1952

An Appraisal of the Extracurricular Activities Program at a Junior High School

Benjamin Franklin Saunders

College of William & Mary - School of Education

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AN APPRAISAL OF THE EXTRACURRICULAR ACTIVITIES PROGRAM

AT A JUNIOR HIGH SCHOOL

A Project
Presented to
the Faculty of the Department of Education
College of William and Mary

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Ben F. Saunders
August 1952
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TABLE OF CONTENTS

CHAPTER                                        PAGE

I.  THE PROBLEM AND EXPLANATION OF THE STUDY      1
    Statement of the problem                       1
    Scope and limitations of the study             1
    Definition of terms used                       1
    A review of the literature                     2
    Procedures used in this study                  6

II. DEVELOPMENT AND VALIDATION OF THE CRITERIA   8
    Establishment of the evaluative criteria       8

III. SETTING AND PRESENTATION OF DATA            19
    Description of the local school situation      19
    Organization of the activities Program        20
    Constitutional provisions                     20
    Data from interviews                           24
    Faculty opinion                                26
    Student opinion                                31
    Administration of the activities program       34
    Data from interviews                           34
    Faculty opinion                                37
    Pupil participation                            44
    Data from interviews                           44
    Student opinion                                46
    Pupil attitude                                 46
    Student opinion                                46
## CHAPTER

<table>
<thead>
<tr>
<th>IV. APPLICATION OF DATA TO CRITERIA</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion one</td>
<td>48</td>
</tr>
<tr>
<td>Criterion two</td>
<td>51</td>
</tr>
<tr>
<td>Criterion three</td>
<td>52</td>
</tr>
<tr>
<td>Criterion four</td>
<td>53</td>
</tr>
<tr>
<td>Criterion five</td>
<td>52</td>
</tr>
<tr>
<td>Criterion six</td>
<td>54</td>
</tr>
<tr>
<td>Criterion seven</td>
<td>54</td>
</tr>
</tbody>
</table>

| V. CONCLUSIONS AND RECOMMENDATIONS      |      |
| Strong features of the activities program | 58   |
| Weaknesses of the activities program    | 59   |
| Recommendations                         | 60   |

| BIBLIOGRAPHY                            | 64   |
| APPENDIX A. EDUCATIONAL PHILOSOPHY OF THE FACULTY | 66   |
| APPENDIX B. SCHOOL CREED                | 67   |
| APPENDIX C. CONSTITUTION OF THE STUDENT ASSOCIATION | 68   |
| APPENDIX D. EXPLANATION OF THE POINT SYSTEM | 75   |
| APPENDIX E. STUDENT AND FACULTY QUESTIONNAIRES  | 75   |
| APPENDIX F. INTERVIEW SCHEDULES         | 90   |
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tabulation of principles governing operation and administration of extracurriculum as recommended by six authorities in this field</td>
<td>17</td>
</tr>
<tr>
<td>II. Faculty opinion concerning the importance of extracurriculum in relation to the curriculum</td>
<td>27</td>
</tr>
<tr>
<td>III. Faculty opinion concerning leadership training received through extracurricular activities</td>
<td>27</td>
</tr>
<tr>
<td>IV. Faculty opinion concerning opportunities provided in extracurriculum for pupils to assume responsibilities</td>
<td>29</td>
</tr>
<tr>
<td>V. Faculty opinion concerning how well pupils needs and interests are satisfied through extracurriculum</td>
<td>29</td>
</tr>
<tr>
<td>VI. Faculty opinion concerning the variety of activities offered</td>
<td>29</td>
</tr>
<tr>
<td>VII. Faculty opinion concerning the adequacy of the point system in controlling pupil participation</td>
<td>30</td>
</tr>
<tr>
<td>VIII. Faculty opinion concerning the use of the point system in determining the students to receive awards</td>
<td>31</td>
</tr>
<tr>
<td>IX. Student opinion concerning the importance of extracurriculum in relation to the curriculum</td>
<td>32</td>
</tr>
<tr>
<td>X. Faculty opinion concerning the development of good citizenship through extracurriculum</td>
<td>37</td>
</tr>
<tr>
<td>XI. Faculty opinion concerning the freedom allowed pupils in the selection of the activity they wish to join</td>
<td>38</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>XII. Faculty opinion concerning the amount of money needed to participate in school activities</td>
<td>39</td>
</tr>
<tr>
<td>XIII. Faculty opinion concerning teacher participation in extracurricular policy making</td>
<td>40</td>
</tr>
<tr>
<td>XIV. Faculty sponsors attitudes toward duties connected with supervision extracurricular activities</td>
<td>41</td>
</tr>
<tr>
<td>XV. Student opinion concerning whether or not faculty members try to make activities interesting</td>
<td>41</td>
</tr>
<tr>
<td>XVI. Pupil opinion concerning how often they are allowed the opportunity to help plan the program of the club or activity to which they belong</td>
<td>42</td>
</tr>
<tr>
<td>XVII. Pupil opinion concerning the difficulty encountered in obtaining money needed to participate in extracurriculum</td>
<td>43</td>
</tr>
<tr>
<td>XVIII. Pupil opinion concerning whether or not extracurriculum takes too much time from studies</td>
<td>43</td>
</tr>
<tr>
<td>XIX. Pupil opinion concerning whether or not they participate in as many activities as they would like</td>
<td>45</td>
</tr>
<tr>
<td>XX. Pupil opinion concerning participation in discussions at activity meetings</td>
<td>46</td>
</tr>
<tr>
<td>XXI. Pupil opinion concerning what students believe they are getting out of extracurriculum</td>
<td>47</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND EXPLANATION OF THE STUDY

In less than half a century the administration of the extracurriculum has advanced from simple pupil direction to a major responsibility of school administrators. In order to realize the educational values of the extracurriculum it is desirable to appraise or evaluate current practices in this field and seek scientific evidence of its contribution to the instructional program of education.

Statement of the problem. It was the purpose of this study to appraise certain aspects of a pupil activities program and to offer recommendations for improving the program.

Scope and limitations of the study. This study was confined to an extracurricular activities program of a medium sized junior high school in a large city of Virginia during the school year of 1951-52. The aspects to be appraised will be limited to the following:

1. Organization of the activities program.
2. Administration of the activities program.
3. Pupil participation in the activities program.
4. Pupil's attitude toward the activities program.

Definition of the terms used. The extracurricular activities program as used in this study refer to those group activities of pupils with faculty supervision and conducted under school auspices, which are not directly connected with regular classroom instruction. The terms "extracurricular activities," "activities program," "extraclasses activities,"
student activities, and pupil activities are used synonymously throughout this study.

A review of the literature. There is agreement among forward-looking educators of the present day that extracurricular activities have sound educational value. Ward, Reeder\(^1\) has stated that extracurricular activities are now looked upon as an integral part of the curriculum because they are known to possess educational value. He explains further that these activities have the especial merit of arising spontaneously from the interest of the pupils; practically all pupils like to participate in them, and without them, many pupils would quit school. Moreover, not even the most zealous defenders of extracurricular expect these activities to develop all the desirable character traits in adolescents.

According to the **Encyclopedia of Educational Research**, the problem of evaluation has received more attention than any other aspect in the field of the extracurriculum.\(^2\) It is pointed out that the evaluative procedures which have been used by many investigators fall short of the best research methods in that they fail to measure objectively the extent to which the specific values claimed for an activity have been achieved.

In the evaluation study of extracurricular activities in large

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southern high schools, J. H. Wise attempted to appraise the extra-
curricular practices existing in public secondary schools enrolling five
hundred or more pupils and accredited for the scholastic year of 1932-33
by the Southern Association of Colleges and Secondary Schools. This
evaluation was based on a comparison of the extracurricular practices
existing in those southern high schools and the following criteria: (a)
extracurricular practices as reported by schools representing the best
practices and (b) ideal practices as stated by authorities in the field.
Among the numerous conclusions reported in this investigation the fol-
lowing seem significant in relation to this study:

1. The administration of southern schools appears to
be lax as far as extracurricular practices are con-
cerned, as evidenced by the fact that at least one
half of all the reported obstacles might be over-
come, wholly or in part, by the proper administrative
set-up and control.

2. The southern schools have not utilized the value
of club activities as shown by the comparatively
small percentage of their pupils (4%) participating
in any such activity, and by the laxity of these schools
in limiting club enrollments and the number of clubs
to which a pupil may belong.

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3 Jacob H. Wise, "An Evaluation of Extracurricular Activities
   in Large Southern High Schools," (unpublished Doctor's dissertation,
   George Peabody College for Teachers, Nashville, 1935).
3. The schools under study show comparatively little appreciation of the value of pupil participation in school government, inasmuch as relatively few of these schools have such participation and of such schools nearly one half operate their student government without a written constitution.

4. Those responsible for the administration of the activities program in the southern schools have made little advance in the handling of activity funds. This is evidenced by general unskilled-like methods in all matters touching activities funds and a rather pronounced failure to control these funds through a budget and a bonded control treasurer.

5. The administrators of southern schools do little in the matter of keeping records and reports of pupil participation in extracurricular activities. From this, one is led to conclude that, in practice, little importance is attached to these activities, and little administrative control is exercised over them.

The writer is aware that the conclusions cited in his study do not necessarily apply to the situation existing today in these southern schools. The purpose in citing this evaluation study was to indicate some of the persistent problems existing in the field of extracurricular.
In a study made by F. B. B. Cory of a high school in Iowa, opinions were secured from 266 of a total of 473 graduates for the years 1927-28. The graduate members of all these classes expressed regret that they had not participated more widely in the activities program. The activities which were ranked most worth-while were music and other activities which had carry-over value and the activities which received a low rating were those which had little carry-over value. Since Cory's study was made over nineteen years ago its conclusions are not necessarily valid today, but they are significant to the extent that graduates considered extracurricular as important phase of the school program.

An evaluation study of extracurricular activities in Pittsburgh was made by Heininger in which opinions were secured from 1500 pupils. This study revealed that from 85 to 90 per cent of these pupils stated that extracurricular activities formed an enjoyable and happy feature of their school life. It might well be pointed out that such evidence is indicative rather than conclusive. It would seem to indicate that the pupils are very well satisfied with the extracurricular activities but this result does not demonstrate that maximum values have been received from these activities. This study is pointed out in order to


show that extracurricular, even in its early stages of development, was considered by students to have value in that it contributed to their school life.

**Procedures used in this study.** The initial step in this study involved the development and validation of the criteria which included a review of the literature and an analysis of the writings by authorities in the field. These criteria will serve as standards or measures by which the evaluation will be made. The basic principles underlying the organization and administration of extracurricular as found in six authoritative sources were listed and tabulated. From this tabulation seven criteria were selected which summed up all of the principles set forth by the six authorities. This phase of the study is found in Chapter II.

The second step was concerned with the collection of data pertinent to this study. The information necessary to make a complete description of the activities program was gathered and arranged in an orderly form. Questionnaires were developed and submitted to the faculty and students. These questionnaires were escorted and submitted to three persons experienced in research techniques for their criticism and suggestions. The student questionnaires were tested by six students, a boy and a girl from the sixth, seventh, and eighth grades. The teacher questionnaire was tested by the faculty members. Included in both the faculty and pupil questionnaires are check questions which were used to test the reliability. The questionnaires were then submitted to the faculty and students of the school. Interviews were conducted with the
Principal and the Director of Student Activities using inventory check lists. All of the devices used for collecting these data were developed using the criteria as a basic. A description of this phase is contained in Chapter III.

A compilation of the data was completed and the criteria were applied to these data. Chapter IV describes this aspect of the study.

Finally the conclusions and recommendations form the content of the last chapter.
CHAPTER II

DEVELOPMENT AND VALIDATION OF THE CRITERIA

Establishment of the evaluative criteria. The general principles used as criteria in this study were developed from an analysis of the writings by authorities in the field of extracurriculum.

The Manual of Administration for the High Schools of Virginia lists the following principles which may be used as a guide in evaluating the administration and operation of extracurriculum activities:

1. The extra-classroom program should be an integral part of the curriculum. It should complement class work and should not be thought of as wholly separated from or less important than the work done in classes. The widespread trend toward the elimination of distinction between classroom work and other educational activities carried on under the direction of the school should be encouraged.

2. The program should be diversified, well balanced, and should provide opportunities for all the pupils enrolled in the school to grow in knowledge, skills, tastes, attitudes, ideals, appreciations, and habits, in accordance with the generally accepted objectives of education.

3. The program should grow out of the life of the school and community and should contribute to the development of better understanding and cooperation among the home, the school, the church, and the community.

4. The extra-classroom program should be planned and guided by a central committee of students and teachers. Students should actively participate in both the planning and the management of the program.

5. Each activity should be chartered by a central committee.

6. All activities should be under the direction and control of the school.

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7. Each activity should be guided by a capable, skillful, and interested faculty advisor or sponsor.

8. Pupils should be stimulated by the school to participate in those activities which will meet their individual needs and interests.

