

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

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SIGNIFICANT SCHOOL EXTENSION RECORDS

HOW TO SECURE THEM

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,

Washington, September 20, 1915.

SIR: Within the past few years there has been a very remarkable increase in public school extension and the wider use of school buildings and equipment. This extension work has taken many forms, all of which, however, are intended to be supplementary to the regular school work. In order that records of this work may be kept and that teachers, school officers, and students of education may be able to compare the school extension work of one city with that of another, it is very desirable that there shall be some uniform system of records. At my request such a system has been worked out very carefully by Mr. Clarence Arthur Perry, of the Russell Sage Foundation. This Bureau has undertaken to provide the proper blanks for use in working out this system, and Mr. Perry has had the hearty cooperation, advice, and suggestions of many school superintendents and their assistants. I recommend that this manuscript be published as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

SIGNIFICANT SCHOOL EXTENSION RECORDS.

UNIFORMITY IN RECORD KEEPING.

A manufacturer of pig iron computes his cost per ton in exactly the same way year after year, because such figures faithfully mirror the efficiency of his producing plant. If cost per unit does not decrease with increase of output, something is generally wrong and an examination is started. But change the method of figuring costs and his system is at once put out of joint. In no field of production is there an unvarying level of per unit cost. New refinements of process, new economies in operation are continually appearing, and unless the records of output or results kept before the changes are precisely comparable with those kept afterwards, the value of the improvements can not be correctly appraised.

A manufacturer not only insists upon uniformity in the *successive* computations of his costs, but he would pay a very liberal price if his business competitors would use *his* method in calculating their costs and let him have the figures. The advantage of knowing a rival's cost figures, which is so eagerly sought and so seldom attained by the private entrepreneur, may be enjoyed freely and openly by public-service administrators if they but observe a very simple requirement. They have only to agree upon what facts about their common operations they all desire to know, to put into practice in their own offices indubitable methods of collecting the data agreed upon, and to transmit them to the central tabulating and publishing agency.

School extension officials have as yet received no appreciable benefit from the statistics of systems other than their own, because the data published in the various offices are not comparable. A city's statistics for one year can be compared with its own figures for previous years, but seldom with those put out by any other city. Whether city A, with its form of administration, makes one dollar accomplish greater, equal, or smaller results than city B obtains from the same amount of money with its kind of machinery nobody can tell from the reports at present published.

A notion is abroad that there are two kinds of statistics, one set for publication and another for administration, and that they are necessarily different in nature. It is because this fallacious idea has

been so generally put into practice that statistics have been stigmatized as "dry." As a matter of fact, few figures are more intrinsically interesting than those which heads of great corporations demand of their engineers and statisticians and upon which they rely so largely for guidance in the conduct of their businesses. Unless data enable the beholder to grasp easily and quickly the vital facts of an operation, its cost in human effort, and its results in human happiness, they are worthless to both the student and the administrator. They can not be of value for the direction of the enterprise without having a meaning for the investigator and the historian.

Agreement upon the vital and recordable facts in school extension has not yet been feasible, because its activities are still so varied and unstandardized. With the maturing of after-school systems, however, programs will become more and more alike in fundamentals, and the ideas of administrators as to the facts that should be recorded will gradually approach agreement. But by that time the local record-keeping methods will have become so crystallized and so embedded in administrative machinery that bringing them into conformity with a uniform system will be a painful and difficult task. And the past data will not often be comparable with those which are collected after standardization has taken place. So, while any attempt to promote agreement and uniformity in school-extension record keeping at this early stage must necessarily be beset with many obstacles, any progress that may be made is bound to reduce the strain of future readjustments and to hasten the benefits of standardized reports.

Agreement among the authorities upon the recordable and desirable facts of school-extension work, which is the first step in the securing of uniform records, might have been sought by means of the questionnaire method. It did not seem, however, a hopeful way of beginning. The terminology in this field is still unfixed, the experience of administrators is widely varied, and the undertakings in many municipalities are as yet entirely too tentative in organization to make it at all probable that a sound consensus of opinion could be obtained through a circularization of the officials in charge.

The only other way of initiating a movement for uniform records is represented by the present endeavor. It consists of a tentative definition of the school-extension facts which are deemed worthy of systematic collection, an explanation of their worthiness, and a series of blank forms designed to facilitate the keeping of the suggested records.

Many of the kinds of school-extension facts which are defined herein were used in a recent bulletin of this bureau, entitled "The Extension of Public Education,"¹ and some notion of their significance and value

¹ Bulletin, 1913, No. 28.

SIGNIFICANT SCHOOL EXTENSION RECORDS

can be obtained by a perusal of that study. It is believed, however, that school officials will be best able to pass upon the merits and the defects of this scheme of record keeping only after having put it into full operation in their own systems. To make the data which individual systems may collect of use to all administrators, the Bureau of Education will collate and publish them in its annual reports. For this purpose a new questionnaire form, entitled "School Extension," has been devised,¹ and will be sent to superintendents of schools with the bureau's other annual blank forms, beginning with the scholastic year ending June, 1916.

In deciding what kinds of data should be included in the suggested schedule about to be set forth, several principles believed to be of fundamental importance were adhered to. It will be necessary to state these before the proposed schedule can be intelligently considered.

BASIC CONSIDERATIONS.

1. A school-extension report is the board of education's statement concerning the service of the school plant to the public over and above that which is traditionally expected from it. Such an account may therefore properly take cognizance of every occasion occurring upon school premises outside of the regular school hours.

2. The following circumstances do not detract from the value of an occasion as a form of school-plant utilization: That it was—

- (a) Attended solely by the regular pupils.
- (b) The meeting of an exclusive organization.
- (c) The result of an unsolicited or unprompted application from an outside organization.
- (d) Open only to those who paid an admission fee.
- (e) Of a miscellaneous nature and unconnected with the work of the school.
- (f) One of a series devoted to a systematic educational undertaking closely related to the main work of the school.

In other words, any gathering of persons within school buildings for a specific purpose constitutes a reportable utilization.

3. Miscellaneous lettings of school accommodations to outside organizations are just as worthy of report as the occasions which are organized by school officials. If a ward improvement association is allowed to hold its meetings in a schoolhouse, it is a public service. If a private society hires a building at a rental which affords a profit, this helps, however little, to reduce the cost of school maintenance. So that, regardless of purpose, the use of school property outside of the regular academic periods means additional dividends secured from an immense public investment, and a statement of the gross amount of such realization is a fact of fundamental interest.

School boards which attract outside organizations through hospitable letting regulations should avail themselves of the credit and approbation to which such larger use entitles them. They can secure their just deserts on this score only by making a full report of the facts to the public.

