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A CRITICAL ANALYSIS OF EXTRA-CURRICULAR
ACTIVITIES IN THE SECONDARY SCHOOLS OF OKLAHOMA

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A CRITICAL ANALYSIS OF EXTRA-CURRICULAR
ACTIVITIES IN THE SECONDARY SCHOOLS OF OKLAHOMA

by

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Bachelor of Science

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PREFACE

The past few years have witnessed the production of a number of books and research works relating directly to extra-curricular activities. Principles have been advocated, specific practices sponsored, varied administrative suggestions given, and means and plans of organization proposed to enhance the values of extra-curricular programs.

The increasing amount of literature dealing with extra-curricular activities is an indication of the interest which is being developed in this phase of secondary education. A study of the early history of the movement shows that growth was slow, and in many localities the installation of an extra-curricular program was looked upon as a fad which would soon pass out of existence.

The rather general acceptance of the cardinal principles of secondary education was probably the stimulus for the recent rapid strides. Generally speaking, administrators have given ground willingly in order to allow such an attractive appearing program an opportunity to prove its worth. A good many leaders thoroughly believed in the social values of extra-curricular participation and provided means for their realization. Others have developed an extensive program without fully inquiring into the definite values which it affords. A few others have incorporated a program because a sister school with a higher rating has achieved success along this line. Without giving further consideration to reasons for its growth, it is needless to add that a program has been developed, of some kind or another, in all sections of the country.

The general purpose of this thesis may be summarized as a survey of the existence of various activities and of established principles and specific practices concerned with the extra-curricular activity programs in the secondary schools of the state; and to make recommendations whereby certain administrative and organization weaknesses may be overcome. More specifically, I am attempting to discover the existence and definite practices, and to recommend, on the basis of the best literature in the field, suggested fundamental principles of organization and administration.

Data for this study was collected from three sources: first, a survey of the applications for accrediting, submitted by each four-year high school, on file with the State Department of Education; second, a survey of the best literature and research available in the field; third, the following questionnaire:

QUESTIONNAIRE

Directions: Most of the following questions may be answered by checking. Answer questions 3, 4, and 5 by using numbers.

1. Name of school _____ Enrollment _____
2. Do you have a regular activity period in your daily schedule?
Yes _____ No _____
3. At what hour in the school day does it come? _____
4. If you do not have a regularly scheduled activity period, at what time do most of your activities come? _____
5. Indicate opposite the activities listed below, how often each meets each week:

1. Home Room _____	3. Clubs _____
2. Student Council _____	4. Assemblies _____

6. Check the values listed below that you would ascribe to the extra-curricular activities mentioned. (Check one or more, according to your judgment.)

Values	: Home : Room :	: Student : Council :	: Clubs	: Assem- : blies :
1. Training in some civic-social relationship.	: :	: :	: :	: :
2. Recognition of adolescent nature.	: :	: :	: :	: :
3. Socialization.	: :	: :	: :	: :
4. Training for leadership.	: :	: :	: :	: :
5. Improved discipline and school spirit.	: :	: :	: :	: :
6. Training for social cooperation.	: :	: :	: :	: :
7. Actual experiences in group life.	: :	: :	: :	: :
8. Training for citizenship in a democracy.	: :	: :	: :	: :
9. Training for recreational and esthetic participation.	: :	: :	: :	: :
10. Training for ethical living:	: :	: :	: :	: :
11. Health.	: :	: :	: :	: :
12. Recognition of interests.	: :	: :	: :	: :

7. Do you keep a record of extra-curricular participation? Yes _____
No _____
8. Is credit awarded in the form of grades or their equivalent for participation in extra-curricular activities? Yes _____ No _____
9. Check the one who has the responsibility for the organization and administration of the extra-curricular program in your school:
1. Principal _____.

2. Full-time director of extra-curricular activities _____.
3. Teacher appointed by the principal _____.
10. On the back of this sheet, please list the objectives of your extra-curricular program.

From the first source, seven hundred eleven four-year accredited high schools were studied. Six hundred seventy-four of these were white schools and thirty-seven colored schools. This represents every four-year accredited high school in the state.

From the second source, for the purpose of more supplementary material and evaluation, an exhaustive survey of extra-curricular bibliography was made. This represents a rather complete survey of the best writings obtainable in the field of extra-curricular activities.

Two hundred ninety-nine schools contributed data and material through the questionnaire. Of these schools, the majority could be described as having small enrollments. The following table gives an idea of the size of the schools reporting:

Schools Reporting

: Index :	: G-1 :	: G-2 :	: G-3 :	: G-4 :	: G-5 :
: Enrollment :	50-100	101-300	301-500	501-1000	1000-over
: Number :	60	162	57	19	1
: Reporting :					

The practices which are recommended in this thesis are as essential in one size of school as in any other. In this respect, they may be considered fundamental. Their value is not affected by the size of the school or by the type of school organization. It has been my purpose to

propose such principles and practices as can be adapted to any type of school, regardless of size or the particular organization methods employed. The questionnaire was used only as a basis for a comprehensive insight into opportunities and possibilities; evaluation of recommendation is purely on the basis of the best literature in the field.

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CHAPTER I
INTRODUCTION

Changing Conceptions of the Term. At one time, extra-curricular activities were defined as those activities in which children participate outside the regular academic program. To-day the validity of such a definition could readily be questioned. Another definition which would have been acceptable a few years ago describes the extra-curricular program as those activities in which the pupil participated in school for which no academic credit was given. This definition, as in the case of the former, could not be approved in all sections of the country to-day. The difficulty of defining the term, as the above examples show, is due to two factors; first, the changing content of the curricular program and second, the recent attitude toward the values of extra-curricular participation.

Recent curriculum revision is gradually drawing in to the curricular program certain activities which were once thought of as being of a purely extra-curricular nature. On the other hand administrators are making more easily available for pupil participation those activities for which no academic credit is as yet generally given, but whose values are so great that they cannot be neglected. As a result of these conditions the problem of finding a definition of extra-curricular activities is the problem of making a dividing line between the curricular and the extra-curricular program.

Current Definitions. Wilds¹ points out that the definition of extra-curricular activities is determined by the method of organiza-

1. E. H. Wilds, *Extra Curricular Activities*, pp. xi/ 273.

tion and administration of the program. He defines extra-curricular activities as those activities of the school that are outside the traditional curriculum; that have sprung up and developed through the students' own desires and efforts; that are carried on apart from the hours of the regular school program, and that are participated in without the rewards of regular school credit. He later points out that this definition has been coined to fit a particular situation, and that the definition is subject to change according to organization and administration policies.

In an article by Briggs², extra-curricular activities are defined as those legitimate activities not provided for in the regular curriculum. The criticism of this definition can be pointed toward the indefiniteness of the term "regular curriculum." If the regular curriculum refers to activities for which credit is given, Professor Briggs' definition is inadequate because in some schools subjects far removed from the traditional academic classification are being accredited. A good many schools are actually placing extra-curricular subjects within the regular school program. This condition has made it difficult to draw a line between the two. Some writers who object to the term extra-curricular because of its recent close relationship to the curricular program have coined such terms as "extra-class," "intra-mural" and "collateral."

Jordan³ points out the changing conception toward the extra-curricular program by showing the difference between the accepted definition

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2. T. H. Briggs, "Extra-Curricular Activities in Junior High Schools," Educational Administration and Supervision, Vol. VIII, pp. 1-9.
 3. R. H. Jordan, Extra Classroom Activities in Elementary and Secondary Schools, pp. 1-2.

of the period of 1900 and the current definition. His early description reads as follows:

"At that time, one would have said that extra-curricular activities were those carried on by pupils of a school principally on their own initiative and under their own control, for which no credit was given in the school either toward promotion or for graduation."

His later definition which covers the present situation and meets the changed conditions reads as follows:

"Extra-curricular activities are those voluntary tasks which are carried by pupils in addition to the regular classroom requirements, either after regular school hours, or at a time within the program specially designated for such purposes, and may be in effect semi-curricular."

This definition is broader in its meaning than the one for the period of 1900. However, it does not establish a relationship between the curricular and the extra-curricular phases. As far as organization methods are concerned it fits any type.

