJUSTED TEACHING LOAD WITH NO EXTRA PAY FOR
SUPERVISING THE EXTRA-CLASS ACTIVITIES

Response	Number of Teachers Responding						Grand Total
	Small High School		Medium High School		Large High School		
	Women	Men	Women	Men	Women	Men	
Full Load	18	11	16	22	8	11	86
Adjusted Load	24	3	24	9	4	4	68
No Answer	12	3	21	7	3	-	46
Totals	54	19	61	38	15	15	200

no extra pay for supervising the extra-class activities. In response to this question, 86 teachers answered that they preferred a full load with extra pay, and 68 teachers stated that they preferred an adjusted load with no extra pay for supervising the nonteaching activities. Forty-six teachers failed to answer this question.

Table XXVIII shows the types of preparation which the teachers had obtained for supervising the extra-class activities. In answer to this question, 59 teachers stated that they had a course in college, and 59 teachers stated that they participated in a similar extra-class activity in high school. Sixty-four teachers stated that they participated in a similar extra-class activity in college, and 60 teachers stated that they participated in a similar activity in groups outside of the school. Sixty-seven teachers stated

TABLE XXVIII

TYPES OF PREPARATION WHICH THE TEACHERS HAD FOR
SUPERVISING THE EXTRA-CLASS ACTIVITIES

Types of Preparation	Number of Teachers Responding						Grand Total
	Small High School		Medium High School		Large High School		
	Women	Men	Women	Men	Women	Men	
Course in College	14	8	21	9	3	4	59
Participation in activity in High School	17	5	24	7	2	4	59
Participation in activity in College	18	7	21	9	4	5	64
Participation in groups outside of school	17	5	19	5	9	5	60
Participation in similar activity in Business	19	5	20	14	3	6	67
No Preparation	2	2	3	2	1	1	11
No Answer	5	-	7	7	6	4	29
Special Comment	2	3	3	1	1	2	12
Totals	94	35	118	58	25	31	361

that they participated in a similar activity in business. Eleven of the business teachers felt that they had no previous preparation. Twenty-nine teachers failed to answer this question, and 12 teachers made a special comment concerning the question.

Table XIX shows the distribution of opinions of whether or not a course in conducting extra-class activities should be offered in the colleges and the universities. One hundred fourteen teachers were of the opinion that a course in

TABLE XXIX

RESPONSES TO THE QUESTION OF WHETHER OR NOT A COURSE
IN CONDUCTING ACTIVITIES SHOULD BE
OFFERED IN COLLEGE

Response	Number of Teachers Responding						Grand Total
	Small High School		Medium High School		Large High School		
	Women	Men	Women	Men	Women	Men	
Yes	26	13	33	23	11	8	114
No	20	4	20	13	4	7	68
No Answer	8	-	6	2	2	-	18
Totals	54	17	59	38	17	15	200

conducting extra-class activities should be made part of the college curricula, and 68 teachers believed that such a course should not be offered in the colleges. Eighteen of the teachers failed to answer this question.

Table XXX shows the distribution of opinions of whether or not a student teacher should conduct a nonteaching activity while practice teaching. One hundred twenty-three teachers felt that a student teacher should be allowed to conduct a nonteaching activity as part of the practice-teacher training, and 65 teachers believed that the student teacher should not be allowed to conduct such activities. Twelve of the remaining business teachers failed to answer this question.

TABLE XXX

DISTRIBUTION OF OPINIONS OF WHETHER OR NOT A
STUDENT TEACHER SHOULD CONDUCT A NONTEACHING
ACTIVITY WHILE PRACTICE TEACHING

Response	Number of Teachers Responding						Grand Total
	Small High School		Medium High School		Large High School		
	Women	Men	Women	Men	Women	Men	
Yes	27	14	35	26	9	12	123
No	21	3	21	10	7	3	65
No Answer	6	-	3	2	1	-	12
Totals	54	17	59	38	17	15	200

Of the 200 teachers responding, 54 women and 17 men teachers were located in the small schools, 59 women and 38 men were located in the medium schools, and 17 women and 15 men were located in the large schools.