4. A complete school-extension report should include a summary of the regular evening-school work for the following reasons: (a) Evening school takes place in the marginal period. (b) There is a tendency to introduce social, recreational, and other extension activities into the evening-school program. (c) Some cities have charged the evening-school staff with the administration of the extension activities. (d) Administrative economy will some day insist that all the evening activities in a school building be conducted by a single-headed staff.

5. In large systems having separate departments for evening schools, lectures, after-school athletics, and other extension activities the school board should arrange for the compilation of a correlated report covering all of the after-school utilization. In that way only can the totality of the educational service rendered be made comprehensible to the public.

6. No use can be made of the terms "social center," "recreation center," "community center," "civic center," and the like, because these names do not connote a uniform and definite content of activity in the minds of school-extension workers throughout the country.

THE RECORDABLE AND DESIRABLE FACTS.

1. *The number of schools open after 6 p. m., and the number of times.* (And the same for the period after dismissal and before 6 p. m.).—This calls for a bald statement of the amount of extra service rendered by school property without any confusing details regarding the character of the after-school occasions. To say, however, of a given school system that during the year eleven buildings were open 100 times after 6 p. m., twelve 91 times, thirteen 74 times, fifteen 63 times, eighteen 29 times, and nine 5 times might be strictly accurate, but it would be a cumbersome and not very intelligible statement. Its awkwardness would become still more apparent if another similarly varied statement were placed beside it for the purpose of comparison. To give these facts in terms of number of schools which were open the various times a week, from one to six, would be a simpler and more comprehensible way, and entirely satisfactory if the length of the period reported upon were precisely the same in all cases. But most schools vary as respects both the frequency of evening events and the duration of the season of extension activity. Between the schools of the different cities also the variation upon these points is wide and constant.

A practical way out of the difficulty is that of making a few arbitrary groupings of all the possible numbers of times a building could be open after 6 p. m. during a school year, groupings which would be capable, when desired, of being translated into significant and easily comprehended terms. The groupings to be presented are based upon an assumed school-extension season of 30 weeks. Since organized extension work seldom gets under way until several weeks after the opening of school in the fall and is rarely continued into June, it was believed that this length of season would yield the best results. With 30 weeks as a common denominator, it is then practical to translate all the possible times open during the year into approximately equivalent times open per week—which means ever so much more to the ordinary human understanding. The groupings and their equivalents are shown in the following table:

Equivalents on the basis of a 30-week season.

Times open during year.	Times open per week.
29 or less.....	Less than one.
30 to 44.....	One.
45 to 74.....	Two.
75 to 104.....	Three.
105 to 134.....	Four.
135 to 164.....	Five.
165 to 194.....	Six.
195 or more.....	More than six.

According to this scheme, schools which were open six nights a week for 15 weeks might appear in published tables in the three-times-a-week class. Such a rating would not at first appear either fair or satisfactorily descriptive of the actual situation, but when it was remembered that the comparison was purely quantitative, it would be granted that the above-mentioned group was rightly placed in the same class with schools which were open, say, three times a week for 30 weeks. A greater unfairness might be worked by the grossness of the group divisions. Rating a school open 43 times in the once-a-week class would cause some injustice, but it might be offset by a school open 47 times which got into the twice-a-week class, and in the systems where many schools were entered such roughnesses would generally be fairly well smoothed out. The smaller cities might indeed suffer unfairness at times, but it seems impossible to formulate a significant classification without some sacrifice of the truth.

The value of this method will become more apparent in an illustrative example. Suppose we present in tabular form (Table 1) the fictitious records of 13 cities all translated, according to the 30-week schedule, into the terms of times open a week.

TABLE 1.—Times schools were open for outside activities.

Cities.	Schools open specified times a week.								All schools.	Schools open three or more times a week.	
	More than six.	Six.	Five.	Four.	Three.	Two.	One.	Less than one.		Number.	Per cent of all schools.
A.....		1	2	5	20	41	32	19	120	28	21
B.....					5	10	30	55	55	6	11
C.....	1	10	4	6	90	39	100	60	300	111	37
D.....		3	4	3	20	50	40	60	180	30	17
E.....	10	50	5	5	200	100	150	80	600	270	45
F.....					5	20	40	25	90	5	6
G.....					5	10	20	2	40	8	20
H.....			6	7	20	80	50	50	213	83	15
I.....		1	2	3	17	20	40	40	123	23	19
J.....		3	7	5	10	25	50	150	250	25	10
K.....					3	17	20	20	60	3	5
L.....			2	3			80	15	100	5	5
M.....			3		4		23	40	70	7	10
N.....											
Total.....	11	68	35	37	403	402	665	581	2,202		
Per cent.....	0.5	3	2	2	18.5	18	30	26	100		

We should then be able to see at a glance how the several cities stood when all were reduced to a common denominator. From the totals we should learn that, altogether, the majority (or 30 per cent) of the schools were open only once a week, though 3 per cent reached as high as six times a week and 26 per cent were open three or more times a week.

If we wanted to make a closer intercity comparison, we could fix upon some frequency that seemed specially significant and compute for each city the proportion of its schools which had attained that standard. Such a calculation is presented in Table 1. A frequency of three or more times a week has been taken as a criterion, and according to the figures city E leads with 45 per cent, city C is second, and city G is third, while cities L and M stand at the bottom.

Data upon the amount of after-school utilization, when presented in this form, are susceptible also to other methods of comparison. They are easily collected if every after-school occasion is systematically recorded under its proper date.

2. *How much extension work was accomplished.*—What is the measure of extension work? According to the statistics usually given in social-center reports the prevalent opinion is apparently that the amount of extension activity is expressed by the attendance produced. But does a neighborhood meeting of 300 people necessarily represent 10 times the effort required in bringing about a full boys' club meeting of 30 members? Might not the effort be indeed about the same in both cases? Are there not certain occasions, such as classes, handicraft groups, and club dances, which are limited as respects numbers by their form of organization? Surely, aggregate attendance alone could not be fairly used in comparing on the score

of efficiency a school center running motion-picture shows with one devoted entirely to club work.

The object of administrative energy in school extension is always to bring a group together. Library and employment bureau staffs and election officials do indeed deal with individuals, but these constitute about the only exception to the group rule. By "group" is meant a class, an audience, a club meeting, a party, or any other collection of individuals who are participating in or engaged by the same series of events. One meeting of one group is a *group occasion*, and it is this expression which seems best fitted to serve as the unit of product in any attempt to measure output or accomplishment in this field. The total number of group occasions held during a given period at a school center is, it is believed, a more significant general summary of the work performed than the aggregate attendance.

A group ordinarily corresponds to the people gathered in one room. Two lectures to two distinct audiences never go on simultaneously in the same auditorium. Two classes may indeed crowd together into the same classroom, but in such a case, they always join in the same exercise and become one group. Gymnasium classes often break up into squads, but here the whole class, not the squad, constitutes the group, since it is the complete object of the organizing energy expended upon the occasion. If in a large hall or a basement play-room two sets of people were doing different things under different leaders, they would constitute two groups. The criterion is always whether or not all the members of the body are engaged, either as participants or as spectators, by the same series of events.

