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AN ANALYSIS OF THE ACTIVITY PROGRAMS IN THE PUBLIC SENIOR HIGH SCHOOLS OF OKLAHOMA.

The University of Oklahoma, Ed.D., 1961
Education, general

University Microfilms, Inc., Ann Arbor, Michigan

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN ANALYSIS OF THE ACTIVITY PROGRAMS IN THE PUBLIC SENIOR HIGH SCHOOLS OF OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

BY

JESSE DALE MULLINS

Norman, Oklahoma

1961

AN ANALYSIS OF THE ACTIVITY PROGRAMS IN THE PUBLIC SENIOR HIGH SCHOOLS OF OKLAHOMA

APPROVED BY

DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

The writer is greatly indebted to Dr. Glenn R. Snider for his excellent direction of this study. He is also indebted to the other members of the dissertation committee, Dr. Funston F. Gaither, Dr. William R. Fulton, Dr. William G. Monahan, and Dr. Kennon H. Shank for their valuable suggestions for improving the manuscript; to Mr. Jake Smart of the Oklahoma State Department of Education and his office staff for assisting in preparing the questionnaires and opinionnaires for mailing; to the students of Southeast High School in Oklahoma City who helped tabulate the returns; and to all the administrators and teachers of Oklahoma high schools who took time to provide the information needed. Without the help and cooperation of these people the study could not have been completed. Finally, the writer is indebted to his wife, Wilma D. Mullins, for her unselfish assistance and encouragement.

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AN ANALYSIS OF THE ACTIVITY PROGRAMS IN THE PUBLIC SENIOR HIGH SCHOOLS OF OKLAHOMA

CHAPTER I

DESCRIPTION OF THE STUDY

Introduction

Dr. Lotus D. Coffman, late President of the University of Minnesota, once said at a convention of teachers: "The fads and frills have become the fundamentals of education."[1]

One may not agree with Dr. Coffman's statement but the existence of student activities as a part of the modern high school curriculum can not be denied. Neither can it be denied, in the light of modern knowledge of human growth and development, that properly ordained and supervised activities have significant educational values, values which have been enumerated many times by writers in the field. Whether they are considered "fads and frills" or "cocurricular", it has been observed that activities often induce

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[1]Louis R. Kilzer, Harold H. Stephenson, and H. Orville Nordberg, Allied Activities in the Secondary School (New York: Harper and Brothers, Publishers, 1956), p. 1.

more enthusiasm on the part of students (and some teachers) than the traditional courses of study.

Kilzer, Stephenson, and Nordberg trace three distinct phases in the development of school activities thusly:

1. Activities were disregarded, ignored or tolerated.
2. Activities were opposed--first condemned and then prohibited.
3. Approved activities are encouraged under proper supervision.[1]

We are, of course, presently involved in the third stage, but many people are confused as to which activities should be encouraged and what constitutes proper supervision. Or perhaps forces are at work which make it difficult to maintain a proper balance between regular classroom work and school activities. At any rate, malpractices exist and programs need improving. These needed improvements were the primary concern of this study.

Background of the Problem

The launching of Sputnik I and subsequent earth satellites by the Russians has added fuel to the fire started by Bestor and his comrades in criticism. American education has been criticized soundly from many sources for having too many "fads and frills" and failing to teach the more academic skills. Because there is some truth in these criticisms and because there is a great need for improvement,

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[1] Ibid., pp. 3-4.

the present emphasis in educational programming at the secondary level is in the upgrading of offerings, especially in the science, mathematics, and foreign language areas and in all academic subjects in general. Students are being asked, and almost compelled in many cases, to carry heavy academic loads requiring extensive home work. The Oklahoma State Department of Education has increased the requirements for high school graduation from sixteen to eighteen units and has specifically stated many of those courses which must be included in these eighteen units. The Oklahoma Secondary School Principals Association has also been concerned with the amount of time that students are excused from regular classes to participate in activities and is studying this problem intensively.

Colleges are concerned with the preparation of high school students for college and are questioning some of their own practices which bring high school students to their campuses for special events. Dr. George L. Cross, President of the University of Oklahoma, has said, "I believe that there should be carefully planned activities in every school system, but I believe that the average high school has far too many."[1]

Teachers are urged to demand more of students and improve their own instructional procedures, as well as keep

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[1]George L. Cross, "Activities Take Time", Sooner Newsmakers, I, Number 7 (August, 1960), p. 4.

up with new ideas and discoveries in their subject matter fields. As a result, teachers are asking for more time to teach[1] and are complaining more vigorously than ever that school activities are taking too much of their own time and students' time.

Administrators, teachers and the lay public are questioning anew the educational value of many practices involved in school activities. The value of activities is not being denied, rather practices are being questioned and abuses pointed out. Certainly, the activity program should be improved and revised to keep in step with and supplement the academic program, not compete with it.

Statement of the Problem

The problem was to study and analyze the activity programs in the public senior high schools of Oklahoma and to determine what steps need to be taken at the state and local levels to significantly improve the activity programs of these schools.

In seeking a solution to this problem it was felt that these specific questions should be answered:

1. To what extent have recent formal attempts been made to evaluate activity programs in individual schools?

2. What activities are sponsored by the schools?

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[1] The theme of the recent South Central Regional Conference, Department of Class Room Teachers of the NEA at Oklahoma City, February 4-6, 1960 was "Time to Teach."

3. Which activities do students seem to value most highly?

4. How is student participation promoted, controlled, and limited?

5. Which activities take students away from school most often?

6. Which events sponsored by non-school organizations take students away from school most often?

7. How are the activity programs organized and administered?

8. What special facilities are provided for student activities?

9. What changes are desirable, if any, in relation to interscholastic athletics and championship playoffs?

10. What do administrators consider to be the greatest problems in relation to activity programs?

11. What do teachers consider to be the greatest problems in relation to activity programs?

12. What differences exist between administrators and teachers in regard to what they consider to be the greatest problems in relation to activity programs?

13. What are the major differences between programs and problems in the Class A, B, and C high schools of Oklahoma?

Definition of Terms

The following definitions are necessary for clarification and interpretation of the study:

1. Senior high school includes grades 9, 10, 11 and 12 or grades 10, 11 and 12 depending on local organization. It does not, under any conditions, include grades 7 and 8.

2. Regular classes (or courses) are those classes or courses for which the State Department of Education approved credit toward graduation.

3. School activities refers to all pupil activities under school sponsorship commonly held outside of regularly scheduled classes (the activity period is not here considered regular). It is used synonymously with such terms as cocurricular activities, extracurricular activities, extraclass activities, allied activities and similar terms found in the literature.

4. Activity program refers to all of the school activities defined above whether or not they are formally organized by some predetermined plan.

5. Activity period is defined as a period within the regular school day when all or a portion of the students participate in previously defined school activities.

Need for the Study

A survey of the literature revealed no state wide study of activity programs in Oklahoma. Several studies

have touched on activity programs as a part of another problem. Ryan, in 1936, compared the activity programs of two middle-sized high schools with those found in eight small high schools. He found significantly better programs in the two larger schools.[1] Much has transpired, of course, since that time and the study was limited to such a small number of schools that it has little value in approaching the problem at hand.

Epley concluded from his study of the extracurricular activity programs in North Central Association three and four year public high schools, that there is a great need for an educational evaluation of these programs.[2] Many of the high schools in Oklahoma are members of the North Central Association. We are concerned, however, with the improvement of activity programs in all of the high schools of Oklahoma.

The Oklahoma Secondary School Principals Association and the State Department of Education are interested in this problem and are studying it intensively. This study purported to provide them with some much needed information.

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[1]James Cecil Ryan, "A Comparative Study of Educational Opportunities in Middle-sized and Small High Schools of Oklahoma" (unpublished doctoral dissertation, University of Oklahoma, 1936.)

[2]Roger Duane Epley, "An Adminstrative Analysis of Extra-curricular Activity Programs in North Central Association Three and Four Year High Schools" (unpublished doctoral dissertation, University of Nebraska, 1956.)

The prevailing concept of curriculum holds that the activity program is a vital part of it, therefore if there is concern with improving the curriculum as a whole, there must be concern with the improvement of all phases of it. Much is being done about improving academic offerings in the curriculum, but little positive united action has been observed in relation to activities. The primary purpose of this study, therefore, was to point out what needs to be done and to propose plans of action.

Delimitations of the Study

This study was limited to three and four year public senior high schools of Oklahoma. Where school organization was on the 6-6 plan, the senior high school organization was either three or four year as determined by the individual school, since some of the six year high schools divide 3-3 and others 2-4. If the six year school made no definite division, then grades 9, 10, 11, and 12 were considered senior high.

The accuracy of data obtained was limited by the manner in which it was collected. The validity of recommendations and proposals made was limited by the accuracy of the data obtained and the ability to interpret them. Every attempt was made to make the survey instrument simple and objective. Opinions were positively labeled as such.

Major Assumptions

1. It was assumed that information concerning the status of the activity program in Oklahoma high schools could be obtained by surveying administrators by means of a questionnaire, and the major problems could be identified by means of an opinionnaire type instrument submitted to administrators and teachers.

2. It was assumed that programs could be evaluated by comparing the practices identified with the characteristics of a good program as determined by the writer from a study of the literature.

3. It was assumed that from analyzing the data and evaluating programs and practices, conclusions could be drawn and specific recommendations could be made for taking steps at the state and local levels to significantly improve the activity programs of the public senior high schools of Oklahoma.

Procedures and Organization

Gathering the Data

For the purposes of the study, the public senior high schools of Oklahoma were divided according to the classification used by the Oklahoma High School Athletic Association in setting up the state basketball playoffs, with the exception that Class AA schools were included in Class A. Class A then, in this study, became the sixty-three

largest high schools in the state. Class B included all those public senior high schools that enroll one hundred or more students and which were not included in Class A. Class B included two hundred and thirty-three schools. Class C was composed of the public senior high schools enrolling less than one hundred students. Three hundred and twenty-nine schools were thereby included in Class C. Thus, six hundred twenty-five high schools were included in the study.

In seeking a solution to the problem previously stated, it was felt that two basic types of information were needed. The first type related to the status of activity programs in terms of practices, organization and procedures. Also, what changes in regard to present practices might be desirable? To obtain this information a questionnaire (Appendix A) was prepared. The second type of information needed was concerned with the problems related to activities in senior high schools. This information was sought by an opinionnaire type instrument (Appendix B).

Principals of the Class A schools and superintendents of the B and C schools were each asked to complete a copy of the questionnaire and opinionnaire. In addition to this, a 10 per cent stratified random sample of schools was drawn and a copy of the opinionnaire was sent to each high school teacher in the selected schools. This procedure was based

on the premise that teachers' opinions concerning problems might differ somewhat from administrators, and in some respects might be more valid. The teacher sample broke down as follows: Class A--two hundred fifty-nine teachers from seven schools; Class B--two hundred eighty-three teachers from twenty-four schools; Class C--one hundred twenty-six teachers from thirty-three schools; for a total of six hundred sixty-eight teachers involved. A cover letter written by Mr. Jake Smart, Director of Instruction, Oklahoma State Department of Education accompanied each individual mailing (Appendix E).

The first mailing of the questionnaire and opinionnaire occured on April 16, 1960. This resulted in a 63 per cent return from administrators and a 60 per cent return from teachers. On April 25, 1960 a follow-up postal card (Appendix E) was mailed to the persons who had not responded. This increased the returns to 75 per cent from the administrators and 71 per cent from the teachers. The second follow-up was made on May 13, 1960 by sending another letter (Appendix E), accompanied by another copy of the instruments previously mailed. Final returns were as follows:

Administrators

Class A-- 56 schools--89 per cent
Class B--190 schools--82 per cent
Class C--250 schools--76 per cent

Total....496 schools--79 per cent

Teachers

Class A--192 teachers--74 per cent
Class B--210 teachers--74 per cent
Class C-- 92 teachers--73 per cent

Total....494 teachers--74 per cent

The questionnaire.--The questionnaire was developed primarily for the purpose of determining the status of activity programs in Oklahoma's public senior high schools. The specific questions presented following the statement of the problem[1] served as the basis for individual items in the questionnaire. The format of the questionnaire and wording of the items were developed and grew out of a study of similar instruments and consultations with colleagues, the doctoral committee, and members of the Activities Committee of the Oklahoma Secondary School Principals Association. The questionnaire consisted of forty items of which thirty-four were strictly objective in nature, five were questions dealing with changes in practices regarding activities, and one dealt with the administrators' judgment as to which activities were valued most highly by students. Many revisions of this instrument occurred before it was printed in the final form.

The opinionnaire.--The opinionnaire was developed for the purpose of determining which were the most troublesome problems in relation to activity programs in the

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[1] Supra, pp. 4-5.

schools under consideration. It consisted of forty statements, each one representing a problem often involved with school activities. The respondents were asked to classify each of these statements as either a major problem, a minor problem or no problem in relation to their own schools. The problems included in the opinionnaire were identified through a study of the literature, by consulting with those persons mentioned above and from the writer's personal experience with school activities.

Treatment of the Data

The summary.--The returned questionnaires were divided into the three classes and the responses to each item were tabulated. The final tabulations were then converted into percentages based upon the number of schools reporting. The summary of the items of the questionnaire in terms of these percentages and divided by classes are given in the tables in Chapter III and Appendix C.

The returned copies of the opinionnaire were tabulated and the responses to each item were converted to percentages based on the number of persons responding to each item. Returns from administrators and teachers were tabulated and compiled separately. The summary of these returns is given in Appendix D.

Analysis of the data.--Answers to the questions presented following the statement of the problem[1] were

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[1] Supra, pp. 4-5.

formulated by examining the data concerned with each question. In general, the items of the questionnaire related to the first nine questions while the items of the opinionnaire related to the next three questions, but sometimes items of both instruments were related to a particular question and were referred to in formulating the answers.

In order to test the degree to which teachers and administrators agreed as to which were the greatest problems related to activities, their responses to the opinionnaire were compared by means of the rank correlation method described by Garrett.[1] The items were ranked both according to those receiving the highest percentage of "Major Problem" responses and highest percentage of "Major Problem" and "Minor Problem" responses combined. The coefficient of correlation between administrator and teacher responses was then computed. This procedure provided an index of the degree of agreement between teachers and administrators.

Following this an evaluation of the activity programs of the public senior high schools of Oklahoma in terms of certain general characteristics of a good program was prepared. These characteristics were formulated by the writer after an extensive study of the literature concerned with school activities. They are as follows:

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[1]Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1953), pp. 354-56.

1. The activity program is an integral part of the total curriculum and is guided by the same philosophy as any other part of the curriculum in that it serves the needs of the child and society. It neither dominates nor is dominated by any other part of the curriculum.

2. The organization and specific practices of the program are guided by a written statement of objectives, and an evaluation based on this statement is conducted periodically.

3. The program is kept in balance so that one or a few activities are not emphasized to the detriment of others. Particular attention, however, is given to those activities which best provide for citizenship training and those skills most important in our culture.

4. The program has adequate and proper supervision.

5. Sponsors are capable, willing, and observe the purposes of school activities.

6. Teachers receive either released time or extra pay for sponsoring activities.

7. Student participation in activities is both promoted and controlled. All students have an opportunity to participate in an activity which will enable them to develop their natural talents and interests. Students are not denied participation because of the expense involved nor transportation problems.

8. All activities are scheduled at a time and place which are most conducive to promoting participation and the realization of maximum benefits for the participants.

9. All persons affected by fund raising and fund spending procedures participate in determining policies regulating these procedures.

10. Adequate physical facilities are provided.

The answers to the questions posed and the evaluation which followed provided the basis for arriving at a set of conclusions. These conclusions provided the basis for a set of recommendations. The recommendations represent the writer's attempt to answer the question, "What steps need to be taken at the state and local levels to significantly improve the activity programs of the public senior high schools of Oklahoma?"[1]

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[1] Supra, p. 4.

CHAPTER II

REVIEW OF THE LITERATURE AND RELATED RESEARCH

Student activities of various types are as old as education itself, being traced by numerous investigators back to the universities of ancient Greece. Wilds reports, however, that it was practically impossible to find anything in the literature about extracurricular activities in American high schools prior to 1910 and at the writing of his book they were still in infancy.[1] Although the publication of Wilds' book had been preceded one year by the first book devoted exclusively to this field,[2] his work deserves special consideration because he reported numerous studies, some of which he conducted himself, concerning activities. In summarizing them he said, "These studies also confirm the common opinion that activities of an athletic nature are emphasized far more than any other type of activity. One of our outstanding problems is to build up a proper

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[1] Elmer Harrison Wilds, Extra Curricular Activities (New York: The Century Company, 1926), p. 5.

[2] Charles R. Foster, Extra-Curricular Activities in the High School (Richmond, Virginia: Johnson Publishing Company, 1925). (This was the first book published devoted exclusively to school activities.)

sense of the proportionate value of the various types of activities, so that each type may be stressed according to its relative value."[1] One particular study of forty-five schools was concerned with the "evils" or problems involved in school activities. It showed that the three most common problems were related to student participation, securing capable sponsors, and finance, in that order.[2]

Also in 1926, The National Society for the Study of Education recognized the importance of activities in the secondary school curriculum by devoting Part II of its Twenty-fifth Yearbook exclusively to extracurricular activities. As a part of this, Koos summarized forty writings dealing with the best opinions and practices in the field. He found a striking similarity between the stated values of activities and any comprehensive formulation of the aims and functions of secondary education. Most frequently mentioned obstacles to achieving the values claimed were: (1) individual students participated too little or too much, (2) secret societies or cliques sometimes developed, (3) teachers were unwilling to sponsor activities, were unconvinced of their value, or attempted to dominate these activities in supervising just as they were accustomed to dominate in course work, (4) activities were too costly, or there was either a waste of or an inadequate accounting of

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[1] Wilds, 53-54. [2] Ibid., pp. 71-73.

funds, (5) conflicting schedules, (6) unsatisfactory facilities. Koos also found twenty-seven principles relating to activities mentioned by the forty writers. The five mentioned most frequently were: (1) supervision should be in the nature of guidance and cooperative leadership rather than complete direction and domination by the teachers, (2) membership in all organizations should be equally open to all (exclusive of honor organizations and sex differential), (3) participation by all students should be encouraged, (4) all activities should be under school direction and control, (5) there should be a wide variety of activities and leeway for individual choice by the student. In discussing these principles he pointed out that many of them lent support, some more than others, to a policy of legitimizing activities to the extent that they be included in the curriculum on the same basis as present regular courses. The advantages and disadvantages of such action were also discussed.[1]

Many other studies followed the report by the National Society for the Study of Education, and in 1940 Terry reviewed the research to date and concluded that very few things had been settled in regard to school activities.

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[1]Leonard V. Koos, "Analysis of the General Literature on Extra-Curricular Activities", Extra-Curricular Activities, Twenty-fifth Yearbook of the National Society for the Study of Education, Part II (Bloomington, Illinois: Public School Publishing Co., 1926), pp. 9-23.

