

A SUGGESTED PROGRAM OF EXTRA-CURRICULAR ACTIVITIES
FOR THE THREE AND FOUR TEACHER HIGH SCHOOL

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A SUGGESTED PROGRAM OF EXTRA-CURRICULAR ACTIVITIES
FOR THE THREE AND FOUR TEACHER HIGH SCHOOL

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C. C. B.

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CHAPTER I

INTRODUCTION

Activity is one of the chief characteristics of adolescence. "What pupils do is one thing; what they can do and will do under stimulating and awakening education is another."¹

One justification for extra-curricular activities is that in as much as pupils will associate anyway, the school should seek to direct and improve the character of the associations to the end that wholesome and beneficial experiences may result, instead of unwholesome and detrimental experiences.

"Because of the influence of extra-curricular activities, they deserve far greater public support than they have ordinarily received."²

The number and type of extra-curricular activities offered in any school should be determined by the school enrollment and by the peculiar needs of the school. The ideal activity program should be carefully planned and broad enough to enlist the voluntary interest and participation of every pupil. After this program is set up, students should not be permitted to

¹ H. L. Miller, Creative Learning and Teaching, p. 9.

² Thomas H. Briggs, Secondary Education, p. 408.

enroll in an activity unless they show positive enthusiasm for the activity and a cooperative attitude toward its organization.

The purpose of the author of this study is to set up a model extra-curricular activity program for the three and four teacher high school.

It is hoped that this study and other similar studies will bring to the attention of school administrators some of the weaknesses of the present extra-curricular activity program, and that it will aid them in building a more balanced, more effective extra-curricular activity organization for their schools.

This study will deal with the three and four teacher high schools of five counties in Southern Oklahoma, namely: Caddo, Carter, Grady, Jefferson, and Stephens Counties.

While serving in the capacity of Superintendent of Velma High School, it has been the author's privilege to visit many of the high schools of Southern Oklahoma, the locale of this study, and to talk with school administrators to whom a questionnaire was later mailed.

Valuable experience was gained in building a broad, balanced activity program for the Velma High School from a very limited program in which only one activity was regularly scheduled.

The secondary data were collected from State Department of Education bulletins, theses, and from

professional books by recognized authors in the field. For the most part, the material used represents the most recent trends and opinions on the extra-curricular activity program.

A study of the literature on which the program and the questionnaire are based is made in the second chapter. The most recent literature of some of the outstanding writers in this field was reviewed.

Chapter III gives a suggested program for extra-curricular activities in the three and four teacher high schools.

In Chapter IV will be given the questionnaire, the accompanying letter, and the basis for each question.

Chapter V makes use of tables to explain the results and findings of the questionnaire.

Chapter VI will include the conclusions and suggested recommendations that come as a result of this study.

CHAPTER II

LITERATURE EVALUATING THE PROGRAM

Increasing attention has been given to student activities since 1890.

At first many educators feared the effect of such "dangerous indulgences" on the subjects of study. Then came an attitude of tolerance in which it was felt that since "boys will be boys" it was not necessary "to interfere" as long as no damage was done to the curriculum.

The term "extra-curricular activities" came into use at this point.

Ten or twenty years ago extra-curricular activities were regarded as those activities which were initiated and carried on by the pupils and for which no credit toward promotion or graduation was given by the school. Today such activities are usually regarded as a legitimate and an important part of the school program, and many of them are considered to be semi-curricular rather than extra-curricular.²

In the following chapter, an extra-curricular activity program will be set up to be used by the small high school until such activities can be curricularized.

Activities which have no purpose beyond mere sociability, or the harmless enjoyment of leisure time, should be reduced to a minimum, particularly in view of the fact that the realization of this purpose is usually

¹ Paul W. Terry, Supervising Extra-Curricular Activities, p. 18.

² Ward G. Reeder, The Fundamentals of Public School Administration, p. 398.

a by-product of organizations and activities which have other and more worthy purposes.³

In order to avoid conflicts, and to secure better organization and administration in general, the meetings of all activities should be definitely scheduled. Many schools have found it worth while to give a certain period of the school day to such activities. "A definite time allotment will result in a much better spirit of cooperation on the part of the pupils and many will participate who otherwise would not."⁴

One way to stimulate participation in extra-curricular activities is to require every pupil to take part in some activity. The expedient is simple; there is pedagogic precedent for making compulsory those experiences which are considered desirable, there is no question that the result will be a quantitative increase in the activity program.⁵

The taste of successful endeavor in extra-curricular activities may vitalize for a pupil the entire work of the school and result in the enhancement of his morale.⁶

The school should limit the number of organizations to which a pupil may belong, keeping in mind the proper balance between the curricular and the extra-curricular activities.

³
Ibid., p. 406.

⁴
Aubrey A. Douglas, Secondary Education, p. 620.

⁵
Edgar G. Johnston, Point System and Awards, p. 39.

⁶
William C. Reavis, The Elementary School, p. 176.