TABLE XXXI

TYPES OF ORGANIZATIONS AND PEOPLE FOR WHOM TEACHERS WERE
ASKED TO DO WORK WITHOUT STUDENT ASSISTANCE

Types of Organizations and People	Number of Teachers Responding						Grand Total
	Small High School		Medium High School		Large High School		
	Women	Men	Women	Men	Women	Men	
Town Officials	9	4	8	4	2	5	32
Charitable Organizations	9	10	14	12	3	8	56
Churches	8	8	16	4	3	5	44
School Officials	18	10	19	13	5	9	74
Other School Departments	8	6	8	5	2	3	32
Other	4	1	2	2	-	1	10
No Such Work	11	4	15	9	5	2	46
No Answer	16	1	13	8	5	5	48
Totals	83	44	95	57	25	38	342

Table XXXI shows the types of organizations and people for whom the business teachers were asked to do work without student assistance. Thirty-two of the teachers did work for various town officials, 56 teachers did work for charitable organizations, and 44 teachers did work for churches. Seventy-four teachers did work for various school officials, 32 did work for other school departments, and 46 teachers stated that they did no such work. Forty-eight of the remaining business teachers failed to answer this question.

Table XXXII shows the number of periods in the school day which the business teachers listed. Twenty-seven teachers stated that they had five periods in the school day, 93

TABLE XXXII
NUMBER OF PERIODS IN THE SCHOOL DAY

Number of Periods	Number of Teachers Responding						Grand Total
	Small High School		Medium High School		Large High School		
	Women	Men	Women	Men	Women	Men	
5	4	3	3	5	8	4	27
6	24	6	28	19	8	8	93
6-7	2	-	-	4	-	-	6
7	19	2	24	10	1	3	59
8	3	5	-	-	-	-	8
No Answer	2	1	4	-	-	-	7
Totals	54	17	59	38	17	15	200

teachers had six periods in the school day, six teachers had from six to seven periods during the school week, 49 teachers had seven periods, and eight teachers had eight periods. Seven teachers failed to answer this question.

Table XXXIII shows the number of periods in the school day which the business teachers taught. The number of periods the teachers taught in the school day ranged from one class period to seven class periods. One teacher taught one period in the school day, 11 teachers taught three periods, three teachers taught from three to four periods during the school week, and 31 teachers taught four periods. One teacher in each of the following cases taught four and one-half periods in the school day and four and four-fifths periods. Six teachers taught from four to five periods during the school week, one teacher taught from four to six periods during the school week, and one hundred six teachers taught five periods

TABLE XXXIII

NUMBER OF PERIODS WHICH THE TEACHERS TAUGHT
DURING THE SCHOOL DAY

Number of Periods	Number of Teachers Responding						Grand Total
	Small High School		Medium High School		Large High School		
	Women	Men	Women	Men	Women	Men	
1	-	-	-	-	1	-	1
3	-	1	-	8	1	1	11
3-4	-	-	2	1	-	-	3
4	2	3	8	7	5	6	31
4 $\frac{1}{2}$	-	-	1	-	-	-	1
4 4/5	-	-	-	1	-	-	1
4-5	1	-	3	-	2	-	6
5	35	8	32	20	8	3	106
5-6	2	-	1	-	1	1	5
6	7	2	4	1	-	3	17
7	2	1	-	-	-	-	3
No Answer	5	2	7	-	-	-	14
Totals	54	17	59	38	17	15	200

in the school day. Five teachers taught from five to six periods in the school week, 17 teachers taught six periods in the school day, 13 teachers taught seven periods, and 14 teachers failed to answer this question.

The following comments from the business teachers participating in this survey were chosen at random to give a sampling of what the teachers felt about nonteaching duties and activities in general.