In his bulletin entitled "Standard Terminology," Robertson⁴ defines extra-curricular activities as the following:

"Refers to those enterprises which enlist the interest and voluntary energy of college students outside of requirements pertaining to courses or other official responsibilities, usually through organization to promote literary, dramatic, music, athletic and other events."

Although this definition definitely refers to college activities the same is descriptive of the extra-curricular program of the secondary school.

Fretwell⁵, in his book entitled "Extra-Curricular Activities in the Secondary Schools," defines extra-curricular activities as the following:

"Extra-curricular activities may be defined as those legitimate activities of the school not otherwise provided for. It is recognized

4. D. A. Robertson, "Standard Terminology in Education," The Educational Record, No. 4 (January, 1927), p. 18.

5. E. K. Fretwell, Extra-Curricular Activities in the Secondary School, p. 6.

that an activity may be curricular in one school and extra-curricular in another, and the reverse. There are many examples, such as debating, dramatics, school publications. Likewise, within a single growing school, there are changes from year to year in respect to what is and what is not curricular."

A Proposed Definition. The above definitions are sufficient within themselves but fail to establish a definite relationship with the curricular program. It is my belief that a definition should establish such a relationship. With this in mind the following has been submitted: Extra-curricular activities may be defined as those activities which have been developed in the schools to supplement the curricular program, for the purpose of bringing about a more complete realization of the objectives of education.

This definition is not limited by organization methods nor by any particular type of school. It seems to me that it represents the present viewpoint toward this phase of the program and is valid when criticized from the standpoint of administrative practices of all types of schools.

Difficulty of Classification. The extra-curricular program can be classified by so many standards that a choice of one method or another is difficult. Some schools classify their activities by the amount of time required in participation. Such a classification has resulted into the "Major" and "Minor" type of classification. Other classifications are made on the basis of their relation to the curricular program. Still other classifications attempt descriptive terms. Koos⁶ shows this difficulty by pointing out the great number of activities to be classified: In a total of 848 activities encountered during his can-

6. L. V. Koos, "Analysis of the General Literature on Extra-Curricular Activities," Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II, pp. 19-20.

was of extra-curricular literature, he found that there were 231 activities of more or less different sorts.

Current Classifications. Miss Dement⁷ was led to classify activities under the following heads: (1) Office-holding and committee work in connection with the student body and classes; (2) Welfare societies; (3) Athletics; (4) Publications; (5) Dramatics; (6) Debating; (7) Musical organizations; (8) Social and recreational activities; (9) Scholarship societies; (10) Specialized clubs for those talented or interested in particular fields. Activities of the last type would include art and science clubs, literary clubs, radio clubs, and other special interest clubs. This kind of a classification is of the descriptive type.

A classification of a similar type is given by Deam and Bear⁸, which includes the following headings: (1) Special interest clubs, (2) Pupil participation in school administration; (3) Inter-scholastic activities; (4) Honor awards; (5) School and community enterprises; (6) Social welfare agencies; (7) Purely social activities; (8) Direct and indirect training in morals and manners. This type of classification is especially good as it is broad enough to cover all phases of the extra-curricular program and it defines the limits of each heading.

Jordan⁹ classifies activities under still fewer headings. They are: (1) Semi-curricular; (2) Departmental; (3) Civic welfare; (4) Hobbies; (5) Society, and (6) Auxiliary. His "semi-curricular"

7. A. I. Dement, "Values in Extra-Curricular Organizations in the High School," *School Review*, Vol. 32, pp. 40-49.

8. T. M. Deam and A. M. Bear, *Socializing the Pupil Through Extra-Curricular Activities*, p. 6.

9. Jordan, *op. cit.*, pp. 13-19.

heading includes activities in which some sort of school credit is given, and which are usually connected with the regular class work. Examples of this type are dramatic societies, musical clubs, debating teams, publications and athletics. His second type is closely allied with the classroom work but includes only those activities for which no credit is given for participation. It would include Latin, French, Science and similar clubs. The "civic welfare" group includes both student government associations and public welfare societies. The "hobby" group is self-explanatory. Under "social organizations" are the class groups, home rooms and activities organized for purely social reasons. A division of this group might be advisable due to the lack of relationship which exists between class organizations and purely social organizations. His last group, "auxiliary" societies, include those activities that are maintained in the school but whose control is outside of the school administrative offices. Under this group are such activities as the Boy Scouts, Campfire Girls, and the High-Y. Dr. Jordan's classification is based on the relationship of the program to the school administration. He adds that other classifications can be made on the basis of the character of the activity or on its departmental relationship.

North Central Classification. Extra-curricular activities have been classified by a sub-committee of the North Central Association under the following headings:¹⁰

"Type One: Participation in the Organization, Management and Control of the School.

Type Two: Drives and Community Activities.

Type Three: Religious and Social Welfare.

10. "Report of the Sub-Committee on Extra Curricular Activities," North Central Association Quarterly, Vol. III, No. 4, pp. 542-589.

Type Four: Purely Social Activities.
 Type Five: Athletics and Other Physical Training Activities.
 Type Six: School Publications.
 Type Seven: Dramatics and Public Speaking.
 Type Eight: Musical Activities.
 Type Nine: Subject Clubs.
 Type Ten: Miscellaneous Clubs.
 Type Eleven: Assemblies."

As a justification for this classification the following statements were given:

"These are primarily the types that are recognized in practical school usage. They are named as school people ordinarily name them, that is, by indicating a commonly understood function or generic characteristic. This classification does not obviate the overlapping or duplication of the specific activities identified in the various types, but these defects were also present in no less degree in all the other schemes discovered and suggested by the members of the sub-committee."

In order to simplify classification for this study, only the following classifications were made: (1) Home Rooms: group organizations in which all students are included; (2) Student Council: student government organization, as a council, senate, court, monitorial system; (3) Assembly Programs: arranged or participated in by students; (4) Clubs: those organizations which are closely related to departmental activities but also include hobbies, interest clubs, etc.

Since this study is not primarily interested in the classification of extra-curricular activities, the large percentage of schools checking all items seems to justify the use of the above classification.

New Terms. Several writers have introduced new terms for extra-curricular activities and have recommended them as being more descriptive of the true meaning of the word. The inclusion of activity programs within the school schedule, and the crediting of certain phases of extra-curricular participation has probably stimulated authors to find a term better suited to the newer interpretation of extra-curri-

cular practices. Roberts and Draper¹¹ use the terms "extra-class" and "intra-mural". Davis¹² designates this phase of the progress as "collateral teral activities."

Defense of the Term Extra-Curricular. At the present time the term extra-curricular is more generally used than any other. In regard to its usage, I quote the following from the Twenty-fifth Yearbook¹³

"There are those disposed to take exception to the words "extra-curricular" in referring to the activities being considered here. It may be said that the present use is in accordance with the decision of the majority of the committee. As far as the present writer can recall, the chief reason given in support of using the term 'extra-curricular activities,' is its almost universal use in literature dealing with the subject. Other terms sometimes found are 'extra-curriculum activities,' 'extra class activities,' and 'collateral activities.' Objections to 'extra-curricular' fall into two groups, one relating to the separation of curricular from other activities implied in using the word, the others relating to the impropriety of the word form, more specifically the adjectival ending 'ar'. The former is surely a matter of greater moment than the latter. More than one of the contributors to this Yearbook raise the question of the advisability of using a term which sets these activities off in separation from activities of the curriculum, and without doubt, the question is raised with a good deal of justification. Perhaps the whole question of proper terminology may be left, like evaluation, for decision, after more experience with, and study of the activities, after a committee on terminology or nomenclature of some national organization (of which education is at present in need) brings in a report which settles this among a host of other similar questions, or after both sorts of agency have brought about a better approach to common agreement. Meanwhile 'extra-curricular activities' is good for temporary use here, if for no other reason than that, like most of the chapters included, it is descriptive of current practice."

The report of the sub-committee of the North Central Association favors the term extra-curricular because of the almost universal use which it has had. In defense of the term, the following is quoted:¹⁴

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11. A. C. Roberts and E. M. Draper, *Extra-Class and Intra-Mural Activities in High Schools*, pp. xviii / 530.
 12. C. O. Davis, *Junior High School Education*, pp. 353-373.
 13. Koos, *op. cit.*, pp. 5-6.
 14. North Central Association Quarterly, *loc. cit.*

"The sub-committee has accepted the implications of extra-curricular, as the term is commonly used by school people. In this usage it refers to the more or less organized school doings of pupils outside the classroom. These doings are not the same in different schools nor is the line between classroom activity and extra-curricular activity drawn in the same way from school to school or from year to year in the same school. The sub-committee defends no thesis as to what shall be or shall not be regarded as extra-curricular."