He suggested that it would be legitimate for the trained adviser to experiment along any line which looked promising. He also found that most of the research amounted to a description of prevailing practices.[1]

Few studies of major importance were reported during the war years, but immediately thereafter researchers became active again. In 1946 Watters surveyed 2665 parents of students from twenty-one high schools in Western Pennsylvania in relation to their knowledge and source of their knowledge of the extracurricular program; how they rated the positive and negative values of activities; and their attitudes toward certain problems and principles inherent in operating an extracurricular program. He reached the following conclusions: (1) parents are in favor of an extensive and varied activities program, (2) parents are in need of more information concerning the nature and purpose of extracurricular activities, (3) parents show more discrimination toward statements concerning problems and principles relating to activities than they do toward values of participation and the objections to these same activities, (4) parents' thinking concerning activities follows very closely that of the writers in the field, (5) factors such as sex of respondent, occupation of father, place of

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[1]Paul W. Terry, "Extra-Curricular Activities", Encyclopedia of Educational Research, ed. Walter S. Monroe (New York: The Macmillan Co., 1940), pp. 480-487.

parents' birth, amount of formal education received by parents and amount that the child participates in activities did not materially affect the appraisals given by the parents.[1]

Szekler studied the organization and administration of nonathletic extracurricular activities by making an analysis of the literature relating to activities, by analyzing the replies to a questionnaire received from administrative officers of one hundred sixteen public secondary schools in ninety-one cities, by making a visitation study of personnel and practices of seventy-one schools in fifty-one cities, and by analyzing the course offerings in the field of extracurricular activities in teacher-education institutions. She found that professional service in sponsoring activities was largely without recognition, and training in extracurricular activities was available in very few teacher-education institutions. She described the basic essentials to the organization and administration of activities as being a planned program of extracurricular activities in terms of the distinguishing and distinctive characteristics which differentiate them from curricular activities, professional leadership for all activities with recognition for such service, and time in the school

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[1]Leslie Watters, "Parents' Appraisal of Extracurricular Activities" (unpublished doctoral dissertation, University of Pittsburgh, 1946).

schedule to permit activities to be carried on without interrupting classes.[1]

Forty-six per cent of all the public high schools in the United States replied to a survey conducted by Tompkins concerning activity periods and revealed that two out of three of these schools had an activity period. Although there was an indication that the larger the school the less likely they were to have an activity period, 40 per cent of the schools enrolling one thousand or more students had such a period. It was also found that Mississippi, South Dakota, North Carolina, Kansas, and Oklahoma, in that order, reported the highest percentage of schools using the activity period. Replies were received from two hundred eighty-three of the public high schools in Oklahoma and 83 per cent of them reported an activity period, with 42 per cent of them devoting over 275 minutes per week to the period.[2]

A compilation of the reports of one hundred forty-two North Central Association high schools in Nebraska by Miller and Dahl indicated that the percentage of schools having student government organizations seemed too low

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[1] Juliet Marguerite Szekler, "Organization and Administration of Nonathletic Extracurricular Activities" (unpublished doctoral dissertation, University of California, Los Angeles, 1949).

[2] Ellsworth Tompkins, The Activity Period in Public High Schools, U. S. Office of Education Bulletin, No. 19 (Washington: U. S. Government Printing Office, 1951).

(76 per cent), social and service type activities seemed to be the predominating type, and the degree of participation was very low.[1]

Millhollen surveyed the opinions of the parents of all students enrolled at Eugene and University High Schools in Eugene, Oregon; and the opinions of pupils enrolled in the eleventh and twelfth grades of Eugene High School for the school year 1951-52, in regard to activities. Using Lindquist's analysis of variance to determine significant differences, he found that parents were generally satisfied with the relative emphasis placed on activities, while students believed that some activities should receive greater emphasis. A positive relationship was found to exist between "feeling of belonging" and participation in activities. Opinions concerning the cost of activities were found to be related to family income. Some criticisms mentioned were: activities were not conducted so that all members could participate; activities resulted in cliques; and publicity given to the opportunities in activities was inadequate.[2]

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[1] Floyd A. Miller and Samuel Dahl, "A Survey of Student Activity Programs," School Activities, XXIII (May, 1952), 275-277.

[2] Lloyd F. Millhollen, Jr., "The Role of Parent and Pupil Opinions in the Improvement of Extra-Class Activities" (unpublished doctoral dissertation, University of Oregon, 1952).

A survey of two-hundred secondary schools in Indiana by Christopher and Howard found that all schools had basketball; that FFA, Hi-Y, and football were the most popular activities for boys; that the girls athletic association, FHA, and Sunshine Society were the most popular for girls; and that for combined groups band, newspaper, annual, and student council were most popular. It was also found that approximately 90 per cent of the activities had been added to the curriculum since 1922 and between 39 per cent and 50 per cent had been added since 1942, indicating that there was definitely a steady increase in school activities. The authors concluded that each school should survey the interests and needs of its students, activities should be planned as a regular part of the school program, financing should be accomplished by earned money rather than dues, teachers should be trained in the handling of group activity and should maintain a spirit of harmony and cooperation, and that there was much room for improvement in the organization of activities, although progress had been made in this direction.[1]

Writing for the Fifty-second Yearbook of the National Society for the Study of Education, Trump identified the most significant problems in relation to activities

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[1]A. Z. Christopher and W. L. Howard, "Cocurricular Activities in Two Hundred Indiana High Schools", School Activities, XXV (October, 1953), 43-45.

as being: securing participation of all youth, reducing the cost of participation, maintaining a reasonable balance in the activity program, minimizing pressure for elaborate exhibitions and winning contests, and providing more systematic evaluation in relation to youth needs. Among the needed changes recognized were: reaching a consensus regarding purposes; clarifying policy-making and administrative relationships; encouraging student participation; changing personnel policies; providing adequate financial support; and devising evaluation procedures.[1] Trump concluded by saying, "Here as in other aspects of the curriculum the paramount need is to consider all needs of all students rather than the needs of a few, or only a few of the needs."[2]

Heller sent a fifteen page questionnaire to ninety-four principals of New Mexico high schools and obtained a 40 per cent return. He found that three-fourths of the replying schools gave some credit for activity participation. Most principals thought that teacher preparation for activity sponsorship was inadequate, but little in-service education was given. More than one-half of the schools had an activity period in the school day and used a point

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[1] J. Loyd Trump, "Extra-Class Activities and the Needs of Youth", National Society for the Study of Education, Fifty-second Yearbook, Part I (Chicago: The University of Chicago Press, 1953), pp. 160-179.

[2] Ibid., 179.

system for controlling and awarding participation. More effort was made to limit participation than encourage it, and the pattern of club organizations followed the agricultural and racial aspects of New Mexico's population.[1]

A survey of one hundred forty-six of the larger high schools in Missouri by Unruh and Place obtained a 63 per cent return and revealed the following:

1. Sixty-two per cent did not have an activity period of school time.

2. Fifty-three per cent conducted all activities after school.

3. Five of the schools had no extra-curricular activities at all.

4. Six schools showed 100 per cent student participation, 70 per cent of the schools showed participation to fall below the 70 per cent level, and one-fourth of the schools fell below 50 per cent participation.

5. Sixty-four per cent of the schools had no policy for controlling participation.

6. Sixty-eight per cent of the schools charged dues, in 40 per cent of the schools all activities charged dues, and twenty schools charged no dues at all.

7. Faculty sponsors were primarily appointed by the administrator.

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[1]Herbert L. Heller, "A Study of the Extracurricular Activities in New Mexico's Secondary Schools", School Activities, XXV (January, 1954), 157-59.

8. Most schools did not pay extra nor give released time for sponsoring activities, although a large majority of the administrators thought that this should be done.

9. Considerable disparity between theory and practice was found.[1, 2]

In 1955 Rennicke and Hearn identified the following trends in relation to school activities:

1. The most important development was the effort to relate the objectives of school activities to the general objectives of education.

2. Increased attention was being given to the problem of over and under participation.

3. Problems related to interscholastic athetics were receiving increased attention.

4. Student participation in school government was increasing and improving.

5. Increased attention was being given to the problems involved in sponsorship, such as assignment of sponsors and released time.

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[1] Joseph C. Place and Adolph Unruh, "Administration of Extracurricular Activities in Some Missouri High Schools", School Activities, XXVI (September, 1954), 17-19.

[2] Adolph Unruh and Joseph C. Place, "A Survey of Certain Extra-Curricular Practices in Missouri High Schools", School Activities, XXVI (November, 1954), 97-99.

6. Most writers seemed to be optimistic in regard to the continuation of the foregoing trends and the realization of the basic objectives of education.[1]

Suber conducted a study of current practices and opinions of high school principals of three hundred ninety-four tax-supported, coeducational senior high schools having enrollments from 1000 to 2500. Practices used by the principals were, for the most part, considered to be very good. However, techniques for evaluating the outcomes of activities seemed to be relatively underdeveloped, and current practices in gathering evaluative information were largely based on personal opinion. Also, many principals did not recognize the necessity of pre-service and in-service preparation for sponsors of activities, thus there were relatively few schools having in-service programs and slightly more than one-half of the principals recommended pre-service training in sponsorship. This was seen as indicating an attitude that might be an important cause of some of the shortcomings of the programs. However, most schools seemed to be making some progress toward eliminating these shortcomings. Finally, it was concluded that principals were acting primarily as coordinators in administering

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[1]Donald Rennicke and Arthur C. Hearn, "Some Basic Trends in School Activities", School Activities, XXVI (January, 1955), 147-148.

programs and were striving to furnish leadership in a cooperative manner.[1]

Epley studied current practices in the administration of extra-curricular activities in North Central Association three and four year high schools. He concluded that there was a need for an educational evaluation of those programs and recommended that those activities which could be justified on the basis of their educational merit be curricularized, and those which had little or no educational value be dropped. He recognized a need for teacher education and in-service education programs to help educators solve the problems involved in administering activity programs.[2]

A study of the organizational patterns and administrative practices of activity programs existing in the secondary schools of Pennsylvania was completed by Jenkins in 1956. In reply to a questionnaire, returns from seven hundred fifty-nine secondary schools were obtained. The following recommendations were made as a result of the study:

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[1]James Whitley Suber, "The Role of the High School Principal in the Extracurricular Activities Program", (unpublished doctoral dissertation, The George Washington University, 1955).

[2]Roger Duane Epley, "An Administrative Analysis of Extra-curricular Programs in North Central Association Three and Four Year Public High Schools", (unpublished doctoral dissertation, University of Nebraska Teachers College, 1956).

1. Appoint a person with sufficient time to organize and direct activities.

2. De-emphasize boys' interscholastic athletics.

3. Increase the opportunities for girls in the area of physical activities.

4. Strengthen the homeroom program.

5. Eliminate the term "extra-curricular" in favor of "co-curricular".

6. Appoint a coordinating council to coordinate activities.

7. Equalize the teachers' load, including activity sponsorships.

8. Give compensation in pay or released time for duties beyond the regular school day.[1]

Morgan conducted a study investigating the practices which selected high schools were using for the purpose of finding time in the daily schedule for co-curricular activities. General findings revealed that 70 per cent of the participating schools included an activity period in their schedules and 59 per cent did so on a daily basis. Self evaluations by the cooperating schools revealed the chief weaknesses of their programs to be a lack of trained and interested sponsors, lack of pupil interest and

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[1]Thomas Jay Jenkins, "The Organization and Administration of Activity Programs of Public Secondary Schools of Pennsylvania", (unpublished doctoral dissertation, The Pennsylvania State University, 1956).

participation, and insufficient time in the school day. Strong points were seen as activity periods during the school day and a wide variety of activities. The basic scheduling techniques employed were: the activity period, the rotating class period, the alternating schedule, the period obtained by shortening class periods, the homeroom period, and out-of-school hours.[1]

Lange surveyed and compared the status, organization and activities of statewide inter-scholastic leagues. Only non-athletic programs were analyzed. Forty-four state offices responded to a questionnaire prepared by studying the handbooks of each league. The most significant finding was the common characteristics of these leagues, despite the individuality of each state organization. The effort for central control had resulted in combining athletics, music, speech and other activity fields under one control group. Voluntary work by various people from classroom teachers to college presidents had made the leagues possible, but each league supported a chief administrative officer who worked as a full time executive or a part time official. All leagues were supported by voluntary secondary school memberships. A variety of programs were offered by the state leagues and the purposes and aims of these

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[1]Paul Claude Morgan, "Promising Practices in Scheduling Cocurricular Activities in Secondary Schools", (unpublished doctoral dissertation, George Peabody College for Teachers, 1956).

organizations seemed to be centered around the motivation of students in the areas of the league events. However, the values of such activities were not well defined in the literature of the organizations.[1]

A very intensive study of the social system of a high school by Gordon showed how a student's status among his peers was related to certain prestige activities in which he participated, as well as the formal organization of the school and certain cliques and factions. He concluded that the system of student organizations performed the function of dividing the students into a prestige heirarchy wherein:

1. Differentially rated organizations provided offices which conferred varying amounts of prestige upon the incumbents.

2. The drive toward social participation was in direct relation to the amount of prestige which membership in the organization conferred upon the participant.

3. Social participation for girls was integrated around the highly valued position of yearbook queen.

4. The boys conferred the most prestige upon the athlete.

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[1]Frederick Edward Lange, "The Status, Organization and Activities of Interscholastic Leagues in the United States", (unpublished doctoral dissertation, University of Pittsburgh, 1957).

5. The range of social participation in student associations increased with each step up the grade ladder.

6. The greater the range in participation within groups, the greater the social distance between most active and least active.[1]

Scarborough surveyed seventy-nine high schools with enrollments of less than one hundred fifty students in Alabama, California and Oklahoma in regard to their provisions for non-sport activities. Activities were found to be almost exclusively scheduled within the school day. Assemblies, student publications, and glee clubs were scheduled most frequently with FFA, FHA, dramatics, student council, band, and homeroom also being included. Those activities which principals said that they would like to have, but did not, were band or orchestra, debating, dramatics, glee club, and speech, in that order.[2]

Using the Chi Square technique to determine statistical significance of the findings, McCaslin did a random sample of eleventh grade students from three Baltimore county high schools to determine if participation in activities and missing regular classes affected student

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[1] C. Wayne Gordon, The Social System of the High School, (Glencoe, Illinois: The Free Press, 1957).

[2] John A. Scarborough, "A Study of Provisions for Non-Sport Student Activities in Selected Small High Schools", (unpublished doctoral dissertation, Teachers College, Columbia University, 1957).

achievement in those classes. He found that students who missed classes to participate in activities possessed higher I. Q.'s, received higher grades, scored higher on achievement tests, and had a tendency toward fewer absences than those students who missed scheduled classes less frequently. Activities which took students from classes most frequently were music, driver education, sports, student council, decoration for dances, school clerical work, art, drama, and journalism, in that order. Students at the smallest school participated in more activities and missed more classes than those in the two larger schools. The major conclusion of the study was that students did not seem to suffer, scholastically, from missing classes. The evidence seemed to indicate that these students were motivated to better accomplishment than those who missed fewer classes.[1]

Conclusion

This review of the research related to school activities has, of necessity, been limited to those studies which seemed to be of major importance and which were particularly relevant to this study. It is interesting to note the similarity of findings and conclusions which seem

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[1]Richard E. McCaslin, "A Study of Extra-Curricular Activities in Three Secondary Schools of Baltimore County", (unpublished doctoral dissertation, University of Maryland, 1958).

to permeate the majority of them. This indicates that, for the most part, the problems which presented themselves in the early development of school activities are still prevalent.

CHAPTER III

ANALYSIS OF THE DATA

The information obtained by tabulating the returns to the questionnaire and opinionnaire is reported and analyzed in this chapter. Summaries of the replies to each item of the questionnaire, in terms of percentages based on the number of schools reporting, were prepared in tabular form. Those tables which were related to the more important aspects of the study are included in this chapter. The remaining tables related to the replies to the questionnaire are included in Appendix C. The summary of the replies to each item of the opinionnaire is given in Appendix D.

With the exception of the first six items of the questionnaire, which are concerned with general information in regard to the schools themselves, the reporting of the findings is in terms of the questions listed in Chapter I.[1] The tables which apply to each of these questions are therefore referred to in reporting answers to the questions. The tables in the appendix are not necessarily referred to

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[1] Supra, pp. 4-5.

in sequential order because they follow the order of the items of the questionnaire. The format of the questionnaire and the placement of items in it were based upon logical order, simplicity of completion, and conservation of space. It was sometimes necessary, therefore, to move an item to another place in the questionnaire in the interest of observing the last two criteria.

General Information

Table 1 of Appendix C shows the average number of teachers and sponsors reported from the three classes of schools and the ratio of sponsors to teachers. Class A administrators reported an average of 38.8 teachers and 24.9 sponsors, Class B reported an average of 10.6 teachers and 7.3 sponsors, while the Class C administrators reported an average of 5.1 teachers and 4.1 sponsors. The ratio of activity sponsors to full time teachers was considerably higher in the small schools (.80 in Class C) than in the larger schools (.69 in Class B and .64 in Class A). This was due of course to the small number of teachers in relation to the number of activities sponsored by these smaller schools.

As indicated by Table 2 of Appendix C, the small schools tended to have more periods in the school day with many of them using periods of varying length. Almost three-fourths of the A and B schools had a six period day while

only slightly more than one-half of the C schools did. Over one-third of the latter schools had a seven or eight period day. When this was done, however, they were usually of varying length as indicated by 35 per cent of the Class C schools and 22 per cent of the B schools using a combination seven or eight period day.

Table 3 of Appendix C indicates the range of enrollment in the various classes of schools. The range for Class A schools was quite large (330-2615) and was once thought to indicate a major weakness in this system of classification. Class A was broken into two classes, therefore, and summaries of the returns from these two classes were compared, with the result that no really important differences were discovered. It was shown that in the larger schools the activity programs were more varied and comprehensive. This was shown, however, by the original grouping. The original system of classification (three classes--A, B, and C) was therefore retained.

As indicated in Chapter I the questionnaires and opinionnaires were sent to the principals of the Class A schools and the superintendents of Class B and C schools.[1] Table 4 of Appendix C indicates that principals were the sole respondents from the Class A schools while 19 per cent of the Class B superintendents and 14 per cent of the C

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[1] Supra, p. 10.

superintendents delegated the responsibility of completing the instruments to someone else. This person was almost always the high school principal.

Table 5 of Appendix C shows the percentage of schools observing certain administrative organizational plans. Over one-half of the Class A schools were three year senior high schools while 24 per cent of them were four year senior high schools and 21 per cent were six year junior-senior high schools. Three-fourths of the Class B schools were either three year senior highs or six year junior-senior high schools, being divided almost equally between the two types of organization. About one-fourth of them observed the four-year plan. Eighty-two per cent of the Class C schools were four year senior high schools while 14 per cent and 4 per cent of them followed the three and six year plans, respectively.

To What Extent Have Recent Formal Attempts Been Made to Evaluate Activity Programs in Individual Schools?

The data in Table 1 indicate a major weakness of activity programs in Oklahoma. Slightly more than one-half of the Class A schools, slightly less than two-thirds of the B schools and almost four-fifths of the C schools had no written statement of the objectives or aims of their activity programs. This indicates how little concerted effort had been made on the local level to systematically consider the purposes and values of activities.

TABLE 1

PER CENT OF SCHOOLS HAVING A WRITTEN STATEMENT OF THE OBJECTIVES OR AIMS OF THEIR ACTIVITY PROGRAMS[a]

Class A	Class B	Class C
46	36	21

[a]Questionnaire Item 7.

Table 2 shows that only slightly more than one-half of the schools in all classes had evaluated their activity program in the past five years. The table indicates that this had been done chiefly within the last two years. This may indicate that concern is increasing regarding activities and more attention is being given to evaluation of activity programs.

TABLE 2

PER CENT OF SCHOOLS EVALUATING ACTIVITY PROGRAMS IN EACH OF THE LAST FIVE YEARS[a]

	Class A	Class B	Class C
1959-60	15	13	23
1958-59	28	22	16
1957-58	15	6	6
1956-57	5	5	3
1955-56	6	6	2
Total	69	52	50

[a]Questionnaire Item 9.

What Activities Are Sponsored by the Schools?

Table 3 which follows shows the percentage of schools in each class which sponsored various activities and the time that these activities met. Column two indicates the percentage of schools in each class reporting each activity. It is obvious from merely scanning the table, that the activity offerings in the large schools were more numerous and varied than in the smaller ones. It might be assumed that the same factors which limit curricular offerings in the small schools also limit activities.