A limitation on participation is recommended for two reasons: First, it will prevent the over-ambitious, brilliant, versatile, and popular students from over loading with activities to the possible detriment of their health and scholarship; second, it will distribute participation in the activities among a large number of students.⁷

There appears to be almost no limit to the number of activities that have been or will in the future be included in our extra-curricular programs. In one sense this condition is to be regretted, since it must mean that hundreds of activities are being undertaken annually without serious consideration on the part of anyone concerned as to their worth or as to their relationship to the remainder of the educational program.⁸

For most activities, day meetings are preferable to evening meetings. If evening meetings are necessary, they should not as a rule, come during the school week. Many three and four teacher schools furnish transportation. When pupils are required to return in the evening, additional expense is incurred, as it becomes necessary for buses to return if any of the students can be expected to appear for practice. In many cases students no more than arrive home until they must 'catch' the returning bus. This practice is wholly undesirable. The Oklahoma High School Inspection Bulletin (1937) recommends that, "No interscholastic athletic contest should be scheduled on a day or night preceeding a school day."⁹

7

Ward G. Reeder, op. cit., p. 408.

8

Leo M. Chamberlin, The Teacher and School Organization, p. 446.

9

E. E. Halley, W. A. Obuch, and Frank Fuller, Annual High School Inspection Bulletin, No. 112-L, June, 1937, p. 21.

The responsibility for the administration of the extra-curricular program should be centralized. Final responsibility and authority should be with the principal, or in a small school, with the superintendent.

After the activity program is established, there must be some system for evaluating participation.

The emphasis for the granting of credit by the school for participation in the interclass program came from the willingness of the universities to accept such credit for entrance.¹⁰

A number of high schools have gone far beyond, by requiring not one credit, but as many as four credits in extra-curricular activities above the sixteen units required for graduation. The plan most commonly in use at the present time for limiting and encouraging student participation is a "point scale." "Here some number of points is assigned to each office or activity."¹¹ In the guidance, stimulation, and limitation of extra-curricular activities the point system offers the best means. Johnson recommends the "point scale" type of point system.

Schools using the point scale type of system claim as an advantage that it is more flexible when applied to activities varying widely in time requirement than either numerical limitation or the major and minor plan.¹²

10

Edgar M. Draper and John E. Corbally, Extra Curricular Credits, p. 73.

11

Edgar G. Johnston, Point Systems and Awards, p. 8.

12

Ibid., p. 12.

All methods of stimulating extra-curricular participation are dependent upon some method of rating the achievement of individuals in extra-curricular activities. Some standard is implied as a basis for comparison of attainment of different pupils or for rating the achievement of an individual pupil.¹³

The plan of presenting awards at the Commencement Program is a stimulation through public recognition.

General supervision of the point system may be the responsibility of the Point System Committee. This committee may be appointed by the superintendent or principal and composed of faculty, or faculty and students.

A point system should be a local device, developed in and for a specific school. It is not a standard commodity to be ordered by catalogue number. A system of points properly fitted to one school may not be adopted entire with reasonable expectation of effectiveness in another situation.¹⁴

Each organization should be sponsored by a member of the faculty who should be appointed by the principal, who should take into account their qualifications for the assignment.¹⁵

This is not always done, since sponsors have been known to be selected because of vacant periods or popularity only. In the small high school, partly because of the "teaching load", it is necessary that every teacher

13

Ibid., p. 70.

14

Ibid., p. 137.

15

Charles R. Foster, Extra-Curricular Activities in the High School, p. 21.

support the activity program. "Every teacher should expect to assume some share of the responsibility for directing these activities."¹⁶

Excessive demands are often made on the teacher's time because allowances are not made on the daily schedule for the extra-curricular activities.

We have a point system for the prevention of overloading on the part of the pupils, but no such plan has been devised for protecting faculty members from sacrificing themselves on the altar of social service.¹⁷

The situation may be made worse by an unequal distribution of advisory load.

To the heavily burdened it appears that, "the willing are worked to death while those who can't or won't work are allowed to go along undisturbed and draw the same salary."¹⁸

The most satisfactory steps for relieving this condition and making advisory work more acceptable to teachers, are providing time that is needed for activities during the school day and adding to their salaries.

Special abilities which are required for successful advisory work are far from being alike.

¹⁶

George W. Reagan, Fundamentals of Teaching, p. 536.

¹⁷

Elmer Harrison Wilds, Extra-Curricular Activities, p. 115.

¹⁸

Paul W. Terry, Supervising Extra-Curricular Activities in the American Secondary School, p. 348.

When new teachers in these fields are to be engaged, it is desirable that special attention be given to their availability for work of this nature.¹⁹

The teacher should understand, at the time of employment, what activities she will be expected to sponsor in order that she may make plans for that activity.

It is recognized that the community should be acquainted with new activities especially those added since they attended school. The extra-curricular program is a good way to keep school patrons informed and maintain their interest in school work. Many schools find it very profitable to hold, in the spring, an annual school exhibit of the work done throughout the year, to which parents are invited.

The purpose of all these special occasions is to bring the parents who send children to the school into closer contact with principal and teachers, and to build up understanding and support.²⁰

The school paper will also fill this need.

One phase of the extra-curricular activity program that has caused so much difficulty is the administration of the funds derived from and spent for extra-curricular activities. A well known authority makes the following recommendation for supervising the extra-curricular funds:

¹⁹

Ibid., p. 355.

²⁰

Ellwood P. Cubberly, The Principal and His School, p. 539.