These two quotations coming from groups consisting of recognized leaders in this movement justify the further use of the term. Differences of opinion in this matter are not serious. The extra-curricular and the curricular are beginning to be more and more closely related, and this relationship is causing writers to seek for a new term which can more adequately describe this new relationship.

CHAPTER II

BASIS FOR EVALUATION

In this chapter is presented a summary of the best thought of available literature in the field of extra-curricular activities. The actual basis for the evaluation of a program of extra-curricular activities to be very definite must be on this basis. This survey is by no means all-inclusive, but since the most important part of any extra-curricular program is its organization, administration and supervision, the principles of philosophy, organization, and administration implied here may be definitely used as a basis for evaluating any program regardless of size or particular type of organization used.

Fretwell¹ has expressed perhaps more clearly than any one else the underlying philosophy of the extra-curricular program.

"(1) It is the business of the school to organize the whole educational situation so that the pupil has a favorable opportunity to practice the qualities of the good citizen with results satisfying to himself; and (2) wherever at all possible, extra-curricular activities should grow out of curricular activities and return to curricular activities to enrich them."

In another article Fretwell² has expressed his attitude by similar statements which supplement the idea expressed above.

"While the aims of pupils and teachers may differ, every wise teacher recognizes that these volunteer pupil organizations are based on the instinctive tendencies of the pupils, and that it is the business of the teacher to arrange the situation so that the pupils want better clubs and develop the ability to satisfy this improved want.

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1. E. K. Fretwell, "Special Types of Activities; Assemblies, Athletics, Music, Dramatics, Debating, and Clubs," Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II, p. 165.
 2. E. K. Fretwell, "The Place of Extra-Curricular Activities in Education," School and Society, Vol. 21, May, 1925, pp. 633-639.

These real leaders know that it is the business of school authorities to so direct these extra-curricular activities that boys and girls will want better clubs for a greater number of boys and girls; better student associations; better athletics for all rather than for a few highly specialized athletes; better school assemblies; better school publications; better class organization for all classes, the lower as well as for the more highly selected seniors; and at the same time these wise leaders know that it is the business of the school to help the boys and girls to satisfy these improved wants."

Roemer and Allen³ quote the following from a statement of Briggs:

"First, they offer the school its best opportunity to help pupils do certain things that they are going to do anyway--viz., take their places as members of social units and exercise, each according to his ability, those qualities of leadership, initiative, cooperation and intelligent obedience, all fundamental in society. Second, they offer a ready channel through which the school may utilize the spontaneous interest and activities of the adolescent and through these lead to higher types of activities and make them both desirable and possible of attainment."

McKown⁴ expresses the following philosophy:

"The main purpose of education is to make good citizens. The good citizen is an individual who not only has knowledge, ideals and attitudes, but who also has worthy habits. Habits are developed only by practice. The regular work of the school offers comparatively few opportunities for the development of desirable social ideals and habits. It is concerned mostly with knowledge. The extra-curricular activities offer many such opportunities. The main purpose of these activities is to give the student opportunities for practice in social relationships. Extra-curricular activities must be built upon the broad principle that the school is a laboratory for citizenship and wherever possible the situations in the school should resemble the situations which the future citizen will face. These activities are important and should be recognized as a legitimate part of the school life and work. Care must be used, however, that they do not become formalized."

The following specific principles are proposed as criteria for a critical analysis of the extra-curricular activity program:

3. J. Roemer and C. F. Allen, *Extra-Curricular Activities in Junior and Senior High Schools*, p. 1.
4. H. C. McKown, *Extracurricular Activities*, p. 9.

(1) In planning an extra-curricular activity program, definite objectives must be set up, an intelligent public opinion developed as to the accomplishment of these objectives, and the program must grow out of the life of the school and return to enrich it.

The following is taken from a list of principles as given by Roemer and Allen:⁵

"The program should, as a rule, grow out of curricular activities and should be developed as the pupils and the school feel the need of it."

Koos⁶ has the following to say in regard to principles affecting the organization of the program:

"The first emphasizes the desirability of adapting the organization and activities to the particular school and to the students enrolled. This is clearly an admonition against taking over in some school, without considering its adaptation to local needs, the plan operative in another school or some proposed 'standard' organization or activity. Closely related to this principle is the one that urges for a local situation gradual rather than sudden development. It is recommended further that the activities should as far as possible take rise in the curricular life of the school and be developed in association with it. As far as possible, likewise, activities having no higher purpose than sociability should be discouraged, especially as sociability will be an inevitable accompaniment of all efficient organizations and activities having other aims either announced or implied. A large proportion of the writers would insist on a wide variety of activities, as well as on leeway for choice of activities by the individual student. The scope and plan of operation should be such as to encourage participation by all students, with membership in all organizations equally open to all. To prevent an over-participation, certain of the writers recommend placing an upper limit on the number of organizations to which any student may belong."

Six principles are listed by Roberts and Draper⁷ which may be used as a guide for the organization of a program. They are:

(1) the practice of active dominant student participation, (2) the

5. Roemer and Allen, loc. cit.

6. L. V. Koos, *The American Secondary School*, pp. 592-594.

7. Roberts and Draper, op. cit., pp. 537-538.

program should be built upon worthy motives, (3) the purely social is secondary to worthy and purposeful clubs and activities, (4) the social program should be varied and comprehensive, (5) the activities should be open to all pupils upon exactly the same basis, (6) the program should have faculty participation and support. These principles are sound when studied in the light of the principles of secondary education, and are worthy to be based as a criteria in organizing the proper kind of program.

A set of principles has been recommended by a group of graduate students in one of Dr. Briggs'⁸ classes. The report is thorough and closely agrees with the established philosophy of extra-curricular activities. Among these principles are:

"Membership should be determined by the work and purpose of the organization in accordance with the rules drafted by the members and approved by the principal. Membership in such organizations as music and debating may be determined by try-outs.

Pupils severing their connections with the school should cease to be members of the organizations.

All meetings should be held in the school building.

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

Rules governing eligibility for office-holding should be in accord with the school policy."

It is necessary to enlist the interest of the student body before a program can be successfully initiated. Foster⁹ believes that clubs should be organized upon the request of the pupils or upon the suggestion of a teacher who volunteers to sponsor an activity. On this, he states the following:

8. Briggs, loc. cit.

9. C. R. Foster, Extra-Curricular Activities in the High School, p. 23.

"The objectives of the club should be clearly stated, and it should be evident that they spring from a real, live interest on the part of those asking for the organization. Experience has shown that some of the best high school clubs ever organized came about as the result of requests on the part of the students themselves. Before clubs are to be accepted as a part of the approved program, they should be considered carefully by the extra-curricular directors, the faculty committee, and the principal. Before and after the organization the principal and his assistant should keep in close touch with these clubs in order that he may be sure they have worthy objectives, conform to school policy, and do not duplicate efforts of a similar nature elsewhere in the school. With this information, the principal may diplomatically discourage undesirable activities and point the way to better ones."

A good many times certain groups of boys and girls may express a desire to organize a club whose apparent objectives may not seem to harmonize with the general objectives of the entire program. Instead of constantly refusing to charter such groups, it might be better to encourage organization and to so control and direct its progress that its influence may become desirable. The chartering of such groups as well as others can be handled by the student council. A thorough-going consideration of the ideals of the entire program will give the council a sufficient idea of what are desirable activities so that they will use enough judgment to be made responsible for approving suggested activities. After the club has been approved, the responsibility for its direction and progress may be placed upon the supervisory staff.