A group, as a rule, holds only one main occasion an evening. As lectures, dances, basket-ball games, public discussions, and club meetings usually go, only one is held in a given room during an evening. In the afternoon interval, between dismissal and 6 p. m., there is usually time for but one occasion in the same place. Throughout the country these afternoon or evening happenings in schoolhouses generally last around an hour and a half or two hours, so that in respect to duration the group occasion makes a fairly uniform unit of measurement.

Group occasions are easily recorded. For a regular evening school the total number of group occasions is the sum of the total number of meetings held by each class. In a lecture course the whole number of lectures held is the number of group occasions. In a word, the record for any one group is the number of evenings, or afternoons, or both, on which they have met during the period covered by the report.

3. *The classification of group occasions.*—The variety of the events which are taking place in schoolhouses is so great that to inventory all of them and to report the total number of occasions of each particular kind would be an exceedingly laborious process, and, besides,

the results thus gained would be unwieldy and of little value for comparative purposes. - To state the total of group occasions, on the other hand, and give no description of their character is not sufficiently informative. What is needed is a division of the various activities into classes such that each includes all those which exercise the same general human effect and show a similarity of procedure or organization. Each class should represent a line of activity as distinct as possible both externally and internally from all the others and there should be as few classes as may be consistent with a comprehensive classification.

In gathering and presenting the material of the previously mentioned bulletin on The Extension of Public Education, a classification of extension activities was used which proved so workable and so significant that it was deemed worthy of employment in the suggested schedule.

Classes of activities.

Code letter.	Activity.	Dominant effect.
NS.....	Night school.....	Cultural.
L.....	Lectures.....	
E.....	Entertainments (concerts, etc.).....	
SM.....	Society meetings (adults).....	Civic.
CM.....	Civic occasions, mass meetings, public discussions.....	
A.....	Athletics, gymnastics, bathing, active games, or folk dancing.....	Recreational.
C.....	Clubs (social, athletic, etc.) or groups (musical, handicraft, etc.).....	
R.....	Rooms open for quiet games, reading, or study.....	Social.
D.....	Dancing (social).....	
S.....	Social occasions (parties, banquets, etc.).....	

When the list of the lines of activity in the above classification was first written down, it was found that without changing the order they fell naturally into groups having more or less dominant effects. Of course this grouping can not be pushed too far. The study room and musical groups oftentimes would be considered to be more obviously cultural than recreational in their effect. Study rooms and musical or handicraft groups are placed where they are because of the similarity of organization to the other activities in their respective classes. The labels, "cultural," "civic," etc., therefore are to be regarded, not as guides, but as coarsely interpretative of the more conspicuous effects of the various lines of activity to which they are attached.

Alliterative code letters are employed in the belief that they are more quickly memorized than numerals and practically as easy to write. The purpose of the code letter is to facilitate separating and labeling the different parts of a program for the evening report.

In the application of this classification a group occasion is labeled according to the line of activity which occupied it during the larger portion of the evening. A parent-teacher association might have a regular meeting and a lecture the same evening. In that case it should not be credited with the two lines of activity, but classed

either as a lecture or a meeting, according to which event occupied the group the major part of the evening. In the same way, a young people's club might have its meeting and a social dance the same evening. If the dancing came at the close, or was incidental to the club meeting, it would be grouped under (C) club work; if the dance was the main feature of the occasion, it would be classified under (D) dancing.

In some systems local administrative needs will doubtless make it desirable to record the names or some other details regarding certain occasions. For this purpose additional space can be set aside on the reporting blanks. The specific names of occasions and other information thus recorded will of course not enter into the uniform reports.

4. *The amount of effort put forth.*—The two previous sections were concerned with the statement of how much work was accomplished. Next comes the question of recording the energy which went into the stated accomplishment. The unit of effort proposed here is that of one evening's work of one person. The record of the effort expended, therefore, is simply the record of attendance of the workers. The total amount of effort for the year is found by summing the evenings of service rendered by each of the workers in attendance. The only subdivision required for the uniform report is that of "paid" and "volunteer," and this record is made simply by writing "V" after the names of the volunteers, all other workers being considered paid workers. Assistants employed by voluntary associations or compensated out of private funds should be included among the paid workers. The compensation¹ they receive will appear in the financial statement as a donation. This record is all that is required under this head for the bureau's school-extension questionnaire.

Important administrative needs will, however, be met by correlating the records of workers with the group occasions they conduct or produce. Records kept this way will enable the supervisor to say what workers produced what amounts of work, and they will be of service to him in rating the staff for promotion. Furthermore, if the group occasions are correlated with their respective workers, it will be possible to make an accurate analysis of the cost of the various lines of activity. For example, suppose there is a record of one evening's work—a dance and some club meetings—in a certain school, like the following:

TABLE 2.—Record of one evening's work.

Workers.	Groups.	Activity.	Attendance.
Brown (\$4).....	1	D	300
Jones (\$2).....		D	300
Smith (\$2.50).....	7	C	210
Janitor (\$2).....		C	210
Total, 4 (\$10.50).....	8		810

¹ See the exception to this rule which is made on p. 22.

The amounts in parentheses are nightly wages. If the janitorial expense be divided equally between the two activities the following financial statement can be made:

TABLE 3.—Cost of one evening's work.

Activities.	Total cost.	Cost per group.	Per capita cost.
Dancing.....	\$7.00	\$7.00	Cents. 24
Club work.....	2.50	.50	11

This instance also shows how the record of Smith could be compared with the record of some other worker in the same line of activity, but at the same time it illustrates the difficulty there would be in comparing in the same way the work of Jones, because his results are merged with those of Brown. The results achieved by the pair, however, could be compared with those of another pair in the same field. Another advantage of this form of record is that it shows in what lines of activity volunteers can be used and in what degree. This information can only be obtained by plainly relating work to worker. Undertakings in which, at first sight, such correlation seems impracticable should be looked into more closely. It may be found that the real trouble is looseness of organization.

Some difficulty will doubtless be experienced in determining how many workers should be credited with the production of a miscellaneous meeting, concert, or entertainment. As a general rule it can be laid down that all the persons who managed or directed the program, plus such people as the ticket taker, the stereopticon operator, and the janitor or engineer, should be included in the number of workers for the given occasion. The performers in a concert or entertainment have the same status as the players in a basket-ball game attended by spectators. In the case of a meeting of a parent-teacher association or a ward improvement organization, the presiding officer and secretary plus the janitor should be recorded. In general, the rule would be that all persons present except performers who were indispensable for carrying on at the time the activity which attracted the audience should be counted as workers on that occasion. It may not at first seem important to keep a record of these details in regard to the many miscellaneous occasions which occur in public school buildings during the year, but, as has already been pointed out, these affairs do constitute a considerable part of extension activity, and some record of them is necessary for a comprehensive statement of the afterclass utilization. One dimension of a miscellaneous occasion is the number of the persons who produced it.