9. All pupils should be allowed to participate in such activities as their qualifications permit. Membership in all organizations should be voluntary. No pupil should be forced to participate since desirable outcomes are not likely to be secured through compulsion.

10. The number of activities in which a given pupil can participate should be limited. A point system may be devised to regulate pupil participation.

11. A regular time and place should be set up in the school schedule for extra-classroom activities.

12. A central treasurer should handle all of the funds of the several organizations. Adequate provision should be made for collecting, checking, and disbursing accounts. Financial statements of accounts should be made to the various organizations monthly and a summary report of all receipts and disbursements sent to the division superintendent annually.

13. Provision should be made for periodic evaluation of the extra-classroom program. Teachers and pupils should evaluate the progress and outcome of their activities with a view to developing and improving the total school program.

McKown, in his book, Extra-Curricular Activities, lists certain fundamental principles underlying extracurricular activities which he states must be provided for if the program is to function at its best. These principles are:

1. The student must be recognized as a citizen of the school.

2. The school must have a constructive program of extracurricular activities.

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3. These activities should be scheduled during school time.

4. All students should participate.

5. All admission and participation requirements should be democratic.

6. Students severing connections with the school should cease to participate in its activities.

7. Adequate provision for administering and supervising these activities should be made.

8. These activities should be considered a part of the regular program of the teachers.

9. The teacher-sponsor should be an advisor and not a dominator.

10. Activities should be started in a small way and developed gradually and naturally.

11. No activity should be organized without careful consideration, nor allowed to die without protest.

12. Extra-curricular financing should be adequate, fair, and safe.

According to McKown recognizing the student implies that he is not a subject or a slave, but an individual with rights and privileges as well as duties and obligations. He explains that a constructive extraclass program is one which answers the demand of youth for satisfying important fundamental drives such as the desire to run away, to be with others, to be curious, to show off, to master, to be loyal, to imitate, and to be sympathetic. In commending democratic procedures for admission or participation in extraclass activities, McKown states that interest in the activity need be the only prerequisite; the student need not have demonstrated ability if the organization or activity is recognized as an opportunity in which he may discover and develop ability.
Albert E. Protwell is widely considered to be one of the leaders of the extracurricular movement. Much of the literature in this field was written by men who were his students. As a result of Protwell's study and experience in the field of extracurriculars, he has formulated seven principles which he terms "Seven Sign Posts" governing the organization and administration of an activity program. These seven principles are:

1. A constructive program.
2. This constructive plan of extracurricular activities shall grow out of the life of the school.
3. This constructive plan shall recognize that the student is a citizen of the school.
4. Teachers shall accept, wholeheartedly, the responsibility of developing the school's extracurricular activities.
5. Extracurricular activities shall be supervised.
6. Intelligent public opinion shall be developed.
7. The principal is responsible.

The aspects of a constructive program as Protwell views it should include a plan of unification and central guidance and control, a place in the daily or weekly schedule for extracurricular activities, and a plan geared to the needs of the school in question. Protwell points out that the pupil as a citizen of the school has rights, duties, privileges, and obligations. He says that there is a necessity that parents of pupils and that all members of the community shall have a

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real opportunity to understand the work of the school and an especially favorable opportunity to understand those activities that are new or different from those of their own school days. The principal's responsibility in the extraclass program is that of leading and guiding the students and teachers in the development of the co-curriculum.

In the year 1933 the Cooperative Study of Secondary School Standards was organized. Its aims were (1) to determine the characteristics of a good secondary school (2) to find practical means and methods to evaluate the effectiveness of a school in terms of its objectives, (3) to determine the means and processes by which a good school develops into a better one, and (4) to devise ways by which regional associations can stimulate and assist secondary schools to continuous growth.

As a result of this activity four volumes were published and revised including one entitled Evaluation Criteria. Section B of this publication contains a statement of guiding principles as well as detailed criteria for evaluating the total pupil activity program. This statement of guiding principles follows:

There is no rigid dividing line, educationally, between the regular classroom activities and those activities sometimes called "extracurricular," "co-curricular," or "extraclass." Critical observation of the two types indicates that the co-curriculum activities are characterized by more pupil freedom than is usually exhibited in the classroom and are largely pupil initiated and directed.

Experiences in the pupil activity program are designed to help meet the leisure, recreational, and social interests and needs of the pupils. The experiences also provide opportunities for

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self-directed specialization in areas of the curriculum of particular interest to individual pupils.

The pupil activity program attempts to develop desirable social traits in situations providing opportunity for individual, small group, and large school participation. The activities should be conducted under conditions which increase the likelihood of carry-over to out-of-school and adult life. Under competent guidance pupils should share responsibility for selecting, organizing, and evaluating the activities and outcomes. In all activities, development of democratic leadership and fellowship abilities should be a major objective. Extensive opportunities should be provided for the development of such skills.

In surveying the educational literature pertaining to extracurricular it occasions no surprise to learn that there is little, if any, disagreement on the general principles which should govern the organization and administration of such a program. A report of a study made by Dustin\(^5\) from which he formulated "essential principles" further substantiates this. Dustin recommends:

1. The principal must be thoroughly in sympathy with the idea.

2. There must be a demand for the plan from the pupils.

3. Pupils and faculty must have a clear understanding of the plan, its scope and limitations. A distinction between cooperation and control of the school must be understood by the pupils and the faculty.

4. The procedure (in development) should be clear, the pupil brain prepared for each successive step.

5. The attitude of the faculty should be one of sympathy.

6. Faculty advisors should be carefully selected.

7. A carefully defined constitution, providing the right basis for the selection of pupil representatives, should be adopted.

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8. It is necessary to create within the student body an atmosphere of confidence in the school council.

9. Very close guidance and advice should be provided.

10. The pupils should be given something definite to do.

11. There must be constant cordial cooperation and constructive criticism on the part of the entire faculty.

Gruhn and Douglas in their book, *The Modern Junior High School,* propose a set of principles to govern the program for extracurricular activities in the junior high school. Their suggested principles follow:

1. The activities should be planned and carried on in terms of well-formulated and accepted educational objectives.

2. There should be sufficient variety of activity to meet the individual abilities, needs, and interests of every child in the school.

3. The activities should be offered, as far as possible, during school hours and in the school building or on the school grounds.

4. Participation in the various activities should be possible at little or no expense to the individual pupil.

5. Participation in the various activities should not be contingent upon the pupil's achievement or conduct in other phases of the school program.

6. Competitive activities should be conducted largely or entirely on an intramural rather than an interscholastic basis.

7. Audience activities such as athletics, music and dramatics, should be planned and conducted primarily for their contribution to the educational development of the pupil rather than the entertainment of the audience.

8. The extracurricular program should be closely integrated and articulated with all other phases of the educational program of the school.

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There is little or no apparent differentiation made between the principles basic to the program of extracurriculum in the high school and in the junior high school. The extracurriculum at both levels should be designed to provide significant learning experiences for the pupil which cannot be readily offered in the regular classroom program.

Helson L. Bossing, given the function of secondary education as, "the guidance of the adolescent in the achievement of an intelligent and satisfying adjustment to his immediate environment."

By way of contrast, Smith, Stanley, and Hughes have formulated the purposes and functions of the junior high school as follows:

The junior high school or, more broadly, junior high school education may and should contribute uniquely to the realization of the ultimate objectives of education, namely, achieving the best possible personality and instructional progress by providing a suitable school environment for children of junior high school age that will enable them (1) to understand and appreciate themselves in relation to the physical, economic, social, and spiritual aspects of the world in which they live; and (2) to develop themselves harmoniously in relation to their abilities and needs.

Any differentiation in the functions of the high school extracurriculum and the junior high school extracurriculum is a matter of adaptation to the interests and needs resulting from the variation in the ages of these two groups.

Hochman substantiates this point of view in his School Adminis-

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The general purpose of education may be considered as pertaining to the lower and upper halves of the instructional period of eight years. The program of the secondary school should be based upon the larger demands of the culture, and on the individual and social needs of youth. The lower secondary school (grades 7 to 10) needs to be specifically organized to meet the needs of adolescent children between the ages, approximately, of twelve to sixteen years and adjusted to the nature of child life between those ages. The lower half of the secondary school carries forward the work of the elementary school and at the same time provides sufficient differentiation to care for the abilities, capacities, aptitudes, and intellectual and vocational exploratory needs of the primary adolescent. The upper half of the secondary school should be organized to meet the needs of adolescents between the ages, approximately, of sixteen to twenty years, and should be adjusted to the nature and needs of youth between these ages. The senior division carries forward the work of the lower secondary school, but provides for greater curricular differentiation for abilities, capacities, aptitudes, and vocational needs for the secondary adolescent. In general, all curricular differentiation and specialization on the secondary level should be so adjusted that change from one course to another may be made with minimum loss to the individual, in the interests of maintaining curricular flexibility and the open ladder of educational opportunity.

The next step in developing the criteria for this study was to determine the frequency of the various principles recommended by the authorities thus far quoted. This was done in tabular form and is shown on the following page as Table I. The authorities in this table are listed in the same order as quoted.

1. Manual of Administration for the Virginia High Schools
2. Harry C. Holness
3. Elbert R. Frutchell
4. Cooperative Study of Secondary School Standards
5. C. R. Dustin
<table>
<thead>
<tr>
<th>Principles</th>
<th>Authorities</th>
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<tbody>
<tr>
<td>1. Extra curriculum should be considered part of the regular school program.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>2. The school should have a constructive extra curricular program.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>3. The program should grow out of the life of the school and the community.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>4. Students should participate in the planning and management of the program.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>5. Each activity should be chartered by a central committee and be supervised.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>6. Should be under the direction and control of the school.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>7. School should encourage pupils to participate in those activities which will best meet their individual needs.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>8. Membership in all activities of the program should be voluntary.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>9. Pupils should be limited in the number of activities to which they may belong.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>10. Extracurricular financing should be adequate, fair and safe.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>11. Provision should be made for periodic evaluation of the program.</td>
<td>X X X X X X</td>
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<tr>
<td>12. Students covering connections with the school should cease to participate in its activities.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>13. The teacher-sponsor should be an advisor not a dictator and accept responsibility for his activity.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>14. No activity should be organized without careful consideration nor allowed to die without protest.</td>
<td>X X X X X X</td>
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<tr>
<td>15. The program should develop democratic leadership and fellowship.</td>
<td>X X X X X X</td>
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<tr>
<td>16. The principal should be responsible and thoroughly in sympathy with the program.</td>
<td>X X X X X X</td>
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<tr>
<td>17. Intelligent public opinion should be developed.</td>
<td>X X X X X X</td>
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<tr>
<td>18. The procedure in development should be slow.</td>
<td>X X X X X X</td>
</tr>
<tr>
<td>19. Confidence in the school council should be developed.</td>
<td>X X X X X X</td>
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<tr>
<td>20. Participation in the activities should not be contingent upon pupil achievement or conduct in other phases of the school program.</td>
<td>X X X X X X</td>
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<tr>
<td>21. Competitive activities should be conducted largely on an intramural rather than an interscholastic basis.</td>
<td>X X X X X X</td>
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<tr>
<td>22. Audience activities should be conducted primarily for their contribution to the educational development of the pupil.</td>
<td>X X X X X X</td>
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<tr>
<td>23. Pupils should be given something to do.</td>
<td>X X X X X X</td>
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<tr>
<td>24. A carefully defined constitution should be adopted.</td>
<td>X X X X X X</td>
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The following criteria which are to be used as a basis for appraising the student activities program of the School were developed from the foregoing table:

1. The student activities program should evolve in accordance with sound educational principles and should contribute to the regular instructional program.

2. The student activities program should be an integral part of the total school program and should be under the direction and control of the school administration.

3. Democratic principles should govern the operation of the program to the extent of providing for students to participate in the planning, management, and evaluation of the program.

4. Membership in all activities should be voluntary and should not be contingent upon achievement or conduct in other phases of the school program.

5. Adequate provision should be made for a sound financial accounting of all funds pertaining to the student activities program.

6. Pupils should be limited in the number of activities to which they may belong.

7. The student activities program should be diversified to the extent that it provides opportunities for all of the pupils to grow in accordance with the objectives of the school philosophy and the generally accepted objectives of American Public School education.

Each of the above criteria was considered in developing (1) inquiries to be used in questionnaires to the faculty and students, (2) questions to be answered from a description of the activities program and (3) inventory check lists to be used in interviews with the principal and director of pupil activities. In Chapter IV these criteria were applied to the data.
CHAPTER III

SETTING AND PRESENTATION OF DATA

Description of the local school situation. The school being considered in this study was under county administration prior to its annexation to the city during 1941. At that time its two buildings housed both an elementary and a high school. At the present writing, the larger and more modern of the two buildings is used as a junior high school and the smaller still remains the elementary school. The grounds surrounding the school are large enough to accommodate all of the outdoor athletic and playground facilities needed for the pupils of the school and the surrounding community.