After the selection of activities has been made it is necessary to take preliminary steps which will result in faculty and community cooperation. Roemer¹⁰ recommends taking steps to interest the facul-

10. J. Roemer, "Introducing a Program of Extra-Curriculum Activities in a Junior High School," *The School Review*, Vol. 36, p. 516.

ty in the plan, and to explain the plan to the parent-teacher organization in order to educate the parents along with the teachers. These steps should not be followed literally. A good publicity program is essential but the local situation will determine whether the program should be placed before community organizations. In a good many schools such organizations do not exist and the publicity or education of the public will have to come through other sources. Publicity is necessary in order to get the backing of the pupil-body, the faculty and the public in the expansion of an extra-curricular program or in the first installation. In some communities reorganization may be advisable without giving considerable time to a publicity program. It may be said that the publicity program should not be confined to an exploitation of the values of an extra-curricular program, but it should include a description of administration procedures, and of methods of supervision. In some cases it may be well to present tentative schemes which show the effect on all parties concerned. The complete program can be presented with all of the details involved with the idea in mind of setting up an entire program, or only portions of the program may be described from time to time and the program expanded gradually. Publicity for the purpose of showing the effect of a complete program would demand a description of the extra time demanded by its sponsors, its relation to the school schedule, and other similar effects. Where traditions and old practices are firmly entrenched it will be wise to develop slowly and to develop a publicity program on the same basis.

A complete publicity program which would cover all phases of

the program adequately would include data on the following:

1. Schedule demands.
 - a. On pupils and teachers.
2. Description of the working program.
 - a. Value of participation and its effects.
 - b. Regulation.
 - c. Amount and type of credit given.
 - d. Use of individual records of participation.
3. Supervision.
 - a. Methods.
 - b. Value of pupil and faculty participation.

McKown¹¹ gives the following in his list of administrative principles:

"The school must have a constructive program. A score of states in America have legislated against high school fraternities, but they still exist. Merely outlawing them will not abolish them. Something must be developed to take their place, something that will capitalize the strong tendencies existing in young people which are responsible for the existence of these organizations.

Extra-curricular activities should help motivate the regular work of the school. The school does not exist for extra-curricular activities, however important they may be. It was established originally for curricular work, and that must still be its primary purpose. But much that is uninteresting though valuable could be made more interesting and more valuable by proper connection with student interests and instinctive tendencies. Extra-curricular activities cannot be used to "sugar-coat" curricular work, but they can be used legitimately to increase interest and improve work. Extra-curricular and curricular work need not be separated; they should be mutually complementary."

Reeder¹² states the following, in regard to administrative prin-

11. McKown, *op. cit.*, pp. 7-9.

12. Ward G. Reeder, *The Fundamentals of Public School Administration*, pp. 403-412.

principles:

"Before a new activity is launched it should be approved by the principal or by some other central authority of the school.

Every activity or organization should beget certain civic-social-moral and other values for those participating in it.

The introduction of a program of extra-curricular activities should be gradual.

The number of organizations in which a student is permitted to have membership or the number of activities in which he is permitted to participate during a semester or a year should be limited.

To the end that each student shall have a well-rounded development in both the curricular and the extra-curricular activities, the scheme of educational guidance of the school should consider both types of activities in advising the pupil regarding the school program."

After reviewing one hundred twelve references (including nine text-books and summaries) in the extra-curricular activities field,

Alstetter¹³ formulated characteristics which he regards essential to an effective extra-curricular program. Included was the following:

"The whole program of extra-curriculum activities and all its units must have worthy and constructive objectives, and definite and constant effort must be made to attain the objectives. Each organization should seek to promote the entire school program as well as its own. Extra-curriculum activities are not a thing apart but are definitely related to the school's function as a whole."

(2) There should be a definite time allotment in the school's daily schedule for the extra-curricular activity program.

Roemer and Allen¹⁴ list in their underlying principles of organization and administration of extra-curricular activities, the following:

"There should be a definite time allotment in the school's daily schedule for the extra-curricular activities program, a procedure which raises these activities to a plane they deserve."

13. M. L. Alstetter, "Essentials of a Program of Extra-Curriculum Activities," *School Review*, Vol. 43 (May, 1935), pp. 371-375.

14. Roemer and Allen, op. cit., p. 21.

Some of the outstanding principles affecting the organization are discussed by Tighe.¹⁵

"Extra-curricular activities must be organized to incorporate as many life demands and situations as possible.

Any school, no matter how small, is able to provide a program of extra-curricular activities, somewhat commensurable with its need. Debates, athletics, music, in fact, almost any type of intra-mural activities can be fostered and made to serve as a basis for the attainment of skills, the development of attitudes, and the fixation of correct habits, all of which are fundamentals in character formation.

The principal must organize his school with regular assigned periods for activities, occurring frequently enough to make their contribution habitual. Assembly programs provide for community interests, and these must be various enough so that each pupil can find his spot of interest, his own little sphere of joy and usefulness."

Included in the set of principles recommended by a group of students in Dr. Briggs'¹⁶ class is the following statement:

"Whenever possible a definite time allotment in the regular program should be provided. If extra-curricular activities are conducted after school hours, there will be equal opportunity nominally but not really. Better cooperation on the part of teachers will result. A definite time allotment will raise these activities to a position of respect in the eyes of pupils, teachers, and the community."

McKown¹⁷ has the following to say concerning this phase of an extra-curricular activity program:

"These activities should be given school time. Many schools, and the number is increasing, are giving a certain amount of time in the regular schedule each week for these activities. The good old days when the Literary Society met after school, and the Dramatic Club at night, are fast passing, and the day when activities will be recognized and dignified by being given time in the regular schedule is fast approaching."

The following is given by Reeder:¹⁸

15. B. C. Tighe, "Character Education Through Extra-Curricular Activities," American Educational Digest, Vol. 47, pp. 537-538.

16. Briggs, loc. cit.

17. McKown, loc. cit.

18. Reeder, op. cit., pp. 406-411.

"Only active members of the school, that is, students and teachers, should be permitted to enroll as members of school organizations. Whenever possible, the school buildings should be the place of meetings for all school functions.

In order to avoid conflicts and to secure better organization and administration in general, the meetings of all organizations and activities should be definitely scheduled."

Alstetter,¹⁹ in his formulated characteristics, has listed the following:

"The school should provide time and place in its daily schedule for all meetings of pupil organizations. Thus, the administration and the school dignify the pupils' program. The plan also has the advantage of enabling the school to exercise necessary controls."

(3) There should be one qualified person in each school system appointed as director of extra-curricular activities with full responsibility for the program, and this one person most often will be the high school principal.

The following is taken from Roemer and Allen:²⁰

"All pupil activities should be responsible first to a school sponsor and second or lastly to the school principal."

Dr. Briggs'²¹ class of graduate students found the following to be a basic principle of organization:

"Pupils desiring to form an organization should secure the approval of the principal for the following reasons: (a) that he may become acquainted with the group leaders and the objectives of the proposed organizations; (b) that he may have all activities conform to the school's policy; (c) that he may diplomatically discourage undesirable activities and point the way to desirable ones; (d) that he may prevent duplication."

There are two types of extra-curricular situations where it may be necessary or desirable to apply the principles involved by the

19. Alstetter, loc. cit.

20. Roemer and Allen, loc. cit.

21. Briggs, loc. cit.

organization or reorganization of an activity program. These include the organization of a program in a school where activities have grown up with but little supervision; and the reorganization of a program where activities are maintained but not provided for within a scheduled activity program.

Roemer²² makes recommendations which are applicable to schools of the first classification. He recommends a careful study of such factors as modern educational trend, local ideals of educational progress, the size of the community, the number of those who may be depended upon for active and sane support, and the financial and housing facilities. The reorganization of a program or the consolidation of a program within an activity period involve the practice of Roemer's principle but also demand the application of others. The following are broad enough to cover any one of the two types of situations and are still detailed enough to be of practical use:

"The educational leadership of the principal should include his ability to become familiar with (a) the literature on the field; (b) outstanding programs of other schools; (c) the values to be achieved by extra-curricular participation.

A survey of the local situation from the standpoint of (a) extra-curricular needs; (b) local benefits to be derived, and (c) schedule possibilities.

The development of (a) interest among the members of the faculty; (b) an appreciation of the values to be gained; (c) an understanding faculty committee which can assist in working out a tentative program.

A consolidation of the administration in behalf of the desired program by obtaining the cooperation of the superintendent and the board of education.

The organization of proper publicity in order to acquaint the community with the working of the plan.

The stimulation of the interest of the student body which will

22. Roemer and Allen, op. cit., pp. 21-40.

result in a demand for its inauguration.