It is pertinent to note that of the fifteen activities offered by more than three-fourths of the Class A schools only one, boys' basketball, was offered by three-fourths or more of the Class C schools. The emphasis in the small schools was obviously on athletics while the larger schools had, as indicated previously, a more comprehensive and balanced program. All of the schools sponsored basketball for boys and had a rather extensive set of interscholastic athletic offerings for girls also.

Table 4 indicates, however, that more than one-half of the C schools, almost one-half of the B schools, and about one-third of the A schools had no requirements at all in regard to general physical education. The implication was that interscholastic athletics were considered more valuable than other activities and general physical education.

TABLE 3

SUMMARY OF ACTIVITIES SPONSORED AND THEIR TIME OF MEETING IN CLASS A, B, AND C HIGH SCHOOLS[a]

Activity	Per Cent of Schools Reporting This Activity			Per Cent of Those Reporting Which Meet During the Regular School Day			Per Cent of Those Reporting Which Meet Before or After the Regular School Day			Per Cent of Those Reporting Which Meet Both During and Before or After the Regular School Day		
(1)	(2)			(3)			(4)			(5)		
	A	B	C	A	B	C	A	B	C	A	B	C
Organized home-room program . . .	56	34	33	95	80	96	5	13	4	...	7	...
Student council. . .	94	57	22	59	78	90	41	17	10	...	5	...
Clubs												
Honorary clubs . .	70	43	23	15	53	66	85	45	34	...	2	...
Religious clubs. .	50	5	2	18	38	100	82	62	...	...	...	...
Subject-centered clubs.	80	30	8	20	45	58	80	55	42	...	...	...
Service clubs. . .	69	12	2	13	35	100	87	65	...	...	...	...

TABLE 3--Continued

(1)	(2)			(3)			(4)			(5)		
	A	B	C	A	B	C	A	B	C	A	B	C
Clubs--Continued												
Hobby clubs. . . .	35	6	2	11	43	50	89	57	50	...	...	...
Pep clubs.(Girls).	98	83	40	17	50	52	83	47	44	...	3	4
Pep clubs (Boys) .	19	8	5	22	73	43	78	27	57	...	...	...
Pep clubs (Mixed).	11	19	19	33	63	52	67	37	45	...	...	3
4-H club	22	76	92	18	79	86	82	18	10	...	3	4
FFA.	61	87	42	31	64	67	69	29	24	...	7	9
FHA.	74	78	29	38	72	82	62	23	8	...	5	10
Others--FTA, Red Cross, etc..	15	11	5	17	60	50	83	40	40	...	...	10
Intramural sports for girls.	52	41	30	38	72	83	50	28	12	12	...	5
Intramural sports for boys	56	44	30	38	72	82	50	26	12	12	2	6
Athletics for girls (Interscholastic)												
Basketball	41	77	90	37	73	64	47	16	21	16	11	15
Volleyball	31	31	46	31	80	77	54	17	17	15	3	6
Softball	28	38	50	36	81	80	45	13	13	19	6	7
Tennis	37	7	6	25	56	90	56	33	...	19	11	10
Golf	20	1	...	13	50	...	75	50	...	13	...	...

TABLE 3--Continued

(1)	(2)			(3)			(4)			(5)		
	A	B	C	A	B	C	A	B	C	A	B	C
Athletics for girls (Interscholastic)--Continued												
Swimming	19	1	...	25	100	...	63	...	...	13	...	...
Others	2	...	4	...	...	100	...	...	...	...	...	...
Athletics for boys (Interscholastic)												
Football	94	77	12	38	54	52	40	24	35	22	22	13
Basketball	100	100	100	37	57	59	41	26	26	22	17	15
Baseball	72	67	84	33	59	65	48	21	22	19	20	13
Wrestling	54	3	1	25	75	100	54	25	...	21	...	...
Track	91	67	29	34	62	81	45	19	15	21	19	4
Golf	68	4	...	23	60	...	51	40	...	26	...	...
Tennis	59	5	4	26	50	100	48	50	...	26	...	...
Swimming	30	1	...	19	100	...	62	...	...	19	...	...
Others	7	1	6	...	100	100	...	...	...	...	...	...
Music activities												
Band	98	76	16	78	80	94	12	7	...	10	13	6
Orchestra	44	15	1	100	53	100	...	42	...	...	5	...
Girls chorus	81	83	47	98	92	89	2	6	9	...	2	2
Boys chorus	54	29	23	85	95	90	15	5	8	...	...	2

TABLE 3--Continued

(1)	(2)			(3)			(4)			(5)		
	A	B	C	A	B	C	A	B	C	A	B	C
Music activities--Continued												
Mixed chorus . . .	89	55	37	91	85	92	7	10	7	2	5	1
Ensembles.	78	53	23	72	83	85	25	16	15	3	1	...
Speech activities												
Assemblies	80	55	39	91	91	89	9	6	8	...	3	3
Debate	59	23	11	77	70	83	17	23	17	6	7	...
Plays.	96	78	61	34	43	34	64	47	54	2	10	11
Radio announcing .	50	12	5	68	72	67	27	28	11	5	...	22
Others	6	4	3	75	57	50	25	29	50	...	14	...
Student publications												
School paper . . .	93	67	51	90	85	92	8	13	7	2	2	1
Yearbook	96	78	52	81	64	67	17	33	28	2	3	5
Student handbook .	59	37	11	35	59	53	65	41	47	...	...	...
Social activities												
Dances	72	27	18	3	2	...	97	98	100	...	...	...
Class parties. . .	59	81	76	...	8	5	100	91	94	...	1	1
Jr.-Sr. Prom . . .	89	55	30	...	8	4	100	91	96	...	1	...

TABLE 3--Continued

(1)	(2)			(3)			(4)			(5)		
	A	B	C	A	B	C	A	B	C	A	B	C
Social activities--Continued												
Jr.-Sr. banquet. .	65	89	74	...	8	5	100	91	95	...	1	...
Other banquets . .	59	61	42	...	7	1	100	93	98	...	...	1
Others	22	9	9	...	...	...	100	100	100	...	...	...

[a]Questionnaire Items 13, 14, and 15.

TABLE 4

REQUIREMENTS IN OKLAHOMA HIGH SCHOOLS REGARDING PARTICIPATION IN GENERAL PHYSICAL EDUCATION[a,b]

	Class A		Class B		Class C	
	Boys	Girls	Boys	Girls	Boys	Girls
Required one year.	49	41	30	29	17	16
Required two years	9	12	6	6	6	6
Required every year.	4	2	5	5	10	10
Other	5	5	14	14	8	8
Not required. . . .	33	40	45	46	59	60

[a]Questionnaire Item 12.

[b]Numbers represent per cent of total schools responding.

Which Activities Do Students Seem to Value Most Highly?

Table 8 of Appendix C shows those activities which administrators said were valued most highly by their students. They were asked to list three for boys and three for girls. For boys, athletics was listed first by 73 per cent, 88 per cent, and 93 per cent of the Class A, B, and C administrators, respectively. For girls, clubs was listed first by 43 per cent of the Class A administrators and

athletics first by 40 per cent of the Class B administrators and 81 per cent of the Class C administrators.

Further examination of the table revealed that student council, music and clubs were next in order for boys in the Class A schools. Clubs (FFA and 4-H), music, and social activities were next in order for boys in both Class B and C schools. For girls in Class A schools the activities most frequently listed following clubs were student council, music, athletics, and social activities. For the girls in Class B schools it was music, clubs, and social activities following athletics, while for the girls in Class C schools clubs, music, and social activities followed athletics in that order.

The differences which existed among the different classes of schools should be noted here. For instance, in the Class A schools student council was evidently valued rather highly, but it was not listed often enough by the Class B and C administrators to even be tabulated. Returning to Table 3 of this chapter, it is seen that this activity was found in only 57 per cent of the Class B schools and 22 per cent of the Class C schools. Also it is noted that athletics were indicated as being valued more highly in the B and especially in the C schools than in Class A schools, while in the latter schools music was valued more highly than in the former ones. Again referring

to Table 3, it is seen that those activities which seemed to be valued more highly were offered more frequently.

The question which arises, therefore, is, why do students value some activities more than others? Is it because of their developmental needs and basic interests or is it because of the emphasis placed on them in the school and community and the rewards and recognition which accrue in connection with them? Perhaps it is a combination of both. The question which logically follows is, are those activities which students value most highly the ones which will best prepare boys and girls for adult roles in our society? If they are not, what can be done about it?

How Is Student Participation Promoted, Controlled and Limited?

An analysis of Table 6 of Appendix C reveals that 20 per cent of the Class A schools, 9 per cent of the B schools and 12 per cent of the C schools made no formal effort to secure participation in some activity by each student. On the other hand 11 per cent, 9 per cent, and 10 per cent of the Class A, B, and C schools, respectively, required participation in at least one activity. These were relatively small percentages but they indicated opposing views in this regard. The great majority of the administrators indicated that students were advised, but not required, to participate in at least one activity. Sixty-six per cent of the A administrators, and 78 per cent of the B and C administrators responded in this manner.

In regard to how the number of activities in which a student may participate was regulated, Table 7 of Appendix C reveals that little common agreement was found. The most frequent response from all classes of schools was that it was a matter of administrative and/or faculty policy (Class A-41 per cent, Class B-39 per cent, and Class C-44 per cent). Fourteen per cent of the Class A administrators, 25 per cent of the B administrators and 28 per cent of the C administrators indicated that the number of activities in which a student could participate was not regulated at all. The student council regulated participation in 23 per cent of the A schools, 6 per cent of the B schools and 2 per cent of the C schools. In slightly more than one-third of the A and B schools and one-fourth of the C schools the decision as to how many activities he participated in was made by the pupil himself. Twenty per cent of the A schools and less than 2 per cent of the B and C schools used a point system. Grade point average was a method of control used by 25 per cent, 17 per cent, and 24 per cent of the A, B, and C schools, respectively, while 18 per cent, 22 per cent, and 26 per cent of the same schools recognized that schedule conflicts limited participation. Many of the schools used more than one method of limiting participation. Thirty-one per cent of the A, 22 per cent of the B and 26 per cent of the C administrators checked two of the methods while 24 per cent of the A, 7 per cent of the B and 3 per

cent of the C administrators checked three methods of control.

Another aspect of control or limitation related to limiting the number of times that a student might be excused from a regular class to participate in activities. Also, who makes the decision as to when this is permissible? As indicated by Table 9 of Appendix C, 72 per cent of the A schools, 69 per cent of the B and 60 per cent of the C schools had no definite policy regarding the amount of time or number of times that students might be excused from a regular class to participate in activities.

Table 10 of Appendix C indicates that teachers' opinions were almost always considered in excusing students from regular classes to participate in activities. Only 2 per cent of the A, 6 per cent of the B and 20 per cent of the C administrators said that they were not.

Table 27 of Appendix C shows the percentages of administrators answering "yes" to the question, "Would you favor a regulation forbidding the scheduling of activities which take students from regular classes?" Sixty per cent of the Class A, 69 per cent of the Class B and 66 per cent of the Class C administrators replied in the affirmative. Those who replied in the negative were asked to state their objection. Many did not do so, but of those who did their replies can, in general, be summarized as follows:

1. This is a local problem and local officials are in the best position to determine when students should be excused from regular classes. Local officials can and should control this.

2. Many activities have great value, sometimes as much as regular classes. Some very worthwhile activities would be completely eliminated if this were done.

3. A limitation might be placed on the number of times that a student could be excused from regular classes to participate in activities, but it should not be forbidden altogether.

These objections are reasonable and deserve careful consideration. Possibly almost all of the administrators would favor a limit being placed on the number of times that a student could miss a regular class to participate in activities. Whether this would be feasible in terms of a regulation is questionable. Could the State Department of Education make such a regulation and enforce it? It probably could not. Enforcement, in the final analysis, would probably have to take place at the local level, and this might prove impractical. On the other hand, in view of the opinions expressed by administrators, possibly it could be done and this might be the quickest and surest way to control many of the abuses which currently exist in relation to students missing regular classes to participate in activities.

Which Activities Take Students Away from School Most Often?

Table 5 shows the percentage of schools excusing students a certain number of times to participate in activities. The activities listed were those sponsored by the

TABLE 5

PER CENT OF SCHOOLS EXCUSING STUDENT GROUPS A NUMBER OF TIMES TO PARTICIPATE IN SCHOOL SPONSORED ACTIVITIES[a,b]

Activity	Out 1-5 Times			Out 6-10 Times			Out 11-15 Times			Out 16 and More Times			0 or not Reporting[c]		
(1)	(2)			(3)			(4)			(5)			(6)		
	Class			Class			Class			Class			Class		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Student council. . .	37	25	2	9	14	6	...	2	1	13	2	2	35	14	11
Football	46	23	4	4	5	...	...	...	...	...	1	...	44	48	8
Basketball	59	51	46	9	10	8	...	2	1	...	1	2	32	36	43
Baseball	41	33	35	17	17	25	2	3	4	...	1	2	12	13	18
Track.	72	43	16	15	4	1	...	...	...	...	...	...	4	20	12
Tennis	44	2	1	4	...	1	2	...	...	...	...	...	11	3	2
Golf	39	2	...	17	...	...	2	...	...	....	...	...	10	2	...
Softball	2	14	19	...	1	2	...	...	...	...	...	...	26	23	7
Swimming	17	...	...	...	...	...	...	...	...	...	...	...	13	1	...
Volleyball	2	2	10	...	...	1	...	...	...	...	...	1	29	29	35
Vocal music.	59	58	23	19	5	3	...	1	...	2	...	1	9	19	21
Instrumental music .	66	43	9	15	10	2	4	2	...	...	...	...	13	21	5
FFA.	22	28	13	15	21	13	11	11	5	9	10	5	4	17	6
FHA.	22	43	18	4	5	2	...	2	1	...	...	1	48	28	8
4-H club	16	39	49	9	16	16	...	4	4	...	...	...	3	16	19
Class plays.	37	43	18	...	6	13	...	1	2	2	2	1	57	26	27
Speech activities. .	35	30	10	20	4	1	2	...	...	...	...	...	2	21	8
Pep club	7	15	6	6	4	2	...	1	...	2	1	...	83	62	56

TABLE 5--Continued

(1)	(2)			(3)			(4)			(5)			(6)		
	Class			Class			Class			Class			Class		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Social clubs	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...
School paper	28	9	4	2	3	4	...	1	1	...	...	2	63	54	43
Yearbook	26	18	11	2	4	4	...	1	1	2	1	1	66	54	35
Assemblies	7	15	12	2	19	18	15	4	2	15	7	2	41	10	5
Fund raising	7	22	29	...	2	2	...	...	1	...	1	...	...	...	...

[a]Questionnaire Item 18.

[b]Percentages in column 2, 3, 4, and 5 are based on the total number of schools reporting in each class.

[c]Percentages in column six were obtained by totaling columns 2, 3, 4, and 5 for each class and subtracting this total from the percentage of schools in each class reporting the activity, as shown in Table 3 of this chapter.

school. No time designation was made, that is, whether the group was out for an hour, a half-day, a full day or perhaps more. It was felt that this kind of information would be too difficult to obtain. The main concern was to identify those activities which take students out most often.

There is no doubt that FFA, where it was offered, took students away from school far more frequently than any other activity. Thirty-five per cent of the Class A schools, 42 per cent of the B schools and 23 per cent of the C schools reported that students were excused six or more times to participate in FFA activities. Further examination of Table 5 shows that 20 per cent of the Class A schools, 21 per cent of the B schools and 10 per cent of the C schools excused students eleven or more times for this during the school year. When it is noted that only 61 per cent, 87 per cent and 42 per cent of the Class A, B, and C schools, respectively, sponsored this activity, the problem that was presented is shown more clearly. Of all the other activities, only assemblies came close to comparing with FFA in regard to the number of times that students were out of regular classes, and it is reasonable to assume that the actual time in terms of hours and minutes would hardly compare.

The other activities which took students out of school quite frequently were baseball, vocal and instrumental music, 4-H club, student council, track, class plays

and speech activities. Actually, the primary source of concern in this area lies in the combination of all the activities and the fact that many students participated in several of them. It is the matter of many students being excused several times to participate in several activities which causes concern as to its advisability.

Which Events Sponsored by Non-School Organizations Take Students Away from School Most Often?

Table 6 shows that of the non-school sponsored activities civic club luncheons, fairs, fat-stock shows, etc., parades and celebrations, and presenting special programs took students away from school most often.

These events accounted for a great many of the times that student groups were out of school. This shows that school officials were not wholly responsible for students being away from school so much. Obviously, community groups and organizations contributed to this a great deal. School officials are expected to cooperate with them and sometimes are subjected to a great deal of pressure to release students. All persons concerned need to be aware of this problem and its consequences. Again, it is the combination of these and school sponsored activities which has caused so much concern about the time lost from regular classes.

TABLE 6

PER CENT OF SCHOOLS EXCUSING STUDENTS A NUMBER OF TIMES TO PARTICIPATE IN NON-SCHOOL SPONSORED ACTIVITIES[a,b]

Activity	Out 1-5 Times			Out 6-10 Times			Out 11-15 Times			Out 16 and More Times			0 or Not Reporting[c]		
(1)	(2)			(3)			(4)			(5)			(6)		
	Class			Class			Class			Class			Class		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Civic club luncheons.	35	27	14	22	6	2	6	...	...	4	...	...	33	67	84
Fairs, fat stock shows, etc. . . .	46	56	61	6	21	9	7	6	3	4	7	5	37	10	22
Parades and celebrations . . .	52	40	22	4	2	1	...	1	...	...	...	...	44	57	77
Church activities. .	17	15	7	11	1	...	...	...	...	...	...	...	72	83	93
College days	33	54	18	...	1	...	...	...	...	...	...	...	67	45	82
Special conferences. . . .	39	17	13	2	...	1	...	...	...	2	...	...	57	83	87
Special programs . .	35	27	20	15	2	1	2	...	...	...	...	...	48	71	79

TABLE 6--Continued

(1)	(2)			(3)			(4)			(5)			(6)		
	Class			Class			Class			Class			Class		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
All others	9	17	16	4	3	2	...	1	1	...	2	1	87	77	81

[a]Questionnaire Item 19.

[b]Percentages in columns 2, 3, 4, and 5 were based on the total number of schools reporting in each class.

[c]Percentages in column six were obtained by totaling columns 2, 3, 4, and 5 for each class and subtracting the total from 100 per cent.

How Are the Activity Programs Organized and Administered?

This question represented a large portion of the study since sixteen items of the questionnaire related directly to it and others related indirectly. The information obtained revealed practices which had been developed by individual schools in terms of their own particular needs and circumstances. They may or may not have been based on sound philosophy and worthy objectives. Here, the primary concern was with what was actually happening in the public high schools of Oklahoma.

Scheduling of Activities

Table 3 of this chapter shows the percentage of schools sponsoring certain activities and how they were scheduled, whether on school time, or before or after school. In general, activities were more often scheduled on school time in the small schools than in the larger ones. This was probably due to transportation problems rather than to a difference in philosophy. The following met during the regular school day in more than 50 per cent of the Class A schools sponsoring them: organized homeroom programs, student council, all music activities, speech activities with the exception of plays, school paper and yearbook. Table 21 of Appendix C shows that almost all of the Class A schools granted credit toward graduation for music (both band and chorus) and slightly less than half of

them granted credit for debate, school paper and yearbook. This obviously indicated that these were organized into regular classes. Nevertheless, there were activities connected with them scheduled outside the regular class periods. In many cases these activities were possibly a primary reason for the class existing.

