

1952

## An Appraisal of Extra Class Activities in a Junior High School

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*Dissertations, Theses, and Masters Projects*. William & Mary. Paper 1539272245.  
<https://dx.doi.org/doi:10.25774/w4-43jk-yk69>

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AN APPRAISAL OF EXTRACLASS ACTIVITIES  
IN A JUNIOR HIGH SCHOOL

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

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

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by  
Charles Frederick Kelley  
August 1952

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

The extraclass activity program is one response to the demand that schools supply more than just academic instruction. The program is generally aimed to help pupils acquire preparation for life by providing experiences in the broader phases of citizenship and community living. There is no reason why school subjects should not provide most of this training, but in the typical school, the modification of the curriculum in such respects does not seem to keep pace with the needs of the pupils. Therefore, the extra class activity program is often the means by which the formal curriculum may be reinforced.

#### I. The Problem

Statement of the problem. The problem undertaken in this study was as follows: (1) to establish criteria for defining an effective "extraclass activity" program for a junior high school; and (2) to appraise the effectiveness of the extraclass activity of a junior high school in the light of these criteria.

Importance of the study. Today the junior high schools are providing activities supplementary to the regular instructional program, and these activities are intended to enrich the lives of the pupils in desirable areas.<sup>1</sup>

Second, the administration of the junior high school studied expressed a desire for an appraisal of the recently reorganized extraclass activity program, particularly in the light of objectives pertinent to the junior high school.

Third, the facts revealed in this study, it is hoped, afford a valid basis in light of which sponsors and coordinators of extraclass activities might guide their efforts.

## II. Definitions of Terms Used

Extraclass activities. This term, extraclass activities, means the pupil activities under school sponsorship outside of the regularly scheduled classes for which no graduation credit is usually given and for which no course of study ordinarily exists. As Fretwell<sup>2</sup> states, the term refers to "legitimate (pupil) activities of the school not

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1. M. M. Smith, L. L. Standly and C. L. Hughes, Junior High School Education, (New York: McGraw-Hill Book Company, 1942), p. 246.

2. E. K. Fretwell, Extra-curricular Activities in the Secondary Schools, (Boston: Houghton Mifflin Company, 1931), p. 6.

otherwise provided for." Activities of this type have various designations such as "extraclass," "co-curricular," "collateral" and "extra-curricular" activities. It is recognized that an activity may be curricular in one school and extra-curricular in another.<sup>3</sup> Throughout the report of this investigation the term "extraclass activities" was used as designating those activities supplementary to the regular class activities.

Appraisal. In this study, appraisal means a survey-appraisal involving various techniques set forth in the procedure, directed toward "ascertaining what the prevailing conditions are and how prevalent they are."<sup>4</sup>

### III. Scope and Limitation

This study deals with the extraclass activities of a junior high school which is composed of the eighth and ninth grades.

The five categories of the criteria used in this study were selected by the writer after research in the literature dealing with the junior high and senior high schools. These particular categories were selected because they appeared to be the aspects most often mentioned by

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3. Ibid., p. 7.

4. C. V. Good, A. S. Barr and D. E. Scates, The Methodology of Educational Research, (New York, Appleton-Crofts, Inc., 1941), p. 286.



authorities in describing what constitutes an effective activity program within a junior high school.

This study was limited to the school year 1950-1951.

#### IV. Procedure

The criteria. The first step in the study was to set up the criteria of an effective activities program in the junior high school. These criteria were derived from the writings of educators who are believed to be authorities in their field. Special attention was given to the needs and characteristics of early adolescent children so that the study would be pertinent to the junior high school age group.

#### The opinions of the administration and sponsors.

The opinions of the administrative personnel and of the sponsors as to the effectiveness of the extraclass activities were gathered both by interview and questionnaire. As McKown<sup>5</sup> wrote, "the sponsor is in a position to note the effects of the various elements of his program." All of the sponsors of the extraclass activities in the school studied were interviewed and then, as a means of validating the interviews, were asked by questionnaire to respond to questions similar to those asked in the interview.

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5. H. C. McKown, Extra-curricular Activities, (New York: The Macmillan Company, 1937), p. 699.

The opinions of the participants. A questionnaire was distributed to the pupils participating in the activity program. The purpose of the questionnaire was to determine: (1) the extent of participation of these pupils in the extraclass program; (2) the nature of participation of these pupils in the program; (3) pupil opinion as to the value of the program.

The presentation of the findings. After the above techniques were employed to gather data, the responses on the questionnaires were tabulated and analyzed. Attention was paid to those cases in which pupil situations were unusual and called for special consideration. Also an attempt was made to draw conclusions and make recommendations in the appraisal of the program in terms of the criteria set up at the outset. These conclusions are presented in summary form at the end of the study.

#### V. Description of the School

The junior high school surveyed in this study consists of the eighth and ninth grades and is part of the city's 7-2-3 plan of school organization. The junior high school has an enrollment of over nine hundred students. The importance of the extraclass activities to the school is expressed in the school's philosophy. The present

extraclass activity program that was appraised was re-organized in September, 1950. This program consists of a variety of clubs and other activities such as assemblies, home room activities, intramural sports, and school publications.

#### VI. Statement of Organization

The remainder of this report of the study is organized as follows:

Chapter II is a presentation of criteria and their validation.

Chapter III presents the administrative, sponsor and pupil data and a detailed account of the procedure used to obtain them.

Chapter IV includes application of the criteria to the data.

Chapter V is devoted to findings, conclusions and recommendations drawn from the study.

## CHAPTER II

### SELECTION AND VALIDATION OF THE CRITERIA

In order to make an appraisal of the adequacy of the extraclass activity program in a junior high school, it is necessary to have criteria with which to evaluate the program. These criteria could be used by a junior high school to determine the status of its extraclass activity program with relation to those factors authorities in the field of education deem necessary for an adequate program.

After reviewing the recent literature on the modern junior high school and its pupils, the early adolescents, five categories of emphasis were selected for validation. Particular attention was paid to those factors peculiar to the junior high school as compared with the upper secondary and senior high school levels. From the discussion following, it seems evident that each of the five general criteria may be sub-divided into specific criteria.

Criterion Number I. The extraclass activity program should offer an opportunity for all pupils to participate on the basis of their interest and needs.

In the junior high school today the point of view has changed from the notion that membership in the "extra"

curricular activities should be confined primarily to those students with special talents to a view that all should participate in the extraclass activities who can profit by them. On this subject Douglass wrote:<sup>1</sup>

Particularly in the junior high school, the point of view concerning the distribution of participation in the extraclass program has changed considerably. Today, we believe that every child who can profit from these activities should participate in them. For instance, there should be several teams for every sport -- enough to meet the needs of every interested and physically able child.... If extraclass activities are truly educational, every child in school should have the privilege of participating in them.

This modern concept of participation finds its origin in the democratic philosophy of education. It should be a major objective, to develop the democratic process and spirit throughout the whole activity program. As Briggs stated over twenty-five years ago, "Whether a pupil is notably dull, studious, clever, rich, poor, handsome or ugly, he should have an equal chance to be a member of a school organization."<sup>2</sup>

Some authorities have suggested that in the junior high school it should be required that all pupils participate in at least one activity. Yet, a requirement of this

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1. W. T. Gruhn and H. R. Douglass, The Modern Junior High School, (New York: The Ronald Press Company, 1947), p. 348.

2. T. H. Briggs, "Extra-Curricular Activities in the Junior High School," Education, Administration and Supervision, 8:4, January, 1922.

sort would make the program less attractive to the adolescent, by its limiting of freedom of participation.<sup>3</sup>

Clements<sup>4</sup> found in his study that approximately four-fifths of four hundred schools surveyed indicated they did not require pupil participation in the activities, although many schools strongly encouraged participation.

For the most part, membership in the activities should be elective on the part of the pupils themselves and participated in by all pupils on the basis of their interest and needs. This was aptly stated by Smith who wrote:

It is important to distinguish between pupil interest and pupil needs. Pupils who are reticent about expressing interest or joining activities or those who have a paucity of interests often need the benefits of the extraclass activities more than pupils with varied interests and strong initiative.<sup>5</sup>

From the foregoing discussion, Criterion Number I may be divided into the following parts:

1. All admissions of pupils to activities should be on a democratic basis.
2. The Program should offer enough activities to meet the interest of the children.

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3. Harry C. McKown, Extra-Curricular Activities, (New York: The MacMillan House, 1949), pp. 12-16.

4. J. A. Clements, "Purposes and Practices of Student Activities," North Central Association Quarterly, 14:280-88, 1940.

5. M. M. Smith, L. L. Standley, and G. L. Hughes, op. cit., p. 249.

3. Democratic participation of pupils in the extraclass activities should be developed by the teacher sponsor.
4. Pupil participation in the extraclass activities should be urged.