"In a small high school a person feels responsible for a lot of things that he might consider none of his business in a large school."

"Pay given to teachers for extra work is not comparable to that which would have to be paid if help were hired outside of the school system."

"Too many teachers are doing nonteaching jobs for which they are not trained or qualified, which results in poor work. It is a mere question of doing the job because you are asked to do it."

"I do many of these things because I enjoy doing them. I've found that a teacher can get much closer to his students by spending time with them outside the classroom situation."

"There are too many activities in our school systems today. More effort should be placed in resorting back to the 3 R's. Teen-agers today have so many outside activities that the schools should remove a great number from the list."

"Teaching school today entails entirely too heavy a load of clerical and office work which seriously cuts into classwork time."

"I never expect to see the day when a business teacher does not have to do more than her share of 'extras.' However, after she has been teaching for any length of time, she is apt to learn a few techniques of cutting down some of these 'extras.' For example, he may teach other faculty members how to use the duplicators and letting school officials know when the work is piling up."

"In this high school no teacher is over-loaded with nonteaching activities. If there is a great amount of work, we are all asked to help."

"With a larger school, the nonteaching activities are fewer. In a small school, there is a smaller faculty from which to draw for advisors for an extra-curricular program."

"To my mind, many leave teaching because of the tremendous clerical burdens placed upon them and the preponderance of extra-curricular activities. Teachers like to teach, and the emphasis is more and more on athletics, extra-curricular activities, etc."

"I feel very strongly that if the extra-curricular activities are worth while (and I believe they are) that we should have trained men and women to head up these activities to do the coaching of plays, to run the musicals, to run the clubs, etc. The coaching of athletics is in a separate classification. Such coaches receive extra pay and rightly so."

CHAPTER V

SUMMARY OF FINDINGS

The purpose of this study was to determine the non-teaching duties and responsibilities of high school business teachers in Massachusetts. In conducting this survey the following subordinate problems were included:

1. To determine the nonteaching duties, responsibilities, and activities which high school business teachers sponsor, direct, coach and assist in sponsoring, directing, or coaching in the state of Massachusetts.

2. To determine whether the business teachers receive any pay for the nonteaching duties and activities which they perform.

3. To determine the criteria by which the business teachers are selected to sponsor, direct, or coach the non-teaching activities.

4. To determine the adjustment which the schools made in the program of the business teachers to allow sufficient time to supervise the nonteaching activities.

5. To determine how much time the business teachers spend in out-of-class responsibilities.

6. To determine the extent that colleges or universities train the business teachers for sponsoring, coaching, or directing the nonteaching activities.

7. To determine the nonteaching activities which are performed for the school, school functions, school officials, and organizations outside of the school.

The most important findings based on the result of the survey are presented in this chapter in summary form.

1. The survey report form was sent to 384 high school business teachers in Massachusetts. Thirty-two cities and 18 towns participated in the survey. Two hundred seventy-five replies (71.6 per cent) to the questionnaires were returned.

2. Of the 275 replies received, 174 (63.3 per cent) were from women, 84 (30.9 per cent) were from men, and 16 (5.8 per cent) were from respondents who failed to identify themselves. Fifty-nine (21.5 per cent) of the business teachers reported that they did not have any nonteaching activities.

3. Of the 200 business teachers who supervised and/or assisted in supervising extra-class activities, 74 teachers (37.0 per cent) were responsible for one activity, 40 were responsible for two activities, 49 were responsible for three activities, and 28 were responsible for four activities. Eighteen teachers were responsible for five activities, 15 were responsible for six activities, six were responsible for seven activities, and five were responsible for eight activities. Three teachers were responsible for supervising nine extra-class activities, two teachers were responsible for 10 activities, and one teacher in each of the following cases was responsible for supervising 12, 15, and 19 extra-class activities.