In the Class C schools these activities met during the regular school day in 75 per cent or more of the schools sponsoring them: organized homeroom programs, student council, religious clubs, service clubs, 4-H club, FHA, intra-mural sports for girls and boys, girls' athletics, wrestling, tennis, all music activities, assemblies, debate, and school paper. Though the percentage of Class C schools which offered these activities was much smaller than in the larger schools, it is clear that they were held on school time much more often. The summary for the Class B schools indicated that they corresponded more closely with the C schools than the A schools in this respect. The size of the school and student transportation problems seemed to have a definite effect as to whether activities met during the school day. Referring again to Table 21 of Appendix C it is seen that these smaller schools did not grant graduation credit for so-called activities as often as did the Class A schools. Evidently they were not as often organized into regular classes.

Activity Periods

Tables 13, 14, 15, 16, 17, and 18 of Appendix C are concerned with activity periods. Regular periods, for activities other than athletics, were provided by 35 per cent, 48 per cent and 29 per cent of the Class A, B, and C schools, respectively. Activity periods for athletics only were reported by 44 per cent of the Class A schools, 58 per cent of the Class B schools, and 73 per cent of the Class C schools.

Special activity periods before or after school were provided for by 42 per cent of the A schools, 45 per cent of the B schools and 41 per cent of the C schools. Obviously, the B and C schools more often had activity periods scheduled as a part of the school day but, especially in the C schools, they were generally for athletics only.

Schools were asked to report the length and number of weekly meetings of their activity periods which provided for activities other than athletics, and which were regularly scheduled as a part of school time. Table 14 of Appendix C shows that thirteen of the Class A schools reported this information but no consistency of practice was shown. The length of periods ranged from twenty to sixty minutes and the number of meetings from once per month to five times per week.

Forty-eight per cent of the Class B schools reported this information and revealed some common practices (Table 15 of Appendix C). Over one-half of those reporting (53 per cent) had a period of 55 or 60 minutes and met five times per week.

Fifty Class C schools reported on the length and number of weekly meetings of their non-athletic activity periods. Table 16 of Appendix C reveals that 22 per cent of them met five times per week for sixty minutes while 38 per cent of them had periods of 45 minutes or more and met five or more times per week. There was more variation in practice, obviously, in the Class C schools than in Class B. It is clear that the Class B schools utilized the activity period for activities other than athletics more often, and more nearly in the same manner than did either Class A or C schools.

Closely related to the matter of activity periods was the way in which provisions were made for homeroom periods. Table 3 of this chapter and Table 19 of Appendix C show that Class A schools much more often had homeroom programs and made special provisions for them. The most popular arrangement in these schools was to combine the activity period and homeroom or combine a regular class period with the homeroom. Forty-nine per cent of the Class A, 26 per cent of the Class B, and 28 per cent of the Class C schools used this arrangement. Fifteen per cent,

17 per cent, and 22 per cent of the A, B, and C schools respectively, had a separate homeroom and a separate activity period.

Supervision of Activity Programs

Tables 11 and 12 of Appendix C show how the total activity program was directed and supervised and the amount of released time allowed for this purpose. The principal was most frequently the director in the Class A and B schools (72 per cent and 69 per cent, respectively) while in the Class C schools it was the superintendent (53 per cent). Twenty-five per cent of the A schools and 13 per cent of the B and C schools had faculty committees. Twenty-three per cent, 4 per cent, and 8 per cent of the A, B, and C schools, respectively, had faculty directors. There was some duplication of responsibilities in all schools as indicated by totaling the percentages. This was necessary of course as the administrative head of the school could never be relieved of all responsibility, although he might delegate a portion of it to someone else.

In regard to released time for the supervisor or director, Table 12 of Appendix C shows that only 34 per cent of the A, 28 per cent of the B and 36 per cent of the C schools provided released time of any kind. Of those who did, one hour per day was the most popular, this being provided by 15 per cent, 19 per cent and 21 per cent of the A, B, and C schools, respectively. Four per cent of the

Class A schools and 1 per cent of the B schools reported a full time activity director. None of the Class C schools had a full time director. This did not indicate, of course, the amount of time that the principal or superintendent devoted to direction and supervision of activities as a regular part of his administrative duties. It might be assumed that this was considerable.

Practices Related to the Sponsoring of Activities

Table 7 relates to the sponsoring of activities and the assignment of sponsors. It reveals that the sponsoring of activities is seldom purely voluntary and is more often considered a part of the regular teaching load than in addition to it.

Table 8 shows the per cent of teachers earning extra pay for sponsoring certain activities. Ahtletic coaches and band directors were paid extra by far more schools than any other teachers. All schools have athletics of some kind and 89 per cent of the A coaches, 84 per cent of the B coaches, and 81 per cent of the C coaches received extra pay for coaching duties. Sixty-four per cent, 61 per cent, and 12 per cent of the A, B, and C schools, respectively, provided extra pay for band directors. These percentages have more meaning when we recall from Table 3 of this chapter that 98 per cent, 76 per cent, and 19 per cent of the A, B, and C schools, respectively, had bands. The indication is that the B and C schools which had bands

TABLE 7

PER CENT OF SCHOOLS USING CERTAIN ADMINISTRATIVE PRACTICES IN ACTIVITY SPONSORSHIP[a]

	Class A	Class B	Class C
Considered to be part of regular teaching load . .	60	72	74
Considered to be in addition to the regular teaching load	40	28	26
Often a condition of employment.	36	26	26
Purely voluntary.	24	5	6
Combinations:			
Two of the above.	38	21	17
Three of the above. . . .	6	2	1
Four of the above	4	1	1

[a]Questionnaire Item 27.

TABLE 8

PER CENT OF TEACHERS BY GROUP EARNING EXTRA PAY FOR SPONSORING ACTIVITIES[a]

	Class A	Class B	Class C
No teachers	11	12	14
All teachers.	2	5	4
Athletic coaches.	89	84	81
Band director	64	61	12
Yearbook sponsor.	28	10	2
Student council sponsor . .	28	3	...
Play director	40	14	5
School paper sponsor. . . .	24	5	2
Other	15	8	8

[a]Questionnaire Item 28.

actually paid their directors more often than did the A schools. Of the other activity sponsors only play directors in the Class A schools were paid extra by more than one-third of the schools.

The official sponsor of each activity was almost always a staff member as indicated by Table 20 of Appendix C. Only 2 per cent of the A, 3 per cent of the B and 4 per cent of the C administrators replied in the negative to the inquiry concerning this.

Activity Records

Table 22 of Appendix C shows the kind of activity records maintained by the schools. Financial records for each activity and a calendar of the activity schedule were kept by almost all schools. The former type of record was kept by 93 per cent, 92 per cent and 88 per cent of the A, B, and C schools, respectively, while ninety per cent of the A and 79 per cent of the B and C schools maintained the latter type of record. A membership roll for each activity was kept by 67 per cent of the A, 49 per cent of the B and 40 per cent of the C schools. In 63 per cent, 34 per cent and 14 per cent of the A, B, and C schools a comprehensive list of sponsors was kept. Sixty-one per cent, 45 per cent, and 24 per cent of the A, B, and C administrators, respectively, said that activity records were a part of the cumulative record while 57 per cent, 39 per cent, and 27 per cent of the same administrators said that they were part of

the permanent record. A list of individual accomplishments was kept by 41 per cent of the A schools, 29 per cent of the B schools, and 18 per cent of the C schools. It was apparent that the larger schools kept more complete records than did the smaller ones.

School Provisions for Transportation

Information concerning those activities for which transportation was regularly provided is given in Table 23 of Appendix C. Almost all the schools in all classes (89 per cent of the A and 96 per cent of the B and C schools) provided transportation for competitive athletics. This service was provided for music activities in 78 per cent of the A, 90 per cent of the B, and 52 per cent of the C schools; and for pep club activities in 35 per cent, 66 per cent, and 22 per cent of the A, B, and C schools, respectively. No other activity listed had transportation provided for it by more than one-fourth of the schools.

Determination of Fund Spending and Fund Raising Policies

All of the Class A schools and all but 5 per cent and 6 per cent of the B and C schools, respectively, had policies regarding fund raising and fund spending as shown by Table 24 of Appendix C. Twenty-six per cent of the A, and 44 per cent of the B and C administrators indicated that the policies were determined by the administration and faculty. Fifty-four per cent of the A, 41 per cent of the B and 37 per cent of the C schools included the activity

group with the administration and faculty in determining policies. The board of education determined policies in 38 per cent, 22 per cent and 19 per cent of the A, B, and C schools, respectively. Eight per cent, 7 per cent, and 6 per cent of the A, B, and C schools, respectively, reported that policies were determined by each activity group for its own guidance. It is evident that activity groups and boards of education participated more in determining policies in the Class A schools than in the B and C schools.

Activities Resulting in a Direct Cost to Students

Table 25 of Appendix C shows the degree to which certain activities resulted in a direct cost to the participating students. The replies to this inquiry indicated that few activities really presented a problem in this regard. Among the Class A schools pep club (80 per cent), school dances (57 per cent), music activities (43 per cent), and student publications (32 per cent) most often involved a direct cost to the participating students. Among the Class B schools competitive sports (46 per cent), pep club (45 per cent), and music activities (40 per cent) were the only activities which were indicated by more than 17 per cent of these schools as involving a direct cost. Fifty-two per cent of the Class C schools said that competitive athletics resulted in a direct cost to the participants, but no other activity was so indicated by more than 18 per cent of the

schools. The conclusion was that pep clubs, music activities, school dances, competitive sports, and student publications most often resulted in a direct cost to participants. There were no indications as to the indirect or hidden costs which might be involved.

This completes the summary of the items of the questionnaire which dealt directly with the organization and administration of activity programs in the public senior high schools of Oklahoma.

What Special Facilities Are Provided for Student Activities?

Table 26 of Appendix C shows that the facilities most often provided were the gymnasium and the auditorium. Eight-nine per cent of the A, 57 per cent of the B and 33 per cent of the C schools had separate auditoriums and gymnasiums while 11 per cent, 38 per cent and 62 per cent of these same schools, respectively, had combination gymnasiums and auditoriums. Obviously, more of the larger schools needed and were able to provide separate facilities. Seventy-five per cent, 57 per cent and 60 per cent of the A, B, and C schools, respectively, had cafeterias and 13 per cent, 12 per cent, and 11 per cent of them in the same order had separate activity areas. Sixteen per cent of the Class A schools had little theaters but only 3 per cent of the B and 1 per cent of the C schools had them. The general conclusion was that facilities consisted primarily of

cafeterias, auditoriums and gymnasiums with the latter two being combined quite frequently in the small schools.

What Changes Are Desirable, if Any, in Relation to Interscholastic Athletics and Championship Playoffs?

Tables 9, 10, 11, and 12 show the percentage of administrators in favor of certain changes regarding interscholastic athletics. It is shown that, in general, they were in favor of the suggested changes.

The administrators of Class A and B schools were about two to one in favor of discontinuing the football playoffs, they were slightly in favor of retaining the basketball, and slightly in favor of eliminating the baseball playoffs. Class C administrators were about three to one in favor of retaining all of the state championship playoffs.

What Do Administrators Consider to Be the Greatest Problems in Relation to Activity Programs?

The answer to this question and the two following was sought by means of the opinionnaire previously described and included in Appendix B. The summary of replies to the opinionnaire is included in Appendix D. From this summary, Table 13 was prepared, in order to show the items which were checked as "Major Problem" by twenty per cent or more of the administrators.

The selection of the twenty per cent level as a cut-off point for making comparisons was strictly arbitrary

TABLE 9

PER CENT OF ADMINISTRATORS FAVORING FURTHER REDUCTION OF THE NUMBER OF INTER-SCHOLASTIC ATHLETIC CONTESTS IN WHICH A SCHOOL MAY PARTICIPATE[a]

Class A	Class B	Class C
68	68	62

[a]Questionnaire Item 36.

TABLE 10

PER CENT OF ADMINISTRATORS FAVORING ENFORCEMENT OF THE STATE DEPARTMENT RECOMMENDATION THAT NO ATHLETIC CONTEST BE HELD ON A NIGHT PRECEDING A SCHOOL DAY[a]

Class A	Class B	Class C
66	72	63

[a]Questionnaire Item 37.

TABLE 11

PER CENT OF ADMINISTRATORS FAVORING THE FORMATION OF A STATE ACTIVITIES ASSOCIATION ORGANIZED IN SOMEWHAT THE SAME MANNER AS THE OKLAHOMA HIGH SCHOOL ATHLETIC ASSOCIATION[a]

Class A	Class B	Class C
81	75	58

[a]Questionnaire Item 38.

TABLE 12

PER CENT OF ADMINISTRATORS FAVORING THE ELIMINATION OF STATE CHAMPIONSHIP PLAYOFFS IN CERTAIN INTERSCHOLASTIC ATHLETICS[a]

	Class A	Class B	Class C
Football.	70	60	26
Basketball.	42	41	22
Baseball.	54	56	25

[a]Questionnaire Item 39.

TABLE 13

ITEMS CHECKED AS MAJOR PROBLEMS BY TWENTY PER CENT OR MORE OF THE ADMINISTRATORS

Rank	Schools					
	Class A		Class B		Class C	
	Item	Per Cent	Item	Per Cent	Item	Per Cent
1. . .	1	39	26	50	28	33
2. . .	23	35	23	42	36	33
3. . .	4	31	4	36	23	32
4. . .	2	28	31	35	31	32
5. . .	26	28	36	34	4	28
6. . .	14	26	28	32	26	26
7. . .	27	25	37	29	32	23
8. . .	31	25	1	28	1	22
9. . .	11	24	27	28	35	20
10. . .	5	20	32	28	...	...
11. . .	...	...	12	24	...	...
12. . .	...	...	16	23	...	...
13. . .	...	...	35	23	...	...
14. . .	...	...	11	22	...	...

and is somewhat misleading if a strict and positive interpretation is made. Examination of Appendix D shows that many items were checked as major problems by nineteen, eighteen, seventeen, etc., per cent of the administrators. Certainly, no great difference in concern about these items could be inferred. Nevertheless, for the purpose of making comparisons from which generalizations might be drawn, this seemed reasonable and adequate.

It was apparent the Class B administrators were more troubled by activity problems than were the Class A

and C administrators. There were obvious differences in the problems considered major by the administrators, but there was considerable agreement also. Items 1, 23, 4, 26, and 31 were considered "Major Problems" by twenty per cent or more of all the administrators.

Item one, "Students are excused too often from regular classes to participate in activities" seemed to be most troublesome in the Class A schools where the administrators gave it the highest per cent of "Major Problem" responses. When it is recalled that these schools had more activities, and fewer of them had activity periods in the school day, some reasons are seen for this.

Item twenty-three, "Too many activities are scheduled on a night followed by a school day" was considered to be a "Major Problem" by 32 per cent or more of all administrators but slightly more so in the Class B schools.

Item four, "Activities promoted by governmental agencies (4-H clubs, FFA, FHA, etc.) take students away from school too much" was also considered more of a problem in the Class B schools. Actually, a larger percentage of Class B schools had these activities.

Item twenty-six, "A great number of students do not participate in any activity" received the highest percentage of "Major Problem" responses of all items from the Class B administrators. The responses from the Class A and C administrators, percentage wise, were much lower for this

item indicating that either the B schools had more difficulty with this or they were simply more concerned about it.

Item thirty-one, "It is difficult to schedule activities to avoid conflict between activities and with regular classes" seemed to be a greater problem in the B and C schools than in the A schools.

Certain other items, though not included in this classification for all schools, received a relatively high percentage of "Major Problem" responses. Item twenty-eight, "Many students can not participate in activities which meet before or after school, because of transportation problems" and Item thirty-six, "Most students would rather be on a major athletic team than be in the Honor Society"ranked high among the problems of the Class B and C schools. Item two, "Students are attending too many college sponsored activities" received a high response from the A administrators. There are some obvious reasons for Items twenty-eight and thirty-six being of more concern to the smaller schools but the difference in concern about Item two is not so obvious. Perhaps the activities sponsored by colleges were designed more for the larger schools or else the colleges were more accessible to the larger schools.

Many administrators were reluctant to classify the statements in the opinionnaire as "Major Problems". Table 14 shows those problems classified as either "Major" or "Minor Problems" by more than 67 per cent of the administrators.

TABLE 14

ITEMS CHECKED AS EITHER MAJOR OR MINOR PROBLEMS BY SIXTY-SEVEN PER CENT OR MORE OF THE ADMINISTRATORS

Rank	Schools					
	Class A		Class B		Class C	
	Item	Per Cent	Item	Per Cent	Item	Per Cent
1. . .	1	90	26	88	31	79
2. . .	27	90	27	88	4	77
3. . .	26	84	1	84	23	76
4. . .	23	81	4	84	36	75
5. . .	11	75	23	84	26	72
6. . .	31	72	31	83	27	72
7. . .	9	67	28	80	1	69
8. . .	24	67	32	74	28	68
9. . .	...	...	24	73	32	68
10. . .	...	...	36	73	...	...
11. . .	...	...	11	72	...	...
12. . .	...	...	12	72	...	...
13. . .	...	...	14	70	...	...
14. . .	...	...	22	69	...	...
15. . .	...	...	16	67	...	...
16. . .	...	...	37	67	...	...

Again, the 67 per cent level was an arbitrary figure, selected merely for the purpose of making comparisons.

An examination of Table 14 shows that Items 1, 23, 26, 27, and 31 were considered "Major" or "Minor Problems" by two-thirds or more of all the administrators. Of these, only Item twenty-seven, "Some students participate in too many activities", was not classified as a "Major Problem" by twenty per cent or more of all administrators, though it

was so considered by those representing the Class A and B schools.

Item four appeared in Table 13 of this chapter, for all schools, but did not appear in Table 14 for the Class A schools though it ranked high in both tables for the B and C schools. Actually the Class A schools had fewer of these activities (FFA, 4-H club, FHA, etc.) than did the smaller schools and could not have been expected to respond as strongly. When they did respond, however, it seemed to be in the direction of "Major Problem".

There was some difference in rank for the problems in Tables 13 and 14, and though no direct conclusions could be drawn because of the method of comparison, in general, this was due to the tendency to regard certain items as a "Minor Problem". Nevertheless, they were considered problems to some degree.

This method of comparison also shows that the Class B administrators felt that they had more problems with activities than did the A and C administrators.

From this analysis of the opinionnaire it appears that administrators felt that their greatest problems were related to students being excused from classes too often, many students not participating in any activity, and some students participating in too many activities. These were considered to be greater problems in the A and B schools than Class C. Other problems of most concern were: "Too

many activities are scheduled on a night followed by a school day", "Activities sponsored by governmental agencies (4-H clubs, FFA, FHA, etc.) take students away from school too much", "It is difficult to schedule activities to avoid conflict between activities and with regular classes", "Many students cannot participate in activities which meet before or after school because of transportation problems", and "Most students would rather be on a major athletic team than be in the Honor Society". These last two problems were checked more frequently by the B and C administrators.

Problems identified varied with the size of the school, but they varied more in degree than in kind. Programs and organization differed with the size of the school and this, of course, accounted for differences in problems. Nevertheless, the degree to which administrators agreed as to what their greatest problems were indicates that, regardless of the school size and organization, activity programs themselves presented certain kinds of problems.

What Do Teachers Consider to Be the Greatest Problems In Relation to Activity Programs?

A sample of teachers, previously described,[1] was drawn and responses to the opinionnaire were obtained from them. This was done because it was felt that because of their closer work with students they might feel differently from administrators. Those problems considered "Major" by

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[1] Supra, p. 10.

twenty per cent or more of the teacher sample are shown in Table 15.

