A Plan for Improving the Pupil Activities Program in a Virginia High School

Franklin Niel Postlethwait
College of William & Mary - School of Education

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A PLAN FOR IMPROVING THE PUPIL ACTIVITIES PROGRAM IN A VIRGINIA 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
Niel Postlethwait
August 1952
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For the kind guidance and suggestions during the writing of this project, the writer wishes to express his appreciation to the members of his committee: Dr. Kenneth H. Cleeton, Chairman, Dr. Howard K. Holland and Mr. Richard Brooks.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS

1. The Problem

Statement of the problem. The purpose of this study is to formulate specific plans for the improvement of the pupil activity program at Achilles High School, Achilles, Virginia.

Significance of the study. During the academic year 1951-52 the school staff of Achilles High School evaluated the pupil activity program. As they progressed in this evaluation, it became evident that further study was needed which would aid in improving the program now in existence. The opinions and facts expressed in this study should provide sponsors of the various activities with evidence upon which to make further evaluations of their own respective activities. In addition, it was believed that improvement would result in more meaningful experiences for the students of the school. Also, the visiting evaluating committee, in their written report, made several recommendations to improve the program. To emphasize the importance of this study, the following excerpt is quoted from their report:

... It is hoped that the extracurricular program of
any school should try in some way to reach the interests and needs of every pupil in the school, as it is the opinion of the committee that a pupil activity program so organized properly will interest and allow each student to contribute according to his particular talent and ability.

Provisions have been made at Achilles for pupils of special interests and abilities to participate in several activities. It would seem that the challenge now lies in increasing the total percentage.

It is hoped that this study will contribute in meeting the educational needs of youth at Achilles School, as well as to supplement the literature in the field in which the study was made.

Scope and limitations. This project will be limited to the pupil activity program at Achilles High School during the 1951-52 school session.

Sources of data and procedure. Data for this study came from four chief sources: "An Activity Program for Achilles High School," (Appendix B); Completed check lists of the Evaluative Criteria, 1950 Edition, made by the faculty; 2 Visiting committee report on "An Evaluation of Achilles High School" 3 and a Student Questionnaire, (Appendix A.)

---


In developing this study, those pertinent aspects concerning the school community, the pupil population, the school staff, the school facilities and a description of the present pupil activities program will be presented.

The present program was evolved as a result of staff cooperation. (A copy of the existing program will be found in Appendix B.) It had been in effect two years before being evaluated. Certain aspects of this program pertinent to this study will be described in Chapter IX.

Results of the evaluations, using the Evaluative Criteria, by the school staff and visiting committee will be revealed together with their recommendations. In order that these data will have added significance, results of a Student Questionnaire will be presented. It is believed that these data will assist the investigator in formulating specific plans for improving the present pupil activities program.

The Student Questionnaire, which was distributed to the students of the school to discover the opinions of the pupils regarding the pupil activity program, was developed after a series of discussions as to methods by which pupil interests, suggestions and needs could be discovered and identified.

The aims and objectives were listed under each major category, as enumerated in Section E of the Evaluative
Criteria. The categories were as follows: School Government; Home Rooms; School Assembly; School Publications; Music Activities; Dramatics and Speech Activities; Social Life; Physical Activities for Boys and Girls; and School Clubs. Other considerations which entered into the making of the questionnaire were: the need for a clear purpose with definite limitations; clarity of questions asked and responses of such character that they can be summarized. The questionnaire was formulated in accordance with these aims and considerations and was distributed to the pupils of Achilles High School.

The final portion of the report will present an analysis of the data followed by the development of those recommendations emerging as a result of this analysis.

II. Definition of Terms

Pupil activity program. Throughout this study, pupil activity program will mean those categories found in the Outline of Contents, "Pupil Activity Program;" Section "E" of the Evaluative Criteria, 1950 Edition, namely:


**School government.** An agency consisting of one or more faculty members and representatives elected by the students from among the student body, concerned with the coordination of the pupil activities carried on in the school.

**Home room.** The home room consists of a group of pupils and a teacher engaged in cooperative activities which will provide for happier and more productive adjustment to school life. Such activities are: guidance, administrative routine, social activities and orientation.

**School assembly.** A sequence of learning exercises presented to all or a large part of the pupils and the staff of a school.

**School publications.** These include any printed or mimeographed yearbook, annual, handbook, magazine or newspaper that is edited and managed by a group of pupils under the auspices of the school.

**Music activities.** As used in this study, music activities include all those music activities for which no credit toward graduation is given.

**Dramatic and speech activities.** Drama and speech activities include those which are primarily devoted to the creation, preparation and production of plays or
activities designed to facilitate the development of speech.

Physical activities for boys and girls. This term refers only to those physical activities in which pupils engage on a voluntary basis.

School clubs. As used in this study, school clubs will refer to those comparatively simple school organizations under student leadership, with faculty supervision the members of which have common interest, distinguished from the more formal groups such as athletics and publications.

III. Organization of Report

Chapter I dealt with a statement of the problem, definition of terms and those aspects pertinent to the introduction of the study.

The remaining part of the report will be presented as follows: In Chapter II, the setting of the problem, in which information regarding the school and community is revealed; the results of the evaluations and questionnaire data are presented in Chapter III, and plans for the improvement of the Achilles High School pupil activity program are disclosed in Chapter IV.
CHAPTER II

SETTING THE PROBLEM

This chapter presents the reader with background information regarding the school and the community which the school serves. In addition, it will include a description of the Achilles Pupil Activity Program.

I. School Community.

Achilles High School serves the white children of the southern half of Gloucester County, Virginia. This community is a tidewater area, rich in seafood production, having the Virginia Fisheries Laboratory and several fish packing houses located within its bounds. Proximity to the Naval Mine Depot and other military installations provides many parents with their employment. This community is a thickly populated rural area and is estimated by the Clerk of the County to have about 6,000 population.

Agencies of the community having an effect on the educational program at Achilles are not many in number. Motion picture theaters and Church organizations are the only agencies which offer activities to school age children. There are no recreational agencies such as parks, playgrounds, museums, public libraries or community forums.
The occupational and educational status of the parents of the children enrolled in Achilles High School, as revealed by a survey of the information contained in pupil permanent records, are disclosed in Table I, Table II, and Table III.

**TABLE I**

**OCCUPATIONAL STATUS OF FATHERS OF THE PUPILS IN ACHILLES HIGH SCHOOL**

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laborers (includes fishermen)</td>
<td>48.9</td>
</tr>
<tr>
<td>Craftsmen, foremen and kindred workers</td>
<td>20.9</td>
</tr>
<tr>
<td>Proprietors, managers and officials</td>
<td>8.2</td>
</tr>
<tr>
<td>Service Workers</td>
<td>5.5</td>
</tr>
<tr>
<td>Professional and semi-professional workers</td>
<td>4.4</td>
</tr>
<tr>
<td>Farmers and farm managers</td>
<td>3.2</td>
</tr>
<tr>
<td>Other</td>
<td>8.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It may be noted from the above table that almost half of the fathers of the children enrolled in Achilles High School were laborers and about one-fifth were craftsmen.
TABLE II

OCCUPATIONAL STATUS OF MOTHERS OF THE PUPILS IN ACHILLES HIGH SCHOOL

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homemakers</td>
<td>90.4</td>
</tr>
<tr>
<td>Service Workers</td>
<td>4.8</td>
</tr>
<tr>
<td>Other</td>
<td>4.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is important to note from Table II that approximately nine-tenths of the mothers of students enrolled in Achilles High School were occupied with homemaking.
TABLE III
EDUCATIONAL STATUS OF PARENTS OF THE PUPILS ENROLLED
IN ACHILLES HIGH SCHOOL

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended but did not complete elementary school</td>
<td>34.3</td>
</tr>
<tr>
<td>Completed elementary school</td>
<td>19.7</td>
</tr>
<tr>
<td>Attended but did not complete high school</td>
<td>29.7</td>
</tr>
<tr>
<td>Graduated from high school</td>
<td>8.1</td>
</tr>
<tr>
<td>Attended but did not complete post secondary school</td>
<td>1.3</td>
</tr>
<tr>
<td>Completed two-year college or post secondary school</td>
<td>5.2</td>
</tr>
<tr>
<td>Graduated from four-year college (or equivalent course)</td>
<td>2.7</td>
</tr>
<tr>
<td>Engaged in graduate study</td>
<td>.2</td>
</tr>
<tr>
<td>No formal education</td>
<td>.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* Percentages were based on 370 men and women.

It is evident from the information presented in Table III that the educational status of the parents of the pupils enrolled in Achilles High School was extremely varied. The table reveals that 34.5 per cent or 313 parents did not complete high school.
School facilities. The physical school plant is a major factor in facilitating the total instructional process and in satisfying the social needs of the immature and adult members of the community.¹ The facilities at Achilles are limited to six medium size classrooms, industrial arts shop, home economics department, commercial room, cafeteria and a combination gymnasium-auditorium. Special rooms, such as gymnasium-auditorium and cafeteria are limited in number as well as equipment and furthermore, they also are used by the elementary department.

II. Pupil Population

During the school session of 1951-52, there were 188 pupils enrolled in grades eight through eleven in the Achilles High School. Of these, 88 were boys and 100 were girls. Records in the school office indicate that during the 1951-52 school session, 92 per cent of the pupils attending Achilles were transported to school by bus.

Table IV shows the age-grade distribution of the pupils in grades eight through eleven for the 1951-52 session. Table V indicates those pupils who have withdrawn from school during the twelve months preceding the opening of the 1951-52 school year.

TABLE IV

AGE-GRADE DISTRIBUTION OF PUPILS, 1951-52
GRADES EIGHT THROUGH ELEVEN

<table>
<thead>
<tr>
<th>AGE</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eleventh</td>
<td>18</td>
<td>7</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenth</td>
<td>2</td>
<td>29</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ninth</td>
<td>4</td>
<td>38</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eighth</td>
<td>7</td>
<td>37</td>
<td>19</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>7</td>
<td>41</td>
<td>59</td>
<td>43</td>
<td>28</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

*Based on data from teacher registers, September 1951.