The administrative staff which serves both the elementary and the junior high school consists of a principal, a counselor who is also the director of student activities, a secretary, and a school nurse. The grades included in the junior high school are the sixth, seventh, and eighth. This is at variance with practices in the other junior high schools in the city inasmuch as the seventh, eighth, and the ninth grades constitute their grouping. The reason for this divergence stems from the lack of classroom space in the elementary school. Accommodations are available in the elementary school for the junior primary through the fifth grades only. Therefore, the sixth was moved to the junior high school and the ninth grade was transferred to a senior high school.

The enrollment of the junior high school is 170 boys and 161 girls totaling 331 pupils. For the most part, the parents of these children are above average in economic status. There are sixteen faculty
members in the junior high, six of whom have part-time assignments in the elementary school. These include one art teacher, two music teachers, both the boys and girls physical education teachers, and a librarian.

**ORGANIZATION OF THE ACTIVITIES PROGRAM**

**Constitutional provisions.** The organization of the student activities program under consideration in this study is based on the constitution of the Student Association (See Appendix). This constitution is the framework for the organization of all the extracurricular activities.

Article II of this constitution has listed the nine purposes of the association which are as follows:

1. To provide opportunities for practice in democratic citizenship.

2. To develop good leaders and good followers.

3. To provide opportunities for the development of a sense of personal and civic responsibilities.

4. To provide opportunities for student cooperation and participation in school affairs.

5. To provide opportunities for rendering service to schoolmates, teachers, school, and community.

6. To promote the general welfare of the school.

7. To foster respect for law and order.

8. To assist the principal and the faculty in the general control over school activities.

9. To arouse school spirit.

In order to accomplish these objectives the administration of the school has provided for a director of student activities to administer the program and has arranged for a period of twenty-six minutes each day.
in the schedule which is referred to as the activity period.

The constitution of the Student Association provides for the election of a president, vice president, secretary, and a treasurer during the month of May preceding the school year in which these officers will serve. The election procedure which has been adopted by the student council follows the system of secret balloting and all pupils present the day of election cast ballots.

Provision is made in the constitution for a student council which is the legislative body of the Student Association and which has the authority to formulate plans for the betterment of the school. The principal of the school has the power of veto over any action proposed by this council. Membership in this body consists of the officers of the association, the defeated candidates for these offices, the presidents and vice-presidents of all the home rooms, the presidents of the service groups, and the Student Association sponsor (Director of Student Activities).

In Article VI of the constitution provision is made for making amendments.

The qualifications and duties of the officers of the Student Association are provided for in Article I of the by-laws of the constitution.

An executive committee composed of the officers of the association and its sponsor is stipulated in the by-laws. It is the function of this committee to act on Student Association matters which do not conflict with the policies of the student council.
The homerooms of the school are organized under the authority of Article III of the by-laws, and provision is made for a president, vice president, secretary, and a treasurer elected by the homeroom pupils to serve for the school year. The homeroom vice presidents serve as members of the courtesy committee. Homeroom meetings are held once a week during the activity period.

Standing committees of the association include, committees on courtesy, election, lost and found, PTA nursery, point system, the student coaches, and the service groups. (Refer to the Appendix for a more complete explanation of the system of points and awards.) The service groups are divided into three categories as shown below:

<table>
<thead>
<tr>
<th>A Group</th>
<th>B Group</th>
<th>C Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cafeteria Committee</td>
<td>Color Guard</td>
<td>Band</td>
</tr>
<tr>
<td>Dramatic Club</td>
<td>Reception Committee</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Glee Club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Red Cross</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Patrol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales Committee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Membership in the standing committees is subject to the requirements of the point system and the approval of the faculty sponsor. Officers of the service groups are elected by the members of each organization in the same manner as the homeroom officers. Chairmen are appointed by the president of the Student Association to head all standing committees other than the service groups.

The vice presidents of the cafeteria committee, monitors, and the safety patrol are members of the courtesy committee.

The Student Association has adopted a point system which provides a procedure for determining the students who qualify for awards and a
plan for limiting pupil participation.

To qualify for an award a student must demonstrate qualities of
good citizenship acceptable to the faculty and he must earn 30 points.
Students may earn points, either as members or officers, by performing
certain duties connected with the activities to which they belong.

Pupils are allowed to join only one A service group and one B ser-
vice group. Membership in the C service groups is determined by the
music department faculty members. No student may hold more than one
office which entitles him to membership in the student council (see Ap-
pendix B for a more complete explanation of the point system).

The by-laws require that the Student Association have three meet-
ings a year in addition to special meetings that may be called by the
president. The three required meetings are:

1. The installation ceremony of officers during October.
2. The presentation of campaign speeches of candidates for
   office in the Student Association.
3. The Citizenship and Service Award assembly.

Faculty sponsors are required for the Student Association and
all standing committees. These sponsors are appointed by the principal.

Student Association membership in the national, state, and local
federations of student councils is required by the constitution.

Parliamentary procedures used by all organizations in the Student
Association are governed by the authority found in Practical Parlia-
mentary Procedure by Rose Marie Cranson.

Amendments may be made to the by-laws in the same manner as sti-
pulated for the constitution.
Data from interviews. With a view to discovering the origin of the aims and goals of the activities program, the principal was asked to explain the development of the educational philosophy of the school (see appendix for interview schedules used in this study). His response denoted that parents, teachers, and pupils served on a committee which formulated the school philosophy. The faculty voted on and accepted this philosophy. (A copy of this philosophy may be found in the Appendix).

This philosophy contains nine divisions which deal with the general goals of education, the specific needs of the local children, the necessity for professional growth on the part of the faculty, the duty of the school to provide an enriched curriculum, and the realization that the school belongs to the people; consequently, its success is a community enterprise.

In reply to a question regarding the general objectives of the extracurricular program, the principal pointed out that parents, teachers, and children shared the responsibility of development of those objectives, which are set forth in Article II of the Student Association constitution as its purposes.

The principal's response to an interrogation regarding evaluation of the program was that appraisals of the general aspects of the activities program are made frequently by the student council and by the homespans in their weekly meetings. He explained further that evaluations of specific activities are made regularly by the members of those groups and recommendations are submitted to the student council.

During an interview with the director of student activities she was asked to enumerate her duties in connection with the extracurriculum.
These include the responsibility for all of the routine business such as planning the time and place for meetings of the various activity groups, typing instructions for homeroom meetings and service groups, and arranging for Student Association assemblies. In addition to these, she sponsors the student council, courtesy committee, and sales committee. Her other duties, not in connection with the activities program, include counseling, operation of the book room, and administrative duties assigned by the principal. She estimated that at least half of the school day was given over to the administration of the extracurricular program.

It is within the scope of this investigation to determine whether or not the organization of this program permits the students to suggest changes both in the extracurricular and in other phases of non-curricular activities. The director explained that changes of this nature were frequently brought up in a homeroom meeting, discussed, and passed on to the student council for approval or disapproval.

The lack of a school newspaper and an expressed desire on the part of many of the pupils to produce one was cause for the investigator in this study to seek the reasons why the school does not sponsor one. From the principal and the director of activities it was learned that two attempts have been made to produce a school paper and both have failed because of lack of interest. It was also pointed out by the director that any future attempts at producing a school newspaper will be hindered by the want of a faculty member to sponsor such a venture. The principal explained that the PTA was now sponsoring a school paper which contains news of interest to both parents and students.
The least adequate phase of the program as viewed by the principal was the lack of teachers to sponsor needed activities. The director agreed with this point of view by indicating the need for additional activities, especially those in the nature of hobby clubs. She also said there was a need for improvement in the homemaking clubs, specifically, better plans of action and better programs.

**Faculty opinion.** In Chapter I of this study it was explained that faculty opinion was gathered by means of a questionnaire. In the matter of the organization of the activities program it was deemed desirable to discover the teachers' views of the following points:

1. Importance of the program in relation to the curriculum.
2. The value in training leaders.
3. The value in training children to accept responsibilities.
4. Its adequacy in meeting the needs and interests of pupils.
5. The adequacy of the point system.
6. The need to discontinue some or all activities.
7. The sufficiency of the award system.

In Tables I through VIII there is shown an analysis of faculty responses to questions relating directly to the seven points listed above. Of the fifteen faculty members queried, nine were sponsors of one or more activities and six did not sponsor any activity.

In Table II it may be seen that the teachers who sponsor activities are divided in their opinion of the value of the extracurricular program in relation to the curriculum. The non-sponsors were completely in accord in stating that the activities program is less important than
the curriculum, but nevertheless, worthwhile.

TABLE II

FACULTY OPINIONS CONCERNING THE IMPORTANCE OF EXTRACURRICULAR
IN RELATION TO THE CURRICULUM

<table>
<thead>
<tr>
<th></th>
<th>Nine Sponsors of Activities</th>
<th>Nine Non-sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extracurriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Just as important</td>
<td>53%</td>
<td>none</td>
</tr>
<tr>
<td>Extracurriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>not as important</td>
<td>44%</td>
<td>100%</td>
</tr>
<tr>
<td>but worthwhile</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One of the outstanding claims of extracurriculum is that it provides leadership training for pupils. In the following table the teachers' reaction to this claim is shown.

TABLE III

FACULTY OPINION CONCERNING LEADERSHIP TRAINING RECEIVED THROUGH EXTRACURRICULAR ACTIVITIES

<table>
<thead>
<tr>
<th></th>
<th>Nine Sponsors of Activity</th>
<th>Nine Non-sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>most pupils</td>
<td>35%</td>
<td>17%</td>
</tr>
<tr>
<td>Received by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>few pupils</td>
<td>62%</td>
<td>33%</td>
</tr>
<tr>
<td>Received by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>no pupils</td>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>

A less contested claim for extracurricular activities is that it provides a means by which students can be trained to accept responsibilities. From Table IV it can be seen that all of the teachers agree that
the program under consideration provides some opportunities for pupils to assume responsibilities.

### TABLE IV

**FACULTY OPINION CONCERNING OPPORTUNITIES PROVIDED IN EXTRACURRICULAR FOR PUPILS TO ASSUME RESPONSIBILITIES**

<table>
<thead>
<tr>
<th></th>
<th>Nine Sponsors of Activities</th>
<th>Six Non-sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides many</td>
<td>63%</td>
<td>23%</td>
</tr>
<tr>
<td>opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides few</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides no</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>opportunities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Extra-curriculum came into being because the curriculum of the past was neither satisfying the whole interests of the pupils nor meeting their total needs. Table V shows in terms of faculty judgment how well this function of the activities program is carried out.

### TABLE V

**FACULTY OPINION CONCERNING HOW WELL PUPILS NEEDS AND INTERESTS ARE SATISFIED THROUGH EXTRACURRICULAR**

<table>
<thead>
<tr>
<th></th>
<th>Nine Sponsors of Activities</th>
<th>Six Non-sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extracurriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>meets needs and interests</td>
<td>113</td>
<td>none</td>
</tr>
<tr>
<td>Extracurriculum partially</td>
<td>83%</td>
<td>33%</td>
</tr>
<tr>
<td>meets needs and interests</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Extracurriculum does not</td>
<td>none</td>
<td>17%</td>
</tr>
<tr>
<td>meet needs and interests</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The large majority of teachers agreed that the activity program only partially meets the needs and interests of the pupils and they stated...
as reasons for this shortcoming the following:

1. Some students were not able to join any club or activity.
2. Some students were not able to join the club or activity of their choice.

The opinion of the faculty concerning the variety of activities was ascertained and the results are shown in Table VI.

| TABLE VI |
| FACULTY OPINION CONCERNING THE VARIETY OF ACTIVITIES OFFERED |

<table>
<thead>
<tr>
<th>Sponsors of Activities</th>
<th>Nine</th>
<th>Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too many types of activities offered</td>
<td>none</td>
<td>16%</td>
</tr>
<tr>
<td>Just enough types of activities offered</td>
<td>56%</td>
<td>none</td>
</tr>
<tr>
<td>There is need for greater variety of activities</td>
<td>44%</td>
<td>16%</td>
</tr>
<tr>
<td>No opinion</td>
<td>none</td>
<td>67%</td>
</tr>
</tbody>
</table>

Those faculty members who stated that there was a need for a greater variety of activities suggested the following:

1. Stamp Club
2. Dramatic Club for the 6th and 7th grades
3. School Newspaper
4. An Athletic Association
5. Skiing Club
6. Dancing Club
7. Club for training movie projectionists
8. Hobby Club
9. Camera Club
10. Art Club
11. Science Club

The point system, referred to above, has as one of its functions the placing of a limit on the number of activities in which a student may participate. The teachers were queried on this phase of the point system and their responses are recorded in Table VII.