TABLE 15

ITEMS CHECKED AS MAJOR PROBLEMS BY TWENTY PER CENT OR MORE OF THE TEACHERS

Rank	Schools					
	Class A		Class B		Class C	
	Item	Per Cent	Item	Per Cent	Item	Per Cent
1. . .	27	55	26	55	36	41
2. . .	26	53	36	46	37	36
3. . .	11	37	37	41	18	32
4. . .	24	37	27	37	23	32
5. . .	36	37	18	36	32	31
6. . .	32	36	31	36	1	30
7. . .	31	34	11	35	31	30
8. . .	1	33	23	35	28	26
9. . .	35	33	28	33	35	26
10. . .	37	32	32	32	27	24
11. . .	18	30	19	31	4	23
12. . .	23	30	35	31	11	21
13. . .	16	27	1	30	19	20
14. . .	5	26	5	26	...	...
15. . .	14	26	24	25	...	...
16. . .	22	26	4	24	...	...
17. . .	9	25	38	24	...	...
18. . .	10	24	39	24	...	...
19. . .	34	24	9	21	...	...
20. . .	28	22	12	20	...	...
21. . .	40	22	14	20	...	...
22. . .	25	20	16	20	...	...

This table indicates that teachers felt more strongly about problems related to activities than did administrators in that they much more frequently classified

them as "Major Problems". Twenty-two of the forty items on the opinionnaire were checked as "Major Problems" by 20 per cent or more of both the Class A and B teachers while the Class C teachers responded in similar manner to thirteen of the items. Eleven of these items (1, 11, 18, 23, 27, 28, 31, 32, 35, 36, and 37) were so classified by the teachers of all classes.

Item one, "Students are excused too often from regular classes to participate in activities" received about the same percentage of responses from teachers of all classes but it ranked higher for the A and C schools (sixth and eighth, respectively) than the B schools (thirteenth).

Item eleven, "A few teachers bear a disproportionate share of activity work" was checked as a "Major Problem" considerably more frequently by the teachers of Class A and B schools.

Item eighteen, "Competitive athletics are over emphasized" was included in this classification most frequently by the Class B teachers and almost as often by the Class A and C teachers. It ranked highest, however, for the teachers in Class C schools and lowest for the teachers in Class A schools.

Item twenty-three, "Too many activities are scheduled on a night followed by a school day" received about the same percentage of responses from all three classes of teachers but it ranked highest for the Class C teachers.

Item twenty-seven, "Some students participate in too many activities" was considered a "Major Problem" by 55 per cent of the Class A teachers. Only 37 per cent of the B teachers and 24 per cent of the C teachers responded accordingly. The difference in rank for this problem among the three classes also emphasized the fact that teachers of the Class A schools were much more concerned about this problem.

Item twenty-eight, "Many students cannot participate in activities which meet before or after school because of transportation problems" was of more concern to Class B and C teachers than the Class A teachers.

Item thirty-one "It is difficult to schedule activities to avoid conflict between activities and with regular classes" and Item thirty-two, "The over-all activity program needs more supervision and better coordination" received about the same percentage of "Major Problem" responses from all classes of teachers and attained somewhat similar ranks in the table. Obviously, the teachers considered these to be problems in about the same degree in all schools.

Item thirty-five, "Students gain more status among their peers by participating in activities than by being good scholars", Item thirty-six, "Most students would rather be on a major athletic team than be in the Honor Society", and Item thirty-seven, "Students value awards for

activities more highly than those for scholarship" represent different aspects of the same problem. Inspection of Table 15 of this chapter shows that Items thirty-six and thirty-seven were of much more concern to the teachers from the small schools. In fact, with the exception of Item twenty-six for Class B teachers, they received the highest percentage of "Major Problem" responses from Class B and C teachers of all the problems included in the opinionnaire. This indicates that, in the opinion of teachers, the degree to which students value activities over scholarship is one of the greatest activity problems in the smaller schools.

Other problems though not included in this classification for all classes of teachers received a high percentage of "Major Problem" responses from certain classes. Of these, Item twenty-six, "A great number of students do not participate in any activity" was checked most frequently in this manner of all items by the Class B teachers, and by a relatively high percentage of the Class A teachers. Item twenty-four, "A few students monopolize positions of leadership in activities" ranked high for Class A teachers (fourth) and was also included by the Class B teachers. The other items included in the table but not discussed above were obviously of lesser concern to the teachers.

Table 16 shows those items of the opinionnaire which were checked as either major or minor problems by 67 per cent or more of the responding teachers. Again this was an

TABLE 16

ITEMS CHECKED AS EITHER MAJOR OR MINOR PROBLEMS BY SIXTY-SEVEN PER CENT OR MORE OF THE TEACHERS

Rank	Schools					
	Class A		Class B		Class C	
	Item	Per Cent	Item	Per Cent	Item	Per Cent
1. . .	26	95	26	86	37	77
2. . .	27	88	27	83	36	76
3. . .	31	81	31	79	1	71
4. . .	11	80	36	79	31	67
5. . .	1	78	11	78	...	...
6. . .	35	77	1	77	...	...
7. . .	24	77	23	77	...	...
8. . .	14	76	37	75	...	...
9. . .	36	75	32	71	...	...
10. . .	23	73	22	70	...	...
11. . .	28	73	28	70	...	...
12. . .	10	72	35	68	...	...
13. . .	12	71	...	...	...	...
14. . .	22	71	...	...	...	...
15. . .	37	71	...	...	...	...
16. . .	32	69	...	...	...	...
17. . .	16	67	...	...	...	...
18. . .	18	67	...	...	...	...
19. . .	29	67	...	...	...	...

arbitrary separation point, selected only for the purpose of making comparisons and trying to determine those problems which seemed to be greatest.

This classification resulted in nineteen problems for the Class A teachers, twelve for the Class B teachers and only four for the Class C teachers, being included. This again showed that the teachers of the larger schools

were more concerned about problems connected with activities.

Items 1, 31, 36 and 37, which were the four problems identified for the Class C teachers in this table, were also included for the A and B teachers. The latter teachers included other problems more frequently, however. Items twenty-six and twenty-seven which related to students participating too much and too little in activities ranked highest of all problems in this table for the Class A and B teachers.

Only one problem, Item twenty-nine, "The individual expense involved limits student participation in some activities" appears in Table 16 but not in Table 15. This classification, therefore, did not reveal any important differences in regard to those problems which teachers consider to be greatest.

Analysis involving both Tables 15 and 16 indicated that teachers felt that the greatest problems were related to student participation, that is, "A great number of students do not participate in any activity", "Some students participate in too many activities", and "Students are excused too often from regular classes to participate in activities". This opinion was expressed more strongly by teachers in the Class A and B schools than Class C.

Also of great concern to the teachers were problems related to the values which students held as expressed by

the problems "Most students would rather be on a major athletic team than be in the Honor Society", "Students gain more status among their peers by participating in activities than by being good scholars", and "Students value awards for activities more highly than those for scholarship". They also felt rather strongly that "A few teachers bear a disproportionate share of activity work", "It is difficult to schedule activities to avoid conflict between activities and with regular classes", and "The over-all activity program needs more supervision and better coordination".

Again it was noted that problems identified by teachers, as well as administrators, from the different classes of schools varied more in degree than in kind. Class A and B teachers definitely expressed more concern about problems connected with activities than did the Class C teachers.

What Differences Exist Between Administrators and Teachers in Regard to What They Consider to Be the Greatest Problems in Relation to Activity Programs?

The opinionnaire was sent to both teachers and administrators because it was thought that they might differ as to what should be considered the greatest problems. The returns verified this. In general, it was concluded that teachers felt more strongly about activity problems than did administrators. This conclusion was based on the fact that the teacher responses for "Major Problems" consistently

ran higher than those for administrators. Both groups, however, identified the problems related to student participation and students being excused from regular classes too often as being of great concern. They also agreed that it was difficult to schedule activities so as to avoid conflict with other activities and regular classes.

Each group showed greater concern about specific problems. Teachers reacted more strongly in regard to: the problems related to the values that students hold; some teachers bearing a disproportionate share of activity work; and the activity program needing more supervision and better coordination. The administrators indicated more concern about: activities being held on a night preceding a school day; FFA, 4-H club, FHA, etc., taking students away from school too much; and students not being able to take part in activities which meet before or after school because of transportation problems. Actually, the nature of the responsibilities of teachers and administrators may account for them responding more strongly to the problems identified above. Teachers work more closely with students and are more aware of their value systems, suffer more from lack of supervision and coordination of activities, and would be more apt to say that a few teachers bear a disproportionate share of activity work. Administrators, on the other hand, should be more aware of the problems involved with night activities, transportation problems,

and the activities which take students away from school most often. It may reasonably be concluded, therefore, that all of these were problems of great concern.

The degree to which teacher and administrator responses to the opinionnaire agreed was further tested by means of the rank correlation method described in Chapter I.[1] Correlations were calculated in terms of both the "Major Problem" and the combination of "Major" and "Minor Problem" responses. Table 17 shows the results.

TABLE 17

RANK CORRELATION OF PROBLEM RESPONSES BETWEEN ADMINISTRATORS AND TEACHERS

	Schools		
	Class A	Class B	Class C
Major Problems.	.54	.80	.85
Major Problems and Minor Problems Combined.	.71	.86	.86

It was clear that Class B and C teachers agreed much more with their administrators than did the Class A teachers, especially in regard to the "Major Problem" responses. This points up a problem which is common to

[1] Supra, p. 14.

large schools. Teachers and administrators, and their problems, are more removed from each other than in the smaller schools. This is true of all phases of the school program; it is not confined to activities.

What Are the Major Differences Between Programs and Problems in the Class A, B, and C High Schools of Oklahoma?

The most obvious difference in the programs of the three classes of schools had to do with the variety of activities offered and the scope of the total program. The Class A schools had a very comprehensive program ranging from purely social activities to those which were extensions of regular classes such as subject-matter clubs. The Class C programs, on the other hand, consisted primarily of athletics, 4-H club and FFA, class plays, class parties and vocal music. Obviously, the same factors which limit curricular offerings also limit activities. The Class B schools had programs somewhere between the programs of the C schools and the A schools. Class B administrators indicated more problems and to a greater degree than either A or C administrators. This was possibly caused by their striving, with limited resources, facilities, and staff, to have a program comparable to the A schools.

More important than the limitation of offerings were the choices that were made in deciding what to offer. Almost all of the C schools and a large portion of the B

schools had interscholastic athletics for girls but a very small percentage of these schools had a student council. Certainly, the opportunity to participate in self-government should not be limited by the size of the school. It appeared that the relative value of the various activities had not been properly considered.

All classes of schools were weak in regard to the attention they had given to developing written statements of the aims and objectives of activities. However, the percentage of schools reporting these statements was highest in Class A and lowest in Class C. This probably accounts to some degree, for the larger schools having a better balanced program of activities, for an understanding of the aims and objectives of activities is basic to the development of a balanced program.

Activities met on school time more often in the small schools and a much higher percentage of them had activity periods in the school day, though in the Class C schools they were usually for athletics only. The Class B schools had general activity periods in the school day more frequently than either the A or C schools. This might be related primarily to transportation problems and an attempt to have a comprehensive program, rather than a difference in philosophy.

Considering all activities, students seemed to miss regular classes more often to participate in activities in

the large schools. This was probably related to the larger number of activities and less use of the activity period in the school day. More Class A administrators classified this as a "Major Problem" in their schools than any other problem on the opinionnaire. Either they were more concerned about their program of regular classes or their viewpoint was affected by pressures arising from students missing classes.

The sponsoring of activities was more often considered a part of the regular teaching load in the B and C schools. Directly related to this was the fact that sponsors, with the exception of athletic coaches and band directors, received extra pay more often in the Class A schools. Whether this reflected a difference in philosophy or a matter of economics was not determined.

The larger schools had a more comprehensive system of records related to activities and more facilities for large general activity groups. In view of the kinds of programs which the smaller schools had, they were perhaps adequate.

The administrators of the larger schools (Class A and B in this case) were much more in favor of organizing a state activities association and in eliminating state championship playoffs in athletics, than those in the Class C schools. It would seem, in view of the latter, that these schools had more problems connected with

athletics than did the Class C schools. The opinionnaire returns, however, did not indicate that this was so. Rather, it appeared that the administrators of the A and B schools with their more complex activity programs were more concerned about maintaining a healthy balance among the various activities and they questioned the educational value of state championship playoffs in athletics.

Whether by tradition or otherwise, interscholastic athletics dominated the activity programs of the smaller schools to a greater degree than in the larger schools. The replies of Class B and C administrators and teachers to Item thirty-six of the opinionnaire, "Most students would rather be on a major athletic team than be in the Honor Society" and Item sixteen of the questionnaire, which related to those activities which students valued most, indicated that this domination by athletic activities shaped the values of students. The rewards offered by participation in athletics in these schools were evidently greater and more immediate than those for other activities and scholastic achievement.

Other differences in the programs and problems of the three classes of schools could be pointed out, but they were of a minor nature. Those presented above stand out most and were of major importance to the concerns of this study.

The foregoing analysis of the data involved consideration of each of the questions formulated at the beginning of the study. It revealed the content and organization of activity programs, the practices being used, administrators' opinions in regard to possible changes in practices, and administrators' and teachers' opinions in regard to the greatest problems involved in activity programs. The variation in programs, problems, and practices among the Class A, Class B, and Class C schools was also clearly revealed.

More information in regard to each of the questions could probably have been obtained, but it was felt a more detailed questionnaire and opinionnaire would lower the returns and further limit the reliability of all data. The information provided by the analysis of the data seemed adequate for the purposes of the study.

CHAPTER IV

AN EVALUATION IN TERMS OF ACCEPTED CHARACTERISTICS OF A GOOD ACTIVITY PROGRAM

The analysis of the data in the preceding chapter was concerned with the manner in which activity programs were organized, the practices being observed, some changes which might be desirable, and the problems recognized in Oklahoma's public senior high schools. This analysis provided the basis for the following evaluation.

The evaluation was based on the general characteristics of a good activity program as listed in Chapter I.[1]

First Characteristic

The activity program is an integral part of the total curriculum and is guided by the same philosophy as any other part of the curriculum in that it serves the needs of the child and society. It neither dominates nor is dominated by any other part of the curriculum.

The degree to which the activity programs of Oklahoma senior high schools satisfied this characteristic of a good program could only be inferred by examining the practices reported and the problems identified. It could not

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[1] Supra, p. 15 and 16.

be determined directly from the data collected. There was considerable evidence to indicate that, in general, programs compared rather poorly in this respect. This was shown by: (1) students being excused from regular classes so often to participate in activities, (2) the way that activities were scheduled, (3) the kinds of activities that were offered, and (4) the values that students seemed to have developed in relation to different activities and regular classes. More specifically, the problems relating to students being excused from regular classes too much in order to participate in activities indicated that activities were allowed to take precedence over regular classes, there was poor organization and planning in the schools, or pressures were brought to bear which school people were unable to resist. Any or all of these might be true.

Directly related was the infrequent utilization of the general activity period within the school day. Scheduling activities before and after school may be practical in urban areas but it is not in the rural areas. General activity periods were more prevalent in the smaller schools, but the transportation problem was still reported to be one of the greatest problems in the smaller schools. Regardless of whether there are transportation problems, scheduling activities before and/or after the regular school day indicates that they either are not worthy of being included in the school day or this is simply the easiest way of

scheduling them. It can hardly be argued that this is the best way to insure integration of activities into the total curriculum.

The kinds of activities offered, particularly in the small schools, indicate that the needs of the child and society have not been carefully considered. Interscholastic athletics dominate the programs too much, all schools should have student council organizations and homeroom programs of some sort, and more emphasis should be placed on those activities which develop communicative skills. Furthermore, if teachers' and administrators' opinions regarding those activities which students value most are valid, it seems that activity programs and the way they are organized and administered do not contribute to the building of value systems which are in the best interest of our society. For example, if students do value awards for activities more highly than those for scholarship, then the best interest of our society is probably not being served.

All of the aforementioned evidence supports the general conclusion that the activity program had not been integrated into the total curriculum in most schools. It was in conflict with and sometimes took precedence over other parts of the curriculum and, in general, the needs of children and society had not been carefully considered.

Second Characteristic

The organization and specific practices of the program are guided by a written statement of objectives, and an evaluation based on this statement is conducted periodically.

Specific items of the questionnaire were concerned with this and revealed a major weakness in the activity programs of Oklahoma high schools. Only 46 per cent, 36 per cent, and 21 per cent of the Class A, B, and C schools, respectively, had written statements concerning the objectives and aims of their activity programs. This weakness may well account for other weaknesses in the programs and for the many problems identified. Certainly, if teachers and administrators do not have some definite goals and purposes before them, they have little basis for the determination of policies and procedures other than expediency and personal opinion. Furthermore, they are vulnerable to pressures presented by individuals or groups outside the school and to discord and disagreements within the school.

It was further reported that only about one-half of the schools had involved the total staff in a study of their activity programs in the last five years. In view of the problems identified in relation to activities this appeared inadequate. Administrative decisions may serve to control and improve programs to some extent, but only through the study and cooperation of the entire staff can lasting and basic changes be initiated. There is some

indication, however, that more attention is being given to evaluation in recent years in that more than one-third of the schools reported that teachers had evaluated programs in the last two years. Continuation of this trend should produce some constructive changes.

Third Characteristic

The program is kept in balance so that one or a few activities are not emphasized to the detriment of others. Particular attention, however, is given to those activities which best provide for citizenship training and those skills most important in our culture.

Again, programs suffered by comparison with this characteristic. As previously stated in regard to the first characteristic, athletics dominate programs in the small schools. This is also true, to a degree in the large schools. The large schools, however, had a much wider range of activities in all areas but they still seemed to provide athletics a privileged position in many respects. For example, athletic coaches almost always received extra pay for coaching duties. Of all other activity sponsors only band directors were paid extra by more than one-half of the schools. The schools almost always provided transportation for athletics, but not so often for other activities. Items of the opinionnaire dealing with athletics also tended to indicate that athletics were overemphasized and students placed more value on athletics than other activities. The item of the questionnaire dealing with the latter problem substantiated this.

The matter of student values is significant, not from the standpoint of values alone, but because it reveals a weakness in practices and over-all management of the activity program. Students, as well as adults, value those things most highly which gain them prestige and recognition among their peers. The system of awards, or amount and kinds of recognition which students receive in relation to particular activities, determine, to a great degree, the value which they place upon them. The school and the community certainly have control over this and have a responsibility to do something about it.

In general, it can be concluded that programs in most schools were considerably out of balance, with regard both to relative emphasis and those activities which seemed to provide best for citizenship training.

Fourth Characteristic

The program has adequate and proper supervision.

About one-third and one-fourth of teachers and administrators, respectively, checked as a "Major Problem" the statement, "The over-all activity program needs more supervision and better coordination." Only about one-third of both teachers and administrators said that this was "No Problem" in their respective schools. The conclusion, therefore, was that in at least two-thirds of the schools this was either a major or minor problem. Supporting this

conclusion were the following findings: principals of the large schools and superintendents of the small schools most often directed and supervised the programs in addition to other duties; less than one-tenth of the B and C schools had faculty activity directors; less than one-fourth of all schools had faculty activity committees; and only about one-third of all schools provided any released time at all for the activity supervisor.

All of the foregoing indicate difficulties related to the supervision of activity programs. Aministrators appear to have too many other duties to devote the proper amount of time to this responsibility.

Fifth Characteristic

Sponsors are capable, willing, and observe the purposes of school activities.

There was little indication among either teachers or administrators that sponsors were not capable or adequately prepared for sponsoring activities. There was considerable evidence, however, especially from the teachers in the large schools, that many did not want to sponsor activities and were definitely opposed to them. This problem was not indicated so frequently in the small schools. Furthermore, the sponsoring of activities was seldom purely voluntary; frequently it was a condition of employment. There was also a rather strong feeling among both teachers and administrators that a few teachers bore a disproportionate share of activity work.