5. *The reach of the extension work.*—How many people enjoyed its benefits? The answer to this question must be sought in the attendance records. The best way of securing attendance data is to ask the workers to furnish the figures for their respective groups. A correlation of worker, group, and attendance was shown in the illustrative tables presented above. The aggregate attendance at an occasion is obtained by summing the attendance of the various groups which make up the occasion.

Attendance records are often difficult to obtain, and for that reason they are not asked for in the bureau's school-extension questionnaire. They are, however, needed for intelligent administration and constitute valuable material for publicity purposes. In a detailed study of the work at a school center it would be helpful to have the attendance records subdivided according to sex and age groups, but this is a difficult procedure, and in respect to age groups can ordinarily only be approximated. Some knowledge, however, of the ages of those who attend, for example, motion-picture performances, is often needed. While a passive amusement, such as that afforded by the motion pictures, is a desirable recreation for an adult who has devoted the day to muscular labor, it can be too immoderately indulged in by youths and children, whose leisure might more profitably be devoted to active occupations.

In some school-extension systems it will be desirable on occasion to ascertain the total number of different individuals whose lives are touched by the school-center activities. Such a study can only be made through some sort of registration scheme, a procedure which would be too burdensome for many systems to undertake, especially in the early stages of their work.

6. *The maintenance cost.*—The monetary expenditure involved in producing an event is a matter of interest, because money is transmuted human effort. The energy used in producing an activity once shows what it will cost approximately to produce it again. Is it worth the effort? The question can not be answered until the amount of the first or preceding effort is known in comprehensible terms, that is to say, in the terms of money.

As ordinarily computed, the cost of maintaining extension activities includes salaries, equipment, supplies, and janitorial expenses. Of course, there are also extra expenditures in connection with the heating and lighting of the building, but these as well as the depreciation in building value and the interest on the investment are not ordinarily figured in on account of the difficulty of calculation.

Extension work, even though conducted by the municipality, often receives some private support, either in the form of direct money contributions or of gratuitous service. When a volunteer assistant

is paid by an outside organization, the salary of this worker should be reckoned as a donation. The value of distinguishing between the public and the private funds consumed in extension work lies in the information which such data furnish as to how the financial burden is distributed among the taxpayers.

Occasionally a local association which conducts extension activities has its headquarters in the school where it functions. When such an organization derives its operating funds from pay entertainments, club fees, and other profitable activities carried on within the school premises, its receipts and disbursements should not be included in the financial statement of the school's extension work. If this organization were, however, promoted and conducted by a paid organizer, his salary, or such part of it as represented the portion of his time given to the organization in question, should be included in the maintenance cost. The distinction here arises from the consideration that a neighborhood organization of this character, which organizes and assumes responsibility for the recreational life of its people, is considered an end in itself rather than as a means of extension effort.

A record should be kept of all fees received during the year from the rental of school buildings for after-school use. Items of cost may be computed monthly or at the end of the year, but some record should be made of all items of expenditure or income at the time they occur.

EVENING SCHOOLS.

Ordinarily no records of the evening schools will need to be kept upon school extension blanks during the progress of the season, since the records usually kept by evening school officials will be adequate for filling in the data required for the summary of the extension work at the end of the year.

AFTERNOON EXTENSION ACTIVITIES.

Regarding the occasions taking place after dismissal and before 6 p. m., it is thought that of these it would be worth while to record only their number, the number of the groups attending, and the distribution of the group occasions among the classes of activities.

SUMMARY.

The requirements of the school-extension schedule set forth above may be summarily enumerated as follows: (All, *except those in parentheses*, are needed to answer the Bureau of Education's questionnaire upon school extension.)

(1) A dated record, with name of school, of each after-school occasion, indicating whether before or after 6 p. m.

(2) The number (and the names) of the workers in attendance at each after-school occasion, subdivided according to "paid" and "volunteer."

(3) The number of distinct groups in attendance upon each occasion.

(4) Group occasions labeled and recorded in accordance with the uniform classification of activities.

(5) (Attendance recorded by groups.)

(6) (Group occasions related to the respective workers.)

(7) A record of the salaries of workers and supervisors, including janitors, and of the expenditures for supplies and equipment occasioned by after-school activities. In addition a record of all funds used in the maintenance of extension activities which were received from private sources, including the compensation of workers hired and contributed by voluntary associations.

(8) A record of the rentals accruing from the letting of school accommodations to outside organizations.

SUGGESTED BLANK FORMS.

The forms on pages 20, 21, 23, 24, 25, and 31 have been designed to carry out the ideas expressed in the foregoing pages. School officials who adopt them may sometimes wish to modify them slightly to fit local needs. The changes should not, however, be such as to vitiate the essential principles of the method. Samples of two of the forms—the daily and the monthly Uniform School Extension Record blanks—can be obtained by application to the Commissioner of Education, Washington, D. C.

UNIFORM SCHOOL EXTENSION RECORD—DAILY.

This blank, a copy of which, filled in with fictitious data, is shown on pages 20 and 21, is printed on a thin sheet, 8 by 10½ inches, and bound in pad form, with directions (see copy of these in Appendix B) printed on the cover. By the use of a carbon duplicate, copies can be made of all reports. The filling in can be done by the principal, director, or any other competent person. The blank is specially designed to meet the requirement of a report to the central office upon each occasion, as soon as it occurs, and provides for a definite correlation of the worker, group, activity, and attendance.

In entering the names of workers, initials can be omitted after the first report or used in the place of names in cases where this can be done without loss of clearness. The making of the report will be facilitated and administrative efficiency will be favored if the director can ask each worker who is in charge of a group to furnish him, at the end of the evening, a brief penciled statement of his work on a

UNIFORM SCHOOL EXTENSION RECORD (DAILY). ACTIVITIES AFTER 6 P. M.

STUDY DIRECTIONS BEFORE
MAKING ANY ENTRIES.

CITY, Any town. STATE, A. S. SCHOOL, Horace Mann. DATE, January 1, 1916.

CLASSES OF ACTIVITIES AND THEIR CODE LETTERS.

NS=Night school. L=Lectures. E=Entertainments (concerts, etc.). SM=Society meetings (adult).	CM=Civic occasions, mass meetings, public discussions. A=Athletics, gymnastics, bathing, active games, or folk dancing. C=Clubs (social, athletic, etc.) or groups (musical, handicraft, etc.).	R=Rooms open for quiet games, reading, or study. D=Dancing (social). S=Social occasions (parties, banquets, etc.).
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A "group" is a collection of individuals who are participating in or engaged by the same series of events. Ordinarily the persons in one room constitute one group.