A consideration of the problems involved in (a) the selection of types of activities to be included and a plan for the introduction of others; (b) arousing the interest of pupils; (c) a study of time available; (d) housing the program."

Roberts and Draper²³ describe the responsibility of the principal in the following paragraph:

"Modern social psychology places on the principal the responsibility for the many-sided development of his heterogenous student body. Not only business management, curricular management, and physical upkeep of the institution are his special care; but it is in the office of the high school principal that the vision of the school program of extra-curricular activities is developed. It is essential that he be able to see the scope of the work, its relation to the curriculum, and its influence in the lives of the students. The high school principal is unworthy of his position if he does not have in mind certain ideals to be developed in the classroom of every teacher, and he is not efficient in his position if he is not able to obtain the cooperation of the teachers in securing the greatest contribution possible in the achievement of these ideals from each subject in the curriculum. The same statement holds when one considers the responsibility of the principal in the achievement of the ideals of the school through extra-curricular activities. His duties here may be listed under three distinct headings. He must work with his teachers in outlining certain ideals which are to be attained in the curricular and extra-curricular program. He must analyze carefully student needs in the development of all phases of these activities and expand the school program judiciously. In the selection of sponsors for the various activities, he needs to act with exceeding care and caution. The work of certain teacher-sponsors who were real leaders and advisors has been too often nullified by disinterested and unenthusiastic guidance in other phases of the extra-curricular activities."

Reeder²⁴ states the following:

"Since the principal is held responsible by the superintendent of schools, by the board of education, and by the public for the government of the school, he should have the power to veto any proposal or act of a school organization."

Alstetter²⁵, in his survey of one hundred twelve references, established the following:

23. Roberts and Draper, op. cit., pp. 39-40.

24. Reeder, loc. cit.

25. Alstetter, loc. cit.

"The principal or his representative should have a veto on all pupil activities, undertakings, or decisions, but seldom should he find it necessary to exercise this veto. The very nature of the school organization requires that the principal have the power of veto, and pupils must understand that this power is necessary and why. To proceed along other lines courts disaster."

(4) In planning an extra-curricular activity program, organization sponsors should be appointed, taking into consideration the qualifications for certain work, and each teacher, when employed in a system, should be informed as to his extra-curricular activity duties.

Alstetter,²⁶ in his review of extra-curricular activities bibliography, established the following principles:

"The faculty must understand adolescents, be sympathetic toward them, and enjoy working with them and participating in their activities. Without this attitude and cooperation on the part of the faculty, the program can hardly succeed. Many writers emphasize this attitude as the starting point in organization.

The function of the sponsor should be guidance—sympathetic, intelligent, inspiring, but firm when necessary."

Another of the principles established by Briggs,²⁷ class is:

"Each organization should be sponsored by a faculty member, who shall be appointed by the principal. Because of the principal's knowledge of the limitations and aptitudes of his teachers, and in the interests of equal distribution of responsibility and time, the appointment should be made by the principal.

All meetings of organizations should be attended by one or more sponsors. By the appointment of a loyal, interested sponsor, who is a real member of the group, the pupils will be stimulated to a desire and respect for proper guidance and control."

²⁸ McKown states the following, in regard to this principle:

"These activities should be considered in the regular program of the teachers. That this attitude is increasingly developing is

26. Alstetter, ibid.

27. Briggs, loc. cit.

28. McKown, loc. cit.

found in the fact that, of the questions asked about prospective teachers, the one which is asked as frequently as any other is, "What can she do outside of the classroom?" The day of the fine teachers who stayed after school or gave of their time in the evening to help with these activities is nearly past. They are legitimately a part of the regular load of each teacher."

The following is according to Roemer and Allen:²⁹

"Each activity should have a faculty member as its sponsor, to guide and direct it. Each member of the faculty so far as possible, should be interested in some one or more activities."

(5) Some form of a permanent record of student participation in extra-curricular activities should be kept and proper awards be made for outstanding service in extra-curricular activities.

Wilds³⁰ states that extra-curricular records should be kept as carefully as the scholastic records. He gives as reasons that they will provide information of value, will aid in educational and vocational guidance, will furnish reliable information about the efficiency of school life, and will provide a means whereby success or failure can be more accurately estimated.

According to Terry³¹ extra-curricular records have several uses. Prospective employers often make inquiries concerning this phase of a pupil's school life. The information contained on such records may be of value to home-room teachers as a basis for guidance in the selection of courses of study. Efficient regulation of participation over a period of years is possible only by some knowledge of a pupil's past record. Efficient administration and supervision, the making of policies, knowledge of amount of participation, a

29. Roemer and Allen, loc. cit.

30. E. H. Wilds, Extra Curricular Activities, p. 179.

31. P. W. Terry, "Administration of Extra Curriculum Activities in the High School," School Review, Vol. 34, pp. 15-24.

study of extra-curricular participation can only be done if sufficient records are kept of such participation.

Mr. Billet³² of the Painesville High School believes that it is just as important to keep a record of extra-curricular activities as it is to record class room results. On this point he says the following:

"The only legitimate reason for an extra-class program in the school is the belief that such participation is educationally beneficial to the pupils, a belief that these activities help the school to discover and to develop such desirable traits as worthy leadership, worthy fellowship, self-control, courtesy, cooperation, and reliability. Therefore, it is just as important that the school keep a record of the pupil's participation in extra-class activities as it is that the school keep a record for his academic work. In fact, most colleges request a statement of the pupil's extra-class record, and business men hiring high school graduates frequently inquire concerning the pupil's extra-class activities."

McKown³³ describes two types which he calls essential for proper recording. They are: (1) a permanent record card for each pupil, and (2) a sponsor's report blank. The permanent record card must provide space for the semester and the name of the activities in which the pupil may be enrolled. If a pupil is to be rated, the rating should be designated next to the column which shows the number of points earned. The sponsor's report card should provide an office record which should show the records of the pupils, including the type of activity, number of hours, or period of time, character of the job, and the ratings by the student superior and the sponsor.

32. R. O. Billet, "The High School Extra-Class Program," American Educational Digest, Vol. 47, pp. 353-356.

33. McKown, op. cit., p. 580.

Terry³⁴ classified extra-curricular records under two types:

1. Temporary record cards.
2. Permanent record cards.

The temporary cards include the ordinary program or enrollment cards, advisor's report cards, and pass cards. Permanent records of participation were kept on personnel cards, advisor's information cards, office cards, and honor society record forms. He found that the ordinary enrollment card provided space for listing selected activities, with blanks for listing dates, and place of meetings. This blank is valuable because it provides the office an opportunity to locate a pupil at any time. The advisor's report card contained data as to the offices that a pupil might hold, and for statements in regard to quality of performances, the amount of time given to the work, recommendations as to the amount of activity credits to be given. Such a card is kept by advisors until the completion of a semester of work and is filed in the principal's files. The card may be used as a basis for the granting of honors and provides a source from which permanent records may be obtained. A pass card may sometimes be used to indicate that a pupil has been given permission to take part in certain activities. It contains data for marks which are called for at stated times.

In regard to records of participation, Alstetter³⁵ states the following:

"Each pupil's record in extra-curriculum activities should be filed in the office with his official record. Information on the

34. Terry, op. cit., pp. 66-76.

35. Alstetter, loc. cit.

pupil's extra-curriculum activities is a valuable basis for guidance. (This term is usually mentioned only in the more recent writings.)"

(6) The extra-curricular activity program should be characterized by democracy in activity, pupil initiative, pupil participation and pupil evaluation of progress and outcomes. It should be desired that all students participate in some activity.

³⁶
McKown lists the following in his administrative principles:

"The student is a citizen of the school. The citizen has rights and privileges as well as duties and obligations. If this point is not admitted, all the framework of our school system must topple, for if the school does not prepare the child for efficient citizenship, it cannot be justified. Preparing a student for membership in a democracy by training him in an autocracy or an oligarchy is an incongruity.

The entire school must participate. If these activities are good for one student, they are probably good for all students. This is theoretically true, but may not always be administratively expedient. If we force a student to participate in any extra-curricular activity, we tend to destroy immediately some of the fine things about that activity. The principal who would force a student to join a club when he wanted that period to study would be "played up" about the town as a man who would not let the students study when they wanted to. Not all of the students will succeed in all of their work; neither will all of them graduate; and in like manner, not all of them will be interested enough to participate in the extra-curricular activities. However, the ideal should be to interest as many as possible."