Criterion Number II. The extraclass activity program should be a factor in the articulation between the elementary and the junior high schools.

The extraclass activities can be an important factor in meeting the need for adequate articulation between the elementary and the junior high schools. Meeting the problem of articulation has been claimed by some authorities as one of the outstanding accomplishments of the junior high school movement. Yet as Edmonson, Roemer, and Bacon state:

Meeting the need for adequate articulation between the eighth and ninth grades has been one of the outstanding accomplishments claimed in justification of the reorganization movement in secondary education. The traditional gap at this point offers a number of serious difficulties. The organization of the junior high school, to a large degree, closed the gap between the eighth and ninth grades, but it tended to create new gaps between the sixth and seventh grades.<sup>6</sup>

The population of the junior high schools is made up of pupils coming from elementary schools which maintain differing programs of education than the junior high. Also

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6. J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School, (New York, The MacMillan Company, 1948), p. 377.

these elementary schools are in geographical areas that tend to be "drawn about relatively homogeneous residential sections of the city."<sup>7</sup> The junior high school, in turn, draws its population from several adjoining elementary schools, and thus entering pupil becomes a member of a considerably more heterogeneous group than existed in his former school. These factors accentuate the problem of articulation of the junior high and the elementary schools.

For better articulation, the entering students of the junior high school should be assisted in making wise choices for participation in the extraclass activities. Procedures directed toward this objective might be a well organized program that could orient the new student to the school and introduce him to the offering of activities. Steinburg<sup>8</sup> suggests that students be assisted in making choices by a brief statement of each activity's purpose. He suggests this statement might be made available before the time for election of the activity by the pupils. Butterfield<sup>9</sup> states that through the homeroom assembly and the student government, techniques for a smoother transition

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7. M. M. Smith and others, op. cit., p. 117.

8. Thelma Steinburg, "For Help in Choosing a Club," School Activities, XX:19-20, September 1948.

9. Francis W. Butterfield, "Individual Abilities are Developed in the Junior High School," School Management, VII:4-5, February 1948.



from the elementary to the junior high school might be developed.

In a properly organized extraclass activities program, the counseling staff of the school should provide guidance in the choice of suitable activities. Allen states in relation to the matter of individual differences of the pupils entering the junior high school:

Guidance teachers in the schools are another means toward a solution. They help plan the child's whole activity program and all of it is planned around his needs as an individual. The quiet, shy child is encouraged to join in a few activities but always in small groups where he is not overshadowed. If he were placed in a large competing crowd he would feel his inadequacies more strongly and withdraw even further in his shell. The gregarious extrovert with a high degree of energy is guided just as carefully, so that his very excess of energy and enthusiasm will not push him into a too great whirl of action.<sup>10</sup>

Steps have been taken by some schools in the direction that more regular class time be given over to the activities of the extraclass program. Stuart<sup>11</sup> states that bringing some phases of the activities out of the realm of extra-curriculum into the classroom makes for an adequate job of integration and development of the "whole child," the implication being that most extraclass activities should

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10. G. S. Allen, "How Much Extra Curricular," Parents Magazine, 22:33, November 1947.

11. M. L. Stuart, "The Dramatic Curriculum," Bulletin of The National Association of Secondary School Principals, XXXII, January 1948.

become class activities.

Some junior high schools report that all organized informal activities of the pupils have been incorporated into the formal curriculum. To be sure, many extraclass activities have already found their way into the course of study; music, art, journalism, photography, work experience, drama, stagecraft, and so forth.<sup>12</sup> In a survey of the extraclass activities in the California Schools by Criter,<sup>13</sup> it was found that there is a trend in junior high schools toward including the extraclass program in the "regular" scheduled classes. It is possible that many more activities will follow a similar pattern.

Ideally, it may seem desirable for all extraclass activities to be absorbed by the regular classroom program of the school. A multitude of benefits for such action is claimed, and as a consequence, some authorities endorse the absorption of the extraclass activities into the classroom. Such an absorption is unlikely unless the faculty of the school can see clearly how it can be accomplished. It can be concluded that the best situation would be integration of extraclass activities with regular class work.

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12. Ellsworth Tompkins, "Extraclass Activities for All Pupils," Federal Security Agency, U. S. Ofc. of Education Bulletin, Washington, D. C., 1950, p. 28.

13. L. A. Criter, "Junior High School Extra Curricular Activities," California Journal of Secondary Education: 112-113, February 1947.

On the basis of the foregoing discussion, these criteria were formulated:

1. Entering students from the elementary schools should be oriented to the junior high school program.
2. The counseling staff of the junior high school should provide guidance to pupils in choosing activities.
3. The staff of the school should strive to integrate extraclass activities with the regular class work.

Criterion Number III. Operation of the student activity program should be planned and executed in light of adolescent behavior.

As pupils reach puberty and continue through the period of pubescence, several characteristic behavior patterns usually are apparent. For the betterment of the extraclass activity program, sponsors and administrators of the activities must understand adolescent behavior in terms of biological changes and in terms of social relationships. Monroe stated:

Behavior changes in adolescents find expression in shifts in interests, attitudes, and values. Many of these changes may reflect the individual's endeavors to adapt himself to behavior which is expected by society of mature individuals. However, some (such as interest in the opposite sex) undoubtedly have biological origin.<sup>15</sup>

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15. C. P. Stone and R. G. Barker, "The Attitudes and Interests of Pre-menarcheal and Post-menarcheal Girls," Encyclopedia of Educational Research, (New York: The Mac-Millan Company, 1950), p. 19.

Smith<sup>16</sup> contended that because many strong basic needs of adolescents are not being met in society as it is now organized, increasing emphasis must be placed upon substitute satisfactions or effective ways of satisfying the adolescent's desires.

The need for independence is a prominent desire at this period. Smith stated further:

Prominent among the stronger drives of adolescent behavior is the need for independence to work out relationships with other adolescents and with adult society, with minimal interference from adults. Adolescents rebel against parental authority because parents continue to treat adolescents as though they were still very young children.... When parents and teachers are willing to recognize the need for independence and are content to guide, rather than to dominate, adolescents tend to welcome both their company and their advice.<sup>17</sup>

Cole also points out that adolescents have more ability in the area of human relations than they are given credit for having. She said:

Adolescents have more ability to understand other people than they are credited with, but it is discouraged by adults who lack social vision. This phase of adjustment should be encouraged more than any other. The socially mature person is one, who, in some manner, has learned to understand how to deal with people. He does not expect people to treat him with consideration that his mother used; he does not expect all people to be alike.<sup>18</sup>

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16. Smith, op. cit., p. 102.

17. Smith, op. cit., p. 103.

18. Luella Cole, Psychology of Adolescence, (New York: Farrar and Rinehart, 1947), p. 150.

It appears logical for teachers to keep in mind that adolescents of the junior high school need independence so that they might work together without adult domination. Therefore, the student activities, Clayton<sup>19</sup> states, instead of becoming tools by which the educator dominates the activity, become "true-to-life situations" where youngsters learn to make significant and accepted responses to other problems of living.

Closely akin to the adolescent desire to belong to a group or "crowd" is the desire to make satisfactory adjustments with members of the opposite sex. In a study of social developments of adolescents by Cameron,<sup>20</sup> it was found that the leading interest of teen-age boys and girls is searching for opportunities which facilitate their contacts with members of the opposite sex. Some students of adolescent life believe the achievement of heterosexuality is equalled in importance as an adolescent characteristic only by the desire of becoming emancipated from parents and other adults.

Dimock in defining heterosexual development in adolescents wrote:

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19. A. S. Clayton, H. R. Douglass, editor, Education for Life Adjustment, p. 81.

20. W. J. Cameron, "Study of Social Developments in Adolescence," Institute of Child Welfare, University of California, Berkeley, 1940.

Heterosexual development is not a biological gift, though it should normally receive some impetus from the biological changes of puberty. Nor can it take place in a vacuum. It develops only through relationship with members of the opposite sex.<sup>21</sup>

Until this adjustment with members of the opposite sex is made, there will always tend to be boys and girls who are left out of social activities or sit on the "side lines" in an embarrassed frame of mind. These attitudes can often affect all phases of the adolescent personality. Here seems to be opportunity for the junior high school to provide and to promote satisfactory means of heterosexual adjustments through the extraclass activities.