TABLE VII

FACULTY OPINION CONCERNING THE ADEQUACY OF THE POINT SYSTEM IN CONTROLLING PUPIL PARTICIPATION

<table>
<thead>
<tr>
<th>Limit is</th>
<th>Sponsors of</th>
<th>Six</th>
</tr>
</thead>
<tbody>
<tr>
<td>adequate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limit is not controlled enough</td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td>Limit is controlled too much</td>
<td>none</td>
<td>17%</td>
</tr>
<tr>
<td>No opinion</td>
<td>none</td>
<td>17%</td>
</tr>
</tbody>
</table>

A second and equally important function of the point system is to provide a basic for rewarding students for faithful service and good citizenship. In order to receive an award a student must accumulate the required points and his citizenship must be acceptable to all members of the faculty. It may be observed from Table VIII that the preponderant faculty opinion favors some change in this system.
TABLE VIII
FACULTY OPINION CONCERNING THE USE OF THE POINT SYSTEM IN DETERMINING THE STUDENTS TO RECEIVE AWARDS

<table>
<thead>
<tr>
<th></th>
<th>Sponsors of Activities</th>
<th>Non-sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>In favor of present system</td>
<td>23%</td>
<td>none</td>
</tr>
<tr>
<td>Favor changes in system</td>
<td>44%</td>
<td>33%</td>
</tr>
<tr>
<td>Favor no awards</td>
<td>33%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Suggested changes in the award system were asked for in the questionnaire and nine members of the faculty responded. Three teachers recommended two awards; one for citizenship and another for service. Two other faculty members proposed that awards be given for service and athletics separately. One teacher favored an award for each activity. Another teacher suggested that students be allowed to accumulate points during a three-year period (while in the 6th, 7th, and 8th grades), thus giving more students an opportunity to receive an award. A plan to substitute certificates in place of letters for awards was suggested by one faculty member.

**Student opinion.** In this study pupils' opinions on the various aspects of the extracurriculars were determined by questionnaire. Out of an enrollment of 150 boys, 147 questionnaires were administered giving a return of 98%. Out of an enrollment of 161 girls, 155 were administered giving a return of 96.3%.

In considering the different phases of the organization of the activities program, student opinion of the following was gathered:
1. Importance of the program in relation to the curricula.
2. The need to organize additional clubs or activities.
3. The need to drop some or all activities.
4. The need to allot more school time for extracurricular.

The student opinion on the importance of the activities program in relation to the regular classroom instruction is shown in Table IX.

**TABLE IX**

**STUDENT OPINION CONCERNING THE IMPORTANCE OF EXTRACURRICULAR IN RELATION TO THE CURRICULUM**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>6th</td>
<td>7th</td>
</tr>
<tr>
<td>Extracurricular is more important than curriculum</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Extracurricular is just as important as curriculum</td>
<td>60%</td>
<td>64%</td>
</tr>
<tr>
<td>Extracurricular is not as important as curriculum</td>
<td>30%</td>
<td>22%</td>
</tr>
</tbody>
</table>

The reader's attention is directed to the fact that a high percentage of the 7th grade girls believe that extracurricular is less important than curriculum. This is considerably greater than the remaining grades of both boys and girls.

From an analysis of pupil opinion on whether or not more clubs and activities should be added to the program, it was learned that 97% of the student body favored the activities and clubs they now
Forty-three percent desired additional clubs and activities and suggested the following:

**Clubs**

1. Stamp Club.
2. Camera Club.
3. Hobby Club.
4. Art Club.
5. Science Club.
7. Monogram Club.
8. Music Club.
10. Dance Club.

**Activities**

1. School newspaper.
4. More music programs.
5. School fair.

The students were asked if they thought that the school should do away with the activities program or drop any of the clubs. Less than 1% of the student body stated that the extracurricular program should be discontinued. Eighty-seven percent stated that the extracurricular should remain as a part of the school program. Twelve percent stated that some of the activities should be dropped and suggested the following:

1. Sales Committee.
2. Color Guard.
3. Monitors.
4. Reception Committee.
5. Cafeteria Committee.
7. Student Council.
8. Library Staff.
11. Courtesy Committee.

The time allotted for the activity period each day is 24 minutes. The pupils were questioned as to whether or not this period was long enough. Forty-seven percent agreed that the time allowed was adequate, while fifty percent expressed the opinion that more time should be allowed. Ten percent felt that too much time was allowed and 15 did not reply to the question.

**ADMINISTRATION OF THE ACTIVITIES PROGRAM**

**Data from interviews.** The conduct of all activities within a school should contribute in some manner to the instructional program. Since extracurricular is not an exception to this principle, it was desirable in this study to determine in what way the activities program contributed to the instructional program. The principal’s response to a question on this matter was that the extracurricular activities are an extension of the class work which provides opportunities for participation in certain activities which the regular classroom instruction does not furnish. He indicated that these activities served to train followers as well as leaders. The director of activities stated that extracurricular,
besides helping children become well rounded individuals, provides excel-
lent training in citizenship, parliamentary procedures, and public speak-
ing.

If democratic procedures are applied to pupil activities in
school, then they should also be applied to teachers. Are the faculty mem-
ers given a choice in selecting the club or activity they are to sponsor?
The principal explained that, when it was possible, teachers were allowed
this privilege but in some instances, where teachers do not volunteer, it
becomes necessary to assign a sponsorship duty.

The director of activities was questioned on the matter of the will-
ingness of the faculty members to accept the responsibilities of sponsor-
ship. She replied that the large majority of the teachers are willing
to give of their time and energy in this respect but that a small number
of the faculty do not cooperate. The one reason given for this lack of
cooperation was that a conflict existed with other interests and activi-
ties both in and out of school.

Sound financial management is an important phase of any extra-
curricular program. In the case of the school under consideration in
this study, the principal explained that the money collected in connection
with the activities program is deposited in a central fund and disburse-
ments are made by check. He stated that an audit is made annually by
representatives from the superintendent's office and a financial report
is made periodically to the students and the superintendent. He pointed
out that students are not allowed to handle extracurricular funds unless
under the supervision of a sponsor. Both the students and the faculty are
allowed to participate in the management of the activity program finances
according to the principal's statement. He also indicated that funds are raised for the activities program by the following means:

1. Paper drives (three to four times a year).
2. Sales committee — sells paper, pencils, school novelties, and other articles.
3. Dramatics — tickets to school plays sold by the dramatic club.
4. Bus tickets — five per cent commission is allowed the school for selling tickets for public transportation.

From the principal's point of view the two outstanding accomplishments of the activities are:

1. The willingness of the teachers to give of their time and effort to sponsor this program.
2. The high percentage of pupil participation (93%) in the activities program.

The director expressed the feeling that as a result of the extra-curricular the children have developed a feeling that they have a voice in the affairs of the school. She stated further that pupils have learned that in order to enjoy the privileges of the activities program, they must accept the responsibilities that are connected with it.

The principal indicated that he had a plan in mind for the future to improve the evaluative processes used in the activities program to the extent that parents will be given the opportunity to participate in the appraisal.
The director stated that her future plans in relation to the extracurriculars include a leadership conference for all of the officers connected with the program. Under this plan the student officers will meet to discuss and study the duties and responsibilities of the offices they hold.

For the coming year the director has some material regarding the extracurriculars which she plans to add to the Student Association Guide.

Faculty opinion. By means of the questionnaire the teachers were asked if they believed that the extracurricular activities contributed to the educational program of the school. The sponsors were in complete accord that extracurricular contributed a great deal. By way of comparison, the teachers who are not sponsors agreed completely that the extracurricular contributed some to the educational program but to a lesser degree.

The faculty's opinion on how well good citizenship is developed through the activities program is shown in Table X.

<table>
<thead>
<tr>
<th></th>
<th>Nine Sponsors</th>
<th>Six Non-Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extracurriculum helps a great deal</td>
<td>70%</td>
<td>50%</td>
</tr>
<tr>
<td>Extracurriculum helps a little</td>
<td>20%</td>
<td>50%</td>
</tr>
<tr>
<td>Extracurriculum does not help</td>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>
Pupils are permitted to participate in the planning and management of the extracurricular activities at the school under consideration in this study. The faculty members were asked if they favored this arrangement and they responded unanimously in favor of it.

The amount of freedom allowed pupils in selecting the activity they wish to join becomes a controversial issue when large groups of students select a few activities and other activities go wanting for members. This situation, of course, results in a few of the faculty members carrying the heavy load. Faculty opinion on this question is presented in Table XI.

TABLE XI

<table>
<thead>
<tr>
<th></th>
<th>Nine Sponsors of Activities</th>
<th>Nine Non-Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils given too much freedom</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Pupils allowed just enough freedom</td>
<td>56%</td>
<td>67%</td>
</tr>
<tr>
<td>No opinion</td>
<td>44%</td>
<td>33%</td>
</tr>
</tbody>
</table>

A time allotment of 24 minutes is provided for in the daily schedule for extracurricular activities. (Refer to the daily schedule in the Appendix). The majority of the faculty voiced a favorable opinion on the time set aside for activities. Eighty-nine per cent of the sponsors favored the present time allotment, whereas 11% felt that more time should be allowed. Fifteen of the non-sponsors favored the present time allotment,
17% felt more time should be allowed, and 33% had no opinion. None of the teachers felt that too much time was allowed.

The faculty was interrogated on the amount of money the pupils need in order to take part fully in the school activities. Their responses are indicated in Table XIII.

**TABLE XIII**

**FACULTY OPINION CONCERNING THE AMOUNT OF MONEY NEEDED TO PARTICIPATE IN SCHOOL ACTIVITIES**

<table>
<thead>
<tr>
<th></th>
<th>Nine Sponsors of Activities</th>
<th>Six Non-sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>It takes too much money</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>It takes the right amount of money</td>
<td>44%</td>
<td>50%</td>
</tr>
<tr>
<td>No opinion</td>
<td>44%</td>
<td>33%</td>
</tr>
</tbody>
</table>

The amount of time consumed by students in extracurricular may be considered by some as interfering with their study time. Seventy-eight per cent of the sponsors and sixty-seven per cent of the non-sponsors agreed that extracurricular takes some time away from pupils' studies but not enough to be concerned about. Twelve per cent of the sponsors and thirty-three per cent of the non-sponsors felt that extracurricular did not interfere with pupils' study time.

A great deal of the success of an activity program depends on the attitude of the faculty sponsors toward the activity they sponsor and toward the total program. The attitude of the teachers can be greatly influenced by one or both of the following:
1. Being allowed to select the activity they wish to sponsor.

2. Being given the opportunity to participate in formulating the policies concerning the extracurriculum.

All of the sponsors were asked if they were given the opportunity to select the activity they wish to sponsor. Fifty-six per cent answered in the affirmative and forty-four per cent answered negatively.

Faculty members as well as students like to have a part in the formulation of policies concerning the extracurriculum. Table XIII indicates the teachers’ point of view relative to policy making in the activities program.

TABLE XIII

FACULTY OPINION CONCERNING TEACHER PARTICIPATION IN EXTRACURRICULAR POLICY MAKING

<table>
<thead>
<tr>
<th></th>
<th>Nine Sponsors of Activities</th>
<th>Six Non-Sponsors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never consulted</td>
<td>11%</td>
<td>50%</td>
</tr>
<tr>
<td>Consulted sometimes</td>
<td>56%</td>
<td>33%</td>
</tr>
<tr>
<td>Frequently consulted</td>
<td>33%</td>
<td>none</td>
</tr>
<tr>
<td>No opinion</td>
<td>none</td>
<td>17%</td>
</tr>
</tbody>
</table>

Any teacher who assumes the sponsorship of a club or activity does so knowing that it is an added responsibility and will require many additional hours of planning and working with students. A teacher who
has a real interest in the club or activity the sponsor has reasonable assurance that it will be a successful endeavor in terms of benefits to the students, the school, and to herself. Table XIV shows the faculty sponsors' feelings toward their duties connected with the activities program.

**TABLE XIV**

**FACULTY SPONSORS ATTITUDE TOWARD DUTIES CONNECTED WITH SUPERVISING EXTRACURRICULAR ACTIVITIES**

<table>
<thead>
<tr>
<th></th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoys supervising an activity</td>
<td>56%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would rather not supervise any activity</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No opinion</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student opinion.** Efforts on the part of sponsors to make clubs and other school activities interesting and worthwhile is of prime importance to the success of extracurricular. Table XIV shows student opinions on the effort put forth by sponsors in this connection.

**TABLE XIV**

**STUDENT OPINION CONCERNING WHETHER OR NOT FACULTY SPONSORS TRY TO MAKE ACTIVITIES INTERESTING**

<table>
<thead>
<tr>
<th></th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>do</td>
<td>76%</td>
<td>68%</td>
<td>63%</td>
</tr>
<tr>
<td>About half of them do</td>
<td>13%</td>
<td>6%</td>
<td>73%</td>
</tr>
<tr>
<td>Only a few do</td>
<td>6%</td>
<td>5%</td>
<td>75%</td>
</tr>
</tbody>
</table>
The opportunity to help in the planning of a homeroom club or activity is one of the characteristics of extracurricular that develop pupil initiative and group cooperation. How often the students feel that this opportunity is made available to them is indicated in Table XVI.