1. They should not be under the control of the students alone; 2. they should not be under the control of the principal, or a teacher, or any person alone; 3. they should always be open to inspection and regularly audited, and itemized reports of their status should be publicly made.²¹

The High School Inspection Department recommends that, "All monies received from student activities should be accounted for in a strictly business-like manner."²²

²¹

Ward G. Reeder, op. cit., p. 413.

²²

Annual High School Inspection Bulletin, op. cit., p. 20.

CHAPTER III

THE PROGRAM

Activity of one kind or another is an aspect of all learning.

Small high schools have, on the whole, realized the opportunities that lie in the extra-curricular activities. The value, that the individual pupil in these schools has received from these activities, has perhaps been greater than in the larger high school. The reason being that there is greater opportunity for participation when the student body is small. Needless to say, the possibilities in this phase of educational activity have not yet been fully attained.¹

Extra-curricular activities are of value in small high schools for the same reason that warrant their acceptance in any other high school: as a means of developing special abilities; encouraging pupil initiative; permitting the pupil to explore a number of fields of interest; enabling adolescents to satisfy their urge to belong to something; arousing the interest of the student in his school work; developing cooperation, thus preparing the student for life in a democracy; and finally securing the active support of the student body in maintaining order and morale.

Extra-curricular activities are particularly valuable in the small high school because the curriculum of these schools is apt not to be as rich and varied as the curriculum of the larger high school.²

¹ Knute O. Broady, Enriched Curriculumms for Small High Schools, p. 97.

² Ibid., p. 98.

THE SUGGESTED PROGRAM

I

1:00-1:45 p.m.

Monday	4-H Club
Tuesday	Boys' Athletics
Wednesday	Assembly
Thursday	Girls' Athletics
Friday	Home Room or Hobby Clubs

II

9:45-10:30 a.m.

Monday	Guidance Period
Tuesday	Avocational Clubs
Wednesday	Assembly
Thursday	Character Training (Girl Scouts, Boy Scouts, Hi-Y, Girls' Reserve)
Friday	(Plays and Pantomime) Dramatics

III

11:15-12:00 a.m.

Monday	Band
Tuesday	Dramatics
Wednesday	F. F. A. and Home Economics Clubs
Thursday	Assembly
Friday	Camera Club

IV

1:00-1:45 p.m.

Monday	Glee Clubs
Tuesday	Physical Education
Wednesday	4-H Club
Thursday	Physical Education
Friday	School Paper

V

1:45-2:30 p.m.

Monday	School Paper
Tuesday	Physical Education
Wednesday	Hobby Clubs
Thursday	Physical Education
Friday	Chorus

From these five suggested programs may be selected the activity program which best fits the needs of the school.

The time at which the activity period is scheduled should vary to meet the needs of the school.

There appears to be no great agreement as to the best time for the club meeting. In those schools which have an activity period, clubs meet more frequently during the first period after lunch than at any other time. In those schools that have no activity period, the clubs usually meet after school. More club meetings are³ scheduled for the afternoon than the morning.

A single activity period plan is used in a large number of schools.

The flexibility of the special-period plan is one of its chief advantages. Beginning with one or two periods per week, it can be extended gradually as conditions demand, and it can take care of some or practically all organizations. Pupils who are not attending meetings may easily be assigned to study halls.⁴

The 4-H Club has for its objectives, the equal training of the head, heart, hands, and health of every member, and pledges clearer thinking, greater loyalty, larger service, and better living for the club, the community, and the country. 4-H training is very broad, therefore sponsors need to be chosen who have broad experiences and training in home arts and sciences, speech work, and creative ability. Such sponsors must also have an appreciation of rural life.

3

Harry C. McKown, Extra-Curricular Activities, p. 169.

4

Paul W. Terry, Supervising Extra-Curricular Activities, p. 311.

Few of the three and four teacher high schools of Oklahoma have the finances and equipment to offer vocational work for the boys and girls. In these schools the 4-H Club not only serves as an interest club, but also serves as a substitute for the vocational clubs sponsored by the larger schools which offer vocational work as a part of the curriculum.

In the writer's opinion, school athletics as an extra-curricular activity, can be justified only so long as the welfare of the individual is kept definitely as the goal. "This welfare includes not only the physical well-being now and hereafter, but the whole individual."⁵

High school pupils are not given the recess period as are elementary pupils. Therefore, a regularly scheduled period for athletics in the extra-curricular program would be the only provision made for health training.

"The competitive games between high schools should become of secondary rather than of primary importance."⁶

Carefully planned and skillfully conducted school assemblies are now considered an important phase of the modern school. "The assembly is the place for building

⁵ Elbert K. Fretwell, Extra-Curricular Activities in the Secondary Schools, p. 411.

⁶ William Martin Proctor, Educational and Vocational Guidance, p. 193.

school morale and for the development of a sense of unity among the diverse interests of the school."⁷

Through the assembly program the student sees the size of the school, learns of its varied interests and activities, yells its yells, sings its songs, thrills to its inaugurations, recognition services, and demonstrations, and then champions its causes.⁸

Assemblies should be well organized. They should be planned in advance for a period of at least one semester.

⁷

Aubrey A. Douglas, Secondary Education, p. 623.

⁸

Harry C. McKown, op. cit., p. 126.