Adolescent desires, because of biological and physical growth creates a need for the junior high school to provide a more individualized program of health and physical education. Smith pointed out how the intramural program can help to meet this need when he wrote:

From puberty until maturity the whole body -- its size, proportions, strengths, coordination, and function -- changes with such rapidity and in such amounts that it literally becomes a new unfamiliar body that must be rediscovered and recontrolled. Often nothing else is quite so interesting or fascinating to pubescent children as the compelling desire to reinvestigate, re-discover and relearn their new and rapidly changing bodies.<sup>22</sup>

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21. H. S. Dimock, H. S. Hartshorne, and H. E. Haydon, Rediscovering the Adolescent, (New York: Association Press, 1937), p. 31.

22. Smith, op. cit., p. 42.

In a study by Gruhn and Douglass,<sup>23</sup> in two-thirds of the junior high schools surveyed, more than 50 per cent of pupils engaged in some intramural or interscholastic sport. Out of a total of 686 students of a junior high school studied by Anderson<sup>24</sup> the favorite activity of the boys and girls was intramurals. It appears that the trend is definitely toward larger intramural extraclass activities where all who wish may participate.

On the basis of the above discussion on adolescent behavior in regard to the student activity program, Criterion Number III may be formulated as follows:

1. The activities program should provide for the independence of participants so that the students might work out relationships and problems of living with each other.
2. The activities should provide the pupils with opportunities for making satisfactory adjustments with members of the opposite sex.
3. The program should include an extensive, flexible individual program of intramural and physical recreation.

Criterion Number IV. Effective extraclass activities should increase the holding power of the school.

The extraclass activities can make the school a more attractive place to its pupils and therefore help develop

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23. Gruhn and Douglass, op. cit., p. 372.

24. Esther M. Anderson, "Improvements for Leisure Time Activities Suggested by Junior High Groups," Nation's Schools, XLI, (April, 1948), 30-31.

school morale and interest. The Bell<sup>25</sup> report, "A study of the Conditions and Attitudes of Young People in Maryland," indicated that the largest proportion of those youth that drop out of school show a lack of just such interest:

Our data reveal that, with several groups of youth, unsatisfactory school adjustment -- by which is meant a combination of lack of interest, disciplinary difficulties, and too difficult subjects -- is a more general reason for leaving school than a lack of family funds.... The solution is more definitely a matter of adjusting our school programs to make them sufficiently attractive to compete with other things.<sup>26</sup>

According to writers in the field, the evolution and finally, the acceptance of effective extraclass activities now appears to be meeting pupil needs. This belief was apparent when Edmonson, Roemer, and Bacon stated:

Perhaps no innovation in the program of the modern school has had more far-reaching results in terms of increased enrollments than the movement to bring joy, play, sports and recreation into the program of the secondary schools. These activities have served as mediums of student expression and have helped to break up the grind and tedium of the traditional school. By degrees adolescents have come to think of the modern school as a place for active life, competitive sports, self-expression, participation in orchestras and bands, acting in plays and the like, as well as a place to study books. Obviously, such an appeal attracts youth.<sup>27</sup>

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25. Howard M. Bell, Youth Tell Their Story, (Washington, D. C., American Council on Education, 1938).

26. Ibid., p. 67-68.

27. Edmonson, Roemer, and Bacon, op. cit., p. 52.



It appears, therefore, that an effective extraclass activity program can increase the holding power of the school.

On the basis of the foregoing discussion, Criterion IV is not sub-divided into any specific criteria but is restated as follows:

1. The extraclass activities should increase the interest of the students in the school and thereby help develop school morale.

Criterion Number V. Appropriate administrative practices should be employed by the school officials to obtain an effective extraclass activity program.

The extraclass activities should be considered as an integral part of the school program by the administration of the school. This consideration is a necessary aspect for success of an activity program in today's schools. As Giles wrote:

In many cases, the only available meeting time is after school when whatever real interest exists is exhausted by the long school day ... in other schools time within the school day was provided for activities, but when time amounted to two periods a week<sup>28</sup> or less, the interval caused enthusiasm to lag.

As pointed out above,<sup>29</sup> in those schools where the core program has been developed around centers of students' interest and problems, more types of extraclass activities have been drawn into the regular classroom until there is

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28. H. H. Giles, S. P. McCutchen and A. A. Zechiel, Exploring the Curriculum, (New York: Harper and Brothers, 1942), p. 173.

29. See p. 13.

no "extra" curriculum; and in other schools, according to Jones,<sup>30</sup> the extraclass program includes those activities unsuitable for the regular scheduled classes with courses of study, but instead offers the adolescent desirable areas for free choice and experience, and does not require extrinsic motivation such as credit awards. Yet dangers were pointed out by Giles when he states:

Whenever all clubs have met at the same time, students have had to choose among the possibilities, frequently not getting into the club of their first choice so that ultimately it became a decision as to the lesser of two evils. The same conditions have created a very uneven distribution of student leadership which at times has been accentuated by compulsory sponsorship. The latter factor has frequently resulted in management that has been unenthusiastic, to say the least. Furthermore, students have been discouraged from changing clubs, once they have enrolled, so that when their first superficial interest was satisfied, they became dead weights.<sup>31</sup>

Regardless of the philosophy of the school, it is agreed by authorities that the extraclass activities should be administered as part of the total school program and that the activities should be included in the regular school day.<sup>32</sup>

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30. Galen Jones, Extra-curricular Activities in Relation to the Curriculum, Contributions to Education, No. 667 Teachers College, 1935, p. 99.

31. Giles, McCutchen and Zechiel, op. cit., p. 172.

32. Evaluative Criteria, Cooperative Study of Secondary School Standards, (Washington, D. C., Banta Publishing Company), 1950, p. 194.

Success of an extraclass activity appears to depend largely upon the sponsor. Douglass points out that the more enthusiasm and skill the sponsor attains with the pupils, the more worthwhile the activity will be; and those qualities that are necessary for a good teacher also are necessary for an effective sponsor of an extraclass activity:

If the sponsor dominates the activity, dictating its policies, organizing and planning its activities, performing administrative details, and restricting the initiative of the members -- then the members of that club may profit little from it. But if the sponsor is one who can remain in the background and yet stimulate and guide the interests of the group into desirable channels, the club may prove exceedingly worthwhile.<sup>33</sup>

The activity of a sponsor should be counted as part of his teaching load. As Monroe<sup>34</sup> pointed out, when teachers perform advisory work with an activity without compensation, either financially or by balancing it with his schedule of regular classes, the activity is considered by the teacher as not of equal value with the curriculum. What is a reasonable load of teacher responsibility in the extra-curriculum?

Garland answered this by stating:

The school principal attempting to discover what is a reasonable extra-curricular load for his teachers will find little help in the pro-

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33. Douglass and Gruhn, op. cit., p. 361.

34. Monroe, op. cit., p. 426.

fessional literature on the subject. Instead, the answer will be found to lie within his own school. What is needed first of all is faculty thinking in terms of the school's total program. The extra-curriculum will be determined in a large measure by the philosophy of education to which a majority of the faculty members subscribe. When the nature and extent of the extra-curriculum are agreed upon, it will be possible to determine a fair share of the total load for the individual teacher. Because of individual differences the work of sponsoring pupil activities may be expected to fall in unequal amounts upon various staff members, but adjustments in extra-curricular assignments will compensate for marked inequalities which may appear in the individual load.<sup>35</sup>

The assigning of an activity to a sponsor becomes less of a problem to the administrator of the school if the assignment is made on the basis of the teacher's interest and experience in the prospective activity. In his definition of "The Sponsor," McKown discloses the importance of just such assignment:

The sponsor is a teacher who accepts responsibility for some particular phase of activity of this program. He is an advisor of a club, committee, staff, or other group. In a general way his work will not differ greatly from that of the director or dean except that his field will be smaller, more pointed, and definite. He is responsible for the organization, administration, and promotion of his activity. His chief contribution will be experience, judgment, and enthusiasm. Naturally, he must be interested in his activity and work with it in as serious a manner as he does with his regular classes. If his organization fails he must consider this as

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35. P. L. Garland, "The Extra-Curriculum and the Teacher's Load," Clearing House, 18:145-48, 1942.

his own personal failure. He must recognize that the activity exists for the education of the students and consequently insure that these capitalize the opportunities it offers. He must be neither a dictator nor an enthusiastic member of the group. His job is to counsel, advise and promote student activity. And any attempt to dominate will only antagonize the group and prevent and delay good results. He will, of course, recognize his superiority in extra-curricular affairs in the same way he does in curricular relationships.<sup>36</sup>

From the foregoing discussion, the following criteria were established concerning the administration of the extra-class activity program:

1. The extraclass activities should be considered as an integral part of the school program by the administration.
2. The extraclass activities should be included in the regular school day.
3. All clubs should not have to meet at the same time.
4. Those qualities that are necessary for an effective teacher are likewise necessary qualities for an effective sponsor of an extraclass activity.
5. The time a sponsor spends with an activity should be considered as part of his regular teaching load.
6. Teachers should be assigned to activities according to their interests and qualifications.