Table IV does not reveal any abnormal age-grade distribution of the pupils enrolled in Achilles High School during the 1951-52 school session.
TABLE V
WITHDRAWALS OF PUPILS ENROLLED,
GRADES EIGHT THROUGH ELEVEN

<table>
<thead>
<tr>
<th>REASON</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>NUMBER PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary Difficulties</td>
<td>1</td>
<td>1</td>
<td>4.7</td>
</tr>
<tr>
<td>Entered Military Service</td>
<td>1</td>
<td>1</td>
<td>4.7</td>
</tr>
<tr>
<td>Lack of interest in school work</td>
<td>2</td>
<td>2</td>
<td>19.4</td>
</tr>
<tr>
<td>Marriage</td>
<td>5</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>Obtained work</td>
<td>3</td>
<td>3</td>
<td>14.2</td>
</tr>
<tr>
<td>Poor scholarship</td>
<td>1</td>
<td>1</td>
<td>4.7</td>
</tr>
<tr>
<td>Transferred to another school</td>
<td>5</td>
<td>1</td>
<td>28.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>13</td>
<td>8</td>
<td>21 100.0</td>
</tr>
</tbody>
</table>

It may be seen from Table V that approximately one-fifth of the students who withdrew from Achilles High School did so because of a lack of interest in school work. There were no students withdrawing because of illness, or financial reasons. It is important to note that one-fourth of those withdrawing was due to marriage.
Teaching staff. The teaching staff at Achilles High School is composed of twelve persons, four men and eight women. There is one principal and one librarian for the combination elementary and high school. The elementary and high school are housed in the same building. The entire secondary teaching staff devoted a portion of its time to the pupil activity program. Tables VI and VII indicate the teaching experience and academic training of the twelve teachers as of September, 1951.

TABLE VI
YEARS OF TEACHING EXPERIENCE
OF THE ACHILLES HIGH SCHOOL STAFF

<table>
<thead>
<tr>
<th>YEARS EXPERIENCE</th>
<th>NUMBER</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or more</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>20 - 24</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>15 - 19</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>10 - 14</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>5 - 9</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>0 - 4</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is interesting to note in Table VI that 50 per cent of the Achilles High School staff who worked with grades eight through eleven had over five years teaching experience as of September, 1951.
TABLE VII

ACADEMIC STATUS OF THE ACHILLES HIGH SCHOOL STAFF MEMBERS

<table>
<thead>
<tr>
<th>Academic Status</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td>Special Certificates</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Emergency Certificates</td>
<td>1</td>
<td>8.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table VII shows that two-thirds of the teaching staff held a bachelor's degree and the remaining one-third had not reached the degree level in their academic training.

III. A Description of the Pupil Activities Program

The source of data for the description of this program, which has been in effect and was evaluated, may be found in "An Activities Program for Achilles High School," (Appendix B).

The philosophy underlying the pupil activities program at Achilles High School states that if the needs of the individual and society are to be met, provision must be made for those experiences which will contribute to the all-round growth of the individual. The pupil activities must be dignified in the minds of the students and teachers. They
should have a place in the daily program and provisions should be made for limiting and encouraging participation, but the students' interest, joy and spontaneity must be preserved.

Organization of student government. The Student Cooperative Association of Achilles High School was responsible for the spirit and cooperativeness of all other organizations. All citizens of the school were members and had the right to vote for the officers and representatives of this organization. The internal organization had the usual officers with two representatives elected from each home room.

The home room. The home room was organized so students could receive all the training possible from their experiences. Each home room had a president, vice-president, secretary and treasurer. Each officer performed the duties ascribed the office as in keeping with Roberts, Rules of Order. The home room met daily from 9:00 a.m. to 9:05 a.m. and from 3:05 p.m. to 3:10 p.m. for administrative work, such as registers and other work of similar nature. In addition to the daily meeting, it also met one period per week for guidance, social and other activities which seemed desirable by the sponsor and students.

Athletics. A good school program provides opportunity for exploring many fields of activity. One such field is
that of physical activities for boys and girls. Participation in sports and appreciation of the skills entailed in a sports contest are parts of the total education of a high school student. Ability to recognize degrees of proficiency in these skills is an attribute of a well-rounded individual.

The program of inter-scholastic sports included six-man football, boys and girls basketball, baseball, track and softball for girls.

Practice was held at the discretion of the coach after the school day had ended. All participants met the eligibility requirements set up by the Virginia High School League.

Forensic activities. The Forensic Program followed the rules and regulations of the Virginia High School League. These activities were debating, public speaking, reading and spelling.

School publications. Achilles publications consisted of an annual and school paper.

To be effective, the year book is a record of the entire school year. Its main value lies in its appeal to the student at the time it is issued, and in the reminiscence value of later years. The senior class was responsible for this undertaking.
The school paper is published bi-monthly. The paper staff was responsible for all phases of its production; editorials, composition, make-up, financing, and distribution.

**Music activities.** The music department perhaps was unsurpassed in possibilities for social, moral and leisure time training of our future citizens. These activities consisted of band and glee club which met weekly.

**Dramatics.** One of the most valuable activities was that of providing opportunity for dramatics. This type activity helps the individual to overcome adolescent self-consciousness and self-depreciation. It provides opportunity to express thoughts and emotions through gesture and voice.

The senior and junior classes produce at least one play for public participation each year.

**Clubs.** The strength of a program of school clubs depends on the adequacy of the individual clubs. The success of clubs was largely determined by the attitude and ability of the sponsor who was named to exercise guidance in its activities. The clubs organized under the guidance of the school were Letterman Club, 4-H Club, Future Homemakers of America, Library Club and Commercial Club.

**Financing the activity program.** The general treasurer plan of managing the pupil activities funds, a plan that
requires each organization to deposit all of its receipts with a single treasurer who pays bills on proper authorization, operates at Achilles High School.

Sources of income for the clubs are: dues, ticket sales, income from dances, parties, shows and athletic events. Each activity has its own account and deposits its money in a General School Fund, which is in the local bank. When money is needed for an activity, a request with the proper authority is made, and a check for the amount requested is presented to the treasurer of the activity by the school treasurer, who is secretary to the principal.

Summary. It is clear that the background of the student body of Achilles High School, grades eight through eleven was diversified; the majority of the pupils came from a rural area; the school facilities are limited; the educational status of the adults was extremely varied; the fathers of the school children were employed in many different occupations; the mothers of the school children were practically all occupied with homemaking; the staff has had considerable experience; however, their academic training was limited; the recreational facilities of the community did not provide for the needs of all the children of Achilles High School; and the activities and clubs offered at Achilles High School were not numerous, however, each had a definite aim and purpose derived from the school philosophy. (Appendix C)
CHAPTER III

PRESENTATION OF DATA

In this chapter are presented the results of the findings of the school staff and the visiting committee when they evaluated the pupil activity program of the Achilles High School during the 1951-52 session. An analysis of the data from the Student Questionnaire and its results is also presented. The results of each group's appraisal will be presented. This will be followed by a statement of the recommendations of the group.

In order to clarify the information in Tables VIII and IX, an explanation of the meaning of the Arabic numerals and the capital letters is necessary as well as an interpretation of the literal symbols a, b, c, d and e under "Evaluations." The Arabic numerals and capital letters are parts of a rating scale which is defined below:

5.—Excellent; the provisions or conditions are extensive and are functioning excellently.

4.—Very good; the provisions or conditions are extensive and are functioning well, or the provisions or conditions are moderately extensive and are functioning excellently.

3.—Good; the provisions or conditions are moderately extensive and are functioning well.

2.—Fair; the provisions or conditions are moderately extensive but are functioning poorly or they are limited in extent but are functioning well.
I.--Poor; the provisions or conditions are limited in extent and are functioning poorly.

M.--Missing; the provisions or conditions are missing and needed; if present, they would make a contribution to the educational needs of the youth of this community.

Literal symbols a, b, c, d and e have reference to specific questions asked about each division and subdivision of Section E of the Evaluative Criteria. They do not have the same meaning in each case. For a complete breakdown, by division title, of specific questions symbolized by a, b, c, d and e, see Appendix D.

Average ratings in each table were arrived at by dividing the sum of the numerical ratings for a particular section by the number of numerical ratings for that section.

I. Results of Evaluation by High School Staff

Table VIII indicates the ratings, agreed upon by the high school staff, of the divisions and sub-divisions of section E of the Evaluative Criteria, 1950 Edition.
<table>
<thead>
<tr>
<th>TITLE OF DIVISION</th>
<th>EVALUATIONS</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Nature and Organization</td>
<td>4 3 3 4</td>
<td>3.4</td>
</tr>
<tr>
<td>General Organization of the program</td>
<td>4 3 3</td>
<td></td>
</tr>
<tr>
<td>Pupil Participation in School Government</td>
<td>4 3 4 4</td>
<td>3.75</td>
</tr>
<tr>
<td>Home Room</td>
<td>3 3 3 3</td>
<td>3.0</td>
</tr>
<tr>
<td>The School Assembly</td>
<td>3 3 3 3</td>
<td>3.0</td>
</tr>
<tr>
<td>School Publications</td>
<td>3 3 5 3 5</td>
<td>3.8</td>
</tr>
<tr>
<td>Music Activities</td>
<td>2 2 2</td>
<td>2.0</td>
</tr>
<tr>
<td>Dramatic and Speech Activities</td>
<td>1 1 2 3 2</td>
<td>1.8</td>
</tr>
<tr>
<td>Social Life and Activities</td>
<td>3 3 3 3</td>
<td>3.0</td>
</tr>
<tr>
<td>Physical Activities for boys</td>
<td>3 M 3 3 3</td>
<td>3.0</td>
</tr>
<tr>
<td>Physical Activities for girls</td>
<td>M 3 3 3</td>
<td>3.0</td>
</tr>
<tr>
<td>School Clubs</td>
<td>3 3 3 2</td>
<td>2.75</td>
</tr>
<tr>
<td>Finances of Pupil Activities</td>
<td>3 3 3 3</td>
<td>3.0</td>
</tr>
<tr>
<td>General Evaluation of Pupil Activity Program</td>
<td>3 3</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>AVERAGE OF EVALUATIONS</strong></td>
<td></td>
<td><strong>3.0</strong></td>
</tr>
</tbody>
</table>
Examination of Table VIII reveals that, of the fifty-five ratings given by the school staff, two are $M$, two are 1, six are 2, thirty-seven are 3, six are 4, and two are 5. It will be noted that items rated as $M$ (Missing and needed) are provisions for intramural physical activities for boys and girls. Those aspects considered to be 1 (Poor) are: (1) provisions for developing the dramatic interests and abilities of pupils and (2) provisions for developing the speech interests and abilities of pupils. Those items rated as 2 (Fair) are: (1) variety of voluntary music activities, (2) extent of participation in voluntary music activities, (3) interest and enthusiasm of all pupils for music activities, (4) quality of material selected for music and speech activities, (5) adequacy of the quality of speech activities and (6) extent to which club activities are related to the out of school and leisure interests of pupils.