³⁷
Alstetter makes the following statements:

"There should be a central controlling body which authorizes new organizations, disbands any that may have become useless, determines objectives for the program, and unifies the activities. This controlling body consists of faculty and pupil members, with a majority of pupils. Such control prevents undesirable ventures and gives dignity and unity to the undertaking as a whole.

The entire program and each of its units should be characterized by pupil initiative, pupil participation, pupil management, and pupil evaluation of progress and outcomes. Extra-curriculum activities are the pupils' contribution to school life. Only pupil management will bring about development of desirable character traits.

Within necessary limitations there should be an organization of

36. McKown, loc. cit.

37. Alstetter, loc. cit.

interest open to every pupil, and every pupil should participate actively in one or more organizations. Of necessity the number and the variety of units that can be organized will be limited, but it is desirable that every pupil find an organization in which he is interested. Clubs should not be exclusive. As a good citizen, each pupil will interest himself in at least one club. Many schools have schemes for limiting participation."

Reeder³⁸ has the following to say regarding this principle:

"Since it is desired that as many students as possible shall participate in each activity, there should be democracy in the activity."

Roberts and Draper³⁹ stated the following among their principles of administration:

"Each pupil should be allowed to select some activity that will satisfy his interests and needs."

One of Dr. Briggs'⁴⁰ classes of graduate students gives the following in its set of principles:

"The school policy should guarantee absolute democracy as to the admission and requirements for all organizations. Each pupil should have equal opportunity to be a member of a school organization.

The school should provide class organizations, honor organizations, and systems of awarding honors; all other organizations should be the outgrowth of the pupils' initiative."

(7) As a matter of proper and practical educational experience, a good accounting system should be installed and operated in the handling of all extra-curricular activity funds:

Roemer and Allen⁴¹ have outlined principles underlying the organization and administration of an extra-curricular program. Among

38. Reeder, loc. cit.

39. Roberts and Draper, loc. cit.

40. Briggs, loc. cit.

41. Roemer and Allen, loc. cit.

them they list the following:

"There must be a central organization for budgeting and auditing all extra-curricular activities, and the means of a careful checking up should be specific and definite."

The following paragraph is taken from Reeder:⁴²

"All extra-curricular organizations and activities should be supervised by the school and should be amenable to school control and discipline. To secure large participation by the students and at a small cost to them, the expense incident to all organizations and activities should be kept as low as possible. There should be close supervision by the school of all funds and accounts."

Alstetter's⁴³ statement concerning this principle follows:

"All activities, especially those in which money is handled, must be carefully supervised by the school to the end that all shall serve their proper purpose. Particular mention is made of finances because improper practices in handling money have been common."

Briggs'⁴⁴ class reports the following as a workable and necessary principle:

"All money handled by organizations should be properly checked either by sponsors making reports to the principal or by a centralized auditing and accounting committee."

(8) A continued program of teacher training in service to the end that the faculty sponsor will understand adolescents, be sympathetic toward them, and participate in their activities, is absolutely essential to the success of any extra-curricular activity program.

McKown⁴⁵ has the following to say in regard to this principle as affecting the organization of the program:

"The teacher-sponsor must be an adviser and not a dominator. It is extremely hard for a teacher to be anything but a dominator; all of her training and all of her practice is in a superior-infer-

42. Reeder, loc. cit.

43. Alstetter, loc. cit.

44. Briggs, loc. cit.

45. McKown, loc. cit.

ior relationship. The students are in her classes because they do not know as much as she does about the subjects. Exercising this attitude of superiority in her teaching, she naturally tends to carry it over to other affairs in which students are engaged. If the teacher dominates the organization or club, she has marked it for early disintegration. She is older than the students, has better judgment, and has had more experience, and this should be capitalized for the good of the organization. The function of the teacher is that of a counselor and adviser."

The selection of sponsors with special training and desirable leadership qualifications is a major problem in the organization of the program. Roemer⁴⁶ emphasizes the necessity of special training in the following paragraph:

"Not only must the principal and the faculty have specific training in the aims, functions and activities of such a program, but real leadership is necessary to carry through anything like a vigorous, constructive piece of work; consequently it is the opinion of the writer that, if anything worth while is to be accomplished in the high school along the lines of extra-curriculum activities, the place to begin is with the faculty. Unless the faculty has definite training, an appreciative background, and a whole-hearted attitude, and is willing to cooperate thoroughly, the project is a failure from the beginning; but, with a trained principal and a co-operative faculty, there are untold possibilities in this field."

Roberts and Draper⁴⁷ list three characteristics for successful sponsorship: (1) an appreciation of the value of the outlined program and the development of enthusiasm in their leadership; (2) preparation and training to be effective guides and an inspiration to the pupils; (3) harmony with the ideals of the activity program.

The two references quoted are an example of the current opinion concerning the close relationship which exists between possibilities of the program and the ability of the available faculty sponsors to carry it out. A great many schools find themselves in

46. Roemer, loc. cit.

47. Roberts and Draper, op. cit., p. 378.

the position of trying to expand a program without the assistance of highly trained sponsors. This weakness can only be overcome by training or by the development, in the minds of the teachers, of an extra-curricular program. This point emphasizes the values to be gained by a proper publicity campaign among teachers and the need to go slowly in order that activities already in operation may be made to live up to the standards desired for the entire program.

A summary of the survey of literature in the field of extra-curricular activities may be made by re-stating the principles listed to be used as criteria for a critical analysis of the present program.

(1) In planning an extra-curricular activity program, definite objectives must be set up, an intelligent public opinion developed as to the accomplishment of these objectives, and the program must grow out of the life of the school and return to enrich it.

(2) There should be a definite time allotment in the school's daily schedule for the extra-curricular activity program.

(3) There should be one qualified person in each school system appointed as director of extra-curricular activities with full responsibility for the program, and this one person most often will be the high school principal.

(4) In planning an extra-curricular activity program, organization sponsors should be appointed, taking into consideration the qualifications for certain work, and each teacher, when employed in a system, should be informed as to his extra-curricular activity duties.

(5) Some form of a permanent record of student participation in extra-curricular activities should be kept and proper awards be made for outstanding service in extra-curricular activities.

(6) The extra-curricular activity program should be characterized by democracy in activity, pupil initiative, pupil participation, and pupil evaluation of progress and outcomes. It should be desired that all students participate in some activity.

(7) As a matter of proper and practical educational experience, a good accounting system should be installed and operated in the handling of all extra-curricular activity funds.

(8) A continued program of teacher training in service to the end that the faculty sponsor will understand adolescents, be sympathetic toward them, and participate in their activities, is absolutely essential to the success of any extra-curricular activity program.

CHAPTER III

ANALYSIS OF PRESENT PROGRAM

A study of the extra-curricular activity program in the secondary schools of the state first led to the State Department of Education, where an analysis of the applications for accrediting from each school was made. This source provided only the information relative to the existence of the various extra-curricular activities. Every four-year accredited high school in the state was studied; a total of seven hundred and eleven schools. Of this group six hundred seventy-four were white schools and thirty-seven were colored schools. Table I presents the distribution of findings from this source:

Table I

Extent of Extra-Curricular Activities in the
State of Oklahoma
From Application Blanks for Accrediting
State Department of Education
1937-1938

Activity	Number of schools reporting existence in school program	Percentage of Schools studied having this activity
1. Assemblies	654	92.01
2. Clubs	569	80.02
3. Library Instruction	441	62.02
4. Home Rooms	420	59.08
5. Physical Education	420	59.07
6. Newspaper	377	53.02
7. Guidance	370	52.03
8. Student Councils	242	34.03
9. Annuals	64	9.00
10. Magazines	57	8.01
11. Handbooks	29	4.07

~~SEP 28 1900~~

In order that this study might not be thought of as pertaining to any one particular group of schools in so far as enrollment is concerned, the author has chosen to group them for analysis as mentioned in the preface and indicated below.

	<u>Enrollment</u>	<u>No. of Schools</u>
Group Number One	50-100	60
Group Number Two	101-300	162
Group Number Three	301-500	57
Group Number Four	501-1000	19
Group Number Five	1000-over	1

It can be seen from the above distribution that a good cross section is obtained, representative of all enrollment classifications and in number a little less than half the four-year high schools in the state.