November 23	Thanksgiving Assembly
November 29	Community Talent Day
December 6	Health and Courtesy
December 13	Science Program
December 22	Christmas Program
January 3	Stephen G. Foster Memorial Program

The classes of the small high school may be used as home-rooms when the school wishes to sponsor a Home-Room Program. The home-rooms of the three or four teacher high school may be grouped in the following order:

(1) Seniors and Juniors, (2) Sophomores, (3) Freshmen. Juniors and seniors occupy the same room according to the state program of alternation of subjects. Their combined number is generally about equal to the freshmen enrollment, making the number of students in each of the home-rooms about equal. Fretwell is inclined to "favor grouping by classes and homogeneously."⁹

Hobby Clubs are comparatively new, yet "A most attractive activity may be built around the interests and hobbies of the students!"¹⁰

On a specified day the student brings his collection to school where it is labeled and displayed. These hobbies may be exhibited in connection with special days, special week celebrations, and seasons of the year. For example, one student may wish to display his "kite collection" some time in March, or a Book Fair may be held during National Book Week as a co-operative enterprise.

Point systems are gaining in favor as a means of stimulating and controlling participation in extra-curricular

⁹

Elbert K. Fretwell, op. cit., p. 40.

¹⁰

Harry C. McKown, op. cit., p. 620.

activities. A discussion of the "point system" may originate in the home-room. Where this system is used for limitation, a number of points is set which no pupil may exceed during the semester or the year.

Schools using the "point scale system" claim, as an advantage, that it is more flexible when applied to activities varying widely in time requirement than either numerical limitation or the major and minor plan.¹¹

The writer presents here a "point scale" designed for the activities offered in the Velma High School. Other three or four teacher high schools may fit this scale to their own needs.

This suggested scale is the basis on which three medals are awarded annually: One to the student having the highest number of points in athletics, one in scholarship, and one in activities. This scale, worked out by a faculty-student committee and adopted by the student body, is posted at the beginning of the school year so that each student may know how many points it is possible for him to earn. These awards are made as a part of the annual commencement program.

¹¹

Edgar G. Johnston, Point System and Awards, p. 12.

Physical

(Basis for athletic award.)

	Possible points
1. Making one or more of the school teams	25
2. Abiding by the rules of the Oklahoma High School Athletic Association	5
3. The correction or marked improvement of any improvable physical defects	20
4. Giving proof of knowing scientific health rules in diet, sleep, and other matters and observing them	30
5. Perfect attendance	10
6. Contributing an acceptable athletic article to the school paper	10
Total maximum points	<u>100</u>

Achievement

(Basis for scholarship award.)

	Possible points
1. Being on the honor roll, no grade below B	20
2. Becoming the school representative on a debating team, oratorical, spelling, or any other non-athletic county or state contest	20
3. Composing a school play, song or yell that is accepted by the school. Writing an article accepted by the school paper	20
4. Receiving no D for the year	10
5. An A grade to receive 3 points for each 6 weeks Each B to receive 1 point for each 6 weeks Each D to lose 2 points	
Total possible points (straight A record)	90
Total maximum points	<u>160</u>

Social

(Basis for the activity award.)

	Possible points
1. Being an active member of one or more accredited school clubs	30
2. Acting effectively as a class or association official or doing efficient committee work	20
3. Showing proper respect for school equipment	10
4. Helping another student toward marked physical mental or social improvement	20
5. Receiving an average of B in co-operation	20
6. Perfect attendance for the semester	20
Total maximum points	<u>120</u>

Music is now largely satisfying a demand created by increase in leisure time. Group music creates a happy atmosphere. It has its place in the morning program to enliven the student for the day. "It is the singing school that makes the happy school."¹²

Music is one of the subjects offered as an elective in the alternation of subjects in the small high school by the Oklahoma High School Inspection Department.¹³

Group music such as chorus, band or orchestra, has therefore been scheduled as a laboratory to the music theory class the first period on the daily program. The

¹²

Elbert K. Fretwell, op. cit., p. 250.

¹³

Annual High School Inspection Bulletin, Oklahoma, 1937, pp. 25-26.

music teacher may work out a schedule to start the music at 8:30 in the small high school. If a school finds that band or orchestra is not practical, the time allotment may be used for other phases of group singing. "Nearly every one likes to sing."¹⁴

Students not participating in music may select typewriting for the first period or may be sent to the study hall where, under the supervision of a teacher, they may study.

Dramatics will be organized as the laboratory part of the speech class which meets the eighth period. The activities of this club are valuable to the actors, to the school and to the community.

The actor learns to express himself more clearly, develops confidence and poise, and gains intellectually and culturally. "For training in teamwork, dramatics are the equal of athletics."¹⁵

School dramatics are a means of raising funds for the support of school activities, however they cannot be wholly justified on this basis. "Dramatics must be justified, almost entirely on the basis of their values to the school as a whole rather than upon the basis of their values to those few who participate directly in

¹⁴Harry C. McKown, op. cit., p. 222.¹⁵Ibid., p. 197.

them."¹⁶ The major values of dramatics to the school are: to teach an appreciation of a higher type of production; to reinforce and supplement activities in all school departments; and to act as a unifying correlating agency in the school.

Dramatics are of great importance to the community, in that parents become interested in better plays and dramatic productions. "Further, dramatics may serve as a device to educate the community in what the school is attempting to do."¹⁷ Recognition should be given to the simpler types of performance such as pantomimes and one-act plays, as less time is required to produce, enabling a greater number of individuals to be trained.