**TABLE XVI**

<table>
<thead>
<tr>
<th></th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>27%</td>
<td>26%</td>
<td>52%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>45%</td>
<td>59%</td>
<td>35%</td>
</tr>
<tr>
<td>Never</td>
<td>20%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>No opinion</td>
<td>8%</td>
<td>1%</td>
<td>none</td>
</tr>
</tbody>
</table>

Building up funds with which to operate an activities program can be a burden on some pupils if they are called on too frequently to buy tickets to plays and athletic events, pay club dues, buy school novelties, and contribute to other money-raising schemes. From Table XVII it may be determined whether or not students find it difficult to get the money needed to take part in the various activities.
TABLE XVII

PUPIL OPINION CONCERNING THE DIFFICULTIES ENCOUNTERED IN OBTAINING MONEY NEEDED TO PARTICIPATE IN EXTRACURRICULAR

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very difficult</td>
<td>16%</td>
<td>7%</td>
</tr>
<tr>
<td>Difficult occasionally</td>
<td>22%</td>
<td>25%</td>
</tr>
<tr>
<td>It is not difficult</td>
<td>62%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Over emphasis of the extracurricular may require so much of a student's school day that it will interfere with his studies. Student opinion as whether or not extracurricular takes too much time from studies is shown in Table XVIII.

TABLE XVIII

PUPIL OPINION CONCERNING WHETHER OR NOT EXTRACURRICULAR TOOK TOO MUCH TIME FROM STUDIES

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade</td>
<td>7th Grade</td>
<td>8th Grade</td>
</tr>
<tr>
<td>Taken too much time</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Sometimes taken too much time</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Never taken too much time</td>
<td>69%</td>
<td>74%</td>
</tr>
</tbody>
</table>
PART II: PARTICIPATION

Data from interviews. From the viewpoint of developing well-rounded individuals, it is just as important for children to take part in extracurricular activities as it is for them to participate in the regular instructional program. As was pointed out by the principal, pupil participation in the activities program under consideration in this study is 95 per cent. According to the director of activities this does not include participation in the homeroom clubs in which membership is compulsory for all students.

Even with this high rate of participation there should be some concern about those students who are not members of an activity. Is pupil participation in the extracurricular contingent upon achievement or conduct in other phases of the program? The director stated that membership in the service groups is not contingent upon achievement, but misconduct may be cause for removal from an activity or cause for denying membership in an activity.

What is done about the pupils who do not participate in the program? In response to this question, the director indicated that in the case of the homeroom clubs the teacher takes direct action she feels necessary to encourage her students to share the responsibilities of the homeroom club. She also stated that students who do not belong to a service group are assigned to a study hall during the weekly meetings of those groups.

Student opinion. From the pupil’s point of view, it is sometimes desirable to participate in more than one activity.
In a previous section of this chapter the reader's attention was directed to the opinions expressed by the 7th grade girls concerning the importance of the extracurricular in relation to the curriculum (TABLE III). From an inspection of TABLE XIX - PUPIL OPINION CONCERNING WHETHER OR NOT THEY PARTICIPATE IN AS MANY ACTIVITIES AS THEY WOULD LIKE - it will be noted that 99 per cent of the 7th grade girls would like to participate in more activities. From the data presented in these two tables it might be reasonable to conclude one or all of the following:

1. The majority of the 7th grade girls do not participate in the activities of their choice.

2. The majority of the 7th grade girls do not enjoy participating in the activity to which they belong.

3. The activities program is not sufficiently diversified to satisfy the needs and interests of the 7th grade girls.

TABLE XIX

PUPIL OPINION CONCERNING WHETHER OR NOT THEY PARTICIPATE IN AS MANY ACTIVITIES AS THEY WOULD LIKE

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6th</td>
<td>7th</td>
<td>8th</td>
<td>6th</td>
</tr>
<tr>
<td></td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
<td>Grade</td>
</tr>
<tr>
<td>Take part in too many</td>
<td>6%</td>
<td>none</td>
<td>none</td>
<td>2%</td>
</tr>
<tr>
<td>Take part in just enough</td>
<td>54%</td>
<td>57%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>Would like to take part in more</td>
<td>40%</td>
<td>43%</td>
<td>38%</td>
<td>36%</td>
</tr>
</tbody>
</table>
Participation in extracurricular is something more than being a member of a club or activity. Taking part in discussions at club or committee meetings is one type of participation on which the pupils were questioned. Table IX shows their responses.

**TABLE IX**

**PUPIL OPINION CONCERNING PARTICIPATION IN DISCUSSION AT ACTIVITY MEETINGS**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take part often</td>
<td>47%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take part occasionally</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take part very seldom</td>
<td>16%</td>
<td>17%</td>
</tr>
</tbody>
</table>

**PUPIL ATTITUDES**

**Student opinion.** The general attitude of the students toward their extracurricular activities indicates to a great extent how successfully the program is being administered. Pupil opinion on how much they think they are getting out of the program would seem to support whether or not this attitude is favorable. Table XIX shows pupil opinion on this point.
TABLE XXI
PUPIL OPINION CONCERNING WHAT STUDENTS BELIEVE THEY ARE GETTING OUT OF EXTRACURRICULUM

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>All that I could get</td>
<td>38%</td>
<td>61%</td>
</tr>
<tr>
<td>Somewhat less than I could get</td>
<td>43%</td>
<td>32%</td>
</tr>
<tr>
<td>Much less than I could get</td>
<td>17%</td>
<td>6%</td>
</tr>
<tr>
<td>No opinion</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Some of the students indicated one or more of the following reasons as to why they were not receiving as much from the activities program as they thought they should.

1. I was not able to join any club or activity.
2. I could not join the club or activity of my choice.
3. The teachers do not show enough interest in the extracurricular activities.
4. I am not interested in any of the activities or clubs.
5. The club and committee meetings are not interesting.

The amount of freedom enjoyed and the cooperative spirit of working together in extracurriculum should encourage making new friends. Eighty-four per cent of the 302 students questioned stated that the activities program helped them make new friends in school. Seven per cent did not agree with this opinion and 7 per cent had no opinion.
Another way by which pupil attitudes may be judged is by determining whether or not they enjoy attending the meetings of the clubs and activities. Sixty-nine per cent indicated that they enjoyed attending club and committee meetings most of the time. Twenty-five per cent enjoyed attending sometimes and 6 per cent stated that they never enjoyed attending the meetings.
CHAPTER IV

APPLICATION OF CRITERIA TO DATA

This chapter begins with a restatement of Criterion One. This is followed by a summation of the data presented above which is related to this criterion. This procedure will be followed in dealing with the data pertaining to Criterion Two through Seven.

**Criterion One.** The student activities program should evolve in accordance with educational principles and should contribute to the regular instructional program.

The nine purposes of the Student Association as stated in its constitution appear to be in accord with the educational principles included in the school philosophy. From the principal's statement in the preceding chapter, it may be seen that the extracurricular program had its beginning in the development of the school philosophy which includes the general goals of American education. The objectives of the activities program stated in the form of purposes were evolved through the help of parents, teachers, and students.

Among the many contributions that extracurricular can make to the instructional program are leadership training, training in good citizenship, and training in assuming responsibilities. Table III - FACULTY OPINION CONCERNING LEADERSHIP TRAINING RECEIVED THROUGH EXTRACURRICULAR ACTIVITIES - indicates that the program provides leadership training for only a few students. A majority of the activity sponsors believe that many opportunities are provided for pupils to assume responsibilities in the activities program. A majority of the non-sponsors believed that
only a few opportunities were afforded students in this respect.

A majority of the faculty believe that the activities program helps develop good citizenship in students.

Inasmuch as Criterion One includes the principle that the extracurriculum should contribute to the regular instructional program, it is noteworthy that the principal stated the following:

1. The extracurricular activities provide opportunities for participation in certain activities which regular classroom instruction cannot furnish.

2. The extracurricular program helps train followers as well as leaders.

The director of activities pointed out these contributions to the instructional program as resulting from the extracurriculum:

1. The extracurriculum helps students to become well-rounded individuals.

2. The extracurriculum provides training in good citizenship.

3. The extracurriculum provides training in public speaking and parliamentary procedures.

In a small faculty such as the one being considered in this study, it is often necessary for some of the teachers to be responsible for an activity which in not of their own choosing. It is apparent in this instance that a few of the teachers are sponsors of activities which they are not particularly interested in. This is evidenced by the fact that 44 per cent of the sponsors stated that they were not given the opportunity to select the activity they wished to sponsor.
Criterion Two. The student activities program should be an integral part of the total school program and should be under the direction and control of the school administration.

The extracurricular activities of the school under consideration in this study are treated by the school administration as a part of the educational program of the school. The principal of the school believes that extracurriculum is important enough to warrant the half-time employment of one teacher to direct it. Members of the faculty seem to be in accord with this viewpoint, since they unanimously agree that the extracurriculum is worthwhile.

In addition to appointing a director of activities, the principal has set aside a period of 24 minutes in the daily schedule for the club, committee, and other activity meetings. A little over 50 per cent of the student body expressed an opinion that more time was needed for activities. Inasmuch as there was no evidence that after-school hours have been utilized to supplement the activity period, it would appear that the 24 minute activity period mentioned above is ample. Faculty members supported this idea by stating that 24 minutes each day was sufficient.

If the extracurriculum is an integral part of the total school program, then all of the teachers in the school should share willingly in the responsibilities of the activities program. One of the facts brought to light by the teacher questionnaire was that a few members of the faculty refused to accept their share of these responsibilities. From the inspection of Table XIV - FACULTY SPONSORS ATTITUDES TOWARD DUTIES CONNECTED WITH SUPERVISING EXTRACURRICULAR ACTIVITIES - it was evident that some of the sponsors preferred not to have any duties connected with the activities
program. Notwithstanding these facts, students questioned stated that
most of the sponsors try to make the activities interesting.

**Criterion Three.** Democratic principles should govern the
operation of the program to the extent of providing for
students to participate in the planning, management, and
evaluation of the program.

The Student Association constitution fulfills the requirements of
this criterion inasmuch as it specifies that the extracurricular activi-
ties be governed by democratic principles. A legislative body representing the students and supervised by a director of activities transacts
the business of the association. The election of student officers fol-
lowing the practices found in other democratically operated organizations
Parliamentary procedures are followed in all club, committee, and other
activity meetings.

Student evaluations of the extracurricular are made by the student
council. Appraisals of the homeroom clubs are made by its members. From
the evidence gathered, it was apparent that there was no set plan or sys-
tem for making these evaluations.

The organization of the extracurricular program is flexible enough
to permit students to participate in its management to the extent that
any pupil may recommend changes in the program. A further indication of
pupil participation in the planning and management is the director's
statement that students have developed a feeling that they have a voice
in the affairs of the school. Pupil opinion would seem to substantiate
the director's statement since the majority indicate that they help with
the planning and take part in the discussions in activity meetings.
Criterion Four. Membership in all activities should be voluntary and should not be contingent upon achievement or conduct in other phases of the school program.

There have been no data produced as a result of this study that would indicate that too much freedom is allowed students in selecting the activities they wish to join. Furthermore, there is no evidence to show that too little freedom is allowed.

Although 95 per cent of the students took part in the activities program, there was no indication that membership was compulsory in any of the activities, except in the home room clubs. In this latter case, the students were required to be present at the meetings but they did not necessarily have to participate. Pupil achievement was not a prerequisite for membership in any of the clubs, committees, or service groups.

Sponsors were delegated the authority to remove pupils from an activity or to refuse pupil membership if their conduct was such that it hindered the progress of the group. The fact that the number of the non-participants is small would seem to indicate that teachers do not take advantage of this authority.

Criterion Five. Adequate provision should be made for a sound financial accounting of all funds pertaining to the student activities program.

From an interview with the principal, it was determined that the system of accounting for extracurricular funds is prescribed by the rules of the school board. This system appears to satisfy this criterion. The principle features of the system are:

1. Money collected is deposited in a control fund.

2. Disbursements are made by check.

3. An audit of the fund is made annually.
4. Periodic financial reports are made to the students and
   to the superintendent.

Data included in the student and teacher questionnaires indicate
that the methods used by the school to raise funds for the activities pro-
gram do not impose a burden on the students.

Criterion Six. Pupils should be limited in the number of
activities to which they may belong.

The point system is the tool used to control pupil participation
in the extracurricular. The system under consideration in this study
limits the pupils in the number of offices they may hold and the number of
activities they may join. In the opinion of the majority of sponsors, this
limitation is adequate; whereas, the non-sponsors are divided in their
opinions concerning this aspect of the point system.

Criterion Seven. The student activities program should be
diversified to the extent that it provides opportunities
for all of the pupils to grow in accordance with the objectives
of the school philosophy and the generally accepted objectives
of American Public School education.

Although there are 17 different activities in the extracurricu-
lar, the majority of these are service groups. As the name indicates,
these organizations have a primary function of service to the school and
to its students.