Two items were rated as 5 (Excellent) being: (1) quality of publications and (2) evaluation of three successive issues of all publications. The average of evaluations of 3.0 in the opinion of the school staff rates the sum total of the pupil activities program as "Good."

Recommendations of the high school staff. The high school staff made the following recommendations concerning the pupil activities program of the school:
Examination of Table VIII reveals that, of the fifty-five ratings given by the school staff, two are \( \frac{4}{5} \), two are \( 1 \), six are \( 2 \), thirty-seven are \( 3 \), six are \( 4 \), and two are \( 5 \). It will be noted that items rated as \( \frac{4}{5} \) (Missing and needed) are provisions for intramural physical activities for boys and girls. Those aspects considered to be \( 1 \) (Poor) are: (1) provisions for developing the dramatic interests and abilities of pupils and (2) provisions for developing the speech interests and abilities of pupils. Those items rated as \( 2 \) (Fair) are: (1) variety of voluntary music activities, (2) extent of participation in voluntary music activities, (3) interest and enthusiasm of all pupils for music activities, (4) quality of material selected for music and speech activities, (5) adequacy of the quality of speech activities and (6) extent to which club activities are related to the out of school and leisure interests of pupils. Two items were rated as \( 5 \) (Excellent) being: (1) quality of publications and (2) evaluation of three successive issues of all publications. The average of evaluations of 3.0 in the opinion of the school staff rates the total of the pupil activities program as "Good."

Recommendations of the high school staff. The high school staff made the following recommendations concerning the pupil activities program of the school:
1. That an intramural program be provided for the boys and girls

2. Music activities should be made available for all students.

3. Additional physical facilities should be provided.

II. Results of the Evaluation by the Visiting Committee

Table IX indicates the results of the evaluation of the Achilles Pupil Activity Program by the visiting committee in April, 1952. Numerical and literal symbols employed in this table have the same meaning as in Table VIII, page 22 of this report.
## TABLE IX

RESULTS OF EVALUATION BY VISITING COMMITTEE

<table>
<thead>
<tr>
<th>TITLE OF DIVISION</th>
<th>EVALUATIONS</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Nature of the Program</td>
<td>3 3 3 3</td>
<td>3.0</td>
</tr>
<tr>
<td>General Organization of the Program</td>
<td>3 3</td>
<td></td>
</tr>
<tr>
<td>Pupil Participation in School Government</td>
<td>3 3 4 4</td>
<td>3.5</td>
</tr>
<tr>
<td>Home Rooms</td>
<td>2 3 1 2</td>
<td>2.0</td>
</tr>
<tr>
<td>The School Assembly</td>
<td>3 3 3 3</td>
<td>3.0</td>
</tr>
<tr>
<td>School Publications</td>
<td>3 3 5 5</td>
<td>5.0</td>
</tr>
<tr>
<td>Music Activities</td>
<td>2 2 2</td>
<td>2.0</td>
</tr>
<tr>
<td>Dramatic and Speech Activities</td>
<td>2 2 2 3</td>
<td>2.3</td>
</tr>
<tr>
<td>Social Life and Activities</td>
<td>3 3 3 3</td>
<td>3.0</td>
</tr>
<tr>
<td>Physical Activities for boys</td>
<td>4 3 3 3</td>
<td>3.3</td>
</tr>
<tr>
<td>Physical Activities for girls</td>
<td>3 3 3 3</td>
<td>3.0</td>
</tr>
<tr>
<td>School Clubs</td>
<td>3 3 3 3</td>
<td>3.0</td>
</tr>
<tr>
<td>Finances of Pupil Activities</td>
<td>3 3 3 5</td>
<td>3.0</td>
</tr>
<tr>
<td>General Evaluation of the Pupil Activity Program</td>
<td>3 3</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**AVERAGE OF EVALUATIONS** 2.9
Table IX indicates that, of fifty-five ratings given by the visiting committee, two are 5, one is 3, nine are 2, thirty-eight are 1, three are 4, and two are 5. Items rated as 5 (Missing and needed) are provisions for intramural physical activities for boys and girls. An item considered to be 1 (Poor) is the extent that guidance functions of the home room are being achieved. Other specific aspects considered to be only 2 (Fair) are (1) adequacy of the provisions for home room activities, (2) home room activities providing opportunities for development of desirable personal and social traits, (3) variety of voluntary music activities, (4) extent of participation in voluntary music activities, (5) interest and enthusiasm of all pupils for music activities, (6) provisions for development of the dramatic interests and abilities of pupils, (7) provisions for developing the speech interests and abilities of pupils, (8) the quality of materials selected for dramatic and speech activities and (9) the quality of speech activities. The average of evaluations of 2.9 in the opinion of the visiting committee rates the sum-total of the pupil activity program as slightly under "Good."

Recommendations of the visiting committee. Excerpts from the written portion of the visiting committee report is as follows:
Provisions have been made at Achilles for pupils of special interests and abilities to participate in several activities. It would seem that the challenge now lies in increasing this total percentage. Therefore, besides pupil interests and opportunities the importance of the quality of proper sponsorship by faculty members of certain talents is most imperative for a successful, workable and enjoyable program. Of course, there is a great challenge, as well as a long-term plan, necessary to carry out the general idea of total participation.

In keeping with the idea of a goal of maximum pupil participation, it would seem that the installation of a suitable point system would be necessary so that the quality of the extra-curricular program, and the proper recognition, would be better cared for through this system.

As the committee feels that the extra-curricular activities are as important as the curricular, a definite scheduling in use of the school day is essential for these activities. The committee feels that the schedule would be arranged so that a daily activity period be provided for this part of the school program.

Home room programs properly planned and organized offer some of the best opportunities for desirable group guidance. While at Achilles there are several worthwhile types of activities being carried on, it is the opinion of the committee that more time should be allowed for this part of the program and that problems of the adolescent and teen-ager should be discussed under the joint cooperation of each home room teacher, using student leaders and the entire group working on accepted items of immediate and long-range value to every pupil.

The committee was very favorably impressed with the two student publications placed in the hands for observation. The annual and newspaper were admirable. The committee would suggest that the Student Council give
serious thought to adding a student handbook to the above list and feels that the handbook is an excellent way to orient new pupils and to acquaint students and parents with the school, its activities and policies.

The committee felt that the performance of the total group at the assembly was creditable. The committee recommends definitely that boys be included in the Choral Club.

The physical activities for boys and girls in the inter-scholastic phase are to be commended in their variety and scope. However, the committee feels that there is a definite need for an extensive program of intramural activities at Achilles.

It is apparent from this report that a number of specific recommendations have been made. They are summarized as follows:

1. That a long-term plan be formulated to increase the total participation in pupil activities.

2. That the installation of a suitable point system be considered to insure more balanced participation in activities by all students

3. That definite scheduling of activities in the daily program be provided

4. That more time be allowed for home room programs

5. That the Student Council give serious thought to adding a student handbook to its list of student publications

6. That boys be included in the choral club.

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7. That an intramural program be added to the physical activities for boys and girls.

III. Results of Pupil Questionnaire

In the pupil questionnaire, which was distributed to the pupils of Achilles High School, questions were asked about the several divisions of pupil activities listed below: School Government; Home Rooms; The School Assembly; School Publications; Music Activities; Dramatic and Speech Activities; Social Life Activities; Physical Activities for boys and girls; and School Clubs.

The results of this questionnaire are presented in tabular form with the above named divisions being the subject of each table.

In each division concerning the activities, pupils were provided with a space where they could make suggestions they felt would improve the present pupil activities program. This was in addition to the questions they answered. These suggestions will be presented in the latter portion of this chapter.

In keeping with the idea that the text should contain findings or conclusions stated in comprehensive terms

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and that is should not be clogged with masses of statistical minutiae, the following tables show the results of the questionnaire in terms of percentages of pupils. The ungrouped data were tabulated into a frequency distribution by sex, grade classification and totals. The homogeneity of the responses of the boys and girls and among the varied grades, judged by inspection of the data, caused the investigator to present the questionnaire results in totals rather than according to the sex and grades of the respondents. Moreover, the fact that the questionnaire data was to be used for the purpose of planning for the activities program as a whole, rather than by parts seemed to argue for total presentation rather than by grade and sex breakdown.

Questionnaire distribution. The questionnaire was distributed to the Achilles High School pupils, during the summer following the 1951-52 school session. Table X reveals that questionnaires were distributed to 122 pupils; 105 or 86 per cent were returned.