4. Of the 56 teachers who received extra pay for supervising and/or assisting in supervising nonteaching activities, 33 teachers were responsible for one extra-class activity, 14 were responsible for two activities, six were responsible for three activities, and one teacher in each of the following cases was responsible for four, five, and six activities. Coaching sports and keeping the record books for the various school functions were the two most frequently mentioned activities for which the business teachers received extra pay for supervising and/or assisting in supervising.

5. The high school business teachers participated in a variety of 110 nonteaching activities. Fourteen activities were listed by ten or more business teachers as follows: clerical work, dances, typing, mimeographing, record keeping for classes, monitoring in the lunchroom, coaching baseball, supervising the yearbook, acting as class sponsor, keeping the records for the clubs, taking charge of assemblies, charge of the school newspaper, keeping the records for the cafeteria, and coaching basketball. Seventy-seven teachers (29.7 per cent) supervised clerical work, 48 teachers (18.5 per cent) had charge of the monitorial duties in the lunchroom, and 45 teachers supervised typing. Forty-four teachers supervised dances, 44 teachers supervised the mimeographing duties, and 42 teachers were in charge of the record books for the classes. Twenty-eight teachers acted as class sponsor, 22 teachers supervised the yearbook, and 21 teachers had charge of the assemblies. Fourteen teachers had charge of the

record books for the clubs, and 11 teachers had charge of the record books for the cafeteria.

6. The business teachers participated in nine different phases of record keeping. Forty-one teachers (15.9 per cent) had charge of the record books for the classes, 27 teachers had charge of the record books for the clubs, and 18 teachers had charge of the record books for athletics. Thirteen teachers had charge of the record books for the cafeteria, three teachers had charge of the record books for supplies, and one teacher in each of the following instances had charge of the records for the faculty, machines, school, and in general.

7. In 19 instances the business teachers listed that they were chosen by school officials to supervise or assist in supervising the extra-class activities. Clerical work; class sponsor; mimeographing; monitor in the lunchroom; yearbook advisor; record keeping for the classes; typing; dances; assemblies; record keeping for the clubs, the club, and athletics; and the school newspaper were among the extra-class activities listed by 10 or more business teachers who were chosen to supervise and/or assist in supervising the activities because they were chosen by school officials.

8. In 158 instances the business teachers listed that they were chosen to supervise or assist in supervising the extra-class activities because of special training. Clerical work, mimeographing, record keeping for the classes, monitor in the lunchroom, and supervising the typing duties were among

the extra-class activities listed by more than 10 teachers.

9. In 66 instances the business teachers listed that they supervised and/or assisted in supervising extra-class activities because they were assigned or required. The most frequently mentioned activities were clerical work, monitorial duties in the lunchroom, and mimeographing.

10. In 164 instances the business teachers listed that they supervised and assisted in supervising the extra-class activities because of previous experience. Clerical work, monitorial duties in the lunchroom, record books for the clubs, mimeographing, and record books for the classes were the most frequently mentioned activities.

11. In 129 instances the business teachers listed that they supervised and assisted in supervising the extra-class activities because they volunteered. The most frequently mentioned activities were clerical work, record books for the classes, mimeographing, monitorial duties in the lunchroom, typing, and the business club.

12. In 38 instances the business teachers listed that they were chosen to supervise and assist in supervising the extra-class activities by the pupils. Supervising dances, cheerleaders, sponsoring the class, and supervising the monitorial duties were among the most frequently named activities.

13. Sixty-nine teachers (34.1 per cent) felt that their teaching schedules were adjusted to compensate for the time spent in extra-class activities, while 110 teachers did not feel that their schedules were adjusted. Two teachers felt

that their schedules were partially adjusted to compensate for the time spent in nonteaching activities.

14. The average number of periods a week which the business teachers were relieved to supervise the nonteaching activities was five periods a week. The number of activities ranged from one activity to 20 activities.

15. The average number of hours the business teachers spent on nonteaching activities during school hours was five hours a week. The number of hours ranged from one-half an hour to 50 hours.