(1) WORKERS. (Report all workers present, putting names of those having same group on adjoining lines and covering with bracket. Mark volunteers "V.") C. Robinson, in charge.	(2) GROUPS. (Opposite each worker, or set of workers, write the number of groups conducted.)	(3) ACTIVITY. (Write proper code letter on the line with each group entry.)	(4) ATTENDANCE. (Enter for each group, no person counted twice.)	(5) MISCELLANEOUS.
Chairman..... V. Operator..... Ticket taker..... V. Floral..... V. Chairman..... V. Secretary..... V.		F. S. M.	6 1/2 3 1/2	Making Picture Committee of Parent-Teacher Association pay operator and other expenses from door receipts. Ward Improvement Association (special meeting).

SIGNIFICANT SCHOOL EXTENSION RECORDS.

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Box ①	1	A	31	Boys, 3; Girls, 30.
Doc	4	C	64	
Robinson	1	R	80	
Brown ①	}			
3 Chaperones . . V		D	62	{ Dressing Gowns and Aprons in Clubs. Music Provided by Dance Committee of Parent-Teacher Association.
3 Musicians				
Junior				
Engineer				

REMARKS: ① Box 30 minutes late. ② C. N. Brown, substitute, \$1.40 per evening. Ward Improvement Association wish to transfer their meeting place to eighth-grade room on third floor. Desired room is not wired for electric lights. They will pay extra expense if there are no funds in budget. Please advise.

C. ROBINSON, Director.

printed form like that shown herewith. Pads of such blanks could be made up very cheaply. Their use would automatically induce definiteness in arranging the work and give a businesslike tone to the whole undertaking.

..... 191.	
Groups	.....
Activity	.....
Attendance	.....
Name	.....
Other workers	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>

No specified space is allotted in this form, or any of those to follow, for financial data. Salaries are paid and all disbursements for equipment and supplies are usually made from the central office, so that it is always in possession of such data and there is no necessity for bothering the local staff to report upon them. In the case, however, of an extension undertaking maintained by a voluntary organization any sums paid out in salaries or donated for supplies and equipment which had not gone through the central office could be reported in the Miscellaneous column or under "Remarks." This applies only to organizations which have their headquarters outside of the school in question and which raise their funds outside of the school building. Local parent-teacher or social-center associations belonging to the school, meeting in it, managing occasions in it, and raising funds for its work through admission fees to dances, entertainments, and motion-picture exhibitions—such bodies are in a different class. They are to be regarded as the products or ends of administrative effort and should not be inventoried among the means. The money they spend upon lantern operators, musicians, and other temporary workers is a by-product of that particular form of administration and not a disbursement from municipal or private funds. For this reason it is not included in the maintenance cost. For disciplinary and social reasons it may become necessary to ask such associations to render financial reports to the school authorities, but when that time comes, truly significant accounting will still keep separate the receipts from these two classes of voluntary associations.

In the list of workers, however, those who are paid by the local association are reported in the same class with those belonging to the school-board staff and those who are paid by outside voluntary societies. The purpose here is to record the total number of evenings of personal service, (a) paid and skilled and (b) unpaid and generally unskilled, which were required to produce the total number of group occasions; and in this connection the source of the compensation is immaterial.

The fictitious record shown in the facsimile is that of a Saturday evening in a school center which enjoys the benefit of an efficient paid corps and a live parent-teacher organization. The latter body, through its motion-picture committee headed by a public-spirited business man, runs a weekly entertainment in the auditorium. The local ward improvement association is holding a special (crowded) meeting in the principal's office. Two boys' clubs and two girls' clubs are meeting in classrooms. A basket-ball game is held in the gymnasium and the director of the center is keeping an eye on the reading room, which has been established in an abandoned classroom. In the kindergarten a small subscription dance—one club entertaining another—is being held under the patronage of a committee of the parent-teacher association.

The tabulation of the data on this blank may follow either one of two methods, depending upon whether it is desired (1) to assemble only the information required to answer the United States Bureau of Education's annual school-extension questionnaire or (2) to do that and, in addition, correlate attendance with specific workers, segregate the costs of the various lines of activities, and analyze the returns in other more detailed ways. For method No. 1 the following headings are sufficient:

SCHOOL Horace MannMONTH OF January, 1916

Dates open.	Group occasions by activities.											Workers (evening-school teachers not included).		
	NS	L	E	SM	CM	A	C	R	D	S	Total	Paid.	Volun- teer.	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1			1	1		1	4	1	1		9	9	7	16

The data regarding attendance of the individual staff workers on the daily record blank could be used in making up the pay roll, and from these records together with statements of the expenditures for supplies and equipment would come the fiscal information needed for the school-extension questionnaire.

MONTHLY RECORD SHEET

[This form exhibits tabulation method No. 2. It allows a much more detailed treatment of the returns brought in by the daily blank.]

SCHOOL Horace Mann. MONTH OF January, 1916.

Date.	Attend- ance of general staff.		Athletic. etc.		Clubs and groups.			Games and reading room.		Dancing (social).			Miscellaneous occasions.					Total.	Remarks.				
	Robinson (director).	Janitor.	Roe.	Jones.	Brown (substitute).	Do.	Smith.	Brown.	Johns and Schmidt (private).	Roe.	Robinson.	Attendance.	Workers.		Attendance.	Activity.	Amplifier.			Workers.		Groups.	Attendance.
													"V".	Paid.						"V".	Paid.		
1.	1	1	31			064					26	62	2	Brown; 2 musicians (private).	2	E SM	Motion-Pict. Com. Parent-Teacher Ward-Impt. Assn.	Operator (private).	2	2	86	Motion-picture operator paid by associa- tion.	
2.	1	1	30	34		075					40	7				80	SM	Parent-Teacher Assn. Bd. of Education.	Robinson; lecture.	2	2	278	
3.	1	1	30	30		060					50	100				100	L			2	2	296	
4.	1	1	30	32		064					50	100				100	L			2	2	218	
5.	1	1	30	32		064					50	100				100	L			2	2	175	
6.	1	1	30	32		064					50	100				100	L			2	2	408	Teachers and Schmidt paid by Choral Society.
7.	1	1	30	32		064					50	100				100	L			2	2	771	
8.	1	1	30	32		064					50	100				100	L			2	2	235	
9.	1	1	30	32		064					50	100				100	L			2	2	224	
10.	1	1	30	32		064					50	100				100	L			2	2	201	
11.	1	1	30	32		064					50	100				100	L			2	2	187	
12.	1	1	30	32		064					50	100				100	L			2	2	430	Musicians paid by Parent- Teacher Assn.
13.	1	1	30	32		064					50	100				100	L			2	2	430	
14.	1	1	30	32		064					50	100				100	L			2	2	430	

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ERIC
Full Text Provided by ERIC

MONTHLY RECORD SHEET.