TABLE X

QUESTIONNAIRE DISTRIBUTION BY GRADES AND THE NUMBER AND PERCENTAGES OF QUESTIONNAIRES RETURNED

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number in Class</th>
<th>Number of Returns</th>
<th>Per Cent Of Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighth</td>
<td>30</td>
<td>26</td>
<td>86.6</td>
</tr>
<tr>
<td>Ninth</td>
<td>40</td>
<td>32</td>
<td>80.0</td>
</tr>
<tr>
<td>Tenth</td>
<td>33</td>
<td>28</td>
<td>84.5</td>
</tr>
<tr>
<td>Eleventh</td>
<td>19</td>
<td>19</td>
<td>100.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>122</td>
<td>105</td>
<td>86.0</td>
</tr>
</tbody>
</table>

School government. Table XI indicates that the majority of the pupils were satisfied that the student government was exercising its responsibility to the student body. It appears, however, that there could be improvement in the provision of social life by the Student Council.
TABLE XI
PUPIL OPINION CONCERNING SCHOOL GOVERNMENT

<table>
<thead>
<tr>
<th>QUESTIONS ASKED</th>
<th>Per Cent Answering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel that your student council brings about a better understanding of the faculty on behalf of the students?</td>
<td>9 : 91</td>
</tr>
<tr>
<td>2. Do you think that the officers of the student council are good leaders?</td>
<td>6 : 94</td>
</tr>
<tr>
<td>3. Has the student council assisted in developing school spirit?</td>
<td>9 : 91</td>
</tr>
<tr>
<td>4. Does the student council provide the kind of social life you want?</td>
<td>17 : 83</td>
</tr>
<tr>
<td>5. Does the student council assist in promoting good citizenship?</td>
<td>9 : 91</td>
</tr>
<tr>
<td>6. Should the student council assist in promoting good citizenship?</td>
<td>5 : 95</td>
</tr>
</tbody>
</table>

Home room. It is evident from an examination of Table XII that the home room activities are not meeting the needs of all the pupils at Achilles High School. Thirty-six per cent of the pupils asked did not think that the home room activities promoted better school spirit. However, 96 per cent of the pupils believed that the home room should promote better school spirit. It may be further noted from Table XII that 38 per cent of
all those returning questionnaires thought their home room
teachers did not assist them with their personal problems.
In the questions designed to test opinion of the pupils
on home room orientation of the school, it appears that
the majority believe that the home room is useful, however,
about one-fifth believe that the home room is not meeting
their needs. Three-fourths of those questioned thought
that their home room assisted in providing social activities.

TABLE XII

PUPIL OPINION CONCERNING HOME ROOMS

<table>
<thead>
<tr>
<th>QUESTIONS ASKED</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do the activities in your home room promote better school spirit?</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>2. Should the activities in your home room promote better school spirit?</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>3. Do you have an opportunity to express yourself in home room activities?</td>
<td>18</td>
<td>82</td>
</tr>
<tr>
<td>4. Does your home room sponsor assist you with personal problems?</td>
<td>38</td>
<td>62</td>
</tr>
<tr>
<td>5. Can you find out new things about the school when you want to know them?</td>
<td>15</td>
<td>85</td>
</tr>
<tr>
<td>6. Does your home room organization help you get acquainted?</td>
<td>22</td>
<td>78</td>
</tr>
<tr>
<td>7. Does your home room organization assist in providing social activities for you?</td>
<td>24</td>
<td>76</td>
</tr>
</tbody>
</table>
School assemblies. As revealed by Table XIII, only 70 per cent of the pupils reporting, expressed the opinion that they had an opportunity to participate in general assemblies. Ninety-two per cent agreed, however, that the general assemblies were interesting. It may be noted that many of the students would like to have more movies and musical programs in the general assemblies.

TABLE XIII
PUPIL OPINION CONCERNING SCHOOL ASSEMBLIES

<table>
<thead>
<tr>
<th>QUESTIONS ASKED</th>
<th>Per Cent Answering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have an opportunity to participate in general assemblies?</td>
<td>30 70</td>
</tr>
<tr>
<td>2. Do you like pep rallies?</td>
<td>6 94</td>
</tr>
<tr>
<td>3. Do you enjoy taking part in plays?</td>
<td>32 68</td>
</tr>
<tr>
<td>4. Do you enjoy taking part in musical programs?</td>
<td>40 60</td>
</tr>
<tr>
<td>5. Would you like to have more movies in general assemblies?</td>
<td>22 78</td>
</tr>
<tr>
<td>6. Should the general assembly meet more often?</td>
<td>28 72</td>
</tr>
<tr>
<td>7. Are the general assembly programs interesting?</td>
<td>8 92</td>
</tr>
</tbody>
</table>
School publications. In presenting the results of the questionnaire returns on school publications, it seems important to note that 76 per cent of the pupils did not have an opportunity to work on the school newspaper. Table XIV shows too, that only 67 per cent of those returning questionnaires believed that they would like to work on the school newspaper. It seemed that the annual and newspaper were serving their purposes. It is important to note that 85 per cent of the pupils think a student handbook would help them in obtaining facts about the school.

TABLE XIV
PUPIL OPINION ON SCHOOL PUBLICATIONS

<table>
<thead>
<tr>
<th>QUESTIONS ASKED</th>
<th>Per Cent Answering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you had an opportunity to work on the school newspaper?</td>
<td>76  24</td>
</tr>
<tr>
<td>2. Would you like to work on the school newspaper?</td>
<td>33  67</td>
</tr>
<tr>
<td>3. Is the school newspaper valuable in helping you understand the school?</td>
<td>9   91</td>
</tr>
<tr>
<td>4. Did you buy an annual?</td>
<td>35  65</td>
</tr>
<tr>
<td>5. Have you had an opportunity to work on an annual?</td>
<td>82  18</td>
</tr>
<tr>
<td>6. Would you like to work on an annual?</td>
<td>21  79</td>
</tr>
<tr>
<td>7. Do you think a student handbook would be helpful?</td>
<td>15  85</td>
</tr>
</tbody>
</table>
Music activities. Table XV shows that nearly all the pupils enjoy hearing the band and glee club perform. It also shows in a question designed for the boys only that 36 per cent of the boys would like to sing in a glee club.

TABLE XV
PUPIL OPINION CONCERNING MUSIC ACTIVITIES

<table>
<thead>
<tr>
<th>QUESTIONS ASKED</th>
<th>Per Cent Answering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO</td>
</tr>
<tr>
<td>1. Do you enjoy hearing the band perform?</td>
<td>5</td>
</tr>
<tr>
<td>2. Do you enjoy hearing the glee club perform?</td>
<td>11</td>
</tr>
<tr>
<td>3. Do you have an opportunity to be in the glee club?</td>
<td>47</td>
</tr>
<tr>
<td>4. If you are a boy, please answer this question. If you had the opportunity would you like to sing in the glee club?</td>
<td>64</td>
</tr>
<tr>
<td>5. Do you like to sing in school assemblies?</td>
<td>35</td>
</tr>
</tbody>
</table>

Dramatic and speech activities. The questionnaire returns indicate that there is considerable difference of opinion among the students with regard to dramatic and speech activities. It may be noted from Table XVI, that only 28 per cent of the pupils like to participate in public speaking activities, although 63 per cent like to
listen to debate teams. It is interesting to note that approximately 45 per cent are not interested in participating in plays, forensic activities or reading. Sixty per cent say they would like to join a dramatic club, if offered.

**TABLE XVI**

**PUPIL OPINION CONCERNING DRAMATIC AND SPEECH ACTIVITIES**

<table>
<thead>
<tr>
<th>QUESTIONS ASKED</th>
<th>Per Cent Answering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like to participate in public speaking?</td>
<td>72 28</td>
</tr>
<tr>
<td>2. Did you enjoy hearing the debate teams last year?</td>
<td>17 83</td>
</tr>
<tr>
<td>3. Would you like to participate in forensic activities?</td>
<td>53 47</td>
</tr>
<tr>
<td>4. Have you ever been in a home room play?</td>
<td>56 44</td>
</tr>
<tr>
<td>5. Do you think you would enjoy a club whose primary activity is reading?</td>
<td>56 44</td>
</tr>
<tr>
<td>6. Have you had an opportunity to be in assembly plays, shows or other acting programs?</td>
<td>54 46</td>
</tr>
<tr>
<td>7. Would you join a dramatic club, if one were offered?</td>
<td>40 60</td>
</tr>
</tbody>
</table>
School social life. It is revealed in Table XVII that the student body is in substantial agreement that there should be additional school parties sponsored by the student council and home rooms. It is also shown that a considerable majority of students have attended all parties except skating parties.

TABLE XVII
PUPIL OPINION CONCERNING SOCIAL LIFE

<table>
<thead>
<tr>
<th>QUESTIONS ASKED</th>
<th>PER CENT ANSWERING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you attended student council parties?</td>
<td>NO 72</td>
</tr>
<tr>
<td>2. Have you attended school skating parties?</td>
<td>NO 54</td>
</tr>
<tr>
<td>3. Would you like to have additional school parties?</td>
<td>NO 94</td>
</tr>
<tr>
<td>4. Should the student council provide social life?</td>
<td>NO 91</td>
</tr>
<tr>
<td>5. Should the home room provide social life?</td>
<td>NO 91</td>
</tr>
<tr>
<td>6. Should the student council and home room provide social life?</td>
<td>NO 89</td>
</tr>
</tbody>
</table>
Physical activities for boys and girls. It may be noted from Table XVII that 78 per cent of the pupils questioned have an opportunity to participate on athletic teams; however, 71 per cent still feel that they would like additional opportunity to play on teams within the school.

**TABLE XVIII**

PUPIL OPINION CONCERNING PHYSICAL ACTIVITIES

<table>
<thead>
<tr>
<th>QUESTIONS ASKED</th>
<th>Per Cent Answering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have an opportunity to participate on athletic teams?</td>
<td>NO  22   YES  78</td>
</tr>
<tr>
<td>2. Would you like to have an opportunity to participate on teams within the school which do not compete with other schools?</td>
<td>NO  29   YES  71</td>
</tr>
</tbody>
</table>

School clubs. Table XIX shows that 88 per cent of those questioned belong to a club; but, 68 per cent think some students belong to too many activities. Eighty-one per cent felt that some pupils dominate the leadership, but even so, only 60 per cent feel a point system is needed. There are 30 per cent of the pupils who feel they do not have an opportunity to express themselves and that sponsors are not sufficiently interested in their clubs.
### TABLE XIX

**PUPIL OPINION CONCERNING SCHOOL CLUBS**

<table>
<thead>
<tr>
<th>QUESTIONS ASKED</th>
<th>Per Cent Answering</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you belong to a club?</td>
<td>12    88</td>
</tr>
<tr>
<td>2. Do you think some students belong to too many activities?</td>
<td>68    32</td>
</tr>
<tr>
<td>3. Do you think some students dominate the leadership in activities?</td>
<td>19    81</td>
</tr>
<tr>
<td>4. Would you like to have a point system to limit participation?</td>
<td>40    60</td>
</tr>
<tr>
<td>5. Do you have an opportunity to express yourself in school clubs?</td>
<td>31    69</td>
</tr>
<tr>
<td>6. Do you think sponsors are interested enough in school clubs?</td>
<td>30    70</td>
</tr>
</tbody>
</table>

**Suggestions made by the pupils.** The suggestions made by the pupils in each category were carefully studied and a frequency table was made to determine those which were mentioned most often. The investigator then grouped the suggestions into general statements. These statements are presented as follows:

1. Home room organizations should meet more often and the time of meeting should be regular.

2. Home room organizations should be more concerned with guidance, social activities and better citizenship on the part of the pupils.
3. More movies and musical programs should be presented in general assemblies.