16. The average time spent in nonteaching activities outside of school hours per week was two hours. The number of hours ranged from one-quarter of an hour to 40 hours per week.

17. The average number of hours a year the teachers spent supervising a seasonal activity was 10 hours. The number of hours ranged from 10 hours a year to 1000 hours a year.

18. Forty-three teachers (21.5 per cent) believed that the time spent on teaching duties was out of proportion to the time spent on nonteaching activities, and 146 teachers (73.0 per cent) did not believe that the time spent on teaching duties was out of proportion to the time spent on nonteaching activities.

19. Eighty-six teachers (43.0 per cent) expressed the opinion that they preferred a full teaching load with extra compensation, and 66 teachers (33.0 per cent) expressed the

opinion that they would prefer an adjusted teaching load with no extra compensation.

20. Sixty-seven of the business teachers reported that they participated in a similar extra-class activity in business, 64 teachers participated in a similar activity in college, and 60 teachers reported that they participated in a similar activity outside of school. Fifty-nine teachers reported that they participated in an extra-class activity similar to the activity supervised in high school, 50 teachers participated in a similar activity in a course in college, and 11 teachers reported that they had no previous preparation for supervising the nonteaching activities.

21. In reference to the question of whether or not a course should be offered in the colleges and universities for the preparation of supervising the nonteaching activities, 114 teachers (57.0 per cent) believed such a course should be offered, and 68 teachers (34.0 per cent) did not believe that such a course should be offered.

22. In answer to the question of whether or not the student teachers should be allowed to conduct a nonteaching activity while practice teaching, 123 teachers (61.5 per cent) felt that the student teacher should be allowed to conduct a nonteaching activity, and 65 (32.5 per cent) of the teachers did not believe the student teacher should conduct a nonteaching activity.

23. The business teachers reported that they did work without student assistance in the following instances: school

officials, charitable organization, churches, town officials, other school department, and other sources which were not named by the teachers.

24. The average number of periods in the school day was six. The number of periods in the school day ranged from five periods to eight periods in the high schools.

25. The average number of periods the business teachers taught in the school day was five periods. The range was from one period to seven periods.

26. While 43 per cent of the business teachers expressed the opinion that extra compensation should be given for supervising the nonteaching activities, only 28 per cent were receiving extra pay at the time of this study. Thirty-three of the respondents felt that their teaching load should be adjusted to compensate for the supervising of the nonteaching duties and activities. These findings indicate that some work needs to be done by teacher organizations for improving the teaching loads and salaries.

BIBLIOGRAPHY

BOOKS

Fretwell, Elbert, K., Extra-Curricular Activities in Secondary Schools, Houghton Mifflin Company, Boston, 1931.

Good, Carter, Editor, Dictionary of Education, McGraw-Hill Book Company, Inc., New York, 1945.

Grim, Paul R., Michaelis, John C., The Student Teacher in the Secondary School, Prentice-Hall, Inc., New York, 1953.

Gruber, Frederick C., Beatty, Thomas, Secondary School Activities, McGraw-Hill Book Company, Inc., New York, 1954.

Jacobson, Paul E., Reavis, William C., and Logsdon, James, Duties of School Principals, Prentice-Hall, Inc., New York, 1943.

Schorling, Raleigh, Student Teaching, McGraw-Hill Book Company, Inc., New York, 1949.

THESES

Costello, Margaret G., A Survey of the Administration of Extra-Curricular Activities and the Extra-Curricular Activities of Business Teachers in the High Schools of Massachusetts and Vermont Having a Pupil Enrollment of Two Hundred or Less in Grades Nine to Twelve, Master's Thesis, Boston University, 1948.

Cowan, Herman C., The Non-Teaching Duties and Responsibilities of Business Teachers in Maine, Master's Thesis, Boston University, 1954.

Fowke, Donald G., A Follow-Up Study of the 1950-1954 Graduates of the Master's Program in Business Education at Boston University, Master's Thesis, Boston University, 1955.