"The school publications started as an outgrowth of the early literary societies."¹⁸ The school newspaper is the most popular type of school publication. The school publication has great social and educational significance. It promotes the solidarity of the school, integrates school and community, and motivates written composition.

The simplest form of the school paper is the reserved section of the bulletin board on which the school news is written. Another type is the inexpensive mimeographed paper, prepared and published in the school.

¹⁶

Ibid., p. 199.

¹⁷

Harry C. McKown, op. cit., p. 202.

¹⁸

Paul W. Terry, op. cit., p. 8.

The printed school paper is the most complete. It may be published by reserving a certain section or page of the local newspaper, or by the printing of a "school system" newspaper. "The school paper should be a school paper in the fullest sense of the word."¹⁹

It is the writer's opinion that the inexpensive mimeographed paper is the most practical for the small high school. This project serves as a practical problem to the students of the commercial department. This department is responsible for the compiling and publishing of the school paper. Direct supervision is given to the head of the commercial department who organizes a staff for the publication. This gives the typing students practice and interest in copying and arranging articles for the school paper.

Whether in elementary or higher school, some sort of publication is a stimulating force in a school. The publication gives a stimulus to better English, language and grammar. It gives an opportunity for self-expression and stimulates initiative in expression. It gives scope to imaginative and poetic writing, and gives it sanction. It creates a desire for accomplishment, sets a standard for attainment, whereby the child strives to make his composition "good enough to get in the paper."²⁰

The system for keeping extra-curricular activity finances should be well organized.

19

Roscoe Pulliam, Extra-Instructional Activities of the Teacher, p. 237.

20

Riverda Harding Jordan, Extra-Classroom Activities, p. 68.

Even in relatively small schools the problem of handling the finances of extra-classroom groups is frequently a serious one, and in large schools where thousands of dollars are involved, it is critical. The history of such schools is full of scandals involving both entire clubs and individual pupils, teachers, and even principals. Where entire control is left with the pupils, waste, extravagance and actual dishonesty frequently result. Where the principal takes entire personal charge, his administration of the funds is often open to criticism, and, if he be not extremely careful, to whispered charges of misappropriation and worse. The same result comes from teacher control, except where entirely open to inspection. Therefore the proper method of control becomes the most important objective of the entire administration of extra-classroom work.²¹

Enough has been said to indicate some general conditions which must govern: (1) the funds must not be in the hands of pupils alone; (2) they must not be entrusted to any single teacher or principal; (3) their management must be open to inspection at all times; and frequent public reports of all accounts must be made. The plan which seems to have the best results is a central control of all funds, vested in a faculty treasurer, who is protected by a system of checks. The centralizing of the funds makes possible a better and more efficient system of accounting, and saves labor in avoiding a multiplication of accounts.²²

Three books should be kept: a cash or day book, a journal and a ledger. Each month the books should be audited by a committee sponsored by a faculty member.

No check should be cashed without the double signature of the treasurer and class or activity representative's signature, thus protecting the treasurer against suspicion of withdrawing cash for his own use.

²¹

Ibid, p. 225.

²²

Ibid., p. 226.

The presence of a central accounting system does not relieve each organization of the necessity of keeping its own accounts properly, and so the faculty sponsor must see that the organization treasurer keeps his affairs in such order as to check with the central office.²³

If the three or four teacher high school offers book-keeping, this class may be delegated by the board of control of the finances, to keep an accurate record of collections and disbursements of activity finances. "It is desirable for experience in the management of financial affairs to be distributed as widely as possible."²⁴

²³

Ibid., p. 231.

²⁴

Paul W. Terry, op. cit., p. 341.

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CHAPTER IV
QUESTIONNAIRE

The following questionnaire was mailed to the superintendents of the 34 three and four teacher high schools in Caddo, Carter, Grady, Jefferson, and Stephens Counties. Twenty-two questionnaires were answered and returned. The results were tabulated, and arranged in tables, and from these tables the writer will report the present status of the extra-curricular activity program in the three and four teacher high schools of these counties.

The directions for filling in the blanks are made explicit by the type of question or directions accompanying the question.

Name _____

School _____

1. Please underscore with one line, activities which your school sponsors. Underscore with two lines, activities having regular period on the schedule. Baseball, boys' basketball, girls' basketball, football, boys' softball, girls' softball, student council, home-room, school paper, band, orchestra, chorus, boys' glee club, girls' glee club, debate, plays, minstrels, boy scouts, interest or "hobby" clubs, 4-H club, F. F. A., assemblies, List others.
2. Are pupils required to return in the evening for practice on activities?