4. Programs of general interest should be presented in general assemblies such as, citizenship skits, plays, class reports, and pep rallies.

5. The school newspaper should be published more often and regularly.

6. A student handbook would be helpful.

7. Participation in forensic activities should be increased.

8. The school band should meet more often.

9. Better instruction in music should be provided.

10. Social activities should be provided regularly and transportation furnished for them.

11. Better physical facilities be provided for the physical activities program.

12. A variety of games should be provided on an intramural basis. Those most often named were as follows: basketball, football, softball, baseball, tennis, volleyball, badminton, table tennis and boxing.

13. A dramatic club and boys glee club should be sponsored.

14. More interest should be taken by sponsors in school clubs.

15. Membership in clubs should be limited.

In the final chapter of this study, a comparison of the findings of the three groups will be presented upon which plans for the improvement of this program will be developed.
CHAPTER IV

FINDINGS AND PLANS FOR IMPROVEMENT

The purpose of this study was to formulate specific plans for the improvement of the pupil activities program at Achilles High School. This chapter will be concerned with the recommendations made by the school staff, the visiting committee and the student body on each division of the pupil activities.

Plans for improvement will be made in those divisions which are indicated by the evaluation and recommendations of the three appraising groups to be in the greatest need of improvement. Since the appraising groups have evaluated each division and sub-division of the pupil activities program individually, this same general organization will be followed for the remaining portion of this study.

I. School Government

It is evident from the foregoing data that the pupil participation in school government was "Good." The school staff, the visiting committee and the student body all appear to be in agreement that this particular phase of pupil

1 Symbol used in the evaluating rating scale indicating that provisions or conditions are moderately extensive and functioning well.
activities at Achilles High School is serving its purpose well.

II. Home Rooms

Criticism and recommendations by the school staff.
The school staff in their evaluation of the home room program was of the opinion that it was "Good." However, this assumption was not in agreement with the visiting committee nor the student body.

Criticism and recommendations by the visiting committee.
The following conclusions were made by the visiting committee: (1) guidance functions of the home room are being poorly achieved; (2) home room activities are inadequate; (3) home room activities do not provide adequate opportunities for development of desirable personal and social traits and (4) more time should be allowed for home room programs.

Criticism and recommendations by the student body.
It is interesting to note that the results from the student questionnaire are in agreement with those of the visiting committee. The following suggestions were made by the student body: (1) Home room organizations should meet more often and the time of meeting should be regular; (2) home room organizations should be more concerned with guidance, social activities and better citizenship on the part
of the pupils.

**Summary of the recommendations.** From the preceding paragraphs, it may be seen that the following improvements need to be made in the home room activities at Achilles High School:

1. Home room guidance needs to be improved.

2. Development of desirable personal and social traits among the pupils needs more consideration.

3. Additional time should be provided for the home room program.

**Plans for improving the home room program.** The recommendations of the visiting committee and the student body would, in all probability, be fulfilled if the school staff agreed with McKown\(^2\) who states that the home room is a regular school period, usually weekly, in which the teacher or sponsor meets with an organized group of pupils for the purpose of becoming intimately acquainted with the members and, through individual contacts, programs and activities, promotes the development of certain personal ideals, knowledges and habits not now regularly provided for in the teaching of traditional school subjects.

In order to initiate the improvement of this program, the school staff, under the leadership of the guidance

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counselor, should take the following steps:

**STEP I.** A planning committee of three members of which the guidance counselor is chairman should be formed to:

A. List the purposes for which home room guidance is being considered. The purposes should include the following:

1. Aims and objectives of home room guidance based on the school philosophy.

2. Contributions of teachers to the guidance services. These may include orientation, records, preventing failures, group guidance activities, conditioning pupils for referral to counselors and evaluation.

B. To plan a program of inservice training for the staff on home room guidance.

**STEP II.** The guidance counselor should then present the report of the committee to the entire school staff for discussion and approval. This will give the staff an opportunity to revise and modify the plans. Cooperation of the entire staff should be assured by their participation in the final planning.

**STEP III.** The administration should provide additional time in the daily schedule so adequate time for home room activities will be assured.

**STEP IV.** The inservice training program of teachers should
be put into effect through regularly scheduled staff meetings.

III. School Assemblies

Criticisms and recommendations by the school staff.
The check lists reveal that the school staff rated school assemblies as 3 (Good) in all phases of its evaluation. No specific recommendations were made by the staff for the improvement of the school assemblies.

Criticisms and recommendations by the visiting committee.
The visiting committee was high in its praise of school assemblies and was in agreement with the school staff in their evaluation.

Criticisms and recommendations by the student body.
It has been previously noted in the data presentation that the pupil opinions revealed that the major portions of the student body enjoyed and found the school assemblies interesting. They did, however, make the recommendations that:
(1) more movies and musical programs should be presented in general assemblies and (2) programs of general interest should be presented in general assemblies such as, citizenship skits, plays, class reports and pep rallies.

Summary of recommendations. It is to be seen from the preceding paragraphs that the school assembly programs are "Good" and no major improvements need to be made. However,
it is important that the programs based on interests and needs of the pupils are necessary, if additional progress is to be achieved in this phase of pupil activities.

Plans for improving the school assemblies. The following steps should be taken to fulfill the suggestions made by the students regarding school assemblies.

**STEP I.** The principal should authorize the student council to appoint an assembly committee. This committee would be composed of at least one staff member and a pupil from each home room.

**STEP II.** The assembly committee should accept the responsibility for the following:

A. Survey the school for appropriate assembly material
   1. Determine the interests of the pupils
   2. Gather materials suitable for interesting programs

B. Outline plans for the assembly programs
   1. Length of the period
   2. Where it will be held
   3. Direction of the program
   4. Content of the program
   5. Audience behavior
   6. Evaluation of the program

**IV. School Publications**
Criticisms and recommendations by the school staff.
The school staff in their evaluation of school publications rated them as 3.8 (Very Good). No recommendations for the improvement of school publications were made by the school staff.

Criticisms and recommendations by the visiting committee.
The visiting committee was in complete agreement with the school staff in marking the evaluations of the existing publications. They, however, did make the recommendation that a student handbook be added to the list of school publications to assist in orientating new pupils and to acquaint pupils and parents with the school, its activities and policies.

Criticisms and recommendations by the student body.
Results of the student questionnaire indicated that the student body was in agreement with the other appraising groups that the existing publications are very valuable assets to the school. These suggestions were made by the students: (1) that participation be increased on the annual and newspaper; (2) that the newspaper be published more often and regular and (3) a student handbook would be helpful to the student body.

Symbol used in the evaluating rating scale indicating that provisions are extensive and are functioning well.
Summary of the recommendations. The student body and visiting committee were harmonious in their attitude toward the institution of a student handbook at Achilles High School. It is also important to note here that one of the overall general needs as stated by the visiting committee was that of maximum pupil participation in activities. It would seem that since the student body made known their wishes for increased participation on school publications that it would be in keeping with the needs and interests of the pupils, as well as to achieve the idea presented by the visiting committee to make plans for increased participation on school publications.

Plans for improving student publications. The first consideration for improving school publications that should have attention would be that of providing a student handbook. Although, the school staff did not recommend a handbook, such a publication could help pupils better understand the policies, curricular offerings and general operation of the school. The following steps should prove helpful in the provision of a student handbook.

STEP I. A committee should be organized, composed of at least two staff members, three pupils and one parent to study the advantages which might be derived from having a student handbook.
STEP II. The committee should report their findings to the school staff, the student council and the executive committee of the Parent Teachers Association. Approval of this group would insure cooperation in the production and distribution of the handbook.

STEP III. The responsibility for constructing and producing the handbook should be done by a joint committee with representatives from the school staff, the student body and the Parent Teachers Association represented. There should be at least two representatives appointed by the executive head of each group. The following organization should be considered for the handbook:

I. General Organization

II. Organization of the school

III. Program of studies

IV. Student Organization and activities

V. School routine, customs, traditions, and so forth

The second consideration to improve the school publications is that of increasing student participation. The following steps are recommended:

STEP I. The sponsor of the school annual and school newspaper should carefully evaluate their methods of production.

STEP II. The publications sponsor should work with language arts teachers to encourage those who have aptitude for
journalism to become members of the publications staff.

STEP III. Increase the number of publications which would in turn, increase participation.

V. Music Activities

Criticisms and recommendations by the school staff.
The total rating of 2 (Fair) was given the music activities by the school staff. The staff checked the following items as (Fair): (1) variety of music activities, (2) participation of pupils and (3) interest and enthusiasm on the part of the pupils. The staff made the recommendation that music activities should be made available to all students.

Criticisms and recommendations by the visiting committee.
The visiting committee was in complete agreement with the school staff on the check list items and added, further that boys be included in the choral club.

Criticisms and recommendations by the student body.
A boys glee club was suggested by the student body to provide for the needs of the boys in music activities. Further suggestions made were to provide better instruction in music and that band instruction be provided more often.

Symbol used in the evaluating rating scale indicating the provisions or conditions are limited in extent but functioning well.
Summary of recommendations. It is evident from the evaluations made, that the present music activities must be broadened to increase the variety, participation, interest and enthusiasm of the pupils at Achilles High School.

Plans for improving music activities. The pupil activities of a school constitute one of the most vital parts of the entire educational program and student activities which emanate from the music program are of great value for (1) school service and (2) community service.\(^5\) It seems that the logical approach to music improvement at Achilles would be planned with the foregoing statements as a guide to making these plans.

STEP I. All performance groups should contribute to school assemblies. Music may be a part of all school assemblies, by having the band play entrance and exit music and special selections to enhance the interest of the assembly. Choral groups add to the musical experience of the entire school by appearing on assembly programs. Special music assemblies might be popular. Participation could be increased by the band or glee club. Small music groups and soloists should give home room programs.