One pupil activity which is frequently found in an extracurricular
program is not included in the program under consideration in this study;
mainly, a school newspaper. There have been two unsuccessful attempts to
produce a school paper and these have resulted in the parents assuming
the responsibility and producing a paper which features both PTA and school
news. It would appear that this is not a satisfactory substitute for a
school publication since the pupils have no hand in the planning and management.

One of the weaknesses of this program appears to be the lack of diversity in the types of activities. For example, there are no activities of a hobby or social nature included in the program. The administration recognizes this weakness, but points to the fact that there are no faculty members on the staff whose interests lie in those areas.

In the opinion of over 60 per cent of the sponsors and the non-sponsors, the extracurricular only partially meets the needs and interests of the pupils. The reason mentioned most frequently as contributing to this weakness was that some of the students were not able to join the activity of their choice. Again this points to the lack of variety in the activities. Forty-four per cent of the sponsors and 16% per cent of the non-sponsors indicated that there was need for greater diversity of activities. It should be noted that most of the activities suggested by this group of faculty members are in the nature of hobby clubs. It is both interesting and significant to note that there is a close parallel of opinion to the sponsors and the students on the question of the variety of activities offered. Fifty-six per cent of the sponsors and 57 per cent of the students were satisfied with the activities they now have. Forty-four per cent of the sponsors and 43 per cent of the students stated that the program needed a greater variety of activities.

It is equally significant that the students suggested the same activities that the faculty recommended be added to the program.

A small minority of pupils recommended that some of the activities be dropped. Immature as the group of pupils making these recommendations
was so small in number, the writer considered their opinions to be of little significance in this study.

The point system, in addition to limiting the number of activities a pupil may join, provides a means by which students may be selected to receive awards for good citizenship and service to the school. It is not the purpose of this study to determine whether or not value is to be gained from a system of awards. However, since the large majority of faculty members favored changes in the system now in use, it appears worthwhile to discuss the changes recommended by them. The controversial issue in connection with the awards is the fact that a student may be rejected on his citizenship by one faculty member and thus not receive an award regardless of the number of points he may have accumulated for service.

The changes recommended by the teachers, for the most part, appear to have merit. Most of those suggested changes deal with separating the citizenship and service awards.

In an effort to determine to what extent the extracurricular provided opportunities for pupils to grow in accordance with the objectives of the school, the students were asked to state how much they were getting out of the extracurricular activities. It is clear from an examination of Table XXI - PUPIL OPINION CONCERNING WHAT STUDENTS BELIEVE THEY ARE GETTING OUT OF EXTRACURRICULARS - that the girls believe they are receiving more from the program than do the boys. Those boys and girls who stated that they were not getting as much as they should from the extracurricular indicated five reasons. All five of these reasons point directly or indirectly to the lack of diversity in the program.
Although some of the students stated that the extracurricular program should offer a greater variety of clubs, the majority indicated that the activities they now have gave enjoyable experiences and helped them make new friends in school.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This final chapter of the study will be concerned with a recaps-}
pitulation of the strengths and weaknesses of the activities program.
Following an analysis of the weaknesses, recommendations for improvement
of the program will be presented.

**Strong features of the activities program.** The outstanding
characteristics of the extracurricular program as indicated by the appli-
cation of the criteria to the data are:

1. The activities program was developed according to demo-
cratic procedures and its organization is based on sound
educational principles which have been incorporated in the
constitution of the Student Association.

2. The extracurricular aids in the accomplishment of the
goals of the total educational program by providing train-
ing in good citizenship, leadership, public speaking,
parliamentary procedures, accepting responsibilities, and
fellowship.

3. The extracurricular is recognized by the school adminis-
tration as an important phase of school experiences and
as such it has been incorporated in the school program.

4. The school administration exercises direction and final
control of the activities program.

5. The extracurricular activities are administered according
to the democratic principles set forth in the constitution
which provides for the students to operate the program under faculty supervision.

6. Student participation in the extracurriculum is as high as could be expected.

7. Students are not compelled to join any club, service group, or committee in the activities program with the one exception of the homeroom club.

8. Pupil progress in the curriculum is not a prerequisite for membership in any of the activities.

9. The methods used to collect, disburse, account for, and audit funds are satisfactory.

10. The superintendent, teachers, and students are periodically informed of the status of the funds.

11. Fund-raising activities of the extracurricular program do not impose a burden on the students.

12. The point system as used to limit students in the number of activities they may join is a fair method of controlling pupil participation.

Weaknesses of the activities program. The following weaknesses of the program are indicated as a result of applying the criteria to the data:

1. A small number of the faculty appear not to accept their share of the responsibilities connected with the extracurriculum.

2. A few of the teachers who sponsor activities would prefer not to have this responsibility.
3. The provisions for evaluating the activities program are not specified by the by-laws of the Student Association or by the administration.

4. The large majority of activities in the extracurricular are service groups which indicates a lack of variety of activities.

5. The extracurriculum only partially meets the needs and interests of the pupils. From the evidence presented in this study the lack of diversity in the program is the factor contributing most to this weakness.

6. The procedure followed in the selection of students to receive awards does not meet with the approval of the majority of faculty.

7. The system of rewarding students for citizenship and service with one award is not looked upon with favor by the majority of the teachers.

**Recommendations.** It should be made clear to the reader at this point of the investigation that the above weaknesses are not conclusive. It is apparent that a further investigation of these seven points is requisite for arriving at a sound solution to the problem of strengthening the extracurricular program. With this in mind, the recommendations which follow will include a plan for further study of the indicated weaknesses and specific suggestions for making additions and changes in the activities program.

In the interest of facilitating an intelligent, yet simple,
approach to the problem of investigating the above weaknesses, it is recommended that an advisory committee and four sub-committees be organized.

The advisory committee should consist of two teachers selected by the faculty and two students selected by the student council. The purpose of this committee will be:

1. To direct the procedures of the four sub-committees.
2. To record the results of the investigations of the sub-committees.
3. To report the findings and recommendations of the sub-committees to the faculty and the student council.

A sub-committee on evaluation consisting of one teacher and two students selected by the advisory committee should be organized. The duties of this sub-committee will be to study evaluative procedures for extracurricular and suggest a plan for making regular and systematic appraisals of the activities program.

A second sub-committee on the selection of new activities should be appointed to make a study of the interests of the pupils for the purpose of recommending new clubs to be added to the program. Four students and one faculty member should be selected by the advisory committee to serve on this sub-committee.

The third sub-committee should be organized for the purpose of studying the system of giving extracurricular awards. This sub-committee should report its findings and make recommendations for improving the system. Personnel on this sub-committee should be two faculty members and two students appointed by the advisory committee.
The remaining sub-committee is to be concerned with teacher attitude toward the extracurriculum. This sub-committee should be composed of two faculty members selected by the faculty. The teachers on this sub-committee should make a study of the local school situation with regard to teacher responsibilities in extracurricular activities and submit a plan for the improvement of this situation.

The writer believes that there are changes which should be made in the activities program before awaiting the results of the advisory committee's investigation of the weaknesses of the program. The basis for this opinion is that the following recommendations will have the immediate effect of strengthening, to a limited degree, some of the weaknesses found in this study:

1. The principal and director of activities should meet with the faculty and explain the need for cooperation in planning and sponsoring the activities program. Opportunity should be provided in this meeting for a discussion of teacher responsibilities in extracurriculum.

2. The principal shall make reassignments of extracurricular duties based on the wishes of individual members of the faculty and their ability to assume the sponsorship of the activity they select. In the event of a conflict of choices, the teacher with longest experience shall be given precedence.

3. Based on the suggestions made by students, plans should be made to organize a stamp club, camera club, art club, and dance club.
4. The director of activities should seek a means by which the students, who are interested, could participate with the parents in the management and production of the school newspaper which is now sponsored and produced by the PTA of the school.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICAL ARTICLES


C. PUBLICATIONS OF LEARNED ORGANIZATIONS


D. ENCYCLOPEDIA ARTICLES


E. UNPUBLISHED MATERIALS


F. BULLETINS

APPENDIX
APPENDIX A

THE EDUCATIONAL PHILOSOPHY
OF THE SCHOOL FACULTY

1. The goal of education in a democracy is to guide children to become increasingly self-directive along lines approved by society.

2. It is the duty of our school to provide for the physical, mental, and emotional growth of all the children of all the people.

3. It is the duty of our school to provide a curriculum which will not only include the mastery of the tool subjects but which will also broaden and enrich the life of each pupil and contribute to the development of his character.

4. Education is a continuous process to which all members of our school staff (teachers and all others) contribute both in the classroom and in the community.

5. That the members of our faculty are and do is more effective than what we say in guiding the growth of our pupils.

6. Children learn most effectively through their own experiences; therefore, it is the aim of our school to provide experiences which are constructive and to eliminate those experiences which are detrimental.

7. We recognize that all children differ; therefore, it is the duty of our school to adjust the curriculum to meet the needs of the individual child and to guide each child in making desirable adjustments to school and community situations.

8. Our school belongs to the people; consequently, its success is a community enterprise necessitating mutual responsibility, understanding, and cooperation on the part of the faculty and the patrons.

9. Professional growth assures the advancement of our school; therefore our faculty aims to uphold the ethics and attitudes of our teaching profession.

Adopted by the Faculty January, 1949.
APPENDIX B

OUR CREED

JUNIOR HIGH SCHOOL

We believe that the School should be a democracy, upholding the finest ideals and reflecting such virtues as truthfulness, honesty, truthfulness, tolerance, loyalty, and good sportsmanship. In other words, it should inspire its pupils to be good citizens.

Secondly, we believe the faculty should be men and women of highest integrity, having an understanding of children and a love for their work. They should be well qualified for their positions; and they should strive to educate boys and girls, not only by giving them information from books but also by urging them to develop well-rounded personalities. Above all, the faculty should set examples for the students in every way possible.

Lastly, we believe that the students should be cooperative, that they should be courteous to everyone with whom they come in contact, and that they should have a sense of personal responsibility in maintaining the standards of the school. They should be ambitious to acquire knowledge, doing their work cheerfully and enthusiastically to the best of their ability. We believe that each student should strive to the utmost of make himself a worthy citizen not only of his school but also of his community, city, state, and country.

(written by the Senior Class of June 1945 and adopted by the school in January 1946.)
APPENDIX C

CONSTITUTION OF THE STUDENT ASSOCIATION

ARTICLE I

NAME

The name of this organization shall be the STUDENT ASSOCIATION.

ARTICLE II

PURPOSE

The purpose of this association shall be:

1. To provide opportunities for practice in democratic citizenship.
2. To develop good leaders and good followers.
3. To provide opportunities for the development of a sense of personal and civic responsibility.
4. To provide opportunities for student cooperation and participation in school affairs.
5. To provide opportunities for rendering service to schoolmates, teachers, school, and community.
6. To promote the general welfare of the school.
7. To foster respect for law and order.
8. To assist the principal and faculty in the general control over school activities.
9. To arouse school spirit.

ARTICLE III

MEMBERSHIP

All registered students and all faculty members of the school shall be members of this association.

ARTICLE IV

OFFICERS AND THEIR ELECTION

Section 1. The officers of this association shall be a president, a vice-president, a secretary, and a treasurer.

Section 2. These officers shall be elected in May by the junior high school members of the association.
Section 3. The term of office shall begin in September and shall continue for one school year provided the officer performs his duties in a satisfactory manner and maintains a high standard of citizenship.

Section 4. The election procedure shall be that adopted by the student council in Student Association election of officers.

Section 5. In case of a vacancy in the office of president, the vice-president shall assume his duties for the unexpired term. In case of a vacancy in any other office, the members of the student council shall fill the vacancy by a majority vote of those members present at a meeting held within two weeks after the vacancy occurs.

ARTICLE V

STUDENT COUNCIL

Section 1. The student council shall be the legislative body of the Student Association.

Section 2. The membership of the student council shall consist of the officers of the association, the defeated candidates for office, the presidents and vice-presidents of the junior high school home rooms, the presidents of the upper elementary home rooms, the presidents of the service groups, and the Student Association sponsor.

Section 3. The student council shall have the power to formulate and organize any plan for the betterment of the school and with the approval of the principal, shall have the power to execute this plan.

Section 4. Since the powers of the student council are delegated to it by the principal, he shall have the right of veto over any measure which the student council proposes.

ARTICLE VI

AMENDMENTS

Section 1. This constitution may be amended if the proposed amendment is (1) presented to the student council in writing by a student council member, (2) read at two consecutive meetings of the student council, (3) approved for referral to the home rooms by a majority vote of the student council, and (4) approved by two-thirds of the junior high school members of the Student Association voting by ballot.
Section 2. The amendment shall become effective when announced by the president at the first regular meeting of the student council following the vote of the association.

BY-LAWS

ARTICLE I

QUALIFICATIONS AND DUTIES OF OFFICERS

Section 1. The officers of this association shall be a president, a vice-president, a secretary, and a treasurer.

Section 2. All officers shall be incoming 8th or 9th students. (They shall be incoming 8th students until the ninth grade is moved here.)