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36. McKown, op. cit., p. 691.

## CHAPTER III

### THE PRESENTATION OF DATA

The opinions of the administration concerning the organization and general effects of the activity program of the school are presented first. This is followed by the opinions of the sponsors of the different class activities. The greater portion of data was gathered from the participants, the students themselves, and this, too, is presented in both context and tabular form.

Opinions of the administration. The data from the administration of the school, and in this case the administration of the extraclass activity program, was gathered by means of two interviews, one with the principal of the junior high school and the other with the vice-principal or co-ordinator of the extraclass activity program. Listed below is a summary of the major points brought out in the interviews:

1. The extraclass activities were considered by the administration as an integral part of the school. This means that they were considered and scheduled as part of the regular school day. The time the sponsors spend with

the activities was counted as part of their teaching load.

2. When possible, teachers were assigned as sponsors according to their interest and qualifications. In some cases, the sponsors were assigned neither on the basis of experience nor interest but because a sponsor was needed for a certain activity.

3. To a degree, membership was elective on the part of the pupils. In order to select clubs for membership, the pupils filled out cards at the beginning of the semester indicating a first and then a second choice. Yet, if perchance the activity of the student's first choice was overcrowded (over normal class size) the pupil was assigned to a club that was small in size and needed more members to operate. Those few pupils that "could not fit" into any of the clubs offered by the program spent the activity period in the office.

4. A student could change his club at the beginning of each semester, but since all clubs met at the same time and on the same day, a pupil could not be a member of more than one club. The time allowed for a club meeting was equivalent to one normal class period of fifty minutes once a week. On occasions an assembly was held on a club day and necessitated the omitting of the regular club period.

5. Attempts were made at the beginning of the school year to present the offerings of the activity program to the entering pupils from the elementary grades. One method

used was an assembly period in which each sponsor told about the activity he sponsored. Also, the homeroom teachers of the entering students discussed the offerings and the meaning of extraclass activities of the school.

6. The administration believed that the activities were providing opportunities for the student to make satisfactory adjustments with the members of the opposite sex. One example given was social dancing during the lunch period, but this had not been too frequent this past year. Also cited were the clubs for girls that discussed "manners and correct behavior with members of the opposite sex." When questioned about social activities held at the school, possibly sponsored by a parent organization, it was revealed that the school did not encourage such social events that would promote parent-teacher-students activity.

7. The administration stated that clubs and activities were added year by year and the list had grown to the present offering. Additional clubs and activities could be requested by the pupils themselves, through the homerooms.

The opinions of the sponsors. A questionnaire was used to obtain data from the sponsors of the extraclass activities. Of a 100 per cent sampling of the twenty-eight sponsors, fifteen or 53 per cent filled out and returned the questionnaire. The questions asked the sponsors of the extraclass activities and a summary of their responses are as follows:



1. Were you assigned your activity on the basis of your interests and ability?

Ten sponsors answered they were assigned on such a basis and five answered they were not. Those who said they were not assigned an activity according to their interests and ability were asked to explain briefly just how they were assigned to their activities. The general response was that they were simply informed by the administration of the assignment to an activity without apparent regard to ability or interest.

2. Do you think the extraclass activities are providing independence to the students, so they might work out problems with each other?

Eight sponsors stated the activities were providing such student independence, but seven claimed this aim was not being realized. Those who answered question number two affirmatively were asked to give an illustration revealing how the activities were affording independence to the students. A typical statement was, "If the students disagree on any particular subject, rather than turn to me they work the problem out themselves." One sponsor wrote, "In publishing a school newspaper there are many problems that arise and many difficult situations that must be met. I have found that students work well together and independently in coping with problems."

3. Is that time which you allot to work with your activity counted as part of your regular teaching load?

Fourteen teachers stated that the time they devoted to their activity was counted as part of their teaching load and only one sponsor disagreed.

4. Do you think the extraclass activities provide opportunities for the pupils to make more satisfactory adjustments with members of the opposite sex?

In response to this question, nine sponsors answered "yes," five answered "no," and one sponsor left this question unanswered. These figures do not give a true picture of opinion, because after further inquiry, it was found that the five sponsors who answered negatively were in charge of all boy or all girl activities. Therefore, it seems probable that this was the reason they had to answer negatively.

Those sponsors who answered question number four affirmatively were asked to illustrate how pupils were provided opportunities to make more satisfactory adjustments with members of the opposite sex. One sponsor wrote, "The Sub-Deb Club dealt this semester with dating and subjects of interest in girl-boy relationships." Another typical illustration was, "In clubs and activities such as Dramatics and Community Sing, where both groups participate in the same activity there are many such opportunities."

5. Have you helped any pupils this year make a selection in choice of a suitable extraclass activity?

Eight sponsors replied they had helped pupils who appeared to need such guidance and seven answered they had not given pupils guidance in the selection of activities.

6. Does your activity have a definite time and place for meeting?

One hundred per cent answered that they had a definite time and place to meet with students on their activity.

7. Is membership to your activity open to all students?

Nine sponsors said that their activity was open to all students, and six said their club was limited. Those who replied that membership was limited were asked to explain just how membership to their activity was acquired. To this latter question three sponsors replied that there was a limit of twenty-five members set on their respective activities. It was also revealed that only members of the Gym Club were allowed to take part in the school's athletic tournaments.

8. Do you feel that the activity that you sponsor is meeting the needs and interests of the members?

To this query ten sponsors answered affirmatively and five negatively. Those who answered affirmatively were asked to state how the activity they sponsored did meet the interests and needs of the students. One sponsor wrote:

It gives pupils in my activity a chance to use instruction plus their own ideas to create without pressure of working toward a grade.

Another sponsor gave this example:

They are learning the mechanics of putting a newspaper together. They are improving their writing and they are working together toward a common goal and have opportunity to see the results of their labors with pride or criticism as the case may be.

A sponsor of an all girl club wrote:

The girls in my activity are getting along well with their fellow members and are finding out how girls should act in a crowd using proper manners and how to appear well groomed.

A music activity sponsor called her activity, "A place where especially interested members may perfect mutual interests in music in our fun of singing together."

The opinions of the participants. The opinions of the junior high school pupils concerning the present effectiveness of the extraclass activity program in their school were gathered by the use of the questionnaire. The first step in obtaining the data was to construct a preliminary questionnaire in the light of the criteria that were derived at the out-set of the study. Careful attention was paid to make each item in the questionnaire definite and clear. This preliminary schedule was then presented to a committee of three graduate students of the College of William and Mary so that the investigator might obtain their critical reactions and suggestions.

A second questionnaire was then constructed, embodying the suggestions of the graduate students and distributed to six junior high school students. The six pupils were given instructions and told to ask questions which might clarify the questionnaire items. Their answers were tabulated and analyzed, which helped in making the final revision of the questionnaire.

It was decided that a one-third sampling of the student body would be appropriate in this study; therefore every third student in the school was asked to respond to a questionnaire.

The administration of the junior high school in which this study was made decided that it would be most convenient for the school to have questionnaires distributed by the social studies teachers during the regular class periods. This procedure seemed satisfactory, because all the pupils in the school were required to take social studies.

The questionnaire was distributed to 298 students, or one-third of the eighth and ninth grades of the junior high school. Two hundred sixty-six, or 88.9 per cent of the questionnaires were returned. This number includes those which were completely answered and those partially answered. The number of questionnaires sent out and returned by grades are shown in Table I.

The questions included in the questionnaire and a summary of the responses are as follows:

1. Please check the inschool activities listed in which you participate.

The answers were tabulated and are revealed in Table II.

Membership in school clubs was required of all pupils by the administration, yet only 92.9 per cent of the ninth

TABLE I  
NUMBER OF QUESTIONNAIRES DISTRIBUTED AND THE NUMBER AND PER CENT RETURNED

Grade	Number in grade	Number of questionnaires distributed	Number of questionnaires returned	Percentage of questionnaires returned
Eighth	493	163	149	90.8
Ninth	405	135	113	83.7
Unclassified			4 <sup>a</sup>	
Total	893	298	266	

a. These students did not indicate their grade.