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STEP II. The administration should provide additional music instruction for all pupils interested in band or glee club. This would provide for the suggestions made by the student body with respect to additional time and better instruction.

STEP III. A music festival which would provide a strong motivating force for the improvement of music on the part of the participants should be free to the public and in turn should give the people an opportunity to become interested and to see the need for providing ample instruction and facilities for school music.

VI. Dramatic and Speech Activities

Criticisms and recommendations by the school staff.

In evaluating the dramatic and speech activities at Achilles High School, the overall rating of 1.8 (between Poor and Fair) was given by the school staff. Those items rated as 1 (Poor) were (1) provisions for developing dramatic interests and abilities of pupils and (2) provisions for developing speech interests of pupils.6 Items given a rating of 2 (Fair) were (1) the quality of materials used and (2) the adequacy of speech activities.

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6 Symbol used in the evaluating rating scale indicating that the provisions are limited in extent and are functioning poorly.
Criticisms and recommendations by the visiting committee.
The visiting committee increased the overall rating of drama and speech activities to 2.2 (Fair). However, even with the increase given, it is recognized that there is much room for improvement of the items mentioned in the preceding paragraph by the school staff.

Criticisms and recommendations by the student body.
The opinion of students regarding drama and speech activities indicated considerable difference of opinion on the part of the students as a whole. No specific recommendations were made by this group, except that a dramatic club be formed to provide for the special interest of some students.

Summary of recommendations. The unity expressed by the staff and visiting committee that provisions are not being met for the developing of: (1) dramatic interests and abilities of pupils and (2) speech interests of pupils would account for the disinterested attitude on the part of the pupils toward this phase of pupil activities.

Plans for improving dramatic and speech activities.
Since a desire has been revealed on the part of many students to become members of a dramatic club, it would seem that the next logical step for improving this phase of pupil activities would be to provide such a club. The following steps should be taken:
STEP I. Provisions should be made by the administration to sponsor a dramatic club.

STEP II. The club should be open to all students. Proficiency in acting should not be a requirement. Staging a play requires scene painters, electricians, stagehands, musicians, advertisers, costumers and others who never appear in the cast. An interest in dramatics should be sufficient qualification to permit membership.

STEP III. The internal organization of the club under the supervision of the sponsor should have the following committees:

A. Cast committee. Selecting and assigning students to roles would be the major duty of this committee.

B. Properties and scenery committee. This group would make or borrow the necessary equipment for the productions.

C. Costume committee. This committee would be charged with the responsibility of properly dressing the actors.

D. Music committee. This group arranges for the necessary music which accompanies the play.

E. Ticket committee. The details of distributing, selling and collecting tickets would be the major duties of this committee.

F. Stage management committee. This committee arranges the stage, provides off stage effects and helps make the intervals short between acts.
G. Publicity committee. The publicity for a production will include advertising in newspapers, by means of posters, show cards, assembly and home room notices.

H. Business committee. This group handles the accounting for funds and paying the bills.

STEP III. The final step in improving dramatic activities would be that of improving the materials available for dramatics. This responsibility would lie chiefly with the sponsor.

STEP IV. Speech activities could be improved by promoting a speech club. The following kinds of material are suggested to provide additional speech activities:

A. Presentation by the students original stories, poems and essays

B. Simple dramatization of stories and poems

C. Debating of current events

D. Book, dramatic and movie reviews

E. Declamations, recitations and readings

F. Parliamentary law

G. Public speaking

VII. Social Life Activities

Recommendations for improving social life activities.

The social life activities were rated as 5 (Good) by both
the school staff and visiting committee. No recommendations for the improvement of social life were made by these groups. The student body, however, recommended that additional social activities be provided by the student council and home room organizations and that transportation be provided for them.

Plans for improving social activities. Gregariousness has long been recognized as one of the characteristics of the junior high school age; and the development of attraction for the opposite sex is a characteristic that develops during the senior high school years. These basic drives of adolescent years make social acceptance a basic emotional need. In providing improvement for these needs at Achilles, the following steps should be taken:

STEP I. The student council should formulate a policy making group, including students and faculty members to plan for limitations and provisions of the following:

A. Number of socials to have
B. Time for social events
C. Place of social events
D. Cost of social events
E. Safety provisions
F. Guests
G. Balancing of activities
H. Purposefulness
STEP II. Transportation should be provided by the administration.

VIII. Physical Activities for boys and girls

Recommendations for improving physical activities. The school staff and visiting committee were in agreement that physical activities were good, but intramural sports were missing and needed. The student body believed that physical facilities need to be provided and the majority were in agreement with the staff and visiting committee that an intramural program should be sponsored.

Plans for improvement of physical activities. In planning the development of a program of intramural sports activities, it is desirable to foster those activities which may be thought of as free play rather than competitive sports, especially when there is a possibility that the skills taught may carry over as recreation activities in later life. The following steps should be taken to initiate an intramural program:

STEP I. An intramural council should be appointed to carry on the details of organization and management under the faculty supervision. Such details will include the following:

A. Make regulations regarding participation

B. Determine classifications for pupils
1. Age, weight and height

2. Home room status

C. State objectives to be derived by the program. It cannot be emphasized too strongly that intramural sports should supplement physical education rather than to support it.

D. Provide sports for all including the handicapped, as well as physically able pupils. Those suggested by the student body most often were:

1. Basketball
2. Football
3. Softball
4. Baseball
5. Tennis
6. Volleyball
7. Badminton
8. Table tennis
9. Boxing

E. Financing the program may be difficult. It seems that if they are a desirable part of the educational program, the cost should then be assumed by the board of education.

STEP II. Make a survey to determine the names, age, weight and home room status of those interested.
STEP III. Make schedules of teams based on the rules and regulations drawn up in STEP I.

STEP IV. Procure the necessary equipment for the program.

STEP V. The concluding step would be to secure adequate supervision for the games. An alternating plan might be arranged to give boys and girls opportunity to officiate the games.

IX. School Clubs

Criticisms and recommendations by the school staff.
The school staff in their evaluation of the school clubs checked the rating as "Good" with the exception of that which deals with the extent to which club activities are related to out of school and leisure interests of the pupils.

Criticisms and recommendations by the visiting committee.
The visiting committee raised the rating given by the school staff regarding club relationship to out of school and leisure interests of pupils. This gave the over-all rating of clubs a rating of 3.0 or (Good). The adequacy of clubs was praised by the visiting committee as was the quality of work being performed in them. The installation of a suitable point system was suggested by the visiting committee. The purpose of such a system would be to prevent certain talented pupils
from participating too heavily and more balanced participation would be assured.

Criticisms and recommendations by the student body. The student body in answer to the questionnaire, revealed that a large percentage thought many people belong to too many clubs and also some dominate the leadership in them. When asked directly about a point system, however, only slightly over half of them thought one was necessary to limit participation.

Two suggestions made by the student body for club improvement were: (1) limit membership in some clubs and (2) sponsors should be more interested in the clubs which they direct.

Summary of recommendations on school clubs. In summarizing the preceding paragraphs, it may be noted that the most pressing needs for improvement of school clubs are those of dealing with limitations of membership and increasing sponsor interest.

Plans for improving school clubs. McKown 7 writes that the justification of the pupil activities program has been well established, but the corresponding and essential program of guidance toward pupil activities has not yet appeared to any great extent. In attempting to devise a

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plan to control participation of pupil activities, it appears that the most commonly used systems are by more or less mechanical means, which in the very best forms leaves much to be desired. Johnston\(^8\) lists four types of limitation systems: namely, simple limitation; major and minor systems; point system; and group systems. Before selecting a system of limitation, the following steps are recommended:

**STEP I.** A student council committee under faculty supervision should first determine the extent of pupil participation in school clubs.

**STEP II.** Based on the information from STEP I, the council should determine whether limitation of participation is desirable.

**STEP III.** The student council committee should assume the responsibility for complete investigation of various types of limitation systems.

**STEP IV.** If a system of limitation is desirable, the committee should assume the following responsibilities toward its administration:

A. Promote the development of an adequate and satisfactory point system.

B. Devise the various forms and record blanks to be used.

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C. Supervise, receive, check, use and record blanks.
D. Adjudicate claims and settle arguments concerning participants.
E. Educate the teachers, students and parents in the purposes and administration of the plan.
F. Conduct appropriate investigations and surveys of participation.
G. Finally, the committee will accept responsibility for development, administration and use of the system to the end that all students are stimulated and limited, if need be, to wholesome and beneficial participation in the pupil activities of the school.

The fact that many pupils have suggested additional interests in clubs on the part of sponsors is needed, it seems that the following steps would be desirable:

**STEP I.** Certain principles should govern the selection of a sponsor.9

A. Their selection is the most important single factor in the successful operation of any student organization.

B. They should be appointed by the principal, who should first taken into account their qualifications.

C. Volunteer sponsors who have caught the vision are,

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as a rule, more successful than those pressed into service.

D. Selection should be determined, to a certain extent, on the basis of subject matter interests, although teachers are rapidly losing the old-time idea that they should confine their interests to subject matter alone.

E. The importance of experience, aptitudes and training which would fit teachers for activities work should not be overlooked.

STEP II. The sponsor after being appointed should accept the following responsibilities:

A. He is responsible for the organization, administration and promotion of his activity.

B. His chief contribution will be experience, judgement and enthusiasm.

C. He must be interested in his activity.

D. If his organization fails, he must consider it his own failure.

E. His job is to counsel, advise and promote student activity.

X. Concluding Statement

Should the staff and committee work suggested in the foregoing plans be carried out, over-all participation as suggested by the visiting committee, will be achieved.
Success of the recommended steps toward improving the Achilles High School pupil activities program cannot be determined informally. It is further suggested that when these plans presented have been incorporated into the school and a period of two or three years has elapsed after their inclusion, that the program of pupil activities again be evaluated.
BIBLIOGRAPHY
BIBLIOGRAPHY


APPENDIX A

PUPIL ACTIVITIES QUESTIONNAIRE
PUPIL ACTIVITIES QUESTIONNAIRE

The purpose of this questionnaire is to obtain facts and opinions of the students in Achilles High School concerning the present pupil activities program. These facts are intended to be used to assist in making plans for the improvement of the present program.

Please answer all questions carefully and sincerely.