3. Do you require student participation in non-athletic activities? _____
4. Do you limit the number of activities in which students may participate? _____
5. Do you select sponsor of extra-curricular activities because of their training for this work? _____
6. Is the activity load distributed among the faculty members? _____
7. Would it be possible to hire teachers better qualified to sponsor extra-curricular activities if they received additional compensation? _____
8. Would additional compensation for sponsoring activities influence teacher tenure? _____
9. Who acts as director of extra-curricular activities? Superintendent, Principal, Teacher. Underline.
10. Is credit given for student participation in extra-curricular activities? If so, how much? _____
11. Is an effort made to acquaint parents, pupils, and the community with extra-curricular activities through exhibits and entertainments? _____
12. Is the extra-curricular activity program planned before the teachers are employed? _____
13. Who is delegated to handle activity finances? Superintendent, Principal, Teacher, Student, or Board Member? Underline.
14. Is accurate record kept of collection and disbursement of activity finances? _____

15. Is a report of activity finances made to the board of education and the community? _____
16. Are finances of your extra-curricular activity program audited annually? _____
17. Would you recommend that the State Department of Education set up a requirement of a certain number of extra-curricular activity credits as a requirement for graduation from high school (above 16 units)? _____

The seventeen questions above which made up the questionnaire are based on Dr. Fretwell's Seven Sign-Posts, and the recommendations for accrediting extra-curricular activities in the Annual High School Bulletin. These questions are further substantiated by the discussions in Chapter II.

Question one is based on the first and second sign-posts, "A constructive program; all activities will have a place in the daily or weekly program," and "This constructive plan of extra-curricular activities shall grow out of the life of the school."¹ This first question also refers to recommendation one, "Extra-curricular activity program should be well balanced."² Question two refers to the first sign-post, "Eliminate nearly all

¹
Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools, pp. 12-13.

²
Annual High School Inspection Bulletin, op. cit., p. 20.

evening meetings."³ Question three is built upon the third sign-post, "The pupil is a citizen of the school."⁴ Question four embodies the eighth recommendation, "Participation of the individual pupils in the activity program should be limited."⁵

Questions five, six, seven, and eight refer to the fourth sign-post and the ninth recommendation, "Teacher responsibility for development of schools activities."⁶

Question nine is based on sign-post five, "Extra-curricular activities shall be supervised," and seven, "The principal is responsible."⁷

Question ten refers to the fifth sign-post, "Each semester teacher and pupils attempt to evaluate activities in which they have had a part."⁸ Question eleven embodies sign-post six, "Intelligent public opinion shall be developed."⁹ Question twelve refers to recommendation three, "Program should be planned through cooperative

³ Elbert K. Fretwell, op. cit., p. 12.

⁴ Ibid., p. 13.

⁵ Annual High School Inspection Bulletin, op. cit., p. 20.

⁶ Elbert K. Fretwell, op. cit., p. 14.

⁷ Ibid., pp. 14-15.

⁸ Ibid., p. 14.

⁹ Ibid., p. 15.

efforts of teachers and pupils."¹⁰ Question thirteen is based on the seventh sign-post, "The principal is responsible."¹¹ Questions fourteen, fifteen, and sixteen refer to recommendation five, "Monies should be accounted for in a business-like manner."¹² Question seventeen is presented to determine the advisability of requiring extra-curricular credit for graduation.

A copy of the letter accompanying the questionnaire is here inserted.

¹⁰ Annual High School Inspection Bulletin, op. cit., p. 20.

¹¹ Elbert K. Fretwell, op. cit., p. 15.

¹² Annual High School Inspection Bulletin, op. cit., p. 20.

OCT 27 1939

Stillwater, Oklahoma
June 15, 1938

Dear Sir:

I have selected for the subject of my report for the Master's Degree, "A Suggested Program of Extra-Curricular Activities for the Three and Four Teacher High School."

The three and four teacher four-year high schools of Carter, Caddo, Grady, Jefferson, and Stephens Counties have been selected for the study.

Please fill out the enclosed questionnaire with accurate data as is possible and return to me in the enclosed envelope.

I will appreciate a prompt reply as I expect to complete my Master's Degree this summer term.

Thank you for your co-operation in making this study possible.

Very truly yours,

Clifford C. Bell
209 Duck Street

TABLES OF FINDINGS

QUESTION 1

Activities Offered Activities Regularly Scheduled
 Twenty-two Three and Four Teacher High Schools Reporting

Activity	Number of Schools Sponsoring Activity	No. Schools Having Regular Period on the Schedule
Boys' Basketball	21	14
4-H Club	21	13
Girls' Glee Club	19	14
Plays	19	3
Assemblies	18	13
Boys' Glee Club	17	11
Girls' Softball	16	5
Girls' Basketball	15	8
Boys' Softball	15	8
Baseball	13	8
School Paper	11	4
Minstrels	10	0
Chorus	9	7
Home Room	7	3
Boy Scouts	6	0
Student Council	4	1
Band	3	2
Debate	2	1
Football	1	1
Orchestra	1	1
Girl Scouts	1	0
Office Help	1	0
Interest "Hobby" Club	0	0
F. F. A.	0	0
Totals	230	117

Table I shows that the number of schools scheduling activities in regular school program is approximately one-half of those sponsoring extra-curricular activities. In making a list of activities, the activities most commonly sponsored by the three and four teacher high schools of Oklahoma were enumerated.

This table shows that boys' basketball and 4-H Club were most frequently sponsored. The activities having the greatest frequency in regular schedule were boys' basketball and girls' glee club, with 4-H clubs and assemblies ranking second. Plays, minstrels, and Boy Scout organizations show the greatest difference in the ratio of the activity sponsored to the activity regularly scheduled.

Home-room organizations are reported by seven of the 22 schools. This shows that 31 per cent of the schools investigated have home-room.

Student councils are sponsored by four high schools, and only one school sets up this activity in the regular program. This condition is to be expected since the Student Council grows out of the home-room.