MAGAZINE ARTICLES AND BULLETINS

Allen, James E., "Relationship of Extra-Curricular Activities to Salaries," The Harvard Educational Review, Vol. XXII, Spring, 1952.

Benerd, Gladys, "How Do Pupils Benefit by Participation in the Co-Curricular Program?," The Bulletin of the National Association of Secondary-School Principals, Vol. XXXVII, May, 1953.

Benerd, Gladys, "Let's Accentuate the Positive," School Activities, Vol. XXV, November, 1953.

Douglass, Harl R., "Applying the Revised Douglass Formula for Measuring Load of High School Teachers," Bulletin of the National Association of Secondary-School Principals, Vol. XXXVI, October, 1952.

Garber, Leo O., "Should Teachers Have to Perform Extra-Curricular Duties?," The Nation's Schools, Vol. Ll, December, 1955.

Gordon, Ted, "Add the 'Extras' to 'Class Activities,'" School Activities, Vol. XXXI, February, 1955.

Graber, Ralph E., "How Extensive an Everyday Program in the Junior High School," National Association of Secondary-School Principal's Bulletin, Vol. XXXVI, March, 1952.

McCalin, Warren J., "The Practice of Extra Pay in Secondary Schools," National Association of Secondary-School Principal's Bulletin, Vol. XXXVIII, October, 1954.

Miller, Paul, "How Can We Administer a Program for All Students' Activities," National Association of Secondary-School Principal's Bulletin, Vol. XXXIV, April, 1950.

Reavis, William, "Organized Extra-Curricular Activities," The High School Journal, Vol. XXXIV, May, 1951.

Shark, Earl, C., "Sponsoring the Extracurricular Activities," School Activities, Vol. XXVII, March, 1956.

Steeves, Frank L., "Student Teaching in Extra-Curricular Activities," School Activities, Vol. XXV, February, 1954.

Sterner, William S., "Preparation of Sponsors of Pupil Activities," School Activities, Vol. XXIII, May, 1951.

Story, M. L., "Student Teachers as Subsponsors," School Activities, Vol. XXII, April, 1951.

Tompkins, Ellsworth, "Desirable and Undesirable Policies for Extra-Curricular Activities," School Activities, Vol. XXVI, February, 1955.

Ulrick E., "A Plan for Democratic Administration of a High School," School Activities, Vol. XXIII, November, 1951.

"What About Extra-Compensation For Additional School Services," The American School Board Journal, Vol. CXXI, September, 1950.

APPENDIX

17 South Gateway
Winchester, Massachusetts

December 31, 1955

Dear

At the present time, I am a graduate student at Boston University working for my Master's Degree in Business Education under the direction of Professor Lester I. Sluder.

The problem I have chosen for my Master's thesis is "The Nonteaching Duties and Responsibilities of High School Business Teachers in Massachusetts." You will agree with me, I am sure, that this study is a pertinent one to Business Education. Therefore, for the preparation of such a study, I am wondering if you would be kind enough to review the enclosed survey report form which accompanies this letter. I should appreciate your filling out this survey report form and returning it in the self-addressed envelope which is enclosed as soon as possible in order that I may assemble my data.

This information will be held in strictest confidence and will appear in tabulated form only.

Your cooperation will be greatly appreciated.

Sincerely yours,

Tomasina Antonuccio

Enclosure

SURVEY OF THE NON-TEACHING DUTIES AND RESPONSIBILITIES
OF HIGH SCHOOL BUSINESS TEACHERS IN MASSACHUSETTS

Town
City

Name of School _____

Name of Person Responding _____

For the purposes of this survey report the term "non-teaching duties, responsibilities, and activities" is interpreted as (1) Acting as coach or assistant coach for athletic teams, (2) Sponsoring or assisting in sponsoring other extra-curricular activities, (3) Directing, and/or assisting the students in doing work for organizations either connected with the school or outside of the school during regular school hours or after school hours, (4) Doing work for the school, work in which the pupils neither aid nor participate, (5) Doing work for the school with student assistance. In this report, sponsor can also refer to coaching or directing non-teaching activities.