Method No. 2 of tabulating requires a larger sheet (10½ by 16 inches is a good size) and one which would have to be prepared especially for each school. The manner of using such a sheet is illustrated by the fictitious data shown on pages 24 and 25. On the first line has been entered the information contained in the daily record blank shown on pages 20 and 21.

The main principle of arrangement is that of placing the names of the regular staff workers at the heads of columns grouped under their respective lines of activity. Each entry in the column headed "Roe" denotes an evening's work for Roe, one group occasion in athletics, the number of persons in attendance, and, by the line on which it appears, the date of the occasion. The exponent 4 in the first entry under "Doe" signifies that four groups made up the attendance of 64 persons. Lines of activity in which different workers engage, like "Dancing (social)," require extra spaces for the data regarding workers, their names being entered on the same lines with the respective attendances. The miscellaneous occasions require columns for the attendance, activity label, auspices, and record of the workers. Another column should be set aside for indicating the attendance of the general workers, such as the director, janitor, and engineer, also a space for explanatory remarks and a couple of columns for entering the daily group and attendance totals. It will be observed in the printed example that the accuracy of these latter totals is checked by the attendance and group totals of the vertical columns.

In the hands of an intelligent principal or director, this sheet could be used for original entries and the daily record blank be omitted altogether. In cases where the central office does not require a daily or nightly report, considerable labor is saved by the use of this monthly sheet, since the record for one evening is all contained in the row of figures and brief notes on a single date line. By having the workers in charge of groups make reports on little printed slips like the form shown on page 22, the director's work is reduced to a minimum. The filled-in sheets could themselves be forwarded to the central office as monthly reports, or summaries be submitted on a prescribed form.

The merits of this form are best seen in the significance of the information it assembles. As an illustration let us analyze the fictitious data presented in the table. Taking the gross facts first, we see that the aggregate attendance at the evening occasions for January at the Horace Mann school was 9,747, an average of 375 for each of the 26 evenings the school was open. This attendance occurred at 177 group occasions, which consumed 230 evenings of personal service. The distribution of the attendance among the various lines of activity

is easily derived from the data presented and is shown in the following table:

TABLE 4.—Group occasions and attendance by activities.

Activities.	Group occasions.	Attendance per occasion.	Aggregate attendance.	Per cent.
Lectures.....	2	175	350	4
Entertainments (concerts, etc.).....	5	650	3,295	34
Society meetings (adult).....	6	64	386	4
Athletics, gymnastics, bathing, active games, or folk dancing.....	31	44	1,368	14
Clubs (social, athletic, etc.) or groups (musical, handicraft, etc.).....	106	21	2,259	23
Rooms open for quiet games, reading, or study.....	22	37	818	8
Dancing (social).....	5	256	1,281	13
Total.....	177		9,747	100

The relation of impacts of effort to results is clearly shown in this array of figures. Club meetings constitute 60 per cent of all the groups cared for, but they gave only 23 per cent of the attendance. Over two-thirds of the attendance came from the "movie" shows, which constitute less than 3 per cent of the occasions. Furthermore, we see how the attendances run with the various kinds of activity, 21 at the club meetings, twice as many at basket ball, 175 at lectures, and nearly four times as many at the motion-picture entertainments—figures which throw interesting sidelights upon our tastes and manner of grouping during leisure time.

After sizing up our products it is always worth while to inventory the expenditures of energy which they cost. These are shown in the accompanying tabulations of evenings of service and the amounts paid for salaries, supplies, and equipment. The rates of pay set down approximate those prevailing in the school centers in New York City.

Evenings of service and expenditures.

Salaries of workers:	Evenings.	Rate.	Amount.
Robinson.....	26	\$1.00	\$104.00
Roe.....	22	2.50	55.00
Jones.....	8	2.00	16.00
Brown (sub.).....	18	1.50	27.00
Doe.....	14	2.00	28.00
Smith.....	8	2.00	16.00
Janitor.....	26	2.00	52.00
Engineer.....	26	2.00	52.00
Lecturer.....	2	10.00	20.00
Total.....	150		370.00
Supplies.....			10.00
Equipment.....			15.00
Total cost.....			395.00

Workers paid from private funds.

Workers:	Evenings of service.	Organization employing.
Jenkins.....	4	Choral society.
Schmidt.....	4	Do.
Operator.....	5	Parent-teacher.
Pianist.....	5	Do.
Violinist.....	5	Do.
Drummer.....	4	Do.
	27	
Volunteers.....	53	
Total.....	80	

From these tables it appears that the regular staff contributed 150 evenings of service, the workers hired by the parent-teacher association, and the choral society 27 evenings, and the volunteers 53 evenings. In all, 80 evenings, or about 35 per cent of the service, cost the taxpayers nothing. After deducting overhead expenses, it can be said that about one-third of the burden of this work is borne by the people who are directly benefited by it. An interesting fact. Is it due to the character of Director Robinson's administration, or to the day principal, or to the enterprise of the community? Now that the fact is definitely known, an incentive is furnished for tracing the causes; when these are located and appreciated, steps can be intelligently taken to produce the same results at other schools.

From the standpoint of administration it is always valuable to be able to compute the cost of the various kinds of products or results. Which costs more per person, a dance or a lecture? Such data can be easily derived from the monthly record presented above. All the expenditures are correlated directly with their respective group occasions, except the following general items:

<i>General expenditures.</i>			
Salaries of workers:	Evenings.	Rate.	Amount.
Robinson.....	6	\$4.00	\$24.00
Janitor.....	26	2.00	52.00
Engineer.....	26	2.00	52.00
			128.00
Supplies.....			10.00
Equipment.....			15.00
Total.....			153.00

The most equitable distribution of this amount among the various lines of activity is probably one based on the per cent of the aggregate attendance. Wear and tear on the building, consumption of heat and service, and the other aspects of enjoyment are probably more nearly proportional to the numbers of the enjoyers than to any other determinable set of conditions. The method, then, of comput-

ing the cost of the various lines of activity may be illustrated in the following case:

Cost of club and group occasions.

Salaries of workers:			
	Evenings.	Rate.	Amount.
Doe.....	14	\$2.00	\$28.00
Smith.....	8	2.00	16.00
Brown.....	8	1.50	12.00
Jenkins.....	4	.....	(¹)
Schmidt.....	4	.....	(¹)
			58.00
Share of overhead expenses, 23 per cent of \$153.....			35.19
Cost of 106 group occasions.....			91.19
Cost of one group occasion.....			.86
Cost per person (average attendance 21) per occasion.....			.04

Making the same computation for each of the other kinds of activity we arrive at the following table:

TABLE 5.—Cost by lines of activity.