TABLE II

Question 2

Number of Schools Requiring Pupils to Return for Evening Practice

Number of Schools Reporting, 22.	
Yes	NO
9	12

Table II shows that 42 per cent of the schools reporting require pupils to return for evening practice. This does not apply to pupils returning one evening each week preceeding days when school is not in session, for interscholastic athletics. It applies to practice on evenings preceeding school days.

This would indicate that both pupils and teachers are required to spend more than forty hours, which, according to Terry, is "the ideal school week."¹ This practice is also expensive.

TABLE III

	QUESTION 3		QUESTION 4	
	Require Student Participation in Non-Athletic Activities	Limit Number of Activities in which Students Participate	YES	NO
Number of Schools	5	15	10	12

Table III shows that only 25 per cent of the schools in this section require student participation in non-athletic activities. This per cent is too low. In the discussion of the third sign-post, Fretwell states: "As a citizen the pupil has rights, duties, privileges, and obligations."²

¹ Paul W. Terry, op. cit., p. 347.

² Elbert K. Fretwell, op. cit., p. 13.

One investigation shows that participants made higher grades in general than non-participants, that scholarship was higher after participation than before, and that athletes were no exception to the rule.³

Results of Question 4 show that 45 per cent limit the number of activities in which students participate. The best authorities prefer some plan of limitation. No student should be overloaded with any type of work. A limitation of participation in extra-curricular activities is just as reasonable as a similar limitation in curricular work.

TABLE IV

QUESTION 5		QUESTION 6	
Select Sponsor Because of Training		Activity Load Distributed	
YES	NO	YES	NO
19	2	19	3

QUESTION 7		QUESTION 8	
Additional Compensation Make Possible Hiring of Teachers Better Qualified to Sponsor Activities		Additional Compensation Influence Teacher Tenure	
YES	NO	YES	NO
19	3	20	1

Table IV shows that 90 per cent of the schools select sponsors because of training. While this is a high

³

Paul W. Terry, op. cit., p. 286.

percentage it is not high enough. "An unsympathetic and incompetent sponsor is a menace to the development of any kind of functioning program."⁴

Results of Question 6 show that 86 per cent of school administrators in this region make an effort to distribute the activity load, which should be done. However, this cannot be accomplished until sponsors are selected who are equipped to handle at least one activity. "Loads should be so equated that no teacher will feel that she is being imposed upon."⁵

Eighty-six per cent of school administrators in these schools believe that additional compensation would make possible the hiring of better qualified teachers to sponsor extra-curricular activities. Definite plans of making advisory work more acceptable have been suggested. Terry confirms this plan of "adding to teachers' salaries."⁶

Ninety-five per cent of the superintendents believe that additional compensation would also influence teacher tenure in the small high school. The teacher who remains in one school for some time can know the pupil, his home, and his developing interests.

⁴ Harry C. McKown, op. cit., p. 719.

⁵ Ibid., p. 693.

⁶ Paul W. Terry, op. cit., p. 351.

TABLE V

QUESTION 9

Director of Extra-Curricular Activities

	Superintendent	Principal	Teacher
Number of Schools	17	3	2

The superintendent acts as supervisor of extra-curricular activities in 77 per cent of schools reporting in Table V. This means that activities are directed by some one other than the head of the school in 25 per cent of the cases. This should not be the case. Fretwell's seventh sign-post points out that the principal's responsibility is: "As the leader of the school he shall lead."⁷

TABLE VI

QUESTION 10

Credit Given for Extra-Curricular Activities

	One-fourth Unit	Letter Awards	None
Number of Schools	8	1	13

Table VI shows that approximately one-third of the schools give credit for extra-curricular activities, above the sixteen units required for graduation. Fifty-nine per cent give no credit for extra-curricular activities. Some evaluation of the activities should be made. Within

⁷

Elbert K. Fretwell, op. cit., p. 16.

recent years, the practice of assigning credit toward graduation for participation in activities has grown up. "In some schools a certain number of points must be earned in this manner."⁸

TABLE VII

QUESTION 11

Acquaint Parents, Pupils, Community, with Activities,
Through Exhibits and Entertainments

	YES	NO
Number of Schools	20	2

Tabulation of Question 11 indicates that 91 per cent of the schools endeavor to acquaint parents, pupils, and the community with activities through exhibits and entertainments. Referring to Table I, it will be seen that 50 per cent of these schools also sponsor school publications. These findings show that the sixth signpost is being very well carried out.

TABLE VIII

QUESTION 12

Activity Program Planned before Teachers Employed

	YES	NO
Number of Schools	17	5

Table VIII shows that only 77 per cent of superintendents plan the activity program before teachers are

⁸

Paul W. Terry, op. cit., p. 300.

employed. The activity load cannot be distributed unless the program is planned before teachers are employed. Certainly teachers cannot be selected who are trained to sponsor activities unless the school administrator knows what activity he wishes the applicant to direct.