Directions: If your answer is "yes", place a circle around (Y); if your answer is "no", place a circle around (N).

I.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Y</td>
<td>N</td>
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<tr>
<td>Y</td>
<td>N</td>
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<td>Y</td>
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II.
1. Do the activities in your home room promote better school spirit?
   Y N

2. Should the activities in your home room promote better school spirit?
   Y N

3. Do you have an opportunity to express yourself in your home room activities?
   Y N

4. Does your home room sponsor assist you with personal problems?
   Y N

5. Can you find out new things about the school when you want to know them?
   Y N

6. Does your home room organization help you to get acquainted?
   Y N

7. Do your home room organizations assist in providing social activities for you?
   Y N

8. What suggestions would you have for improving the home room program?

III.
1. Do you have an opportunity to participate in general assemblies?
   Y N

2. Do you like pep rallies?
   Y N

3. Do you enjoy taking part in plays?
   Y N

4. Do you enjoy taking part in musical programs?
   Y N

5. Would you like more movies in general assemblies?
   Y N

6. Should the general assembly meet more often?
   Y N

7. Are the general assembly programs interesting?
8. What kinds of general assembly programs would you like to have more of?

a. 

b. 

9. Are there any other suggestions you would like to make about the general assemblies?

IV.

1. Have you had an opportunity to work on the school newspaper?

Y  N

2. Would you like to work on the school paper?

Y  N

3. Is the school paper valuable in helping you understand the school?

Y  N

4. What suggestions would you make for its improvement?

Y  N

5. Did you buy an annual?

Y  N

6. Do you think we should have one next year?

Y  N

7. Have you had an opportunity to work on an annual?

Y  N

8. Would you like to work on an annual?

Y  N

9. Do you think a student handbook would help you in obtaining facts regarding the school and its policies?

Y  N

10. Please make any suggestions regarding student publications you care to:
V.

Y N 1. Do you like to participate in public speaking?
Y N 2. Did you enjoy hearing the school debate teams last year?
Y N 3. Would you like to participate in the forensic activities?
Y N 4. Have you ever been in a home room play?
Y N 5. Do you think you would enjoy being in a club whose primary activity is reading?
Y N 6. Have you had an opportunity to be in assembly plays, shows or other acting programs?
Y N 7. Would you join a dramatic club, if one were sponsored?
Y N 8. What suggestions would you make to improve our forensic activities?

VI.

Y N 1. Do you enjoy hearing the band perform?
Y N 2. Do you enjoy hearing the glee club perform?
Y N 3. Do you have an opportunity to be in the glee club?
Y N 4. If you are a boy, please answer this question. If you had the opportunity, would you like to sing in the glee club?
5. Do you like to sing in school assemblies?

6. What suggestions would you make to improve the music activities?

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VII.

1. Have you attended Student Council Parties?

2. Have you attended school skating parties?

3. Would you like to have additional school parties?

4. Should the Student Council provide social life?

5. Should the home room provide social life?

6. Should the Student Council and home room provide social life?

7. What things would you suggest that might improve the school social life?

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VIII.

1. Do you have the opportunity to participate on the athletic teams?

2. Would you like to have an opportunity to play on teams within the school, which do not compete with other schools?

3. What would you suggest to improve physical activities?
4. List the game activities which you would like to have the school sponsor.

a. ________________  b. ________________
   c. ________________  d. ________________

IX.

1. Do you belong to a club?

2. Do you think some people belong to too many activities?

3. Do you think some people dominate the leadership in activities?

4. Would you like to have a point system which would limit participation?

5. Do you have an opportunity to express yourself in school clubs?

6. Do you think sponsors are interested enough in clubs?

7. If you do not belong to a club, please suggest those which you would join, if sponsored.

   a. ________________  b. ________________
   c. ________________  d. ________________

8. Please feel free to state the reasons why you do not participate in clubs.

9. What suggestions would you make to improve the club activities?
   (a) Additional clubs
   (b) Sponsors
   (c) Membership
   (d) Others
APPENDIX B

AN ACTIVITY PROGRAM FOR ACHILLES HIGH SCHOOL
AN ACTIVITY PROGRAM FOR ACHILLES HIGH SCHOOL

CONTENTS

INTRODUCTION

I. A PHILOSOPHY OF EXTRA-CURRICULAR ACTIVITIES

II. OBJECTIVES OF EXTRA-CURRICULAR ACTIVITIES

III. PRINCIPLES UNDERLYING ACTIVITIES

IV. THE SPONSOR

V. THE ACTIVITIES PROGRAM OF ACHILLES HIGH SCHOOL

VI. BIBLIOGRAPHY
AN ACTIVITY PROGRAM FOR ACHILLES HIGH SCHOOL

Achilles School has approximately 500 students in grades one through eleven. There are nine high school teachers, including the principal. The high school enrollment for the school year 1949-50 will be approximately 150 students. The school is equipped with a combination gymnasium-auditorium, cafeteria, home economics department, industrial arts shop, library, commercial room and five medium sized classrooms.

I. A Philosophy of Extra-Curricular Activities.

It is now difficult to define extra-curricular activities. Educators are coming more and more to recognize that so called "extra-curricular activities" are so much a part of the curriculum and contribute so much to general education, the term "extra" is now in question.

If we are to meet the needs of the individual and society, we must provide those experiences which will contribute to the all-round growth of the individual.

Extra-curricular activities must be dignified in the minds of students and teachers. They should have a place in the daily program, and provisions should be made for limiting and encouraging participation, but their interest, joy and spontaneity, however, must be preserved.

As our way of life in a democratic society has evolved, we have come to regard our social relations as a process of cooperative living. In this process the individual and the group are in constant contact, sometimes converging into complete unity or diverging into a lesser unity, but always depending upon each other directly or indirectly. The type of growth needed by democracy proceeds best when the individuals experiences are in a social situation and the individual has an inner desire. All students have the right, as a citizen, to the fullness of living his own life according to his needs.

If the school is to magnify its value as an educational institution and serve its purposes in this responsibility, there is a moral obligation on each member of the staff to orient himself to his own proper response to the work.
II. Objectives of Extra-Curricular Activities

There are a number of objectives which may be stated on behalf of the extra-curricular program. The ones listed will be closely related to the seven objectives formulated by the Commission on The Reorganization of Secondary Education.

(1) Preparation for life in a democracy
(2) To develop social control
(3) To teach cooperation
(4) Develop school moral
(5) To increase interest in school -- or develop school spirit
(6) To inspire self-discipline
(7) Provide opportunity to develop special talents

III. Principles Underlying Activities

A. Centralization of Organization and Administration

(1) Activities should be considered as a part of the regular program of the teachers.
(2) Activities should be under school direction and control.
(3) The student should share in the development of all activities.
(4) All accounts should be budgeted through a central system. Financing should be adequate and safe.
(5) A system of records and reports should be kept.

B. Supervision

(1) Improvement of material is essential to a good activity.
(2) The activity should be under the guidance and cooperation of the sponsor.
(3) The sponsor should be an advisor, not a dictator.
(4) Good conditions or spirit of cooperativeness between pupil and teacher

C. Scope and Participation

(1) The student is a citizen, he has the right to select the activity which meets his needs.
(2) The student should be limited in the number of activities which he may participate in order to keep proper balance of curriculum load.

(3) There should be a variety of activities.
(4) All students should participate.

D. Administration

(1) The school must have a constructive program.
(2) A plan in the daily schedule should be provided.
(3) The school should be the meeting place of all activities.

IV. The Sponsor

No program of activities can be successful or useful without earnest, competent and inspired direction of the staff. The sponsor is a teacher who accepts responsibility for a particular phase of the activities program. He is responsible for the organization of a particular activity, its program, its aims and plans. He must be interested in his activity and work with it in as serious a manner as he does his regular classes. If his organization fails, he must consider it his own personal failure.

The ideal sponsor should have:

(1) The habit of allowing the student to assume most of the responsibility
(2) Tact in directing the program while preserving democracy
(3) Ability to make friends with the students
(4) A sympathetic understanding
(5) A knowledge of the subject on which his activity is based
(6) A strong and pleasing personality
(7) A sense of humor

V. The Activities Program of Achilles High School

THE STUDENT COOPERATIVE ASSOCIATION

The Student Cooperative Association of Achilles School will be responsible for the spirit and cooperative-ness of all other organizations. All citizens of the school
will be a member and have a right to vote for the officers and representatives of this organization.

The internal organization shall have the usual officers, with two representatives elected from each home room.

Activities of the Association:

A. Service
   (1) Cooperate fully with the state organization
   (2) Welcome new students
   (3) Care for property of absentees
   (4) Assist in community services
   (5) Provide special help for teachers and librarian
   (6) Help improve sanitation
   (7) Promote safety-first to and from school
   (8) Meet and welcome visitors

B. Care of School Property
   (1) Teach respect for all property
   (2) Assume charge of school trophies
   (3) Promote care of desks, walls, grounds and school equipment
   (4) Promote respect for neighboring private property
   (5) Promote care of personal property

C. Campaigns Fitting to our School
   (1) Courtesy
   (2) Friendliness
   (3) Better School attendance
   (4) Cleanliness

D. Social Training
   (1) Plan social functions as may be fitting and proper
   (2) Promote good manners

E. Discipline
   (1) Promote good behavior about the school
   (2) Help eliminate petty thieving, dishonesty and cheating
(3) Encourage good conduct before and after school
(4) Recommend new measures to the principal for school improvement
(5) Discourage smoking and chewing gum

F. Other School Functions

(1) Provide a monthly program for assembly
(2) Promote the school forensic meet to determine league contestants
(3) Promote May Day
(4) Hold pep meetings and demonstrations
(5) Keep reports of all other organizations
(6) See that the U. S. Flag is raised daily

The Home Room

The success of the home room program will largely depend upon the leadership of the sponsor. Not only do sponsors need to be interested in boys and girls, but they must also be the type person with whom pupils will cooperate and develop a confidential guidance relationship. Also, upon the home room sponsor rests the responsibility of keeping the administrative machinery moving. The qualifications of the sponsor are many. He should be cheerful, wise, judicious, sympathetic and dependable, to mention only a few.

The home room should be organized so students may receive all the training possible from their experiences. Each home room shall have at least a president, vice-president, secretary and a treasurer. Each officer should perform duties ascribed the office as in keeping with Roberts, Rules of Order.