Section 3. The President

1. Shall preside over all meetings held by the Student Association, the student council, and the executive committee.
2. Shall be an ex-officio member of all Student Association committees.
3. Shall perform such other duties as devolve upon a president.

Section 4. The Vice-President

1. Shall assume the duties and responsibilities of the president in case of his absence or upon his request.
2. Shall fill any unexpired term of the president.
3. Shall serve as chairman of the courtesy committee.

Section 5. The Secretary

1. Shall keep the minutes of all student council and courtesy committee meetings.
2. Shall keep a record of the attendance at these meetings.
3. Shall carry on all necessary correspondence under order or the President.
4. Shall do all necessary bookkeeping for the use of the citizenship report cards.

Section 6. The Treasurer

1. Shall keep an accurate account of all Student Association funds.
2. Shall serve as chairman of the sales committee.
ARTICLE II
EXECUTIVE COMMITTEE

Section 1. The members of the executive committee shall be the four
officers of the association and the association sponsor.

Section 2. This committee shall meet once a week unless otherwise
ordered by the president.

Section 3. It shall attend to any Student Association business deemed
necessary but shall take no action that conflicts with that
of the student council.

ARTICLE III
HIGH SCHOOL ORGANIZATION

Section 1. The junior high school home room officers shall be a
president, a vice-president, a secretary, and a treasurer.

Section 2. The elementary school home room officers shall be those
considered necessary by the home room teacher.

Section 3. The officers shall be elected by the home room students in
September and shall serve until June unless removed from
office by the home room teacher and Student Association
sponsor because of unsatisfactory work or conduct.

Section 4. The presidents of the junior high school and upper elementary
school home rooms are members of the student council.

Section 5. The vice-presidents of the junior high school home rooms
are members of the student council and courtesy committee.

Section 6. A regular meeting shall be held once a week as provided on
the school calendar.

Section 7. Organization details not specified in Sections 1-6 above
shall be decided upon by the home room teacher and students.

ARTICLE IV
STANDING COMMITTEES

Section 1. The standing committees of the Student Association shall be
as follows: courtesy, election, lost and found, FHA nursery,
point system, student council, and the service groups.
Section 2. The service groups shall be as follows:

Cafeteria Committee
Drama Club
Glee Club
A Group
  Jr. Red Cross Council
  Library Staff
  Monitors
  Safety Patrol
  Sales Committee
B Group
  Color Guard
  Reception Committee
C Group
  Band
  Orchestra

Section 3. Membership in the standing committees is subject to the requirements of the point system and the approval of the faculty sponsor.

Section 4. Officers of the service groups shall be elected by the members of the group in September and shall serve for the entire school year, unless removed from office by the service group sponsor and association sponsor because of unsatisfactory work or conduct.

Section 5. Chairmen of the other standing committees shall be appointed by the president unless otherwise directed by the constitution or by the Student Association sponsor.

Section 6. The presidents of the service groups shall be members of the student council. The vice-presidents of the cafeteria committee, monitors, and safety patrol shall be members of the courtesy committee.

Section 7. The organization and rules that govern the functioning of the committee shall be those decided upon by the committee, the faculty sponsor, and the student council.

ARTICLE V

MEETINGS

Section 1. The Student Association shall have a minimum of three meetings a year:
1. The installation ceremony in October.
2. The presentation, during the spring semester, of the campaign speeches of candidate for Student Association offices.
3. The citizenship and service awad assembly.
Section 2. The student council shall hold its annual meeting in May when the presidents of all standing committees shall present their annual reports in writing.

Section 3. The regular meetings of the student council shall be held once a week at a time and place determined by the principal.

Section 4. The president may call a special meeting and postpone or cancel a regular meeting if it is approved by the principal and association sponsor.

ARTICLE VI

FACULTY SPONSORS

The faculty sponsors for the student Association and for all standing committees shall be appointed by the principal.

ARTICLE VII

QUORUM

A quorum for the transaction of business at a meeting of the student council shall be a majority of the members.

ARTICLE VIII

AFFILIATIONS

Section 1. This association shall be a member of the National Association of Student Councils.

Section 2. This association shall be a member of the Student Cooperative Association of Virginia.

Section 3. This association shall be a member of the Federation of Student Councils.

ARTICLE IX

PARLIAMENTARY AUTHORITY

The rules contained in Practical Parliamentary Procedure by Rose Marie Cruson shall govern the proceedings of this association except in such cases as are covered by the constitution, by-laws, and special rules and procedures which have been adopted by this association.
ARTICLE X

AMENDMENTS

These by-laws may be amended in the same manner as provided in Article VI, Section 1 and Section 2 of the constitution.

ARTICLE XI

SPECIAL RULES AND PROCEDURES

Special rules and procedures may be adopted or changed by a majority vote in the student council provided the proposal for adoption or change has been discussed in at least two student council meetings.

ARTICLE XIII

ADOPTION OF CONSTITUTION AND BY-LAWS

The constitution and by-laws of this Student Association shall become effective when approved by the principal and a majority of the junior high school members of the Student Association voting by ballot.

Adopted by the principal, teachers, and students, February 15, 1951.

AMENDMENTS TO BY-LAWS

ARTICLE I

Article I, Section 2 of the by-laws shall read as follows:

All officers shall be incoming 7th or 8th students as long as the eighth grade is the highest grade in school.

All officers shall be incoming 8th or 9th students when the ninth grade is the highest grade in school.

(This amendment was adopted by the Student Association by a vote of 239 to 42. It became effective on April 17, 1951 when announced by the president in the regular meeting of the student council.)
APPENDIX D

JUNIOR HIGH SCHOOL
POINT SYSTEM
EXEMPLARY CIRCULAR

1. To receive the citizenship and service award the student has to qualify in citizenship and earn 30 points from September to June. He is not entitled to points simply because he holds an office or is a member of a service group. He must earn them by performing the duties assigned to him efficiently and conscientiously.

2. If a student qualifies in citizenship and earns 25 points he will receive Honorable Mention. If this is done for two consecutive years he will be given a letter.

3. A star will be given to the student who earns his letter a second time.

4. The eighth grade students winning an award may choose a letter or a pin.

5. To qualify in citizenship a student must receive the endorsement of all his teachers, homeroom, subject, study period, librarian, and sponsor.

6. The points listed are the maximum number allowed for the various positions and miscellaneous services. The sponsor will decide upon the number earned by the student after considering the quality of his work and the amount of time given.

7. The points for the special committees are given according to the quality and amount of service rendered to the school.

8. The officers of the student council may not hold an office in any other student organization. This does not disqualify them from membership in some service group.

9. The Student Association officers, homeroom presidents, the homeroom vice-presidents, the service groups presidents, and the four defeated candidates for Student Association office are members of the student council.

10. The vice-president of the student council is the chairman of the courtesy committee. The homeroom vice-presidents, and the vice-presidents of the cafeteria committee, the safety patrol, and the monitors are members of this committee. The president and secretary of the student council are ex-officio members.
11. The treasurer of the student council is the chairman of the sales committee.

12. A student may be a member of but one A service group and of one B service group. Membership in the C group is determined by the music department.

<table>
<thead>
<tr>
<th>A Group</th>
<th>B Group</th>
<th>C Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cafeteria Committee</td>
<td>Color Guard</td>
<td>Band</td>
</tr>
<tr>
<td>Jlee Club</td>
<td>Reception Committee</td>
<td>Orchestra</td>
</tr>
<tr>
<td>Jr. Red Cross Council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Patrol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales Committee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. In addition to the points listed, the members of the band, glee club, and orchestra will be given one point for each public appearance. Public appearance means participation in a special program to which the public has been invited or representing the school in some outside performance.

14. A student may hold but one office that is rated at 10 or more points.

15. No student may hold offices totaling more than 20 points. (Student council officers excepted.)

16. Any student holding an office or serving as a member of a group less than the whole session will have his points prorated.

17. The number of points earned in any sport should be submitted to the point system committee by the coach at the end of each sport season.

18. Not more than 20 points from music or from athletics may be counted for the award.

19. A total of 6 points may be earned for scholarship. The first A will be based on the last report of the first semester and the second A will be based on the second report of the second semester. To qualify for these points the student must meet the following requirements:

1. A or B on English, arithmetic, and social studies.
2. Not more than one C on the remaining subjects. (Nothing below C).

20. The points for unusual service or achievement are given when a student renders a service to the school which is over and beyond that which would be ordinarily expected of any good citizen of the school, or when he accomplishes something which adds to the prestige of the school.

A student may be recommended for these points by any teacher. A full
explanation of the unusual service or achievement should accompany
the recommendation made to the point system committee.

21. Since the school letter is awarded for citizenship, individual
service, and achievement, the owner should be the only person to
wear it. It should never be given to any one else.

22. No student may hold more than one office which entitles him to
membership in the student council.
## APPENDIX D

### JUNIOR HIGH SCHOOL

**Point System for Earning Citizenship and Service Letter**  
September, 1946

<table>
<thead>
<tr>
<th></th>
<th>President</th>
<th>Vice-Pres.</th>
<th>Secretary</th>
<th>Treasurer</th>
<th>Members</th>
<th>Librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Council</td>
<td>20</td>
<td>26</td>
<td>26</td>
<td>12</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Home Room</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Service Groups

**Group A**

<table>
<thead>
<tr>
<th>Service Group</th>
<th>President</th>
<th>Vice-Pres.</th>
<th>Secretary</th>
<th>Treasurer</th>
<th>Members</th>
<th>Librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cafeteria Committee</td>
<td>12</td>
<td>6</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glee Club</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jr. Red Cross</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Staff</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitors</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales Committee</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Patrol</td>
<td>12 (Capt.)</td>
<td>10 (Lt.)</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 pt. for each public appearance.

**Group B**

<table>
<thead>
<tr>
<th>Service Group</th>
<th>President</th>
<th>Vice-Pres.</th>
<th>Secretary</th>
<th>Treasurer</th>
<th>Members</th>
<th>Librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color Guard</td>
<td>10 (Capt.)</td>
<td>8 (Bugler)</td>
<td>7 (Lt.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reception Committee</td>
<td>10</td>
<td>(8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 pt. for each public appearance.

**Group C**

<table>
<thead>
<tr>
<th>Service Group</th>
<th>Captain</th>
<th>1st Lt.</th>
<th>2nd Lt.</th>
<th>Supply Cst.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Orchestra</td>
<td>4</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Must play 2/3 of games.

**Athletics**

<table>
<thead>
<tr>
<th>Service Group</th>
<th>Captain</th>
<th>Co-Capt.</th>
<th>Subs.</th>
<th>Manager</th>
<th>Total No. of Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>School teams</td>
<td>4</td>
<td></td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Home Room teams</td>
<td>Members</td>
<td>receive 3/4 pt. per game. They must play at least 1 game.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service Group</th>
<th>Captain</th>
<th>Co-Capt.</th>
<th>Subs.</th>
<th>Manager</th>
<th>Total No. of Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheering Squad</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Committees</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scholarship**

4 or 8. See explanatory circular.

**Miscellaneous**

**Unusual Service**

**Achievement**

5
APPENDIX E

PUPIL QUESTIONNAIRE

PERSONAL FACTS

A. Are you a boy or a girl? (Check one answer)
   ____1) I am a boy.
   ____2) I am a girl.

B. What school grade are you in? (Check one answer)
   ____1) 6th grade
   ____2) 7th grade
   ____3) 8th grade

WHAT DO YOU THINK ABOUT YOUR STUDENT ACTIVITIES PROGRAM?

1. Do you think that the student activities program (clubs, committees, athletics, student council, monitors, etc.) is as important to you as your classes in arithmetic, social studies, English, etc.? (Check one answer)
   ____1) The activities program is more important.
   ____2) The activities program is just as important.
   ____3) The activities program is not as important.

2. Do you think that most of the Sponsors try to make the clubs and activities interesting and worthwhile to the students? (Check one answer)
   ____1) Yes, most of them do.
   ____2) About half of them do.
   ____3) Only a few do.
3. Do you have a chance to help plan the activities in the club or committee to which you belong? (Check one)

   ____1) Very often
   ____2) Once in a while
   ____3) Never

4. Do you take part in as many clubs or activities as you would like? (Check one)

   ____1) Yes, too many
   ____2) Yes, I take part in as many as I think I should.
   ____3) No

5. Do you take part in the discussions at your club or committee meetings? (Check one)

   ____1) Yes, whenever I wish to.
   ____2) Sometimes
   ____3) Not very often

6. Do you think that this school should have more clubs and activities to choose from? (Check one)

   ____1) Yes
   ____2) About right like it is.

7. If you feel that the School should have more activities, suggest some.
8. All things considered, how much do you think you are getting out of the activities program? (Check one)
   ____1) All that I could get.
   ____2) Somewhat less than I could get.
   ____3) A great deal less than I could get.