Sixth Characteristic

Teachers receive either released time or extra pay for sponsoring activities.

The sponsoring of activities was most often considered by administrators to be a part of the regular teaching load. This did not indicate, however, whether released time was provided for sponsors. From the strong feeling of teachers and administrators that a few teachers bore a disproportionate share of activity work it might be concluded that released time, if provided, was not adequate.

Extra pay for sponsoring activities was provided with consistency to only band directors and athletic coaches. Sponsors in the Class A schools were more frequently paid extra than in the smaller schools, but only the two groups of sponsors just named received extra pay in more than one-half of the large schools.

The evidence led to the conclusion that released time and/or extra pay for sponsoring activities, with the exception of band and athletics, was not frequently provided and that this contributed to teachers' negative attitudes toward activities.

Seventh Characteristic

Student participation in activities is both promoted and controlled. All students have an opportunity to participate in an activity which will enable them to develop their natural talents and interests. Students are not denied participation because of the expense involved nor transportation problems.

Student participation was formally promoted in more than three-fourths of all schools, but this was most often a matter of merely advising students to participate in at least one activity. Participation was regulated in some manner by all but 14 per cent, 25 per cent, and 27 per cent of the Class A, B, and C schools, respectively. The fact that both teachers and administrators responded so strongly to the problems of over-participation and under-participation on the opinionnaire indicated that the methods of promoting and controlling participation were not adequate.

Connected with participation was the problem of students being excused from regular classes to participate in activities. There was great concern shown by administrators and teachers about this. Some activities, particularly FFA, 4-H club, music, and the spring sports, took students out of regular classes far too much.

The variety of activities offered in the large schools was sufficient to provide opportunities for students to develop almost any skill or talent which they might possess. This was not true, however, in the small schools. The program of activities in those schools was as limited as the program of regular classes.

Little evidence was obtained indicating that the individual expense to students involved in various activities was of major concern. It did seem to be a greater problem in the larger schools, however, and was there

concentrated primarily with pep clubs, music activities, and school dances. The smaller schools had far more difficulty, in regard to cost, with competitive sports than any other activity. The number and kinds of activities checked as involving a direct cost to participants supports the conclusion that probably more students were denied participation by the costs than teachers and administrators realized.

Transportation problems prohibited many students from participating when activities were scheduled before and after school. This was obviously more frequent in the rural high schools than in those located in the larger towns and cities.

Eighth Characteristic

All activities are scheduled at a time and place which are most conducive to promoting participation and the realization of maximum benefits for the participants.

This characteristic was discussed to some extent under the first characteristic in regard to the effect of scheduling on the integration of activities into the curriculum.[1] This eighth characteristic of a good activity program is concerned with a somewhat different problem, however. Scheduling activities before and after school can only be defended in relation to this characteristic on the basis that students do not have transportation arrangements which

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[1] Supra, p. 14.

may conflict with activities, nor do they have less worthwhile interests outside of school hours which are more attractive. The mere desire to get away from school may inhibit students from participating after school hours, and lack of drive and energy may prevent many from participating before school.

Scheduling activities within the school day creates many problems, but it alleviates others. None of the problems created are insurmountable and certainly if there is concern for both promoting and controlling participation in activities, and in having the maximum number of persons benefit from them, it seems desirable that an activity period be scheduled within the school day.

Ninth Characteristic

All persons affected by fund raising and fund spending procedures participate in determining policies regulating these procedures.

The information gathered in regard to this characteristic indicated that students were included in determining policies in this regard in almost two-thirds of the A schools, and slightly less than one-half of the B and C schools. It seems that sharing in developing these policies, preparing a budget, and accounting for expenditures would be a worthwhile educational experience for students. Far too many schools indicated that these policies were determined solely by administration and faculty.

Tenth Characteristic

Adequate physical facilities are provided.

Physical facilities seemed to be adequate in terms of the kinds of programs which were found. Of the three classes of schools, Class A schools had the best facilities in that almost all of them had a separate auditorium and gymnasium and about three-fourths of them had cafeterias which could be used for large activity groups. More than one-half of the Class C schools had combination gymnasium-auditoriums. These may be adequate as previously stated, but scheduling problems are undoubtedly created by this type of facility.

This evaluation of the activity programs of Oklahome high schools revealed many weaknesses. In general, it can be concluded that they compared very poorly with the above characteristics of a good program. Many needed improvements were indicated and it remains for individual schools and the professional organizations concerned to initiate them.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to study and analyze the activity programs of the public senior high schools of Oklahoma in order to determine what steps should be taken at the state and local levels to significantly improve the activity programs of these schools. It was felt that two general types of information were needed. First, what was the current status of activity programs in regard to practices, organization and procedures, and second, what were the greatest problems in secondary schools relating to school activities? A questionnaire (Appendix A) was developed to obtain the first type of information and an opinionnaire type instrument (Appendix B) was prepared to obtain the second type.

The individual items of the questionnaire and the format and items of the opinionnaire were developed to obtain responses to specific questions directly related to the acquisition of information concerning the problem.

Copies of the questionnaire and the opinionnaire were sent to an administrator of each public senior high

school in Oklahoma. In addition, a 10 per cent stratified random sample of schools was drawn and a copy of the opinionnaire was sent to each high school teacher in the selected schools. Two follow-up mailings yielded a final return of 79 per cent from the administrators and 74 per cent from the teachers.

The returned questionnaires and opinionnaires were tallied and summarized in terms of percentages based on the number of persons returning them. The summaries are included in Chapter III and Appendices C and D.

The data were analyzed in terms of the specific questions which served as the basis for the items of the questionnaire and opinionnaire (Chapter III).

Following the analysis of the data, an evaluation of the activity programs of the public senior high schools of Oklahoma was prepared. The evaluation was based on a comparison of the present programs with ten characteristics of a good activity program. This list of characteristics was formulated after an extensive study of the professional literature related to school activities.

Conclusions

The following conclusions were drawn after a careful analysis of the data was made:

1. A definite need for more effective supervision and coordination of activities at both the state and local levels was disclosed.

2. The majority of the administrators, in general, favored some changes in regard to interscholastic athletics and also favored organizing a state activities association.

3. Most schools had apparently paid little attention to the objectives and purposes of their school activity programs.

4. Evaluation of programs in individual schools was inadequate.

5. The extra-class activity problems identified most often by teachers and administrators were related to: (a) student participation, (b) students missing regular classes too much, (c) scheduling and supervision of activities, and (d) students placing more value on participation in activities and the ensuing rewards than scholarship in regular classes.

6. School activities and regular classes lacked desirable integration.

7. The study showed that many activities took students from regular classes far too often.

8. The activities which took students from regular classes most often were FFA, 4-H club, music, and the spring athletic contests, in that order.

9. The larger the school, the more varied and comprehensive was the program of activities.

10. Interscholastic athletics occupied a position of dominance among the various activities sponsored by the

schools. This was especially evident among the smaller schools.

11. Students, especially boys, seemed to value participation in athletics above other activities. This was also especially evident among the smaller schools.

12. All schools sponsored interscholastic athletics but one-third of the Class A schools and about one-half of the B and C schools had no requirements in regard to general physical education. The absence of programs in physical education is indefensible in an educational sense.

13. Activity sponsors were often unwilling to assume the duties of sponsorship and many were overburdened by their duties. With the exception of athletic coaches and band directors sponsors seldom received extra pay and they frequently failed to appropriately consider the purposes of high school activities.

14. Teachers identified more problems related to activities than did the administrators which indicates to some degree the distance between the viewpoints of administrators and classroom teachers.

15. Teachers and administrators in the large schools differed in regard to extra-class activity problems more than those in the smaller schools.

16. Scheduling activities before or after school and the individual expense involved appeared to contribute to many students not participating in extra-class activities.

Recommendations

The foregoing conclusions suggest the following recommendations which if initiated might significantly improve the activity programs of the public senior high schools of Oklahoma.

1. A state high school activities association should be organized to bring all Oklahoma secondary school activities under one regulatory organization.

The primary purpose of this organization should be to coordinate, promote, and control all school activities in order that they may make their maximum and proper contribution to the total curriculum of all secondary schools. It should have regulatory and supervisory jurisdiction over all interscholastic contests between member schools in order to insure the foregoing and protect the total school program from the influence of vested interests. Many of the problems related to school activities have arisen because of the various organizations vying with one another for promotion of their particular activities in the absence of statewide leadership and coordination.

2. Appropriate action should be taken to reduce the number of night activities.

Night activities drain the energies of both teachers and students with a resulting detrimental effect on scholarship and teacher morale. Too often they are primarily for public entertainment. The State Department of Education has recommended that no interscholastic athletic contest be

held on a day or night preceding a school day.[1] Such a regulation, however, would be as inappropriate as excessive activities conducted on nights earlier in the week if it resulted in an unreasonable number of activities being scheduled on weekends.

3. Appropriate steps should be taken to reduce the number of times that students miss regular classes.

Administrators need some assistance in regard to the problem of students being excused from regular classes excessively. The study indicated that there were important forces outside the school which greatly affect this situation. It is not reasonable to assume that students can really "make up" work missed in a regular class. Furthermore, it is unfair to teachers to expect them, on many occasions, to make extra assignments or repeat lessons for the benefit of students who have been excused to participate in an activity which had no connection with the class. It seems reasonable, and administrators tend to agree, that some limit could be placed on the number of times that a student could be excused from a regular class to participate in activities. This could be done by individual schools.

4. Some state organization, possibly the Secondary School Principals Association or the Oklahoma Curriculum Improvement Commission, should develop a simple effective evaluative instrument

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[1]State of Oklahoma, Department of Education, Annual Bulletin for Elementary and Secondary Schools, Bulletin No. 113-6, July, 1959, p. 50.

specifically designed for evaluating activity programs in Oklahoma high schools.

There is an urgent need for an evaluative instrument designed particularly for the high schools of Oklahoma to aid them in evaluating their own programs and practices. The present instruments now available are too general and were designed primarily for large high schools which are definitely in the minority in Oklahoma. Leadership is needed at the state level in promoting evaluation of extra-class activity programs.

5. All professional education organizations should promote and urge legislation which would create larger high school administrative units.

The study showed clearly that students attending the small high schools do not have the opportunity to participate in many worthwhile activities. Reducing the number of administrative units would obviously save money, but this is not the principal issue. The issue is that educational opportunity is limited, by the size of schools, for thousands of Oklahoma boys and girls. Only by creating larger administrative units and thereby increasing the quality of educational programs can this weakness be corrected. The power to do this is vested in the state legislature and the local school districts, but educational organizations have a professional responsibility to exercise leadership which will promote action on the part of the legislature and the local districts without further undue delay.

6. Each school should develop a written statement of purposes and objectives for its activity program.

Such a statement, if developed through cooperative action of the faculty and administration, would foster a better understanding of the values to be derived from various activities and would serve as a guide for formulating policies and determining procedures. It would help establish better understanding among sponsors in relation to their responsibilities to one another and to students in developing a balanced program for the purpose of complementing and enriching the total curriculum.

7. Student council organizations, homeroom programs, and activities which involve communicative skills should be established in all schools.

Many of Oklahoma's high schools have none or only a few such activities. These activities, if properly organized and supervised, give students an opportunity to practice self-government and develop those skills so important in our society today. They are certainly as valuable, if not more so, than interscholastic athletics in preparing young people for citizenship in a democracy.

8. The number of interscholastic athletic contests in which schools participate should be reduced.

School administrators were almost two to one in favor of this recommendation. It remains for individual schools through the local and state associations to take

action. Steps should be taken at all levels to bring athletics back to its proper place in the curriculum.

9. The system of awards and recognition of various activities should be studied intensively in individual schools.

The system of awards and the kinds and amounts of recognition given the participants in various activities determine to a great degree the values that students place on them. Personal satisfaction in doing something well is important also, but this is usually determined by acknowledgement by others in some manner. If, in many schools, students really value awards for activities more than those for scholarship, then something must be wrong with the awards or the amount and kinds of recognition received. Each school should study the whole system of awards intensively, keeping in mind that the shaping of values is one of the most important responsibilities of the school.

10. All schools should have a faculty activity committee and schools enrolling more than three hundred students should have a faculty director of activities.

Faculty committees are needed to study problems intensively and make recommendations to the administration and faculty. They should continuously evaluate policy and practice in terms of the objectives and purposes of their activity programs.

Faculty activity directors are needed in those schools enrolling more than three hundred students to relieve the principals of the details of supervising and

coordinating the programs. Other administrative duties and the scope of the programs in these schools, prevent the principal from providing proper supervision and coordination. Neither does he work closely enough with teachers nor students to perceive many of the problems involved with activities. Released time should be provided for the faculty director in proportion to the scope of the program and the number of students served by the school.

11. Faculty sponsors of extra-class activities should receive either released time or extra pay.

An exception to this would be a situation where all teachers act as activity sponsors. It is unfair and consequently lowers faculty morale for some sponsors to receive extra pay and/or released time while others do not. Furthermore, if activities are considered a part of the school program they deserve the same consideration as regular classes.

12. Each school should consider scheduling a general activity period within the regular school day.

This is the only way that all students can be assured an opportunity to participate in activities. Transportation problems and other factors hinder participation if they are held before or after school. Over-participation can also be better controlled and the burdens of sponsorship relieved. It should also help keep activities

within the school and reduce the number of times that students would need to be excused from regular classes.

13. Each school should have a positive program to promote and control participation.

The greatest problems, as identified by administrators and teachers, in Oklahoma's high schools, were those connected with some students participating too much and many students not participating at all. These problems certainly are not unique in Oklahoma, they have been prevalent and recognized as long as activity programs have been present. Only through continuous study and positive action by each school can they be resolved. Participation in activities, except those connected directly with regular classes, should always be voluntary, but there are many ways of acquainting students with opportunities and making them more attractive. Providing intelligent and enthusiastic leadership is probably the best way. There is little concrete evidence that participating in many activities has an adverse effect on students' grades, but limiting participation might allow more students to assume leadership roles and actually encourage more people to participate.

14. Each school should involve students, faculty, boards of education, and administrators in determining policies related to the financing of activities.

All of these persons are affected by these policies and should share in developing them. It can be a valuable learning experience for students and can make all persons

aware of the cost of the whole program as well as individual activities.

15. Each school should work more toward integrating activities with the regular classes.

Those activities which have the greatest educational value are those which are related to and grow out of regular classes. If activities and regular classes can be combined and integrated so that they complement rather than conflict with one another, then each will make its maximum contribution to the total educational program. Perhaps some worthwhile activities can not be directly connected with regular classes, but conflict can be kept at a minimum by teachers and administrators continuously working together to discover and utilize ways of vitalizing instruction through activities.

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APPENDIX A

QUESTIONNAIRE

A STUDY CONCERNING THE STATUS OF THE ACTIVITY PROGRAM IN OKLAHOMA SENIOR HIGH SCHOOLS

PART I -- GENERAL INFORMATION

1. Number of equivalent full time teachers including teaching administrators in your High School (6 year schools give No. for grades 9-12):_____

2. Number of teachers currently sponsoring a school activity:_____

3. Number and length of periods in the school day:
   No. _____ Length _____ Min.

4. Current enrollment of secondary unit, grades 9 through 12:_____

5. POSITION of person responding:_____

6. What is your school administrative organizational plan? (Check one)_____ 3 year Senior High School, _____ 4 year Senior High School, _____ 6 year Junior-Senior High School.

DIRECTIONS:

Please select one answer, except where otherwise directed, for each item which you believe is most appropriate for your school. Place the number of this answer or answers in the blank at the left of the item number.

PART II -- INFORMATION RELATED TO PARTICIPATION AND EVALUATION

_____ 7. Have objectives or aims of the entire activities program been formulated in written form?
   1) Yes 2) No

_____ 8. Has the total staff studied the activities program of your school during the past five years?
   1) Yes 2) No

_____ 9. If teachers have evaluated different phases of the activities program in a systematic fashion, when did they last do so?
1) 1959-60 2) 1958-59 3) 1957-58
4) 1956-57 5) 1955-56

_____ 10. What effort is made to secure participation in some activity by each student?
1) No formal effort made
2) Require participation in at least one activity (in addition to general physical education)
3) Student advised but not required to participate in at least one activity
4) Other_____

_____ 11. How is the number of activities in which a student may participate regulated? (Record all which apply.)
1) Not regulated
2) Student council policy
3) Administrative and/or faculty policy
4) Decision made by pupil
5) Point system
6) Grade-point average
7) Conflict with schedule
8) Other_____

12. What are your requirements in regard to general physical education for boys and girls in your high school? (Record boys and girls separately.)

Boys _____
1) Required one year
2) Required two years
3) Required every year
4) Other_____

Girls _____

13. Which of the following activities are a part of your regularly organized school activity program? (Check (✓) all which you have.)

_____ 1) Organized Home Room Program
_____ 2) Student Council
3) Clubs
_____ a) Honorary clubs
_____ b) Religious clubs
_____ c) Subject centered clubs
_____ d) Service clubs
_____ e) Hobby clubs
_____ f) Pep clubs (girls)
_____ g) Pep clubs (boys)
_____ h) Pep clubs (mixed)
_____ i) 4-H club
_____ j) FFA

_____ k) FHA
_____ l) Others_____

_____ 4) Intramural Sports for Girls
_____ 5) Intramural Sports for Boys
6) Interscholastic Athletics for Girls
_____ a) Basketball
_____ b) Volleyball
_____ c) Softball
_____ d) Tennis
_____ e) Golf
_____ f) Swimming
_____ g) Others_____
7) Interscholastic Athletics for Boys
_____ a) Football
_____ b) Basketball
_____ c) Baseball
_____ d) Wrestling
_____ e) Track
_____ f) Golf
_____ g) Tennis
_____ h) Swimming
_____ i) Others_____
8) Music Activities
_____ a) Band
_____ b) Orchestra
_____ c) Girls chorus
_____ d) Boys chorus
_____ e) Mixed chorus
_____ f) Ensembles
9) Speech Activities
_____ a) Assemblies
_____ b) Debate
_____ c) Plays
_____ d) Radio announcing, etc.
_____ e) Others_____
10) Student Publications
_____ a) School paper
_____ b) Yearbook
_____ c) Student handbook
11) Social Activities
_____ a) School dances
_____ b) Class parties
_____ c) Jr.-Sr. Prom
_____ d) Jr.-Sr. Banquet
_____ e) Other banquets
_____ f) Others_____

14. In number 13 above, indicate all that apply by placing a second check (✓) before each one that meets during the "regular school day". (Regular school day refers to that time when all students are required to be in attendance.)

15. In number 13 above, indicate all that apply by placing an (X) before the activities that are scheduled by the school before or after the regular school day. (Refer to the definition of regular school day in number 14.)

16. Which of the activities in number 13 above seem to be valued most highly by your students? (Indicate as they are numbered in 13, three for boys and three for girls.)
Boys 1)_____ 2)_____ 3)_____
Girls 1)_____ 2)_____ 3)_____

_____ 17. Is there a definite school policy regarding the amount of time (or number of times) that a student may be excused from a regular class to participate in activities? (If yes, briefly state the policy below.)
1) Yes 2) No
_____

18. Place before the activities listed below the number of times student groups have been and will be (total for the whole year) excused from school to participate in each. (Consult your school calendar)

_____ 1) Student Council
_____ 2) Football
_____ 3) Basketball
_____ 4) Baseball
_____ 5) Track
_____ 6) Tennis
_____ 7) Golf
_____ 8) Softball
_____ 9) Swimming
_____ 10) Volleyball
_____ 11) Vocal music
_____ 12) Instrumental music
_____ 13) FFA
_____ 14) FHA
_____ 15) 4-H club
_____ 16) Class plays
_____ 17) Speech activities
_____ 18) Pep clubs
_____ 19) Social clubs
_____ 20) School paper
_____ 21) Yearbook
_____ 22) Assemblies
_____ 23) Fund raising activities

19. As accurately as you can, indicate the number of times that student groups have been and will be out of school this year to participate in the following activities: (Write number in the blank preceding the activity. Again, consult your school calendar.)