Each home room will be responsible to present one assembly program during the school year.

Athletics

A good school program provides opportunity for exploring many fields of activity. One such field is that of athletics. Participation in sports and appreciation of the skills entailed in a sports contest are parts of the total education of a high school student. Ability to recognize degrees of proficiency in these skills is an attribute of a well-rounded individual.
The athlete should:

(1) Be courteous to visiting teams and officials
(2) Play hard and to the limit of his ability, despite discouragement. The true athlete does not give up, nor does he cheat, quarrel, bet or "grandstand."
(3) Be modest when successful and be gracious in defeat. A true sportsman does not offer excuses for his failures.
(4) Maintain a satisfactory scholastic standing
(5) Maintain a high degree of physical fitness by observing team and training rules conscientiously
(6) Play for the love of the game
(7) Observe and understand the rules of the game
(8) Set a high standard of personal cleanliness
(9) Respect the judgment of officials without question

The Coach should:

(1) Consider himself a member of the school staff and conduct himself to be a credit to the teaching profession
(2) Demonstrate high ideals and good habits in his own personal behavior
(3) Be a modest winner and a good loser
(4) Maintain self-control
(5) Refuse to disparage an opponent, an official and others connected with sports activities

The program of athletics will include the following sports:
Six-man football, Boys basketball, Girls basketball, Boys baseball and Girls softball

Practice will be held at the discretion of the coach after the school day has ended. All participants must meet the eligibility requirements set up by the Virginia High School League.

Forensic Activities

The forensic program will follow the rules and regulations set up by the Virginia High School League. The Student Cooperative Association will be responsible to determine the school representative for district contests.
The high school teachers will be responsible to promote the activity indicated below:

Debating, speaking, reading and spelling

School Paper

The function of the sponsor is to supervise the production in all of its phases, editorials, compositions, make-up, financing and distribution.

The staff should include the following:

(1) Editor in chief
(2) Business manager
(3) Assistant business manager
(4) Circulation manager
(5) Advertising manager
(6) Associate editor
(7) Assistant editors
(8) Reporters

The paper should be published at least bi-monthly.

Year Book

To be effective, the year book should be a record of the entire school year. Its main value lies in its appeal to the student at the time it is issued and in the reminiscence value of later years.

The senior class is usually the publisher of the year book. The members of the staff should be selected early in the year and should be made to realize the responsibility of their undertaking.

Safety Patrol

The safety patrol is especially designed to protect the students being transported to and from school. The patrol should follow the regulations of the Tidewater Automobile Association.

It should also be the duty of the patrol to direct all fire drills, collect for football and baseball games and preserve order at games.
Music

Band, Boys Glee Club and Girls Glee Club

The music department perhaps is unsurpassed in possibility for social, moral and leisure-time training of our future citizens.

One-half unit credit toward graduation will be awarded any student successfully completing a year's work. A maximum of two units of music can be awarded any individual.

Dramatics

One of the most valuable activities is providing opportunity for dramatics. This type activity helps the individual to overcome adolescent self-consciousness and self-depreciation. It provides opportunity to express thoughts and emotions through gesture and voice.

The senior and junior classes should be responsible for producing at least one play each, for public participation. The junior class will be expected to produce their play in the fall of the year and the senior class will be expected to produce their play in the spring of the year.

Clubs

The strength of a program of school clubs depends on the adequacy of the individual clubs. The success of a club is largely determined by the attitude and ability of the sponsor who is named to exercise guidance in its activities.

Sponsors shall be responsible to administer their club and carry out the policies of the school concerning them.

The following clubs will be considered in the Achilles Program:

Lettermans Club
4-H Club
Future Homemakers of America
Library Club
Commercial Club
VI. Bibliography


VIRGINIA HIGH SCHOOL LEAGUE HANDBOOK, The Extension Division, University of Virginia, Box 1487, University Station, Charlottesville, Virginia
APPENDIX C

ACHILLES HIGH SCHOOL PHILOSOPHY
ACHILLES HIGH SCHOOL'S PHILOSOPHY
OF EDUCATION FOR 1951-52

In order to prepare our boys and girls for a full, well rounded life, we, the faculty of Achilles High School, believe that in our school as a laboratory of a democracy which is based on sound democratic principles, that the fundamentals of learning are essential and basic for the survival of mankind, and that these fundamentals also need to be supplemented by: (1) teaching pupils to think critically; (2) by development of desirable traits of character; (3) by mental and physical education; (4) by emphasis on scientific fields, good citizenship, wholesome family life, and rights of individuals in a democratic society.

We accept the premise that "the main purpose of secondary education in an American democracy is to meet the educational needs of all youths of secondary school age." We accept the eight general needs set up by the Co-operative Study of Secondary School Standards, 1950 edition of the Evaluative Criteria, as being the general needs of this school; namely, (1) they need to learn to live with other human beings; (2) they need to achieve and maintain sound mental and physical health; (3) they need to learn to live in their natural and scientific environment; (4) they need sound guidance; (5) they need to learn
to think logically and express themselves clearly; (6) they need to prepare for work, for further education, or for both; (7) they need to learn to live aesthetically.

We realize that communities differ and it is necessary that teachers thoroughly familiarize themselves with the community background of the children, their home environment, community industries, community institutions, and all things which influence their lives before the school can intelligently plan to meet their needs.

We believe that national heritage can be taught, patriotism inculcated, responsibilities and duties of citizenship learned and seeds of individual initiative planted effectively through our subject matter activities, home room organizations, extra-curricular activities and guidance program.

We believe that an adequate school plant properly equipped and staffed is most important for a practical application of our philosophy. We further believe that the psychological effect created by these conditions is essential to produce the setting conducive to good learning.

The following specific needs are being stressed and a concerted effort is being put forth by all members of the staff during the year 1961-62 to expedite the realization of some of the most pressing needs confronting us at this
time; namely, (1) to appreciate democracy in comparison with other forms of government; (2) to define clearly and make desirable the specific responsibilities involved in democratic rights; (3) to encourage more student activity in self-government; (4) to encourage the highest moral and spiritual values in the individual; (5) to make them ambitious for a better life; (6) to develop open-mindedness, eagerness to learn, discrimination, and courage to do; (7) to give the children a desire to discourage vandalism, prejudice and intolerance; (8) to have the urge to do all work efficiently and honestly; (9) to hold all the children in school until graduation.
APPENDIX D

EVALUATIVE CRITERIA CHECK LISTS ON PUPIL ACTIVITIES
Questions to which symbols a, b, c, d and e refer as used in Tables VIII and IX.

I. General Nature and Organization

A. General Nature of the Program.

a. How well does the pupil activity program complement and enrich the classroom activities?

b. To what extent is the pupil activity program based upon study and analysis of pupil interests and needs?

c. To what extent does the pupil activity program make provision to meet new interests of pupils?

d. How wholeheartedly do pupils participate in the pupil activity program?

B. General Organization of the Program.

a. How adequate is the general organization of the pupil activity program?

b. To what extent does the faculty provide cooperative guidance and supervision of the activities?

c. To what extent does the pupil activity program provide opportunity for pupils to manage the activities?

II. Pupil Participation in School Government

a. How adequate are provisions for pupil participation in school government?

b. How well do pupils understand and accept their responsibilities in the government of the school?

c. How effectively does pupil participation in school government develop leadership and other socially desirable attitudes and abilities?

d. To what extent can the student government organization be considered a functioning example of a democratic group?
III. Home Rooms

a. How adequate are the provisions for home room activities?

b. How extensively do pupils participate in home room activities?

c. To what extent are the guidance functions of the home room being achieved?

d. How satisfactorily do home room activities provide opportunities for development of desirable personal and social traits?

IV. The School Assembly

a. How adequate is the planning for assembly programs?

b. How effective are the assembly programs as educational and inspirational experiences?

c. How actively and extensively do pupils participate in the presentation of assembly programs?

d. Evaluate the quality of four consecutive assemblies on the basis of data presented in copies of programs.

V. School Publications

a. How adequate is the number of school publications?

b. How adequate is the frequency of issuance of school publications?

c. How satisfactory is the quality of the publications?

d. How extensively do pupils participate in the planning and preparation of each publication?

e. Evaluate three successive issues of all publications.
VI. Music Activities

a. How varied are the voluntary music activities?

b. How extensively do pupils participate in the voluntary music activities?

c. How great is the interest and enthusiasm of all pupils for music activities?

VII. Dramatics and Speech Activities

a. How adequate are the provisions for developing the dramatic interests and abilities of pupils?

b. How adequate are the provisions for developing the speech interests and abilities of pupils?

c. How satisfactory is the quality of materials selected for dramatic and speech activities?

d. How adequate is the quality of speech activities?

VIII. Social Life and Activities

a. To what extent do pupils participate in the planning of the social activities?

b. How extensively do pupils participate in such activities?

c. How adequate are the provisions to assist pupils who have particular need for participation in social activities?

d. How well do pupils conduct themselves at social functions?

IX. Physical Activities for Boys

a. How adequate are the provisions for the interscholastic physical activities for boys?

b. How adequate are the provisions for intramural physical activities for boys?
c. How extensively do pupils participate in the voluntary physical activities?

d. To what degree are the health and safety of participants in the physical activities protected?

e. To what extent is consideration given in the conduct of the activities to the emotional needs of pupils?

X. Physical Activities for Girls

a. How adequate are the provisions for intramural physical activities for girls?

b. How extensively do pupils participate in the voluntary physical activities?

c. To what degree are the health and safety of participants in the physical activities protected?

d. To what extent is consideration given in the conduct of the activities to the emotional needs of pupils?

XI. School Clubs

a. How adequate is the variety of club offerings in terms of pupil needs?

b. How adequate is the content of activities carried on by the clubs?

c. How extensively do pupils participate in school clubs?

d. To what extent are the club activities related to the out-of-school and leisure interests of pupils?

XII. Finances of Pupil Activities

a. How adequate is the organization for proper handling and accounting of pupil activity finances?

b. How extensively do pupils participate in the handling of and accounting for pupil activity finances?
c. To what degree is pupil participation in the activity finances planned as a learning experience?

d. To what degree are the methods used for raising funds characterized by educational values?