In this report of the results obtained from the questionnaire it is well to keep in mind the fact that we are trying to reach a representative insight into the principles and standards used as a basis of extra-curricular activities in the state rather than to find out specific practices. Each table represents the response to a single question.

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Table II presents the distribution and number of schools reporting from each county:

Table II

Number of Schools Reporting from Each County

No.	Name of County	No. Schools Reporting	No.	Name of County	No. Schools Reporting
1	Adair	2	40	LeFlore	6
2	Alfalfa	5	41	Lincoln	5
3	Atoka	4	42	Logan	4
4	Beaver	2	43	Love	3
5	Beckham	4	44	McClain	5
6	Blaine	4	45	McCurtain	4
7	Bryan	6	46	McIntosh	3
8	Caddo	3	47	Major	3
9	Canadian	3	48	Marshall	4
10	Carter	6	49	Mayes	3
11	Cherokee	2	50	Muskogee	6
12	Choctaw	4	51	Murray	6
13	Cimarron	2	52	Noble	5
14	Cleveland	3	53	Nowata	3
15	Coal	3	54	Okfuskee	5
16	Comanche	5	55	Oklahoma	3
17	Cotton	3	56	Okmulgee	6
18	Craig	3	57	Osage	5
19	Creek	7	58	Ottawa	6
20	Custer	3	59	Pawnee	5
21	Delaware	2	60	Payne	7
22	Dewey	3	61	Pittsburg	6
23	Ellis	3	62	Pontotoc	6
24	Garfield	5	63	Pottawatomie	7
25	Garvin	5	64	Pushmataha	3
26	Grady	3	65	Rogers Mills	2
27	Grant	2	66	Rogers	3
28	Greer	3	67	Seminole	5
29	Harmon	2	68	Sequoyah	4
30	Harper	1	69	Stephens	4
31	Haskell	4	70	Texas	3
32	Hughes	4	71	Tillman	4
33	Jackson	3	72	Tulsa	6
34	Jefferson	4	73	Wagoner	3
35	Johnston	4	74	Waghtington	3
36	Kay	4	75	Washita	3
37	Kingfisher	2	76	Woods	2
38	Kiowa	3	77	Woodward	3
39	Latimer	4			

Total no. counties.....77

Total no. schools.....299

Question 2 of the questionnaire reads thus: Do you have a regular activity period in your daily schedule? Table III presents the distribution of responses in answer to question 2.

Table III
Existence of Regular Activity Period in the
Daily Schedule

Index	G-1	G-2	G-3	G-4	G-5	Total
Yes	48	132	52	19	1	252
No	12	30	5	0	0	47
Total	60	162	57	19	1	299

It is to be noted that 84.3% of the schools include a regular activity period in their daily schedule.

Question 3 of the questionnaire reads thus: At what hour of the school day does it come? (Regularly scheduled activity period)

Since the majority of answers to this question was in terms of periods of the school day, the following table presents the distribution of answers to question 3 in terms of periods of the school day. In schools with one-hour periods and six periods in the day, periods 2, 3, and 4 represent the periods before noon and periods 5, 6, and 7 represent the periods after noon. Table IV presents the distribution of answers to question 3.

Table IV

Time of Activity Period

Index	G-1	G-2	G-3	G-4	G-5	Total
1	3	15	6	11		35
2						0
3	6	9	9	2		26
4	12	30				42
5		3	6			9
6		6				6
7	3	3	13	6	1	19
8	24	66	18			115
Total	48	132	52	19	1	252

It can be seen that one hundred fifteen out of two hundred fifty-two reporting, or 45.7%, have their activity period the last period of the school day. Forty-two, or 16.6% have their activity period scheduled the period just preceding the noon hour.

Question 4 for the questionnaire reads thus: If you do not have a regularly scheduled activity period, at what time do most of your activities come? Table V shows the distribution of answers to question 4.

Table V
Time of Activities Other Than
Regularly Scheduled Activity Period

Index	G-1	G-2	G-3	G-4	G-5	Total
Before School	3	6	0	0	0	9
Noon Hour	0	6	0	0	0	6
After School	9	15	5	0	0	29
Irregular						
On Call	0	3	0	0	0	3
Total	12	30	5	0	0	47

Table V shows that twenty-nine out of forty-seven schools reporting no regularly scheduled activity period, or 61.7%, have most of their activities after school is dismissed in the afternoon.

Question 5 of the questionnaire reads: Indicate opposite the activities listed below how often each meets each week:

1. Home Room _____ 3. Clubs _____
 2. Student Council _____ 4. Assemblies _____

Table VI shows the distribution of answers to question 5.

Table VI

Frequency of Meetings

Index	Once Each Week	Twice Each Week	Three Times Each Week	Four Times Each Week	Five Times Each Week	On Call	Total
Home Room	78	18		3	78	6	173
Student Council	138	6				12	156
Clubs	183	27	9	3	6	9	237
Assemblies	231	6				54	291

Results of Table VI show that in most cases home room, student council, clubs and assemblies meet once each week.

Question six of the questionnaire reads thus: Check the values listed below that you would ascribe to the extra-curricular activities mentioned. (Check one or more, according to your judgment.)

Table VII shows the distribution of answers to question 6.

Table VII

Extra-Curricular Activity Values

Values	Home Room	Student Council	Clubs	Assemblies
1 Training in some civic-social relationship.	222	162	162	192
2 Recognition of adolescent nature.	168	78	156	42
3 Socialization.	198	96	168	156
4 Training for leadership.	192	210	198	174
5 Improved discipline and school spirit.	210	192	96	144
6 Training for social co-operation.	216	138	174	138
7 Actual experience in group life.	198	120	180	126
8 Training for citizenship in a democracy.	216	186	138	126
9 Training for recreational and esthetic participation.	150	54	210	132
10 Training for ethical living.	198	102	162	108
11 Health.	204	36	162	76
12 Recognition of interests.	210	96	180	150

It is noticeable in the results of Table VII that the frequency of checks to the values listed indicate an approach very closely to the aims and objects of secondary education.

Question 7 of the questionnaire reads thus: Do you keep a record of extra-curricular participation? Yes _____ No _____.

Table VIII shows the distribution of answers to question 7.

Table VIII

Record of Extra-Curricular Participation

Index	G-1	G-2	G-3	G-4	G-5	Total
Yes	42	114	48	16	0	220
No	18	30	9	3	1	61
Total	60	144	57	19	1	281

Table VIII shows that two hundred twenty out of two hundred eighty-one replies, or 78.2%, keep a permanent record of extra-curricular participation. Sixty-one, or 21.8%, do not keep a permanent record of extra-curricular participation.

Question 8 of the questionnaire reads thus: Is credit awarded in the form of grades or their equivalent for participation in extra-curricular activities? Yes _____ No _____. Table IX shows the distribution of answers to question 8.

Table IX

Credit for Extra-Curricular Participation

Index	G-1	G-2	G-3	G-4	G-5	Total
Yes	21	84	21	12	0	138
No	33	72	36	6	1	148
Total	54	156	57	18	1	286

Results of Table IX show that 138 out of 286 responses, or 48.1%, award credit in the form of grades or their equivalent, for extra-curricular participation. One hundred forty-eight out of two hundred eighty-six responses, or 51.9%, do not award credit for participation in extra-curricular activities, in the form of grades or their equivalent.

Question 9 of the questionnaire reads thus: Check the one who has the responsibility for the organization and administration of the extra-curricular program in your school: 1. Principal _____
 2. Full-time director of extra-curricular activities _____
 3. Teacher appointed by the principal _____. Table X shows the distribution of answers to question 9.

Table X

Who Has the Responsibility of the Program

Index	G-1	G-2	G-3	G-4	G-5	Total
Supt.		15	1			16
Principal	42	117	42	14	1	216
Full-time Director of Activities		2		1		3
Teacher appointed by principal	12	24	12	4		42
Total	54	158	55	19	1	287

The explanation should be made that by the question, "Check the one who has the responsibility for the organization and administration of the extra-curricular program in your school," we mean the one particular person who is charged with the direct responsibility of the entire program. It is to be noted that in two hundred sixteen out of two hundred eighty-seven cases, or 75.2% of the schools, the high school principal directs the program.