- 1a. Check in column 1 below which non-teaching activities you sponsor, direct, or coach.
- b. Check in column 2 below which non-teaching activities you assist in sponsoring, directing, or coaching.
- c. Place a check in column 3 to indicate whether you receive pay for sponsoring non-teaching activities.
- d. Indicate the reason you were chosen to direct, sponsor, or coach the non-teaching activities by placing the correct figure opposite the non-teaching activities you checked in column 1.

Non-teaching Activity (1)	Assisting in Sponsoring, Coaching, or Directing (2)	Check if a Paid Non-teaching Activity (3)	Reason for Sponsoring, Coaching, or Directing Activity (4)
1. Assemblies			Special Training
2. Band			Previous Experience
3. Baseball			Chosen by Pupils
4. Basketball			Chosen by other School
5. Bowling			Officials
6. Business Club			You Volunteered
7. Cheerleaders			Other
8. Chorus			
9. Class sponsor			
10. Clerical work			
11. Contest			
12. Dances			
13. Debating			
14. Dramatics			
15. Football			
16. Monitor-lunchroom			
17. Mimeographing			
18. Orchestra			
19. Record Keeping			
a. for athletics			
b. for cafeteria			
c. for classes			
d. for club			
20. School newspaper			
21. Soccer			
22. Softball			
23. Tennis			
24. Track			
25. Typing			
26. Yearbook			
27. Volleyball			
28. Other _____			
29. _____			
30. _____			
31. _____			
32. _____			
33. _____			

2. Is your teaching schedule adjusted to allow you sufficient time to sponsor your non-teaching activities?
 Yes
 No
3. If you answered "yes" to number 2, indicate the number of periods a week you are relieved of teaching duties to cover the time spent on non-teaching activities.
 _____ Number of periods a week
4. How many hours a week do you spend on non-teaching activities?
 During school hours
 Outside of school hours
5. If a seasonal non-teaching activity list the number of hours a year you spend on it.
 _____ Number of hours a year
6. Do you consider the amount of time you spend on non-teaching activities to be out of proportion to the amount of time you spend on teaching duties?
 Yes
 No
7. Check the following alternative you would prefer as sponsor of non-teaching activities.
 An adjusted teaching load with no extra pay
 A full teaching load with extra pay for non-teaching activities
8. What preparation have you had for sponsoring the non-teaching activities?
 Course in College
 Participation in activity in high school
 Participation in activity in college
 Participation in activity in groups outside of school
 Participation in similiar activities in business
 Other _____
9. Do you feel that a course in conducting non-teaching activities should be a part of teacher training?
 Yes
 No
10. Do you think it advisable for a practice teacher to help sponsor a non-teaching activity?
 Yes
 No
11. Are you ever asked to do work for the following without student assistance?
 Town Officials
 Charitable Organizations
 Churches
 School Officials
 Other School Departments
 Other _____
12. Indicate the following in the spaces provided:
 _____ Number of periods in school day
 _____ Number of periods you teach daily
 _____ Number of pupils in school

Comments _____

TEXT OF FOLLOW-UP
CARD

17 South Gateway
Winchester, Massachusetts

February 5, 1956

Dear Business Teacher:

On December 31, 1955, I sent you a survey form concerning the nonteaching duties and responsibilities of high school business teachers in Massachusetts. Because I have not as yet received your report, I am wondering if you would take a few minutes of your valuable time to answer this survey and return it to me in the enclosed self-addressed envelope. For your convenience in answering this report, I am also enclosing a survey report form.

Since my survey data is in the process of being calculated, I would appreciate tremendously your sending me this information as soon as possible.

Thank you for your kindness. Your efforts will be greatly appreciated.

Sincerely,

Tomasina Antonuccio

Enclosures: 2