_____ 1) Civic club luncheons
_____ 2) Fairs, fatstock shows, etc.
_____ 3) Parades and Celebrations

_____ 4) Church activities
_____ 5) College days
_____ 6) Special conference (Not public school sponsored)
_____ 7) Present special programs for community groups
_____ 8) All others

_____ 20. Are teachers opinions considered in excusing students from classes to participate in activities?
1) Yes 2) No 3) Some times

PART III -- ADMINISTRATION AND ORGANIZATION

_____ 21. How is the total activity program in your school unit directed or supervised?
1) No over-all program director or supervisor
2) Principal
3) Faculty committee
4) Faculty director
5) Superintendent
6) Other_____

Hrs. _____ 22. If released time is provided for the person supervising the activity program, indicate in the blank at the left of this item the number of hours per day provided for this task.

_____ 23. Is there an activity period other than for athletics regularly scheduled as a part of school time?
1) Yes 2) No
If answer is yes give: (a) Length of period in minutes_____
(b) No. of periods weekly_____

_____ 24. Is there an activity period scheduled only for athletics as a part of school time?
1) Yes 2) No

_____ 25. Is provision made for a special activity period before or after school?
1) Yes 2) No

_____ 26. Indicate the item or items below which are applicable to your school:
1) No activity period, no special home room period

2) An activity period but no special home room period
3) A separate home room period and a separate activity period
4) Home room period but no activity period
5) Activity period and home room period are combined and taken care of by one block of time
6) Home room period and a regular class period are combined and both provided for within one block of time

_____ 27. The sponsoring of activities is: (Record all which apply.)
_____ 1) Considered to be part of the regular teaching load
2) Considered to be in addition to the regular teaching load
3) Often a condition of employment
4) Purely voluntary

_____ 28. Which teachers earn extra pay for sponsoring activities?
_____ 1) No teachers
2) All teachers
3) Athletic coaches
4) Band director
5) Yearbook sponsor
6) Student council sponsor
7) Play director
8) School paper sponsor
9) Other, Please list_____

_____ 29. Is there at least one regular staff member acting as official sponsor of each activity?
1) Yes 2) No

_____ 30. For which of the following does your school grant credit towards graduation? (Record all
_____ which apply.)
1) Athletics
2) Debate
3) Chorus or Glee Club
4) Band
5) Play production
6) School paper
7) Yearbook
8) Other_____

_____ 31. What activity records are kept by school officials? (Record all that apply.)
_____ 1) Comprehensive list of sponsors
2) Financial records for each activity
3) Membership roll for each activity

4) Calendar of activity schedule
5) List of individual activity accomplishments
6) Part of cumulative record
7) Part of permanent record
8) Others, Please list_____

32. For which of the following types of activities does the school regularly provide transportation? (Check those that apply.)
_____ 1) Competitive athletics
_____ 2) Music activities
_____ 3) Pep club
_____ 4) Student publications
_____ 5) Organized homerooms
_____ 6) Special interest or hobby clubs
_____ 7) Religious clubs
_____ 8) Subject-centered clubs
_____ 9) Assembly programs
_____ 10) Others_____

_____ 33. How are school-wide policies regarding practices used in fund-raising and fund spending determined?
1) No such policies exist
2) By each activity group for its own guidance
3) By administration and faculty
4) By administration, faculty and activity group
5) By Board of Education

34. Please check the following types of activities for which there is a direct cost to the participating students:
_____ 1) Student council
_____ 2) Intramural sports for boys
_____ 3) Student publications
_____ 4) Honor society
_____ 5) Organized homerooms
_____ 6) Religious clubs
_____ 7) Honorary clubs
_____ 8) Assembly programs
_____ 9) Competitive sports
_____ 10) Intramural sports for girls
_____ 11) Pep club
_____ 12) Class plays
_____ 13) Special interest or hobby clubs
_____ 14) Subject-centered clubs
_____ 15) Music activities
_____ 16) School dances
_____ 17) Others_____

35. What facilities do you have for large general activity groups? (Check all that apply.)
_____ 1) Combination gymnasium-auditorium
_____ 2) Only an auditorium
_____ 3) No adequate school facility
_____ 4) Separate activity area provided
_____ 5) Only a gymnasium
_____ 6) Cafeteria
_____ 7) Little theater
_____ 8) Separate auditorium, separate gymnasium

Please answer the following questions:

_____ 36. Would you favor further reduction of the number of interscholastic athletic contests in which a school may participate?
1) Yes 2) No

_____ 37. Would you favor enforcement of the State Department recommendation that no athletic contest be held on a night preceding a school day?
1) Yes 2) No

_____ 38. Would you favor the formation of a state activities association organized in somewhat the same manner as the Oklahoma High School Athletic Association?
1) Yes 2) No

39. Would you favor the elimination of state championship playoffs in: (Check yes or no on each)
1) Football, Yes_____ No_____
2) Basketball, Yes_____ No_____
3) Baseball, Yes_____ No_____

40. Would you favor a regulation forbidding the scheduling of activities which take students from regular classes? (Check yes or no.)
Yes_____ No_____
If your answer is no, please state your opinion in this matter_____
_____

APPENDIX B

OPINIONNAIRE

ACTIVITY PROBLEM OPINIONNAIRE

Please supply the following information:

1. What is your position? (Circle one) Superintendent, Principal, Classroom Teacher

2. If you are a Classroom Teacher, what is your teaching field?_____

3. What school activity or activities do you sponsor?

_____

DIRECTIONS:

The statements below express problems often connected with the operation of an adequate activity program. Please indicate your opinion of each statement as to whether it is a Major Problem, Minor Problem, or No Problem in your own school by checking the appropriate space.

	Major Problem	Minor Problem	No Problem
1. Students are excused too often from regular classes to participate in activities.	_____	_____	_____
2. Students are attending too many college sponsored activities.	_____	_____	_____
3. Community groups, (service clubs, YMCA, etc.) ask for too much of students' time away from school.	_____	_____	_____
4. Activities promoted by governmental agencies (4-H clubs, FFA, FHA, etc.) take students away from school too much.	_____	_____	_____

	Major Problem	Minor Problem	No Problem
5. Certain groups in the community exert excessive pressure for promotion of athletics.	____	____	____
6. Certain groups in the community exert excessive pressure for promotion of FFA and 4-H.	____	____	____
7. Certain groups in the community exert excessive pressure for promotion of music activities.	____	____	____
8. Teachers are inadequately prepared for sponsoring activities.	____	____	____
9. Teachers do not want to sponsor activities.	____	____	____
10. Many teachers are definitely opposed to activities.	____	____	____
11. A few teachers bear a disproportionate share of activity work.	____	____	____
12. Some teachers show favoritism toward activities they sponsor.	____	____	____
13. There is competition among sponsors in promotion of their particular activity.	____	____	____
14. Some sponsors demand too much of students' time.	____	____	____
15. Some activities are dominated by the sponsor.	____	____	____
16. The school sponsors too many activities.	____	____	____

		Major Problem	Minor Problem	No Problem
17.	The school does not sponsor enough activities.	_____	_____	_____
18.	Competitive athletics are over emphasized.	_____	_____	_____
19.	Athletes in the school receive special consideration.	_____	_____	_____
20.	Television, radio and the press publicize athletic activities too much.	_____	_____	_____
21.	Students often display poor sportsmanship during athletic contests.	_____	_____	_____
22.	Adult fans often display poor sportsmanship during athletic contests.	_____	_____	_____
23.	Too many activities are scheduled on a night followed by a school day.	_____	_____	_____
24.	A few students monopolize positions of leadership in activities.	_____	_____	_____
25.	Upperclassmen (juniors and seniors) dominate the activity program.	_____	_____	_____
26.	A great number of students do not participate in any activity.	_____	_____	_____
27.	Some students participate in too many activities.	_____	_____	_____
28.	Many students cannot participate in activities which meet before or after school because of transportation problems.	_____	_____	_____

		Major Problem	Minor Problem	No Problem
29.	The individual expense involved limits student participation in some activities.	_____	_____	_____
30.	A heavy academic schedule limits student participation in some activities.	_____	_____	_____
31.	It is difficult to schedule activities to avoid conflict between activities and with regular classes.	_____	_____	_____
32.	The over-all activity program needs more supervision and better coordination.	_____	_____	_____
33.	Membership in some clubs gives a person particular status in school.	_____	_____	_____
34.	Some activities (social clubs primarily) cater to particular cliques or groups of students.	_____	_____	_____
35.	Students gain more status among their peers by participating in activities than by being good scholars.	_____	_____	_____
36.	Most students would rather be on a major athletic team than be in the honor society.	_____	_____	_____
37.	Students value awards for activities more highly than those for scholarship.	_____	_____	_____
38.	The system of awards in the school favors certain activities.	_____	_____	_____

	Major Problem	Minor Problem	No Problem
39. Administrators show favoritism towards certain activities.	_____	_____	_____
40. Many activities do not accomplish anything worthwhile.	_____	_____	_____

APPENDIX C

ADDITIONAL TABLES RELATED TO THE QUESTIONNAIRE

TABLE 1

MEAN NUMBER OF ACTIVITY SPONSORS, EQUIVALENT FULL TIME TEACHERS, AND RATIO OF SPONSORS TO TEACHERS[a]

	Schools		
	Class A	Class B	Class C
Sponsors	24.9	7.3	4.1
Teachers	38.8	10.6	5.1
Ratio	.64	.69	.80

[a]Questionnaire Items 1 and 2.

TABLE 2

PER CENT OF SCHOOLS HAVING A CERTAIN NUMBER AND LENGTH OF PERIODS IN THE SCHOOL DAY[a]

Periods in Day	Class A	Class B	Class C
5	16	12	2
6	75	71	59
7	9	16	35
8	...	1	4
Length of Period (Minutes)			
45	...	...	1
50-57	53	24	18
60-65	32	43	43
70-75	15	11	3
Combinations			
7 Period Day	...	22	26
8 Period Day	...	...	9

[a]Questionnaire Item 3.

TABLE 3

RANGE OF ENROLLMENT, GRADES 9-12, IN THE RESPONDING SCHOOLS[a]

Class A Schools	330 to 2615
Class B Schools	101 to 329
Class C Schools	Under 100

[a]Questionnaire Item 4.

TABLE 4

POSITION OF PERSON RESPONDING[a,b]

	Schools		
	Class A	Class B	Class C
Principals	100	18	11
Superintendents	...	81	86
Others	...	1	3

[a]Questionnaire Item 5.

[b]Numbers represent per cent of total persons responding.

TABLE 5

PER CENT OF SCHOOLS ORGANIZED AS THREE, FOUR, AND SIX YEAR HIGH SCHOOLS[a]

	Class A	Class B	Class C
Three Year.	55	37	4
Four Year	24	24	82
Six Year.	21	39	14

[a]Questionnaire Item 6.

TABLE 6

PER CENT OF SCHOOLS MAKING EFFORT TO SECURE PARTICIPATION IN ACTIVITIES[a]

	Class A	Class B	Class C
No formal effort made . . .	20	9	12
Require participation in at least one activity . .	11	9	7
Student advised but not required to participate in at least one activity.	66	78	78
Other	3	4	3

[a]Questionnaire Item 10.

TABLE 7

PER CENT OF SCHOOLS USING CERTAIN PRACTICES TO REGULATE THE NUMBER OF ACTIVITIES IN WHICH STUDENTS MAY PARTICIPATE[a,b]

	Class A	Class B	Class C
Not regulated	14	25	28
Student council policy. . .	23	6	2
Administrative and/or faculty policy.	41	39	44
Decision made by pupil. . .	34	36	25
Point system.	20	2	1
Grade point average	25	17	24
Conflict with schedule. . .	18	22	22
Combinations:			
Two of the above.	31	22	26
Three of the above. . . .	24	7	3
Four of the above	...	1	2

[a]Questionnaire Item 11.

[b]Per cents do not total one hundred because of combinations.

TABLE 8

PER CENT OF ADMINISTRATORS WHO LISTED PARTICULAR ACTIVITIES AS BEING VALUED MOST HIGHLY BY BOYS AND GIRLS[a,b]

	Boys		
	Class A	Class B	Class C
Listed first	Athletics . . .73 Student council . . .18 Clubs 7	Athletics. . . 88 Clubs. 10	Athletics . . .93 FFA 4 4-H 2
Listed second.	Athletics . . .43 Music . . . . .38 Student council . . . 5	Athletics. . . 56 Clubs. . . . . 18 Music. . . . . 17 Social activities . 5	Athletics . . .65 Clubs . . . . .20 Music . . . . . 7 Social activities. . 7
Listed third	Clubs . . . . .28 Music . . . . .28 Athletics . . .18 Student council . . .16	Athletics. . . 36 Clubs. . . . . 24 Music. . . . . 24 Social activities . 10	Athletics . . .37 Clubs . . . . .32 Social activities. .18 Music 13
	Girls		
Listed first	Clubs . . . . .43 Student council . . .25 Music 25	Athletics. . . 40 Music. . . . . 33 Clubs. 24	Athletics . . .81 Clubs . . . . .10 Music 8

TABLE 8--Continued

	Girls		
	Class A	Class B	Class C
Listed second. . . .	Clubs . . . . .36 Music . . . . .36 Athletics . . . 9	Music. . . . . 33 Clubs. . . . . 32 Athletics. . . 25	Athletics . . .44 Clubs . . . . .24 Music . . . . .22 Social activities. .10
Listed third	Clubs . . . . .34 Music . . . . .20 Social activities. .14	Clubs. . . . . 32 Music. . . . . 30 Social activities . 13 Athletics. . . 12	Social activities. .24 Athletics . . .19 Clubs . . . . .18 Music . . . . .17 Speech. . . . .12 Student publications . .10

[a]Questionnaire Item 16.

[b]Per cents do not always total one hundred because some activities were not listed frequently enough to be considered.

TABLE 9

PER CENT OF SCHOOLS HAVING A DEFINITE POLICY REGARDING THE NUMBER OF TIMES STUDENTS MAY BE EXCUSED FROM REGULAR CLASSES TO PARTICIPATE IN ACTIVITIES[a]

Class A	Class B	Class C
28	31	40

[a]Questionnaire Item 17.

TABLE 10

PER CENT OF SCHOOLS CONSIDERING TEACHERS' OPINIONS IN REGARD TO EXCUSING STUDENTS FROM REGULAR CLASSES TO PARTICIPATE IN ACTIVITIES[a]

	Class A	Class B	Class C	Total
Yes	71	71	77	74
No.	2	7	2	4
Sometimes	27	22	21	22

[a]Questionnaire Item 20.

TABLE 11

PER CENT OF SCHOOLS USING PRACTICES FOR THE DIRECTING OR SUPERVISING OF THE TOTAL ACTIVITY PROGRAM[a]

Practice	Class A	Class B	Class C	Total
No over-all director or supervisor. . . .	9	7	9	8
Principal	72	69	38	58
Faculty committee .	25	13	13	14
Faculty director. .	22	4	8	8
Superintendent. . .	4	33	53	40
Other	6	3	2	3
Combinations:				
Two of the above	30	14	11	14
Three of the above	4	1	2	2

[a]Questionnaire Item 21.

TABLE 12

PER CENT OF SCHOOLS PROVIDING RELEASED TIME EACH DAY FOR THE ACTIVITY SUPERVISOR[a]

	Class A	Class B	Class C	Total
One hour.	15	19	21	20
Two hours	4	5	10	7
Three hours . . .	7	1	3	3
Four hours. . . .	4	1	1	1
Five hours. . . .	...	1	1	1
Six hours	4	1	...	1
Total . .	34	28	36	33

[a]Questionnaire Item 22.

TABLE 13

PER CENT OF SCHOOLS WITH A REGULARLY SCHEDULED ACTIVITY PERIOD DURING THE SCHOOL DAY FOR ACTIVITIES OTHER THAN ATHLETICS[a]

Class A	Class B	Class C	Total
35	48	29	37

[a]Questionnaire Item 23.

TABLE 14

LENGTH OF NON-ATHLETIC ACTIVITY PERIODS AND NUMBER OF PERIODS PER WEEK FOR CLASS A SCHOOLS[a]

Length of Periods (Minutes)	Number of Periods Per Week	Number of Schools	Per Cent of Schools Reporting[b,c]
20-30	3	1	8
25 and 40	2 each	1	8
25	5	1	8
30	5	2	15
35	5	1	8
42	1	1	8
45	1	1	8
45	5	1	8
50	1	1	8
55	5	1	8
55	once per month	1	8
60	5	1	8

[a]Questionnaire Item 23.

[b]Percentages based on thirteen schools reporting this information.

[c]Percentages total more than one hundred because of rounding off.

TABLE 15

LENGTH OF NON-ATHLETIC ACTIVITY PERIODS AND NUMBER OF PERIODS PER WEEK FOR CLASS B SCHOOLS[a]

Length of Periods (Minutes)	Number of Periods Per Week	Number of Schools	Per Cent of Schools Reporting[b,c]
20	5	1	2
25	5	1	2
30	2	2	3
30	3	1	2
30	5	5	7
40	1	1	2
40	5	1	2
45	1	1	2
45	5	5	7
50	5	1	2
55	1	1	2
55	5	13	19
57	5	2	3
60	1	2	3
60	5	23	34
65	1	2	3
65	5	1	2
70	5	5	7

[a]Questionnaire Item 23.

[b]Percentages based on sixty-eight schools reporting this information.

[c]Percentages total more than one hundred because of rounding off.

TABLE 16

LENGTH OF NON-ATHLETIC ACTIVITY PERIODS AND NUMBER OF PERIODS PER WEEK FOR CLASS C SCHOOLS[a]

Length of Periods (Minutes)	Number of Periods Per Week	Number of Schools	Per Cent of Schools Reporting[b]
15	1	1	2
15	5	2	4
25	5	2	4
30	5	2	4
30	1	1	2
40	5	1	2
45	5	3	6
45	3	3	6
45	1	2	4
45	10	1	2
50	2	1	2
55	1	1	2
55	5	3	6
60	1	5	10
60	3	4	8
60	4	2	4
60	5	11	22
60	10	1	2
60	once per month	3	6
120	twice per month	1.	2

[a]Questionnaire Item 23.

[b]Percentages based on fifty schools reporting this information.

TABLE 17

PER CENT OF SCHOOLS HAVING AN ACTIVITY PERIOD SCHEDULED ONLY FOR ATHLETICS AS A PART OF SCHOOL TIME[a]

Class A	Class B	Class C	Total
44	58	73	67

[a]Questionnaire Item 24.

TABLE 18

PER CENT OF SCHOOLS MAKING PROVISIONS FOR A SPECIAL ACTIVITY PERIOD BEFORE OR AFTER SCHOOL[a]

Class A	Class B	Class C	Total
42	45	41	43

[a]Questionnaire Item 25.

TABLE 19

PER CENT OF SCHOOLS MAKING CERTAIN ADMINISTRATIVE PROVISIONS FOR HOMEROOM PERIODS AND ACTIVITY PERIODS[a]

	Class A	Class B	Class C
No activity period, no special homeroom period.	20	14	5
An activity period, but no special homeroom period.	11	39	56
A separate homeroom period and a separate activity period	15	17	22
Homeroom period but no activity period. . . .	26	5	3
Homeroom period and activity period are combined and taken care of by one block of time	19	11	10
Combination of homeroom and regular class period in one block of time	30	15	18
Combinations:			
Two of the above.	37	7	10
Three of the above. . . .	6	1	1
Four of the above	4	...	...