Question 10 of the questionnaire reads thus: On the back of this sheet please list the objectives of your extra-curricular program.

Table XI shows the distribution of answers to question 10.

Table XI

Objectives of the Extra-Curricular Program

Objectives	Frequency
1. To develop the qualities of a good citizen.	84
2. To develop leadership.	67
3. To improve school discipline and morale.	66
4. To give pupils an opportunity to do better those things they will do anyway.	55
5. To unify the student body.	51
6. To teach health habits.	51
7. To enrich the regular curriculum.	49
8. To develop initiative and originality.	45
9. To develop worthy use of leisure.	45
10. To discover hidden abilities.	39
11. To satisfy the spontaneous interest of pupils.	33
12. To develop permanent life interests.	31
13. To develop character	27
14. To contribute to community life.	25
15. To provide vocational guidance.	24
16. To develop self expression.	21
17. To recognize individual differences.	19
18. To provide an administrative device.	17
19. To learn to choose leaders wisely.	17
20. To acquaint parents with school life.	15

Results of Table XI show that the objectives listed seem to verify results of other studies. It is interesting to note that citizenship training seems to be the chief objective of the program.

CHAPTER IV

REPORT OF RESULTS OF PRESENT PROGRAM

This investigation of the present status of extra-curricular activities in the Oklahoma High Schools has revealed that in most instances a worth while program has been attempted and care has been taken in its organization and administration. The responses to the questionnaire show that principles and standards are generally in accord with recommendations of the best literature in the field and the objectives of secondary education. In this respect our study verifies a previous study made by Haskell Clark:¹

"This investigation of the present status of extra-curricular activities in the Oklahoma High Schools has revealed that great care has been taken in the method of selection, organization, and unification of such activities. The responses to the questionnaire show that they are generally in accord with the cardinal objectives of secondary education, that they measure up to the seven sign-posts as suggested by Dr. Fretwell, and that the majority meet the nine recommendations as suggested by the State Department of Education."

Among the findings of this study are: (1) That some form of an extra-curricular program is in operation in most of the four-year high schools of the state. A study of the application blanks for accrediting reveals that 92.01% of the schools have assembly programs; 80.02% of the schools have various club organizations; 58.08% of the schools have home room organizations; and 34.03% of the schools have student councils.

(2) Two hundred fifty-two out of two hundred ninety-nine schools reporting, or 84.3%, have a regularly scheduled activity per-

1. Haskell G. Clark, "The Present Status of Extra-Curricular Activities in the Oklahoma High Schools," Thesis, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 1936.

iod in the daily schedule.

(3) That the majority of schools, one hundred fifty out of two hundred fifty-two schools reporting, or 59.5%, have their activity period the last period in the school day. Forty-two out of two hundred fifty-two reporting, or 16.6% of the schools, have their activity period the period just preceding the noon hour.

(4) Twenty-nine out of forty-seven schools reporting no regularly scheduled activity period in the daily schedule, or 61.7%, have most of their activities after school is dismissed in the afternoon.

(5) That in practically all instances home room, student council, clubs and assemblies meet once each week.

(6) That the frequency with which schools checked the values ascribed to extra-curricular activities, as taken from the Koos² report, indicates an approach very close to the aims and objects of secondary education. It also indicates democracy in activity, pupil initiative, and pupil participation.

(7) Two hundred twenty out of two hundred eighty-one reporting, or 78.2%, keep some record of extra-curricular participation. Sixty-one out of two hundred eighty-one reporting, or 21.8%, do not keep a record of extra-curricular participation.

(8) That one hundred thirty-eight schools out of two hundred eighty-six reporting, or 48.1%, award credit in the form of grades of their equivalent for participation in extra-curricular activities.

(9) That the principal has the responsibility for organization

2. Koos, op. cit., pp. 9-12.

and administration of the program in 75.2% of the schools. The superintendent has this responsibility in 5.5% of the schools; a full time director of extra-curricular activities in 1% of the schools, and a teacher appointed by the principal has this responsibility in 18.3% of the schools.

(10) That citizenship training is the chief objective of extra-curricular activity programs and that objectives listed in the results verify very closely results of other studies. The objectives listed and the frequency in which they appear also indicate a realization of the vital importance of the faculty sponsor and the necessity for a continued program of educative experience to the end that the sponsor better understands adolescents, is more sympathetic toward them, and enjoys working with them and participating in their activities.

(11) The first-hand results of a personal visit to some sixty schools agree with the report by Clark³ that an accounting system for the purpose of handling extra-curricular activity funds is in use in most schools. However, these systems are usually loosely handled and not accurately and definitely checked.

3. Clark, loc. cit.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The author believes that results obtained from the sources used in this study, namely, the applications for accrediting from every four-year high school in the state, the questionnaire, with responses received from two hundred ninety-nine high schools as mentioned in Chapter III, and first-hand information and results of a personal visit to some schools, are representative to the extent that the present status of extra-curricular activities in the secondary schools of the state can be determined. The validity of each has been carefully checked and the writer has reason to believe that each report was made definite, specific, and gave the true situation. In addition to the sources mentioned above, additional information has been gained through personal interview and further correspondence with the individuals who made the reports. After checking each thoroughly and summarizing them into various tables of findings as given in Chapter IV, the author has reached the following definite conclusions. The analysis made here is in view of the present status of extra-curricular activities in the secondary schools of the state, determined as mentioned above, and on the basis of the best literature available in the field of extra-curricular activities, as summarized in Chapter II:

1. In most cases care has been taken, objectives definitely set up, intelligent opinions developed, in the planning, selection, organization, and unification of the extra-curricular activity pro-

gram. However, this is not the universal case. In some instances the program has been organized because it seemed the popular thing to do and is administered in a hap-hazard way. At all times in planning extra-curricular activity programs, definite objectives must be set up, intelligent public opinion developed as to the accomplishment of these objectives, and the program should grow out of the life of the school and return to enrich it.

2. The present status indicates that 84.3% of the schools have a regularly scheduled activity period in the daily schedule. Since the schools have assumed the responsibility of various activities and have said that they contribute much to the aims and objectives of secondary education in all instances, these activities should be given a definite time in the daily schedule of the school work.

3. It is quite evident that in nearly all instances one person in each school system has been appointed as director of extra-curricular activities and delegated the responsibility of the extra-curricular activity program. In 75.2% of the schools this person is the high school principal. Weaknesses in other phases of the program indicate, however, that this person is not always as qualified as he should be to assume this responsibility. One person in the school system should be appointed as director of extra-curricular activities, with full responsibility for the program; this one person more often will be the high school principal.

4. The increasing number of extra-curricular activity programs in the secondary schools of the state, the realization of its objectives and values, and the success attained indicate that consideration

has been given the faculty sponsor. Since the nucleus of the entire program is the organization sponsor in every instance, in appointing them, consideration should be given to the qualification for certain work and the teacher when employed should be informed as to his extra-curricular activity duties.

5. A number of schools do not keep a permanent record of the students' participation in extra-curricular activities. Our survey shows that only 78.2% of the schools keep some form of record of extra-curricular participation. This survey also reveals that awards for outstanding service in extra-curricular activities are usually grades or their equivalent. Some form of permanent record of student participation in extra-curricular activities should be kept in all cases, and proper awards other than grades should be made for outstanding participation in extra-curricular activities.

6. The investigation of present status of extra-curricular activities in the secondary schools of the state indicates an approach very close to the aims and objectives of secondary education. The frequency with which schools checked the value ascribed to extra-curricular activities and the objectives of the extra-curricular program indicate pupil initiative, pupil participation and democracy in activities. This should always characterize the program.

7. Investigation of present status reveals that in most instances an accounting system is operated in the handling of extra-curricular activity funds. However, since the system is not usually definitely checked, it means that funds are loosely handled. As

a matter of proper and practical educational experience a good accounting system should be installed and operated in the handling of all extra-curricular activity funds.

6. The increasing amount of literature in the field of extra-curricular activities, the continued success of the program in a great number of schools, a better understanding of the values and objectives of the program, indicate that the faculty sponsor is better understanding adolescents with whom she works, is more sympathetic toward them, and enjoys working with them and participating in their activities. Continued teacher training in this direction is absolutely necessary to the success of the program.

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