TABLE II  
 PERCENTAGE OF PUPILS PARTICIPATING IN CERTAIN  
 EXTRACLASS ACTIVITIES AT THE JUNIOR HIGH SCHOOL

Activity	Per cent of 8th grade participating	Per cent of 9th grade participating	Per cent of both grades participating
School Clubs	100.0	92.9	96.9
Intramurals	42.2	50.0	45.8
Music Activities	27.5	19.4	24.0
Assemblies	16.1	21.1	18.3
Dramatics	16.7	6.1	12.5
Social Activities	8.7	7.9	8.0
Student Council	6.9	6.2	6.1
School Paper	3.3	8.8	5.7
Business management of activities	3.9	2.6	3.0

graders questioned said they were members of a school club compared with 100 per cent membership of the eighth graders. In questioning the administration about this difference in membership of school clubs, it was found there were students who "could not fit" into the club program, and these students were sent to the principal's office during the regular weekly club period.

It is noteworthy that 8 per cent more of the eighth grade pupils, as compared with the ninth grade, took part in the music activities of the school. Also important is the fact that 10.6 per cent more eighth grade students than ninth participate in the dramatic activities of the school. Intramurals appeared to be the only activities of the school in which ninth grade pupils participate more than do eighth grade pupils.

Table III shows the percentage of pupils who participated in one or more of the extraclass activities offered by the school. The difference between the two grades of the school in the percentage of pupils participating in the activities should be noted. There was greater participation in the various activities in the eighth grade than in the ninth grade. Pupils appear to limit themselves to fewer activities after one year of school. In fact, 30 per cent of the eighth grade as compared with 16 per cent of the ninth grade are in three or more activities. This may have been because the eighth graders were exploring the program their first year in the school while they later tended the



TABLE III  
 PERCENTAGE OF EIGHTH AND NINTH GRADE STUDENTS  
 WHO PARTICIPATE IN ONE OR MORE EXTRACLASS ACTIVITIES  
 AT THE JUNIOR HIGH SCHOOL

Number of activities	Per cent of 8th grade participating	Per cent of 9th grade participating
One	34.2	44.2
Two	35.5	29.2
Three	19.7	9.9
Four	6.0	9.9
Five	3.3	6.8
Six	1.3	0.0

following year to concentrate their interests in fewer of the extraclass activities.

The percentage of pupils in four, five and six activities is of significance. Some 16 per cent of the students participated in four activities, while fully 10 per cent participated in five activities. The question is posed as to the desirability of a percentage of pupils participating in more than two activities.

2. Do you have an opportunity to take an active part in the operation of the clubs to which you belong?

TABLE IV

DEGREE OF OPPORTUNITY 266 PARTICIPANTS STATED THEY  
HAD TO TAKE AN ACTIVE PART IN THE OPERATION OF CLUBS

Class	Percentage of those answering "always"	Percentage of those answering "sometimes"	Percentage of those answering "never"
Eighth	29.0	56.0	15.0
Ninth	34.0	63.0	3.0

Two facts revealed in Table IV appear to be of importance to the study. First, 15 per cent of the eighth grade and three per cent of the ninth grade never take an active part in the operation of the school clubs. Second, approximately one-third of the eighth and ninth grade pupils are always active participants in the operation of clubs. One may infer from these data that the ninth graders were more active in clubs than the eighth graders.

3. Please check how you first found out what kinds of activities were available when you came from the grammar school.

The results of Question Three are revealed in Table V. Over two-fifths of the students questioned said they had been introduced to the extraclass activities by an assembly program that explained the clubs and activities offered. The assembly was a technique used by the junior high school for the orienting of the entering pupils at the beginning

of the school year.

Possibly the reason only 6 per cent of those pupils questioned were informed by means of the school's newspaper was that the first edition of the semester came out just one day before the time of selection of activities.

There are two other types of responses to this question which seem noteworthy. First, older students were checked as a source of information about activities in more cases than were teachers. Second, guidance counselors appear to have had little effect in informing incoming students about the offerings of the extraclass activity program. Less than 2 per cent of the students questioned, however, said they had had no source of information.

TABLE V

SOURCES OF INFORMATION CONCERNING THE OFFERINGS OF THE  
EXTRACLASS ACTIVITY PROGRAM AT THE JUNIOR HIGH SCHOOL

Sources of information	' Per cent of 8th which learned from source N-149	' Per cent of 9th which learned from source N-113	' Per cent of both which learned from source N-262
Assembly program	39.8	49.2	44.5
From an older student	19.8	23.4	21.6
Homeroom period	19.6	6.0	12.8
From a teacher	10.0	15.4	12.7
School newspaper	6.0	6.0	6.0
Guidance counselor	2.2	0.0	1.1
No source of information	2.6	0.0	1.3

6. Do you like the activity program as it now exists?

Nine out of ten pupils stated they were satisfied. Whereas, 10 per cent questioned were not satisfied at all. It also seems noteworthy that both grades were similar in the degree of satisfaction with the present extraclass activity program. These responses are shown in Table VI.

TABLE VI  
DEGREE OF PUPIL SATISFACTION  
WITH THE PRESENT EXTRACLASS ACTIVITY PROGRAM  
EXPRESSED BY THE 266 JUNIOR HIGH SCHOOL STUDENTS

Degrees of pupil satisfaction	8th grade pupils questioned	9th grade pupils questioned
Very much	44.0	41.0
A little	49.0	49.0
Not at all	7.0	10.0

7. Please state what things you like best about the present activity program.

When the pupils were asked to state the things they liked best about the activity program, 40 per cent of the eighth grade class as compared with 9 per cent of the ninth graders answered that the activity program gave them opportunities to play intramural sports and to exercise. Thirty per cent of the ninth grade pupils stated that the extra-

class activity program offered opportunities to make new friends. These responses seem logical, for adolescents who have been in junior high school longest seem to be less interested in play and sports and more interested in boy and girl relationships. All the comments made by the pupils who answered question seven fall into two major categories; a) that the extraclass activities provide opportunities for pupils to express themselves physically and, b) the extraclass activities provide opportunities for the pupils to express themselves socially.

9. Did a counselor help you to choose the activity or club in which to take part?

Four per cent of the pupils questioned had been aided by a guidance counselor.

10. Is school more interesting and more fun with extraclass activities?

Twelve per cent of the pupils questioned did not state that school was more interesting and more fun with extraclass activities, compared with 83 per cent who stated that school was a more interesting place because such a program existed. Some typical answers were: "For example, I am in the Dramatic Club. We have plays and sometimes present them before the school. This makes going to school more interesting and enjoyable." A ninth grade boy wrote, "For example, I bowl and look forward to coming to school

because I am interested and have something to do besides study."

11. Check the benefits you think you have received from taking part in the extraclass activities.

Included in the questionnaire was a check list, devised to ascertain the benefits pupils believed they received from taking part in the extraclass activities. Table VII shows the responses according to the list.

The facility for making new friends was ranked first by the students as an important benefit received from the extraclass activity program, whereas, the improvement of written and oral English ranked last. On the basis of this evidence it seems adolescents in the junior high school studied are more interested in social recognition than in subject-matter fields as written English.

There also appears to be a striking uniformity of responses of the two grades in respect to benefits received except in the matter of the "social interest" of the older pupils. Fully 87 per cent of the ninth grade as compared with 79 per cent of the eighth grade stated that the extraclass activities had helped them to make new friends in school.

13. If none of the present school clubs or activities appeal to you, suggest others that might interest you and fellow students.

TABLE VII  
 PERCENTAGES OF PUPILS WHO CLAIMED THEY RECEIVED CERTAIN BENEFITS  
 FROM PARTICIPATION IN THE EXTRACURRICULAR ACTIVITIES

Benefits claimed by pupils	Percentage of eighth grade pupils	Percentage of ninth grade pupils	Percentage of eighth and ninth grade pupils
a) Helped make new friends in school	79.0	87.0	82.0
b) Offered opportunity to learn new subjects	38.0	36.0	37.0
c) Presented opportunities to speak before a group	28.0	30.0	29.0
d) Enabled pupil to work out problems with others	24.0	26.0	25.0
e) Improved written and oral English	11.0	14.0	12.0

Of the 265 questionnaires returned, 41 pupils did not answer this question. Of the 224 pupils who did answer the question, 59 per cent indicated they were satisfied with the present offerings of the program. Of the 41 per cent who listed activities they would like added to the program, physical activities such as swimming and dancing were suggested most often. In fact, practically all the activities listed by students were either sports or activities involving physical moment. This seems significant and is in agreement with data presented above concerning the general nature of adolescent needs for growth and development.

Only the top four activities desired by the students to be added to the program seem to have enough pupils interested to warrant their incorporation into the present extraclass activity program.

The data gathered from question 13 are graphically portrayed in Figure I on the following page.