[a]Questionnaire Item 26.

TABLE 20

PER CENT OF ACTIVITY SPONSORS WHO WERE REGULAR STAFF MEMBERS[a]

Class A	Class B	Class C
98	97	96

[a]Questionnaire Item 29.

TABLE 21

PER CENT OF SCHOOLS GRANTING GRADUATION CREDIT FOR CERTAIN ACTIVITY TYPE CLASSES[a]

	Class A	Class B	Class C
Athletics	38	19	11
Debate	45	8	2
Chorus or glee club	89	49	20
Band	91	51	11
Play production	19	3	1
School paper	42	5	2
Yearbook	40	6	2
Other	...	3	7
None	...	21	40

[a]Questionnaire Item 30.

TABLE 22

PER CENT OF SCHOOLS WHICH KEPT SELECTED ACTIVITY RECORDS[a]

	Class A	Class B	Class C
Comprehensive list of sponsors.	63	34	14
Financial records for each activity	93	92	88
Membership roll for each activity	67	49	40
Calendar of activity schedule.	90	79	79
List of individual activity accomplishments	41	29	18
Part of cumulative record.	61	45	24
Part of permanent record.	57	39	27
Others.	2	2	...

[a]Questionnaire Item 31.

TABLE 23

PER CENT OF SCHOOLS REGULARLY PROVIDING TRANSPORTATION FOR SELECTED ACTIVITIES[a]

	Class A	Class B	Class C
Competitive athletics . . .	89	96	96
Music activities.	78	90	52
Pep club.	35	66	22
Student publications. . . .	24	13	3
Organized homerooms	...	10	14
Special interest or hobby clubs	11	9	9
Religious clubs	4	1	2
Subject-centered clubs. . .	22	21	13
Assembly programs	13	20	15
Others.	7	16	25

[a]Questionnaire Item 32.

TABLE 24

PER CENT OF SCHOOLS WHICH UTILIZED GROUPS FOR POLICY FORMATION REGARDING FUND-RAISING AND FUND-SPENDING[a]

	Class A	Class B	Class C
No such policies exist. . .	...	5	6
By each activity group for its own guidance. . .	8	7	6
By administration and faculty	26	44	44
By administration, faculty, and activity group	54	41	37
By board of education . . .	38	22	19
Combinations:			
Two of the above.	23	6	6
Three of the above. . . .	2	1	1

[a]Questionnaire Item 33.

TABLE 25

PER CENT OF SCHOOLS INDICATING ACTIVITIES WHICH INVOLVED A DIRECT COST TO PARTICIPATING STUDENTS[a]

	Class A	Class B	Class C
Student council	7	5	1
Intramural sports for boys	19	17	9
Student publications	32	10	2
Honor society	16	5	1
Organized homerooms	2	3	4
Religious clubs	9	3	1
Honorary clubs	4	6	1
Assembly programs	6	10	5
Competitive sports	26	46	52
Intramural sports for girls	15	12	12
Pep club	80	45	18
Class plays	11	12	18
Special interest or hobby clubs	28	5	4
Subject-centered clubs	24	6	2
Music activities	43	40	16
School dances	57	12	9
Others	2	4	7

[a]Questionnaire Item 34.

TABLE 26

PER CENT OF SCHOOLS PROVIDING SELECTED PHYSICAL FACILITIES FOR ACTIVITIES[a]

	Class A	Class B	Class C
Combination gymnasium-auditorium.	11	38	62
Only an auditorium.	2	8	4
No adequate school facility.	...	2	...
Separate activity area provided	13	12	11
Only a gymnasium.	5	7	7
Cafeteria	75	57	60
Little theater.	16	3	1
Separate auditorium, separate gymnasium. . . .	89	57	33

[a]Questionnaire Item 35.

TABLE 27

PER CENT OF ADMINISTRATORS FAVORING A REGULATION FORBIDDING THE SCHEDULING OF ACTIVITIES WHICH TAKE STUDENTS FROM REGULAR CLASSES[a]

Class A	Class B	Class C
60	69	66

[a]Questionnaire Item 40.

APPENDIX D

SUMMARY OF REPLIES TO THE OPINIONNAIRES

TABLE 1

SUMMARY OF ADMINISTRATORS' RESPONSES TO THE OPINIONNAIRE[a]

	Major Problem			Minor Problem			No Problem		
	Class			Class			Class		
	A	B	C	A	B	C	A	B	C
1. Students are excused too often from regular classes to participate in activities	39	28	22	51	56	47	10	16	31
2. Students are attending too many college sponsored activities.	28	16	4	36	35	14	36	49	82
3. Community groups, (service clubs, YMCA, etc.) ask for too much of students' time away from school . . .	11	2	4	35	27	5	54	71	81
4. Activities promoted by governmental agencies (4-H clubs, FFA, FHA, etc.) take students away from school too much.	31	36	28	30	48	49	39	16	23
5. Certain groups in the community exert excessive pressure for promotion of athletics.	20	18	19	32	46	35	48	36	46
6. Certain groups in the community exert excessive pressure for promotion of FFA and 4-H.	9	12	16	26	45	35	65	43	49

TABLE 1--Continued

	Major Problem			Minor Problem			No Problem		
	Class A	Class B	Class C	Class A	Class B	Class C	Class A	Class B	Class C
7. Certain groups in the community exert excessive pressure for promotion of music activities	6	11	6	37	39	28	57	50	66
8. Teachers are inadequately prepared for sponsoring activities . . .	6	10	7	39	37	43	55	53	50
9. Teachers do not want to sponsor activities.	11	17	9	56	46	49	33	37	42
10. Many teachers are definitely opposed to activities	6	7	7	60	48	38	34	45	55
11. A few teachers bear a disproportionate share of activity work. . . .	24	22	14	51	51	46	25	28	40
12. Some teachers show favoritism toward activities they sponsor. . . .	9	24	11	50	48	50	41	28	39
13. There is competition among sponsors in promotion of their particular activity	8	10	6	43	55	35	49	35	59
14. Some sponsors demand too much of students' time	26	18	10	40	52	40	34	30	50

TABLE 1--Continued

	Major Problem			Minor Problem			No Problem		
	Class A	Class B	Class C	Class A	Class B	Class C	Class A	Class B	Class C
15. Some activities are dominated by the sponsor.	8	5	6	42	44	32	50	51	62
16. The school sponsors too many activities.	15	23	16	35	44	36	50	33	48
17. The school does not sponsor enough activities	...	1	6	17	12	13	83	87	81
18. Competitive athletics are over emphasized	19	19	17	31	44	34	50	37	49
19. Athletes in the school receive special consideration	9	10	7	30	38	25	61	52	68
20. Television, radio and the press publicize athletic activities too much.	11	15	10	26	29	21	63	56	69
21. Students often display poor sportsmanship during athletic contests.	4	3	3	35	33	33	61	64	64
22. Adult fans often display poor sportsmanship during athletic contests.	7	17	9	50	52	56	43	31	35

TABLE 1--Continued

	Major Problem			Minor Problem			No Problem		
	Class			Class			Class		
	A	B	C	A	B	C	A	B	C
23. Too many activities are scheduled on a night followed by a school day	35	42	32	46	42	44	19	16	24
24. A few students monopolize positions of leadership in activities . .	15	19	14	52	54	50	33	27	36
25. Upperclassmen (juniors and seniors) dominate the activity program	2	7	10	56	44	32	42	49	58
26. A great number of students do not participate in any activity	28	50	26	56	38	46	16	12	28
27. Some students participate in too many activities	25	28	18	65	60	54	10	12	28
28. Many students cannot participate in activities which meet before or after school because of transportation problems	9	32	33	48	48	35	43	20	32
29. The individual expense involved limits student participation in some activities	6	6	6	46	48	39	48	46	55

TABLE 1--Continued

	Major Problem			Minor Problem			No Problem		
	Class A	Class B	Class C	Class A	Class B	Class C	Class A	Class B	Class C
30. A heavy academic schedule limits student participation in some activities.	6	3	3	49	51	38	45	46	59
31. It is difficult to schedule activities to avoid conflict between activities and with regular classes	25	35	32	47	48	47	28	17	21
32. The over-all activity program needs more supervision and better coordination	17	28	23	40	46	45	43	26	32
33. Membership in some clubs gives a person particular status in school.	2	3	2	50	28	17	48	69	81
34. Some activities (social clubs primarily) cater to particular cliques or groups of students	6	2	3	26	16	11	68	82	86
35. Students gain more status among their peers by participating in activities than by being good scholars.	9	23	20	43	38	37	48	39	43

TABLE 1--Continued

	Major Problem			Minor Problem			No Problem		
	Class			Class			Class		
	A	B	C	A	B	C	A	B	C
36. Most students would rather be on a major athletic team than be in the honor society	11	34	33	50	39	42	39	27	25
37. Students value awards for activities more highly than those for scholarship	9	29	19	43	38	46	48	33	35
38. The system of awards in the school favors certain activities	2	10	7	35	30	25	63	60	68
39. Administrators show favoritism towards certain activities.	1	4		19	27	22	81	72	74
40. Many activities do not accomplish anything worthwhile	6	8	9	20	35	34	74	57	57

[a]Numbers represent the per cent of total persons responding to each item.

TABLE 2

SUMMARY OF TEACHERS' RESPONSES TO THE OPINIONNAIRE[a]

	Major Problem			Minor Problem			No Problem		
	Class			Class			Class		
	A	B	C	A	B	C	A	B	C
1. Students are excused too often from regular classes to participate in activities	33	30	30	45	47	41	22	23	29
2. Students are attending too many college sponsored activities.	4	3	...	23	14	8	73	83	92
3. Community groups, (service clubs, YMCA, etc.) ask for too much of students' time away from school . . .	4	1	1	25	14	6	71	85	93
4. Activities promoted by governmental agencies (4-H clubs, FFA, FHA, etc.) take students away from school too much.	11	24	23	30	40	42	59	36	35
5. Certain groups in the community exert excessive pressure for promotion of athletics.	26	26	18	32	34	25	42	40	57
6. Certain groups in the community exert excessive pressure for promotion of FFA and 4-H.	4	11	12	16	22	31	80	67	57

TABLE 2--Continued

	Major Problem			Minor Problem			No Problem		
	Class A	Class B	Class C	Class A	Class B	Class C	Class A	Class B	Class C
7. Certain groups in the community exert excessive pressure for promotion of music activities	8	7	7	26	25	14	66	68	79
8. Teachers are inadequately prepared for sponsoring activities . . .	5	5	8	36	30	22	59	65	70
9. Teachers do not want to sponsor activities.	25	21	10	39	39	36	36	40	54
10. Many teachers are definitely opposed to activities	24	17	9	48	40	35	28	43	56
11. A few teachers bear a disproportionate share of activity work. . . .	37	35	21	43	43	30	20	22	49
12. Some teachers show favoritism toward activities they sponsor. . . .	17	20	13	54	44	30	29	36	57
13. There is competition among sponsors in promotion of their particular activity	10	14	11	41	37	23	49	49	66
14. Some sponsors demand too much of students' time	26	20	18	50	34	28	24	46	54

TABLE 2--Continued

	Major Problem			Minor Problem			No Problem		
	Class A	Class B	Class C	Class A	Class B	Class C	Class A	Class B	Class C
15. Some activities are dominated by the sponsor.	10	12	5	44	28	23	46	60	72
16. The school sponsors too many activities.	27	20	12	40	38	23	33	42	65
17. The school does not sponsor enough activities	1	2	2	10	15	18	89	83	80
18. Competitive athletics are over emphasized	30	36	32	37	29	25	33	35	43
19. Athletes in the school receive special consideration	17	31	20	41	25	25	42	44	55
20. Television, radio and the press publicize athletic activities too much.	16	17	9	26	26	18	58	57	73
21. Students often display poor sportsmanship during athletic contests.	9	13	5	44	36	35	47	51	60
22. Adult fans often display poor sportsmanship during athletic contests.	26	19	9	45	51	45	29	30	46

TABLE 2--Continued

	Major Problem			Minor Problem			No Problem		
	Class			Class			Class		
	A	B	C	A	B	C	A	B	C
23. Too many activities are scheduled on a night followed by a school day	30	35	32	43	42	33	27	23	35
24. A few students monopolize positions of leadership in activities . .	37	25	14	40	41	36	23	34	50
25. Upperclassmen (juniors and seniors) dominate the activity program	20	14	5	42	34	32	38	52	63
26. A great number of students do not participate in any activity	53	55	17	35	31	44	12	14	39
27. Some students participate in too many activities	55	37	24	40	46	30	5	17	46
28. Many students cannot participate in activities which meet before or after school because of transportation problems	22	33	26	51	37	24	27	30	50
29. The individual expense involved limits student participation in some activities	16	9	9	51	41	32	33	50	59

TABLE 2--Continued

	Major Problem			Minor Problem			No Problem		
	Class			Class			Class		
	A	B	C	A	B	C	A	B	C
30. A heavy academic schedule limits student participation in some activities.	5	3	2	45	29	26	50	68	72
31. It is difficult to schedule activities to avoid conflict between activities and with regular classes	34	36	30	47	43	37	19	21	33
32. The over-all activity program needs more supervision and better coordination	36	32	31	33	39	35	31	29	34
33. Membership in some clubs gives a person particular status in school.	18	7	3	38	26	11	44	67	86
34. Some activities (social clubs primarily) cater to particular cliques or groups of students	24	5	2	31	21	9	45	74	89
35. Students gain more status among their peers by participating in activities than by being good scholars.	33	31	26	44	37	31	23	32	43

TABLE 2--Continued

	Major Problem			Minor Problem			No Problem		
	Class			Class			Class		
	A	B	C	A	B	C	A	B	C
36. Most students would rather be on a major athletic team than be in the honor society	37	46	41	38	33	35	25	21	24
37. Students value awards for activities more highly than those for scholarship	32	41	36	39	34	41	29	25	23
38. The system of awards in the school favors certain activities	16	24	9	37	29	29	47	47	62
39. Administrators show favoritism towards certain activities.	19	24	18	33	25	33	48	51	49
40. Many activities do not accomplish anything worthwhile	22	17	14	37	37	26	41	46	60

[a]Numbers represent the per cent of the total number of persons responding to each item.

APPENDIX E

LETTERS OF TRANSMITTAL

State Department of Education
OLIVER HODGE, SUPERINTENDENT
E. H. McDONALD, ASST. SUPERINTENDENT
Oklahoma City, Oklahoma

April 16, 1960

Dear Administrator:

The State Department of Education, the Oklahoma Secondary School Principals Association and the North Central State Committee have formed a State Articulation Committee which is now studying problems related to the activity programs in Oklahoma Senior High Schools.

Dale Mullins, a graduate student at the University of Oklahoma, is studying the activity programs of the public Senior High Schools of Oklahoma as his doctoral dissertation problem under the direction of Dr. Glenn Snider. Certain kinds of information, which he hopes to obtain, will be of vital interest to the work of the State Articulation Committee and the agencies which sponsor it.

We urge, therefore, that you cooperate by completing the enclosed questionnaire and opinionnaire and return them to this office as soon as possible in the enclosed self-addressed envelope. Note that the name of your school is not requested; no school nor individual will be identified in the study. Note also that we are concerned only with senior high schools (grades 10-12 or 9-12 as the case may be) and your responses should be made with this in mind.

We know that you are very busy but we believe that you will agree that information needs to be gathered which can form the basis for careful analysis and development of recommendations leading to an improved activity program in Oklahoma Senior High Schools.

The information which you will supply us by returning the enclosed questionnaire and opinionnaire will provide the basis for an objective and comprehensive analysis of this problem. Many thanks for your prompt return of the questionnaire to this office.

Sincerely,

Jake Smart

Jake Smart,
Director of Instruction
State Department of Education

State Department of Education
OLIVER HODGE, SUPERINTENDENT
E. H. McDONALD, ASST. SUPERINTENDENT
Oklahoma City, Oklahoma

April 16, 1960

Dear Teacher:

The State Department of Education, the Oklahoma Secondary School Principals Association and the State North Central Committee are studying problems related to the activity programs in Oklahoma Senior High Schools. Dale Mullins, a graduate student at the University of Oklahoma, is cooperating with us, and under the direction of Dr. Glenn Snider, is making a study of activity programs as his doctoral dissertation problem.

We feel that teachers opinions of certain problems and practices should be included in the study. Therefore, we are asking all of the high school teachers from certain selected schools to participate in this. Your school is one of those selected.

We ask that you please complete the enclosed opinionnaire as soon as possible and return it to us in the self-addressed envelope. Note that we do not ask for your name nor the name of your school; no school nor person will be identified in the study.

We know that you are very busy but this will only take a few minutes to complete and it will provide us with the opinions of people whose work is vitally affected by school activities.

A prompt return of the questionnaire will be appreciated.

Sincerely,

Jake Smart

Jake Smart,
Director of Instruction
State Department of Instruction

State Department of Education
Oliver Hodge, Superintendent
Oklahoma City 5, Oklahoma

May 13, 1960

Dear Administrator:

The latest issue of the N E A Journal contains an article entitled, "What's Happening to the Activities Program?", by Gerald M. VanPool. It reports a growing concern about activity programs all over the nation.

The questionnaire and opinionnaire which you recently received is a part of a statewide study which is presently being conducted in Oklahoma for the purpose of formulating plans and recommendations for improving activity programs in our state.

The response to these instruments has been good but is still far from complete. We are aware that this is probably the busiest time of the year for you and we again reluctantly seek your help. There is no other way, however, that we can get the information which is needed.

Another copy of the opinionnaire and questionnaire is enclosed in the event that the originals have been misplaced. Perhaps after school is out you can find time to complete and return them to us.

Thank you again for your help and cooperation.

Sincerely,

Jake Smart

Jake Smart

Please return to:
Jake Smart
Director of Instruction
State Department of Education
State Capitol
Oklahoma City 5, Oklahoma

State Department of Education
Oliver Hodge, Superintendent
Oklahoma City 5, Oklahoma

May 13, 1960

Dear Teacher:

The latest issue of the N E A Journal contains an article calling our attention to the national concern about activity programs. We are presently studying activity programs in Oklahoma for the purpose of formulating some recommendations and plans for improving activity programs in our state.

The Activity Problem Opinionnaire which you recently received is a significant part of this study. Approximately 60 per cent of these have been returned, but we need considerably more before we can formulate valid conclusions.

We are aware of your many duties and the pressures under which you work during this time of the year, and it is with reluctance that we again ask you to help by completing and returning the opinionnaire. Another copy is enclosed in the event that the original has been misplaced.

If you have already returned your copy of the opinionnaire, please disregard this letter.

Thank you again for your help and cooperation.

Sincerely,

Jake Smart

Jake Smart

Please return to:
Jake Smart
Director of Instruction
State Department of Education
State Capitol
Oklahoma City 5, Okla.

FOLLOW-UP POSTAL CARDS TO ADMINISTRATORS AND TEACHERS

Dear Administrator:

The pressure of administrative duties and school activities have evidently prevented many people from completing the activity questionnaire and opinionnaire which they received recently. If you have not returned yours, could you please do so shortly? We are most anxious that this study be as complete and accurate as possible in order that our conclusions may be valid.

Thank you again for your co-operation.

Sincerely,

Jake Smart
Director of Instruction
State Department of Education

Dear Teacher:

The returns from the activity opinionnaire which we sent to selected teachers have been most gratifying though not complete. We are most anxious that this study be as complete as possible in order that some definite conclusions may be reached. If you have not returned yours, could you please do so shortly. We know you are very busy but feel that this study is worthy of your consideration. Thank you again for your co-operation.

Sincerely,

Jake Smart
Director of Instruction
State Department of Education