Activities.	Group occasions.	Total cost.	Average attendance.	Cost per person per occasion.
Lectures.....	2	\$34.12	175	<i>Cents.</i> 9.7
Entertainments (concerts, etc.).....	5	52.02	659	1.6
Society meetings (adult).....	6	6.12	64	1.6
Athletics, gymnastics, bathing, active games, or folk dancing.....	31	85.92	44	6.3
Clubs (social, athletic, etc.) or groups (musical, handicraft, etc.).....	106	91.19	21	4.0
Rooms open for quiet games, reading, or study.....	22	88.24	37	11.0
Dancing (social).....	5	37.30	256	2.9
Total.....	177	365.00		

We have now the basis for a number of reflections. Lectures cost more than motion pictures. Well, they are worth more—to the community. Yes, but are they worth six times as much? Six times! Perhaps. Anyway, we have got to do something to boost that lecture attendance. How would it do to stick in a film, before or after the talk? And look at the athletics and club work; they run higher than the adult society meetings. That's not strange. The youngsters require skilled leadership; the old people take care of themselves. But how about the reading room? Eleven cents—isn't that high? Well, let's see. Oh, yes; two-thirds of the time the reading room is run by the director, a \$4 person. I suppose he can boss things better from that post than from any other. And so on. Consider, too, the comparison value of similar sets of figures, covering a whole season, from all the school centers of a city. All this is made possible by a report in which worker and results are clearly connected.

¹ Paid from private funds.

In a similar manner a study could be made of the attendances obtained by regular workers in like fields of activity. There may be some obvious environmental reason why club worker A. should have a higher average attendance than club worker B., but the reason may not be adequate to account for a difference as great as 100 per cent. The supervisor may be morally certain that worker C. is handling more people than A. or B. and increase his pay accordingly. The promotion, however, is likely to create discontent among C.'s associates unless the facts regarding his and their results are available in indisputable and comparable form. Such figures are always accessible in records like the monthly sheet displayed above.

UNIFORM SCHOOL EXTENSION RECORD—MONTHLY.

This blank, which appears on the opposite page, is a card 5 inches by 8 inches, with the directions printed on the back. (See copy of these in Appendix C.) It is designed to meet the needs of municipalities in which school-extension work is as yet neither very voluminous nor highly systematized, and much of which is composed of miscellaneous, sporadic occasions. It requires no records of attendance or listing of workers—simply entries of the group occasions according to kinds and notes of the number of paid and volunteer workers. The information gathered by the blank (when supplemented by the fiscal data) is adequate, however, for answering the bureau's school-extension questionnaire and for making to the public an interesting annual statement of the wider use of the local school plant. The headings for tabulating the returns brought in by this card would be as follows:

SCHOOL, *Franklin.*

YEAR, 1915-16.

Month.	Times open after 6 p. m.	Group occasions by activities.											Total.
		NS	L	E	SM	CM	A	C	R	D	S		
1	2	3	4	5	6	7	8	9	10	11	12	13	
January													
February	13		1	1	2	1	4	19	4	5		35	

Workers (evening-school teachers not included).			Expenditures. ¹				
Paid.	Volunteer.	Total.	Salaries.	Equipment.	Supplies.	Janitors.	Total.
14	15	16	17	18	19	20	21
48	24	72					

¹ To be filled in at the central office.

UNIFORM SCHOOL EXTENSION RECORD (MONTHLY).
ACTIVITIES AFTER 6 P. M.

(Study directions on the back before making any entries).

Total number of evenings building was open.
 18.....

CITY, Manitowish SCHOOL, Franklin
 STATE, N. M. MONTH OF February, 1916. C. Robinson, Director.

Under the appropriate dates enter the number of groups which engaged in each of the specified lines of activity.		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	TOTAL
1. Night school.																																	
2. Lectures.																																	
3. Entertainments (concerts, etc.).																																	
4. Society meetings (adult).																																	
5. Civic occasions, mass meetings, public discussions.																																	
6. Athletics, gymnastics, bathing, active games, of folk dancing.																																	
7. Clubs (social, athletic, etc.) or group: musical, handicraft, etc.).																																	
8. Rooms open for quiet games, reading, or study.																																	
9. Dancing (social).																																	
10. Social occasions (parties, banquets, etc.).																																	
TOTAL GROUPS.																																	
Number of workers in attendance, night-school teachers not included.																																	
Volunteer.																																	

APPENDIX.

A. BUREAU OF EDUCATION SCHOOL EXTENSION QUESTIONNAIRE.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON, D. C.

STATISTICAL DIVISION

.....
(Name of city.)

.....
(State.)

ANNUAL REPORT,

.....
(Signature and title of officer making this report.)

The object sought in submitting this schedule is that of obtaining comparable data upon the amount and kinds of use being given to public schools outside of the regular day-class hours. Such information will enable the Bureau to furnish school authorities with significant statistics regarding the sweep, rapidity, and character of the extension movement as it develops in the several sections of the country and is influenced by the various State statutes. Facts of this nature will be helpful in determining what kinds of school buildings to construct and what demands are going to be made upon the school's administrative machinery. With a view to facilitating the collection of these data, daily and monthly blank forms have been devised, and these are presented in a bulletin entitled "*Significant School Extension Records, How to Secure Them,*" which can be had upon application.

Please fill this schedule and forward it to "The Commissioner of Education, Washington, D. C.," in the inclosed return penalty envelope.

SCHOOL EXTENSION.

Statistics for the school year ending

1. State in the appropriate spaces below the number of public-school buildings which were open after 6 p. m. during the school year each specified number of times:

Times open.	20 or less.	30-44	45-74	75-104	105-134	135-164	165-194	195 or more.
Schools.....

2. How many high and elementary school edifices were in use for regular school purposes at the beginning of the school year?

3. State the total number of group occasions, distributed among the following lines of activity, which were held after 6 p. m. in school buildings during the year. (By "group" is meant a class, an audience, a club meeting, a party, or any other collection of individuals who are participating in, or engaged by, the same series of events. A "group occasion" is one meeting of one group.)

Line of activity.	Code letter.	Number of group occasions.
Regular night school	NS	.....
Lectures	L	.....
Entertainments (concerts, etc.)	E	.....
Society meetings (adults)	SM	.....
Civic occasions, mass meetings, public discussions	CM	.....
Athletics, gymnastics, bathing, active games, or folk dancing	A	.....
Clubs (social, athletic, etc.) or groups (musical, handicraft, etc.)	C	.....
Rooms open for quiet games, reading, or study	R	.....
Dancing (social)	D	.....
Social occasions (parties, banquets, etc.)	S	.....
Total .....		.....

4. How many buildings were used after 6 p. m. exclusively for public evening schools?

5. How many evenings in the public evening-school term?

6. In the conduct of the extension activities summarized above, other than those of the regular evening school, how many evenings of service were rendered: By paid workers By volunteers (workers employed by voluntary associations or compensated out of private funds should be included among paid workers) Total (These amounts are found by summing the evenings of service rendered by each of the persons who conducted extension activities.)