14. In what sports activity do you, or would you, like most to take part?

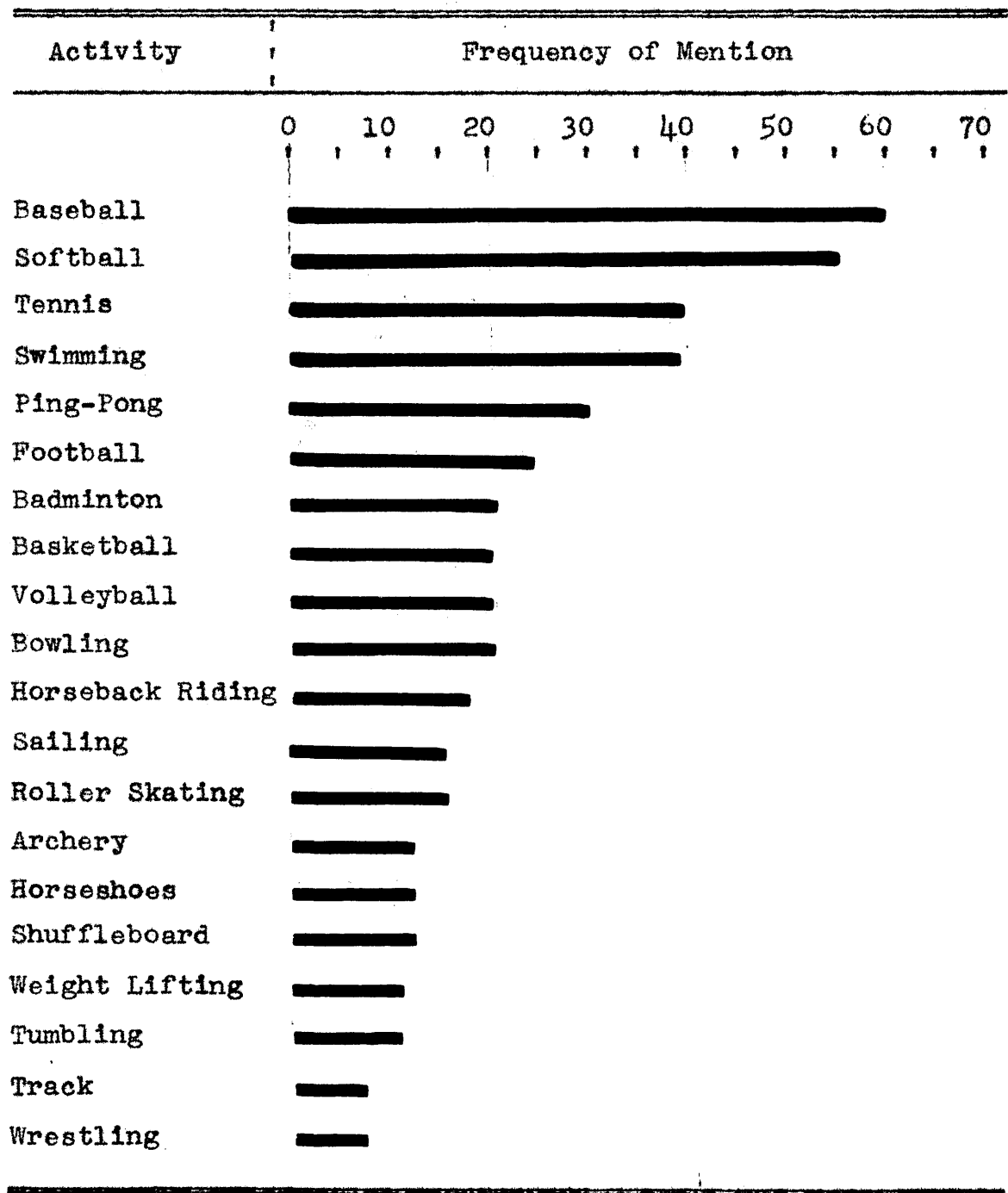
Of the 224 students who were questioned, 15 per cent did not answer question 14. Baseball was the sport mentioned most frequently as the sports activity in which respondents would like to take part. Softball was second in popularity. It is interesting to note that the five sports most frequently mentioned were included in the school's activity program with the single exception of swimming. Yet, students





FIGURE 2

FREQUENCY OF MENTION OF SPORTS ACTIVITIES  
THAT 224 STUDENTS OF THE JUNIOR HIGH SCHOOL  
REPORTED THEY LIKED MOST



expressed a desire to have more organized teams in the school so that all might play in the organized league.

Figure 2, on the preceding page, shows the sports activities the students like most.

15. If you take an active part in any of the organizations or activities listed below, please check twice. If you belong but do not take an active part, please place only one check before the organization.

In respect to pupil participation in out of school activities it is interesting to note in Table VIII that one-quarter of the student body belonged to community league teams. Also, 20 per cent of the students received private lessons in music or dancing. It also was apparent that greater percentages of ninth graders than eighth were engaged in community league, private lessons, and fraternities, while the situation is reversed with regards to Boys Club and the Boy Scouts.

16. If you have any comments about the activities that you have not been able to express in this questionnaire, please state below.

There was a wide variety of answers to this suggestion. The following comments are listed in the order of frequency of mention by the students:

1. The school should offer more opportunities for social dancing. An eighth grade girl wrote, "It would be wonderful to have a dance open for the pupils and sponsored

TABLE VIII

THE PERCENTAGE OF PUPIL PARTICIPATION  
IN OUT-OF-SCHOOL ACTIVITIES

Out-of-school activities	Percentage of eighth grade pupils who:		Percentage of ninth grade pupils who:	
	<u>belong to</u> each	<u>are active</u> in each	<u>belong to</u> each	<u>are active</u> in each
Community League	19.0	19.0	26.0	25.0
Private Lessons (Music, dancing)	16.0	13.0	20.0	19.0
Boys Club	23.0	19.0	6.0	2.0
Boy Scouts	19.0	9.0	6.0	4.0
Fraternities	4.0	4.0	9.0	9.0
Girl Scouts	6.0	6.0	5.0	4.0
Job's Daughters	4.0	3.0	2.0	2.0
DeMolay	1.0	1.0	0.0	0.0
None <sup>a</sup>	11.0		10.0	

<sup>a</sup>These students did not belong or take a part in any outside activities or organizations.

by the school." A ninth grade boy stated, "Our school needs more social activities because we have few places to go otherwise."

2. Limitations of leadership of the club and activity period was the second comment most frequently made. One student wrote, "Clubs are not important in our school. Half the time we don't have our club period or our assembly that is supposed to be held." Another student wrote, "We do little in our club." These comments and others such as, "We never do much in our club, so we just sit around and wait for the bell to ring," reveal that in some cases the club period is not being utilized to its fullest advantage.

## CHAPTER IV

### APPLICATION OF THE CRITERIA

Before the criteria were applied to the extraclass activity program of the junior high school it was necessary to consider these items:

The process of interpretation is essentially one of stating what the results (findings) show. What do they mean? What is their significance? What is the answer to the original problem? This process calls for a critical examination of the results of one's analysis in the light of his previous analyses concerning the gathering of data. That is, all of the limitations of his data-gathering must enter into and become part of his conclusions, which grow out of his interpretations of the results.<sup>1</sup>

The extraclass activity program was evaluated in light of the criteria, but application of the criteria depended on the available data. In some instances, and whenever possible, objective data were used. However, in some cases, either because of the nature of the criteria or of circumstances involved, subjective judgment had to be utilized.

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1. Good, Barr and Scates, op. cit., p. 617.

Criterion Number 1. The extraclass activity program should offer an opportunity for students to participate on the basis of their interests and needs.

1. All admissions to activities should be made on a democratic basis.

The fact that a student in the school studied was required to join a club possibly destroyed much of the effectiveness of the program to the adolescent, yet, the student had a range of choice.

Some of the clubs were limited in membership, such as the school newspaper, which required certain skills of members of its staff. As the newspaper's sponsor stated, the students must have an expressed desire as well as a good record as an English student to be elected into membership.

Both the faculty and administration agreed that democratic admission to the extraclass activities was a fundamental policy of the program. However, some of the students expressed the belief that because they did not get in the activity of their first choice at the beginning of the semester when the selection of clubs was made, students were treated in an undemocratic manner. This complaint was particularly strong from those who had not, at the beginning of the term, received their second choice in the selection of a club. The clubs all met at the same time and some clubs were overcrowded.

The extraclass activity program meets the requirement of Criterion I, Number 1 in part only.

Criterion I, Number 3. Democratic participation of pupils in the extraclass activities should be developed by the teacher sponsor.