TABLE IX

QUESTION 13

Handles Activity Finances

Number of Schools	Superintendent	Principal	Student Council	Teacher	Student
	7	5	2	7	1

The above table shows that no uniform method is in use for handling activity finances. Large activity funds are collected each year in the small high school. A three or four teacher high school may collect several hundred dollars a year. Some uniform system should be set up to protect these finances. "The school that provides a favorable situation for loose practices in handling money is little short of criminal."⁹

A plan now being used is known as the "general treasurer plan." "This plan enables anyone to discover at any time what has been done with any student fund, and teaches students to handle money correctly."¹⁰

⁹Elbert K. Fretwell, op. cit., p. 446.¹⁰Paul W. Terry, op. cit., p. 335.

TABLE X

QUESTION 14 Accurate Records Kept of Collections and Disbursements of Activity Finances	QUESTION 15 Report of Activity Finances Made to Board and Community		QUESTION 16 Activity Finan- ces Audited Annually			
	YES	NO	YES	NO	YES	NO
Number of Schools	21	1	19	3	11	11

Tabulation of Question 14 shows that some form of records for activity finances is kept in all schools except one. Accurate records should be kept, as "accurate accounting makes easy the financial reports that should be made at regular intervals to the whole school."¹¹

Results of Question 15 show that 86 per cent of the schools make a financial report to those outside the school. In some communities, the board of education requires a report of the activity fund to be made public at the annual meeting. These activity finances should be published in the school newspaper. Such reports are a means of education for the whole school.

Fifty per cent of schools have activity finances audited annually. Regardless of whether funds are kept in the principal's office, by a faculty or a pupil treasurer, all accounts should be audited. "This audit can be made by an auditor from the superintendent's office, by the principal, by a faculty or a pupil

¹¹

Elbert K. Fretwell, op. cit., p. 472.

committee, by a well-trained bank clerk, or, much better still, by a certified public accountant."¹²

TABLE XI

QUESTION 17

Recommend that State Department Set Up Requirement of Certain Number of Extra-curricular Credits as Requirement for Graduation

	YES	NO
Number of Schools	14	8

The above table shows that 64 per cent of superintendents reporting for three and four teacher high schools favor the State Department of Education setting up a certain number of extra-curricular credits as a requirement for graduation from high school. The fifth sign-post states that the pupil should in some way evaluate the activity in which he has had a part.

¹²

Ibid., p. 472.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

After reviewing the literature in the field of extra-curricular activities in order to set up a model program, and summing up the results of the questionnaire, the writer found that only 51 per cent of the activities of those schools investigated have a definite time schedule for extra-curricular activities. One school reported not sponsoring a single activity. This school certainly does not recognize that "the pupil is a citizen of the school."¹ Four of the 22 schools investigated reported that they sponsored from 11 to 14 activities, none of which were regularly scheduled.

This condition does not show that schools are setting up a "constructive program," nor that "a constructive plan of extra-curricular activities shall grow out of the life of the school."² The greatest waste of any endeavor comes from the lack of organization which is very evident in the results of this investigation.

The phases of extra-curricular activities based on sign-posts four, six, and seven, show positive results, but the activity program as a whole falls far short of being a "constructive program."

¹ Elbert K. Fretwell, op. cit., p. 13.

² Ibid., p. 13.

From this study, the writer concludes that there is not enough being done in the way of stimulating participation in extra-curricular activities. Less than half the schools make any provision for limitation of participation "which is found to be in practically all secondary schools."³

The fifth sign-post is also being neglected. Thirteen of the 22 schools investigated made no provisions for evaluating extra-curricular activities.

Results gathered also indicate that recommendations of the State High School Inspection Department, numbers one and five, are not being carried out to the fullest extent.⁴ The extra-curricular activities program does not provide a proportionate share of emphasis for each activity.

No uniform method is in use for handling activity finances. Five different methods of collecting and disbursing activity finances were reported, some handled by individuals and a few by committees or groups.

³

Paul W. Terry, op. cit., p. 302.

⁴

Annual High School Inspection Bulletin, op. cit., pp. 20-21.

RECOMMENDATIONS

In summing up facts presented, the writer wishes to make the following recommendations:

1. That all extra-curricular activities sponsored by a school be given a definite time schedule in the daily program.

2. That the superintendent or principal assume directorship of the extra-curricular activities in the three and four teacher high school. The administrative head is responsible for everything that goes on in the school, and it is only fair that he should have final control of everything in it.

3. That assignments of specific activities that teachers are to direct be made at the time of employment, and that, if possible, a definite compensation or allowance be set aside to pay sponsor for additional responsibility assumed. In the small high school the sponsor often assumes this responsibility in addition to a full teaching load.

4. That the activity load be distributed as equally as possible among the faculty. There is no reason why one teacher should carry all the burden.

5. Pupils should not be required to return in the evening preceeding a school day. When they make this extra trip, they do not get the necessary amount of rest. High school students need some time at home for reading and study.

6. That all students be encouraged to participate in the extra-curricular activities. If these activities are good for one student they are good for all students as far as the students are physically and mentally able.

7. That participation in extra-curricular activities be limited for the protection of scholarship and health.

8. That a board of control, consisting of students and teachers, handle all activity finances, and that a teacher, who is bonded, act as general treasurer.

9. That the State High School Inspection Department require a financial report of activity funds at the close of each school year. In many cases in the three or four teacher high school hundreds of dollars pass through the hands of a single individual who makes no report of collections and expenditures.

10. That colleges give more attention to training teachers for sponsoring extra-curricular activities. Teachers should be made to understand that a willingness to sponsor some activity will help to make their teaching a success.

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