7. How many schools were utilized for extension activities after the dismissal of the day school and before 6 p. m.?

8. State the number of these afternoon group occasions by activities:

Line of activity.	L	E	SM	CM	A	C	R	D	S	Total.
Group occasions										

9. State for the scholastic year the total expenditures upon the extension activities, other than evening schools, as summarized in the answers to questions 3 and 8, distributing them as follows:

Expenditures upon school extension activities (other than evening schools).

	After 6 p. m.	Before 6 p. m.
Salaries
Equipment
Supplies
Janitors
Total

10. Of the total amounts expended upon extension activities, indicated above, state how much was derived from public funds and how much from private funds (Under private funds should be included the amounts paid for salaries by voluntary organizations as well as direct contributions of money.)

11. State the total amount of money received during the year from the rental of school buildings for after-school uses

B. DIRECTIONS FOR THE USE OF THE DAILY UNIFORM SCHOOL EXTENSION RECORD.

To adapt the blank for afternoon occasions change, by means of rubber stamp or otherwise, "Activities *after* 6 p. m." to "Activities *before* 6 p. m." One blank should cover only one evening or one afternoon, never both. If two or more sets of workers or departments are working simultaneously but independently in the same building, furnish each with blanks, and the data they report can be combined in the principal's office or at the central office. By using carbon sheets, duplicates, or even triplicates, can be made simultaneously. Whether the reports are to be sent in to the central office as fast as filled out or preserved and sent in monthly, they should be made up on the evening of or the morning after the occasion which they record.

1. *Workers*.—Set down the names of the workers in such a way that the records of the groups they handle can be entered on the same respective lines. Spread out the names and use brackets when necessary to make the reference clear. Write "V" after the names of all unpaid workers. Absences, tardinesses, time off, and other information needed for pay-roll purposes can, if it is desired, be entered either in these spaces or in column 5. Workers whose names are not important, or are not obtainable, may be indicated by the name of their job, as "ticket taker," "lantern operator," "janitor," or "chaperones (2) V," the essential requirement being that some entry be made for every person present who participated in conducting the occasion. The total at the bottom of the column will then show the number of units of effort (one evening's work of one person) expended on that date.

2. *Groups*.—Study the definition of groups given on the blank. Every word is significant. As stated, the persons in one room ordinarily constitute one group. A lecture audience is one group. A gymnasium class under a single director, though divided into squads, is one group. All the dancers moving to the same music make one group. However, if two different classes of activities engage distinct sets of people simultaneously in the same room, it contains two groups. Or if three clubs are conducted independently of each other in different parts of the same room, they make three groups. The total at the bottom of this column should represent the number of group occasions for that date.

3. *Activities*.—Opposite each of the entries in column 2 write the letters which, according to the code, indicate the classes of activities that occupied the respective groups the greater part of the evening. Credit each group with only its main activity for the evening. If a parent-teachers' association holds a 20-minute business meeting and then has a 45-minute lecture, the occasion should be labeled L and not SM. If a boys' club meeting closes with a brief dance or bit of basket ball, it comes, nevertheless, under the head of C. If the same group devotes the major part of the evening to an entertainment or dance, the occasion should then be marked E or D, according to the event.

4. *Attendance*.—Report the attendance of the various groups on the same lines with the respective workers. If desired, the total for each group can be divided according to male and female, minor and adult, or any other subdivision, and the entries made in column 5 under suitable headings. Each group should be counted at the period of its maximum attendance, but the counts throughout the building should be timed, so as to avoid the possibility of any person being counted more than once. The figures at the bottom of this column should represent as accurately as possible the total number of different individuals present on that occasion. Requiring each worker, or set of workers, to report at the end of the evening the activity and attendance of their respective groups upon specially ruled slips of paper, made up into little pads, is an excellent way of handling this matter.

5. *Miscellaneous*.—In this column may be entered the special names of activities, subdivisions of attendance, salaries of workers, names of cooperating organizations, or any other kinds of data which may be specially desired.

6. *Remarks.*—This space is suitable for supplementary information which relates to the whole occasion rather than to the affairs of a particular group. The account of some unusual incident, records of admission fees, donations or purchases, a statement of needs—notes of any character can be made here. Generally, the records of expenditures will be kept at the central office, but in cases where financial transactions occur at the school they can be noted here, taking the form of a footnote when it is desired to relate them to a particular line of activity.

The position or title of the signer of the report can be stamped or written below the space for the signature.

C. DIRECTIONS FOR THE USE OF THE MONTHLY UNIFORM SCHOOL EXTENSION RECORD.

General.—To adapt the blank to afternoon occasions change, by means of a rubber stamp or otherwise, "Activities after 6 p. m." to "Activities before 6 p. m." The same blank should never be used for records of both periods.

If two or more sets of workers, or departments, are working simultaneously but independently in the same building, furnish each with blanks and then combine their data for the final report.

The square in the upper right-hand corner should be filled in at the end of the month. The position or title of the maker of the report can be stamped or written in the space just under the signature.

Groups.—By "group" is meant a collection of individuals who are participating in, or engaged by, the same series of events. Ordinarily the persons in one room constitute one group. A lecture audience is one group. A gymnasium class under a single director, though divided into squads, is one group. All the dancers moving to the same music make one group.

If two different classes of activities engage distinct sets of people simultaneously in the same room it contains two groups. Or if three clubs are conducted independently of each other in different parts of the same room they make three groups. The entries under a given date should represent all of the groups which were present on that occasion.

Lines of activity.—The classification of a group is determined by the activity which occupied it the greater part of the evening. A group should never be credited with more than one activity under the same date. If a parent-teacher association holds a 20-minute business meeting and then has a 45-minute lecture, it should be entered on line 2. If a boys' club meeting closes with a brief dance, it goes, nevertheless, on line 7. If, however, the same group devotes the major part of the evening to an entertainment or dance, then it should be entered on line 3 or line 9, according to the event.

Workers.—In the count of the workers all persons (except night-school teachers) who assisted in the management, direction, or conduct of the activities, or the operation of the school plant and its facilities, should be included. Lantern operators, ticket takers, janitors, engineers, and persons acting in allied capacities are "workers." In the case of a public meeting the presiding officer, secretary, and any other persons who were active, at the time, in the management of the occasion would be counted under this head. The performers in a concert or entertainment would not, however, be classed as workers, their status being the same as that of the players in a basketball game that was attended by spectators.

All workers who receive no financial compensation for their school-extension services are volunteers. An assistant who is paid by a voluntary association or a philanthropist and not by the school authorities is still a paid worker. The sum of the month's entries under the head of "workers" should equal the total number of units of effort (one evening's work of one person) expended upon the month's school-extension work (other than regular evening school) at the given school.