A greater per cent of the ninth graders than the eighth graders stated they "always" had an opportunity to take an active part in the operation of the extraclass activities to which they belonged. Thirteen per cent more eighth graders than ninth graders stated they "never" had an opportunity to participate actively in the operation of their club. Also, a small percentage of the eighth graders wrote that the sponsor of their particular activities dominated the meetings and thereby pupil initiative was stifled.

It appears that the extraclass activity program meets the requirements of Criterion I, Number 3 partially except for those groups, individuals and possibly sponsors who tend to dominate the activity.

Criterion I, Number 4. Pupil participation in the extraclass activities should be urged.

The philosophy of the school specifically states that the extraclass activity program had a definite place in the school. Yet, during the interviews, there were discovered individual cases of teachers who seemed to have little belief in the future effectiveness of the activity program. The opinions of these particular sponsors, it would seem, made for little urging of pupil participation in the program. These teachers believed the time they spent in the extraclass



aspects of the curriculum might be put to better use if they devoted it to their respective "regular" teaching duties.

The fact that the activity program was reorganized at the beginning of the school year afforded no reason why the staff should not have planned and established cooperatively specific purposes of the extraclass activity program. As Pretwell stated:

... in both curricular and extracurricular activities there has been too much laissez-faire policy. This go-as-you-please policy often prevailed in the extracurricular field until some kind of trouble arose and the school had to act.... The school's constructive program will provide for the whole educational activity of the school and will become a well planned structure rather than existing partly planned, but mostly neglected.<sup>2</sup>

Pupils were required to participate in the extraclass activity program. Only a small per cent did not participate and they reported to the vice-principal during the scheduled activity period. The problem appears not to be one of encouraging pupils but of encouraging sponsors.

The extraclass activity program meets the requirements of Criterion I, Number 4 partially.

Criterion II. The extraclass activity program should be a factor in the articulation of the elementary program and junior high schools.

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2. Pretwell, op. cit., p. 12.

1. Entering students from the elementary school should be oriented to their new school.

At the beginning of the school year an assembly was held to present the offerings of the extraclass activity program to the students entering from the elementary school. Each sponsor briefly described activity before the assembly, and invited interested pupils to join. Also at the beginning of the school year, soon after the assembly, the administration asked each homeroom teacher of a lower eighth grade group to answer questions and to discuss any matters relating to the activity program a pupil might ask.

The data pertaining to students' opinions revealed that the assembly was the occasion where most of the pupils first learned about the offerings of the extraclass activity program. This was followed by the homeroom period and the teacher respectively.

Only one per cent of 262 pupils questioned stated they first heard about the offerings of the extraclass activity program at the time of the orientation visits of the guidance counselors to the elementary schools prior to the time pupils from the elementary schools entered junior high school.

It appears that the extraclass activity program meets the requirement of Criterion II partially.

Criterion II, Number 2. The counseling staff of the junior high school should provide guidance to pupils in choosing activities.

The members of the counseling staff of the junior high were aware of the problems in articulating their school's curriculum with that of the surrounding schools. As noted above, in the spring of each academic year the counselors called upon each elementary school that sends pupils to the junior high the next fall. It is the purpose of the visit for the counselors to describe briefly the curriculum and other aspects of the junior high school life to the prospective eighth graders. During this occasion the offerings of the extraclass activities of the junior high school were outlined and, supposedly, any questions the seventh graders might have were answered. The data indicated that this procedure was not serving the guidance function in respect to helping eighth graders choose activities.

As for counseling students undecided about what extraclass activities in which to participate, only 4 per cent questioned said they had received guidance from a counselor in the selection of an activity.

It appears that the requirement of Criterion II, Number 2 is met only partially.

Criterion III. Adolescent behavior should be understood in the formulation and operation of the student activity program.

1. The program should provide for independence on the part of participants so that the students might work out relationships and problems of living with each other.

The peculiar needs of adolescents were recognized by the administration and by individual members of the faculty as being important reasons for having extraclass activities in the Junior High School. The data revealed evidence contrary to the criterion.

The administration and the faculty did not derive and establish this above purpose cooperatively as an objective of the extraclass program.

The opinions of the sponsors questioned differed in respect to whether or not the program was meeting the needs of pupils for independence. Those teachers who agreed the criterion was being met reported some excellent examples of how students work out relationships and problems of life in their activities. Yet, the second recommendation proposed by the students for general improvement of the program dealt with their lack of opportunity to work independently because of sponsor domination. The degree of independence appears to be determined by the individual sponsor as well as the nature of the individual activity. Certainly the authoritarian, the teacher dominated activity was directly opposed to the stated criteria of independence for pupils in extraclass activities.

It seems that the extraclass activity program meets the requirement of Criterion III, Number 1, partially.

Criterion III, Number 2. The activities should provide the pupils with opportunities for making satisfactory adjustments with members of the opposite sex.

The faculty and administration both agreed that the activity program provided students with the opportunities for making satisfactory adjustments with members of the opposite sex. Illustrations and examples of how these opportunities were provided were pointed out by both teacher and administrator. It appears, because of the number of activities offered, that the program would provide opportunities for boys and girls to work and play together.

From the students' point of view the social opportunities offered by the school were not adequate. Opportunities for social dancing within the school was most frequently suggested by the students questioned as a desirable addition to the program. The principal reason students advanced for adding more social activities to the program was that in their communities there were relatively few opportunities for them to meet socially, whereas the school was a natural place for social contact.

The extraclass activity program meets the requirement of Criterion III, Number 2 partially.

Criterion III, Number 3. The program should include an extensive, flexible, individual program of intramural and physical recreation.

The intramural program was supposed to be open to all students who wished to participate. A student merely joined or organized a team and then signed up for intramural competition.

Aside from the regular intramural program, gym tournaments were held throughout the school year in which only members of the Gym Club participated. Each member of the club paid dues and the club was a school club that met during the regularly scheduled period. The data from the students included comments about these tournaments. Some students thought it was an unfair practice that only members of the Gym Club should be allowed to participate in the tournaments. Those students who complained stated they too would like to have joined the Gym Club but were not able because there was a limit to the number of students who might join the club.

It appears that the requirements of Criterion III, Number 3 are being met partially, but a more effective program of physical recreation might be obtained.

Criterion IV. Effective extraclass activities should be designed to increase the holding power of the school.

1. The extraclass activities should increase the interests of the students in the school and thereby help develop school morale.

Eighty-three per cent of the students questioned in the study stated that the school was a more interesting place because of the existence of the extraclass activities. Each one of the students gave a brief example of just how, in his particular case, extraclass activities made school more interesting to him.

As for the effect of extraclass activities on the holding power of the school, the study did not reveal any significant findings other than the percentage of students who stated school was a more interesting place with the presence of the extraclass activity program. The pupils involved in the study were required by compulsory attendance laws to attend school.

It appears that the requirements of Criterion IV, Number 1 are being met satisfactorily if interest and morale could be interpreted to mean an increase in the school's holding power of its children.

Criterion V. Appropriate administrative practices should be employed by the school to obtain an effective extraclass activity program.

1. The extraclass activities should be considered as an integral part of the school's program by the administration.

The extraclass activities were considered as an integral part of the school's program by the administration of the school. This consideration was demonstrated by the scheduling of the activity meetings within the school day and by the value the administration placed on the time devoted by the sponsors. It was also noted in the titles of the clubs (see Appendix), that a great many of the activities offered were direct outgrowths of classroom studies and interests.

The junior high school was far from the point of

completely incorporating the extraclass activities into the regular classrooms as is the trend in some "pioneer schools" in some parts of the country; yet, when considering the junior high school, it may be said that the extraclass activity program meets the requirement of Criterion V, Number 1, satisfactorily.

Criterion V, Number 2. The extraclass activities should be included in the regular school day.

The homeroom, assembly and activity periods were held on different days of the week, within the regularly scheduled school day at the junior high school. Besides these gatherings and meetings, certain activities such as the Boys' and Girls' Glee Clubs held special practices after school hours when needed. Another example of this practice was the Business Club, whose members did most of their work soliciting advertisements for the school's newspaper outside of and after school time.

Since the extraclass activities were scheduled to meet and operate within the regular school day, it may be said that the extraclass activity program meets the requirements of Criterion V, Number 2 satisfactorily.

Criterion V, Number 3. All clubs should not have to meet at the same time.

The club period at the junior high school was scheduled for the last period on Thursdays. It was during



this time that all the clubs met. This meant that a student was unable to take part in more than one club because all the others were meeting at the same time. The students expressed a desire that this condition be remedied.

Therefore, the program of extraclass activities is not meeting the requirements of Criterion V, Number 3 satisfactorily.

Criterion V, Number 4. Those qualities that are necessary for an effective teacher are likewise necessary qualities for an effective sponsor of an extraclass activity.