9. If you feel that you are not getting as much out of the activities program as you could, what do you think the reasons are? (Check one)
   ____1) I was not able to join any club or activity.
   ____2) I could not join the club or activity that I wanted to join.
   ____3) The teachers do not show enough interest in the activity or club.
   ____4) I am not interested in any of the activities or clubs.
   ____5) Other reasons. (Tell what)

10. Do you think that belonging to the activities and clubs help you make new friends in school? (Check one)
    ____1) Yes
    ____2) No
    ____3) Don’t know

11. Do you enjoy attending the meetings of your club or activity? (Check one)
    ____1) Most of the time
    ____2) Sometimes
    ____3) Never

12. Do you think the school should drop or do away with the student activities program? (Check one)
13. If you think some activities should be dropped, tell which ones

14. Do you feel that more school time should be given to the student activities program? (Check one)

1) Enough time is allowed.

2) Not enough time is allowed.

3) Too much time is allowed.

15. Do you find it hard to get money to go to school plays or to pay club dues? (Check one)

1) Yes.

2) Sometimes.

3) No.

16. Do you think that belonging to clubs, committees, and other student activities takes too much time away from your studies? (Check one)

1) Yes.

2) Sometimes.

3) No, it does not take time away from my studies.
APPENDIX E
(Part 2)

INFORMATION CONCERNING THIS QUESTIONNAIRE

Please read before filling out this questionnaire.

How do you feel about the student activities program at this school? That is what you will be asked by filling out this inventory.

It is easy to do. In most cases you merely check the answer that tells how you feel.

Do not put your name on this paper. Nobody wants to know "who says what."

Print in block letters whenever any writing is necessary. This will further guarantee anonymity.

There are no identifying marks on this inventory. You should feel perfectly free to exchange the blank inventory you now hold with any one of your colleagues. When you turn in the inventory, you are free to shuffle it into the pile in any way you like.

Say what you really think. That you say will be taken seriously.

Answer all the questions. Your opinion is desired concerning all of the point covered.
TEACHER QUESTIONNAIRES

1. Do you feel that the student activities program contributes to the overall educational program of the school? (Check one)
   ____1) Contributes much.
   ____2) Contributes some.
   ____3) Does not contribute.
   ____4) No opinion.

2. Do you think that the faculty as a whole is in sympathy with the student activities program? (Check one)
   ____1) Most of them are interested.
   ____2) Only a few are interested.
   ____3) No opinion.

3. Do you think that the student activities program is as important as other phases of the school program? (Check one)
   ____1) It is just as important.
   ____2) It is less important but worthwhile.
   ____3) Don't know.

4. Do you feel that the student activities program helps develop good citizenship in the student body? (Check one)
   ____1) Helps a great deal.
   ____2) Helps a little.
   ____3) Does not help.
   ____4) No opinion.

5. Do you agree that the student activities program provides opportunities for training in leadership? (Check one)
1) Yes, for most of the pupils.
2) Yes, but only for a few pupils.
3) No.

6. Do you believe that the student activities program gives pupils the opportunity to assume responsibilities? (Check one)
   1) Yes, a great many opportunities.
   2) Yes, to some extent.
   3) No.

7. Do you feel that the student activities program meets the pupils' needs and interests? (Check one)
   1) Yes, I feel it does.
   2) Yes, but only partially.
   3) No, I do not think it helps meet the needs and interests of the pupils.

8. If you think that the activity program does not meet the needs and interests of the pupils, what do you think the reasons are? (Check as many as you think apply.)
   1) Some pupils are not able to join a club or other activity.
   2) Some pupils are not able to join the activity of their choice.
   3) The teachers do not show enough interest in the clubs and activities.
   4) Pupils do not appear to be interested in the activities program.

9. Do you sponsor a club, committee or other activity (not including a home room club)?
10. If you are a sponsor, were you allowed to choose the activity you sponsor?
   _____1) Yes.
   _____2) No.
   _____3) Does not apply to me.

11. Do you believe that the pupils should be allowed to participate in the planning and management of the student activities program?
   _____1) Yes, but with faculty supervision.
   _____2) No, the faculty should do the planning and managing.
   _____3) I'm not sure about this.

12. Do you feel that the pupils are given enough freedom in selecting the club or activity they wish to join? (Check one)
    _____1) The pupils are given too much freedom.
    _____2) They are allowed the right amount of freedom.
    _____3) I have no opinion.

13. Do you think that there are enough different types of activities in the program? (Check one)
    _____1) Yes there are too many types of activities.
    _____2) Yes, there is just enough.
    _____3) No, we need more different kinds of activities.
    _____4) I have no opinion.

14. If you believe that there should be more student activities in this school, suggest some.
15. Do you feel that there is enough limitation placed on the number of activities a pupil may participate in? (Check one)
   ____1) Yes, the limit is just as it should be.
   ____2) No, some pupils are allowed to participate in too many activities.
   ____3) There is too much limitation placed on the number of activities a pupil may participate in.

16. Do you think that the school should do away with the student activities program? (Check one)
   ____1) No.
   ____2) Some activities should be dropped.
   ____3) All activities should be dropped.

17. If you think some activities should be dropped, tell which ones.

18. Do you feel that more school time should be allotted to the student activities program? (Check one)
   ____1) Enough time is allowed.
   ____2) Not enough time is allowed.
   ____3) Too much time is allowed.
   ____4) No opinion.

19. How do you feel about the amount of money the pupils need in order to take part fully in school life. (Consider homeroom dues, plays, parties, charity drives, etc.)
1) It takes too much money.
2) It takes about the right amount of money.
3) I have no opinion.

20. In general, how do you feel about supervising the student activity to which you are assigned.
1) I like to supervise the activity to which I am assigned.
2) I had rather not supervise any student activity.
3) I do not like the activity which I now supervise but I would not mind sponsoring an activity of my own choice.
4) I am not in charge of any activity.

21. Do you have the opportunity to participate in formulating the policies concerning the student activities program? (Check one)
1) I am never consulted about this.
2) Sometimes I help formulate policies concerning student activities.
3) I am frequently consulted about this.

22. Do you think student participation in the activities program takes too much time away from their studies? (Check one)
1) Yes, for most of the pupils it does interfere with their study time.
2) Sometimes, but not enough to be concerned about.
3) No, it does not interfere with pupils' study time.

23. Do you favor the present system of giving pupil awards for service to the school.
1) Yes, I am in favor of this system.
2) Yes, but I think some changes should be made in the system of making awards.
3) I do not favor a system of awards.

24. If you think the awards system should be changed, suggest some.
APPENDIX F

INTERVIEW SCHEDULE

USED IN INTERROGATION OF PRINCIPAL

1. Question. Explain how the educational philosophy of the school was developed?

Answer. A group of parents, teachers, and pupils were selected by the administration to serve on a committee which proceeded to make a study of the needs of the children in the community and the educational goals considered desirable in a democracy. This committee submitted a philosophy which was discussed and accepted by the entire faculty. In 1951 another committee composed of faculty members presented a revised philosophy which was accepted.

2. Q. Did the students and the faculty have a part in formulating the general objectives of the activities program?

A. Yes. The parents were included in this, also.

3. Q. Do you feel that the activities program contributes to the regular instructional program? If so, in what way?

A. Yes. Extracurricular activities are an extension of classroom work which provide opportunities for participation in certain activities which the regular classroom instruction does not furnish. These activities also provide opportunities for training followers as well as leaders.

4. Q. Do you allow your teachers to select the activity they wish to sponsor? Explain.

A. As a general rule and when possible, yes. In some instances where teachers will not volunteer it becomes necessary to assign sponsorship duties.

5. Q. Is there provision made for the periodic evaluation of the program by pupils as well as the teachers? Explain.

A. Appraisals of the general aspects of the activities program are made frequently by the student council and by homerooms in their weekly meetings. Evaluations of specific activities are made regularly by the members of these groups and recommendations are made to the student council.
6. C. How are the funds pertaining to the activities program accounted for? Are they audited periodically?

A. All funds collected in connection with the activities of the school are deposited in a control fund. All payments are made by check. A member of the staff from the superintendent's office audits the accounts yearly.

7. C. Are students allowed to handle the moneys collected in connection with the activities program?

A. Yes. This is allowed only when done under the supervision of a sponsor.

8. C. Are both students and faculty allowed to participate in the management of the activity program finances?

A. Yes. Members of the various activities decide what disposition will be made of the money taken in by their organization.

9. C. Is a financial report made to the students periodically?

A. Yes a report is made to the members of each activity several times during the year and a report is made to the superintendent annually.

10. C. What means are used to raise money for the student activities program?

A. Funds are raised for the activities program by the following means:

1. Paper drives (three to four times a year).
2. Sales Committee - profit from the sale of paper, pencils, school novelties, and other articles.
3. Dramatics - profit from the sale of tickets to plays put on by the dramatic club.
4. Bus tickets - a 5% profit is allowed the school for selling tickets for public transportation.

11. C. Do you feel that the school should have a newspaper?

A. At the present time a small school newspaper is produced by the PTA. This paper contains news of interest to both parents and students. If a school paper could be financed and produced by the students, I would favor such a venture. This has been attempted two times in the past but the undertaking died for lack of interest.
12. Q. What do you consider the most outstanding accomplishments of the program?

A. I feel that the high percentage of participation on the part of the pupils (95%) and the willingness of the teachers to give of their time and effort to sponsor this program are the two outstanding accomplishments of this activities program.

13. Q. In what respect is the program least adequate?

A. The outstanding inadequacy of this program is the lack of teachers to sponsor the additional activities needed.

14. Q. What improvements are being planned for the future?

A. Plans are being made to improve the evaluative processes used in the program to the extent that parents will be given the opportunity to participate.
INTERVIEW SCHEDULE

USED IN INTERROGATION OF THE DIRECTOR OF STUDENT ACTIVITIES

1. Question: What are your responsibilities relative to the student activities program?

Answer: As director of the activities program I am responsible for all of the routine business such as planning the time and place for meetings of the various activity groups, typing instructions for homeroom meetings and service groups, arranging for the Student Association assemblies, etc. In addition to this I sponsor the student council, courtesy committee, and sales committee.

2. Q. What other duties, not in connection with the activities, are you assigned?

A. I am the guidance counselor for the school. I am responsible for the storage and the maintenance of records of all text books used in the school. I assist the principal in whatever administrative duties he assigns me.

3. Q. Do you feel that the members of the faculty are interested enough to accept the responsibilities of sponsorship in the program? About how many are interested?

A. A large majority of the teachers are willing to give of their time and energy. In this respect, however, a small number do not cooperate to the extent of accepting these responsibilities.

4. Q. If you feel that some of the faculty members do not accept the responsibilities of sponsorship, give what you think are the reasons.

A. I believe that a conflict with other interests and activities both in and out of school is the cause of some teachers not accepting these responsibilities.

5. Q. Do the students have the opportunity to suggest changes in the activity program and in the other phases of the non-curricular activities of the school? Explain.

A. Yes. Very often a change of this nature is brought up and discussed in a homeroom meeting and is then submitted to the student council for action if it is deemed worthwhile.
6. Q. Are the pupils participation in the various activities contingent upon their achievement or conduct in other phases of the program? Explain.
   A. Membership in the service groups is not contingent upon achievement but misconduct may be cause for removal from or cause for denying a student membership in a group.

7. Q. What is done about pupils who do not participate in the program?
   A. In the case of homeroom meetings the teacher takes whatever action she feels necessary to encourage her students to participate in the homeroom activities. During the weekly meetings of the service groups the non-participating students are assigned to a study hall.

8. Q. In what ways do you think that the activities program contributes to the instructional program?
   A. Extracurricular helps children to become well rounded individuals. It provides excellent training in citizenship, parliamentary procedures, and public speaking.

9. Q. During this year have any students expressed a desire to have a school newspaper?
   A. Yes,

10. Q. Would you care to state any reasons why the school does not have a school paper?
    A. Yes. Two attempts have been made to produce a school paper and both have failed for lack of interest. Any future attempts at producing a school paper will be hindered because of the want of a faculty member to sponsor such a venture.

11. Q. What do you consider to be the most outstanding accomplishments of the program?
    A. As a result of this program the children have developed a feeling that they have a voice in the affairs of the school and they have learned that they must accept the responsibilities along with the privileges connected with the activities.

12. Q. In what respect is the program least adequate?
    A. Improvement is needed in the activities of the homeroom clubs. Specifically, better programs and better plans of action are needed in the homeroom clubs. Additional activities are needed, especially those in the nature of hobby clubs.
15. Q. What improvements are being planned for the future?

A. Plans have been made to conduct a leadership conference for all of the officers connected with the activities program. Changes have been made for this group of pupils to study the responsibilities and duties of the offices they hold. It is planned also, to add several pages of information concerning the activities program to the Student Association Guide.

16. Q. What percent of the student body participates in the activities program?

A. Pupil participation in the activities of one or more of the standing committees averaged about 95% for the present year. Membership in one of the freshman clubs is compulsory for all students so participation in this segment of the program is 100%.