The criterion was met satisfactorily by some sponsors of the activities according to the pupil data dealing with pupil opinions as to effectiveness of the sponsors. It may be said that the requirements of Criterion V, Number 4 were met partially.

Criterion V, Number 5. The time the sponsor spends with an activity should be considered as part of his regular teaching load.

Both the administration and the faculty agreed that the time the sponsor spends with his activity is considered as part of his teaching load. Therefore, the requirement of Criterion V, Number 5 appears to be met satisfactorily.

Criterion V, Number 6. Teacher should be assigned to activities according to their interests and qualifications.

The administration stated that the sponsors were assigned to activities according to their interests and qualifications whenever possible. Of the teachers questioned, three-fourths of them stated they were assigned to activities on such a basis and the remainder stated they were not. Two of the sponsors disagreed with the judgment of the administration in their cases, claiming they had no interest or experience in the activity they were assigned to sponsor.

From the discussion it appears the requirements of Criterion V, Number 6 are being met partially.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

Conclusions. In this study the extraclass activity program of a junior high school was appraised in terms of criteria derived from statements of authorities in the field of the junior high school and of education in general. There were five general criteria, and each of these was sub-divided into specific criteria. In all, sixteen specific criteria were derived.

As a result of applying the various criteria to the data gathered, it may be concluded that the extraclass activity program at the junior high school meets the requirements of four criteria satisfactorily. The program can be improved in terms of requirements of twelve criteria. Among the criteria which are not met satisfactorily all but one were met partially.

The criteria which were met satisfactorily are as follows:

1. The extraclass activities should increase the interest of the students in the school and thereby help to develop school morale.

2. The extraclass activities should be considered as an integral part of the school program by the administration.

3. The extraclass activities should be included in the regular school day.

4. The time a sponsor spends with an activity should be considered as part of his regular teaching load.

The criteria which were not met satisfactorily are as follows:

1. All admissions of pupils to activities should be on a democratic basis.

2. The program should offer enough activities to meet the interests of the children.

3. Democratic participation of pupils in the extraclass activities should be developed by the teacher sponsor.

4. Pupil participation in the extraclass activities should be urged.

5. Entering students from the elementary schools should be oriented to the junior high school program.

6. The counseling staff of the junior high school should provide guidance to pupils choosing activities.

7. The activities should provide for the independence of participants so that the students might work out relationships and problems of living with each other.

8. The activities should provide the pupils with opportunities for making satisfactory adjustments with members of the opposite sex.

9. The program should include an extensive, flexible individual program of intramural and physical recreation.

10. All clubs should not have to meet at the same time.

11. Those qualities that are necessary for an effective teacher are likewise necessary qualities for an effective sponsor of an extra-class activity.

12. Teachers should be assigned to activities according to their interests and qualifications.

Recommendations. In view of the findings it is recommended that:

1. The administration and faculty cooperatively establish the objectives of the extraclass activities and use these objectives as guides in establishing an effective program.

2. A teacher with ability and interest be made the coordinator of the entire activities program. This teacher should be given ample time to perform his duties effectively, even if this would mean lightening his teaching load materially.

3. More time within the school's schedule be devoted to extraclass activities. The time allowed at the time of the study does not put the extraclass program on an important footing in the eyes of the faculty and students.

4. A more flexible scheduling of club activities be made. All clubs should not have to meet at the same time. By scheduling clubs at different times, more pupils would be able to participate in activities of their choice.

5. After re-scheduling the club activities, those clubs that are not popular with the students be eliminated and double sections of the more popular club activities be

6. The school, in cooperation with the parents, provide more supervised social activities for the students.

7. Pupils should not be required to participate in club activities, but rather should be encouraged to participate through guidance.

Suggested further research. The ideas set forth above indicated to the investigator a need for further research in the area of extraclass activities in the junior high schools. The very fact that these activities are still something "extra" in the eyes of many teachers and administrators, causes a condition wherein the activities do not hold equal rank with the "regular" subjects of the school's program. If one assumes that the activities do provide valuable educational experiences, further studies might be: a) How might a school staff devise plans to further incorporate these activities into the regular classrooms? b) How might pupil participation in activities be extended? c) What are the effects on activities of the attitudes of teachers who do not favor them? It appears that comparatively few studies have been in these areas and, therefore, makes further research legitimate for those interested to experiment along lines that look promising to them.

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## APPENDIX



PUPIL OPINIONNAIRE

Directions: The reason for these questions is to find out your opinions about the student activity program. Your opinions about the activities are to be used to try to improve them.

Don't sign your name. Make your answers clear and to the point and be sure each answer expresses what you really feel.

Age last birthday \_\_\_\_\_

Sex \_\_\_\_\_

Homeroom \_\_\_\_\_

1. Please check the inschool activities listed below in which you participate:

- a. Student Council
  - b. School Clubs
  - c. Music Activities
  - d. School Publications
  - e. Assembly Programs
  - f. Intramural Sports
  - g. Dramatics
  - h. Social Activities
  - i. Business Management of Student Activities
- Please list others if any,

2. What school clubs have you belonged to since September?  
(Please list below)

3. Do you have an opportunity to take an active part in the operation of the clubs to which you belong?

- Always
- Sometimes
- Never

4. Please check how you first found out what kinds of activities were available when you came from grammar school:

- a. By an assembly program that told about the clubs and activities offered.
- b. In the homeroom period.
- c. From your teacher.
- d. Read about activities and clubs in the school newspaper.
- e. Heard about them from older students.  
Please list others if any.

5. About how much time per week do you give to these clubs and activities? \_\_\_\_\_minutes.

6. Do you like the activity program as it now exists? Please check.

- Very much
- A little
- Not at all

7. Please state what things you like best about the present activity program:

8. Please tell below any reasons you may not be satisfied with the present activity program:

9. Did a counselor help you to choose the activity or club in which to take part?

- Yes
- No

10. Is school more interesting and more fun with extra-class activities?

- Yes
- No

If you checked "Yes", give an example how below.

11. Check below what benefits you think you have received from taking part in the extraclass activities:

- a. Helped me make new friends at school.
- b. Gave me more freedom to learn about subjects not offered in the regular classes.
- c. Presented real opportunities to speak and feel at ease before a group.
- d. Enabled me to work out problems with fellow students.
- e. Improved my written and spoken English. Please list any other benefits you think you might have received below.

12. If you take an active part in any of the organizations or activities listed below, please check twice. If you belong but do not take an active part, please place only one check before the organization.

- a. Boy Scouts
- b. Girl Scouts
- c. Church Organizations
- d. De Molay
- e. Job's Daughters
- f. Boy's Club
- g. Private lessons such as music and art. If any others, please name them below.

13. If none of the present school clubs or activities appeal to you, suggest others that might interest you and fellow students:

14. What sports activity do you, or would you, like most to take a part?

15. If you have any comments about the activities that you have not been able to express in this opinionnaire, please state below.

A QUESTIONNAIRE TO THE EXTRACLASS ACTIVITY SPONSOR

Authoritities in the field of education generally agree that the extraclass activities are a vital part of the modern junior high school. This questionnaire to you, the key people in the program, is an attempt to find out opinions about the activities in your school. Your answers, plus answers to questions from the students and the administration, will be incorporated into a study that will try to present a picture of the existing program and to make recommendations for improvements if they are needed.

Please do not sign your name. Feel @free to express your frank opinions about the activities.

1. Were you assigned your activity on the basis of your interests and experience?

- Yes  
 No

If your answer is "No" to the question above, please explain briefly how you were assigned:

2. Do you feel that the extraclass activities are providing independence to the students so that they might work out problems with each other?

- Yes  
 No

If your answer is "Yes" to the question above, please give an illustration how:

3. Is that time which you allot to work with your activity counted as part of your regular teaching load?

- Yes  
 No

4. Do you think the extraclass activities provide opportunities for the pupils to make more satisfactory adjustments with members of the opposite sex?

{ } Yes  
{ } No

If your answer is "Yes" to the question above, please give one illustration:

5. Have you helped any pupils this year make a selection in the choice of a suitable extraclass activity?

{ } Yes  
{ } No

6. Does your activity have a definite time and place for meeting?

{ } Yes  
{ } No

If your answer is "Yes" please state time and place of meeting:

7. Is membership to your activity open to all students?

{ } Yes  
{ } No

If your answer is "no" please state how membership is acquired?

8. Do you feel that the activity that you sponsor is meeting the needs and interests of the members?

{ } Yes  
{ } No



If your answer is "Yes" to the question above, please state how:

9. Does the administration offer guidance and help in the operation of your activity?  
 Yes  
 No

If your answer is "Yes" to the question above, please give an illustration how: