

A PROPOSED EXTRACURRICULAR ACTIVITY PROGRAM
FOR A JUNIOR HIGH SCHOOL OF 1200 STUDENTS

By

Jack L. Reinwand

Submitted in partial fulfillment of the requirements
for the Master of Education degree
in the School of Education
Montana State College
Bozeman, Montana
August, 1957

8-283
P378
R271p
cap.2

TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	1
	Statement of the Problem	2
	Need for This Investigation.	3
	Method of Procedure.	3
II	THE VALUE OF AN EXTRACURRICULAR ACTIVITY PROGRAM	5
	Needs of the Junior High School Youth.	7
III	THE OBJECTIVES AND CHARACTERISTICS OF A DESIRABLE EXTRACURRICULAR ACTIVITY PROGRAM	11
	The General Program of Objectives.	11
	Characteristics of Participation and Control of Activities	14
	Student Participation in Government.	16
	Teacher Participation.	17
IV	THE EXTRACURRICULAR ACTIVITY PROGRAM	20
	The Administration of the Program.	20
	Administrative Organization.	20
	Leadership	21
	Financing.	22
	The Extracurricular Activity Offering.	24
	The Homeroom	26
	The Student Council.	27
	Assembly	28
	School Clubs	29
	Athletics.	30
	Music Activities	31

Table of Contents (Continued)

Chapter		Page
V	SUMMARY.	34
	Conclusions.	39
	BIBLIOGRAPHY	41

LIST OF TABLES

	Page
Table 1. Extent of Activity Program Offering in 324 Schools in the State of California	10

LIST OF CHARTS

Chart 1. Administrative Organizational Chart for Large Junior High Schools	21
---	----

CHAPTER I

INTRODUCTION

The extracurricular activity programs in many junior high schools today do not seem to offer equal opportunities to individual students.

There has been a feeling that a program of extracurricular activities should be designed to meet the needs of all students. To meet these needs the program should have a wide range of activities with careful direction from the sponsors and directors. There has been a tendency to concentrate on activities like music and athletics, while others have been neglected. It is difficult for any activity to take the place of the athletic program, as far as interest is concerned, but other activities are equally important to some individuals.

Johnston has listed some general characteristics of a good extra-class activity program. They are as follows:

1. Be constructive so as to provide for the whole educational activity of the school; thus it will become a planned structure rather than being a partly planned or neglected one.
2. Grow out of the life of the school.
3. Be accepted wholeheartedly by teachers, whose responsibility it is to develop the pupil activity program.
4. Be a supervised program in which all teachers and pupils have a part.
5. Develop intelligent public opinion in knowing and sharing in their solution.
6. Recognize the pupil's rights, duties, privileges, and obligations as a citizen of the school.

7. Be a major responsibility of the school principal, with the help of the teachers and pupils, to develop a constructive policy toward improving the school's pupil activity program.^{1/}

Statement of the Problem

In determining a worthwhile program for junior high school students, the following questions must be taken into consideration:

1. How large shall the variety of activities be?
2. How will the program be financed?
3. How will it be directed or supervised?
4. How will it be sponsored?
5. How will it fit into the educational program?

This extracurricular activity program should include such special interest groups as social activities, student clubs, athletics, school assemblies, music activities, and the student council. From these, a large variety of activities can be developed to meet the needs and desires of all of the students in the junior high school. Because a need has been found for this well-balanced program in a junior high school, and the problem of determining what should go into such a program, the writer has chosen this title for the investigation, "A Proposed Extracurricular Activity Program For a Junior High School of 1200 Students."

^{1/} Johnston, Edgar G., "Critical Problems in the Administration of Student Activity Program," National Association of Secondary-School Principals, Vol. 36:24, Feb., 1952.

Need For This Investigation

The increase in leisure, according to Johnston^{2/} time has brought about a need for such a program in the junior high school, a sound extra-curricular program becomes a necessary part of school life.

In many instances, according to McKown,^{3/} junior high schools had only varsity teams in football, basketball, baseball and track for the boys talented in athletics, and a debating team for those with exceptional ability in public speaking. Frequently the child who would profit most from participation in such activities was crowded out by the more talented pupil. Others have substantiated the selective nature of certain junior high school activity programs and it has long been the feeling of the writer that the programs were for a select few. With the prospect of going into a junior high school of 1200 students, the writer set out to determine a well-balanced program.

Method of Procedure

The responsibilities of the students and of the administrators must be considered the responsibilities of both parties. If this is the attitude such a program will succeed. The program will be designed to meet the needs of all students in the junior high school, and the activities must be developed from the interests of the people taking part in it. Educators are becoming more and more concerned about the needs of a

^{2/} Johnston, op. cit. p. 24.

^{3/} McKown, Harry C., Extracurricular Activities, The McMillan Company, New York, 1952, p. 24.

extraclass program to help every child in school. McKown^{4/} has shown that the program must meet the needs of the non-talented child in school.

The activity program must be constructive and provide for the whole activity of the school. It must grow out of the school life, have responsible leadership, and the administration and teachers must be responsible for its improvement. These characteristics have been included in the ideas presented by Johnston^{5/} for a sound program.

To determine a desirable extracurricular activity program in a junior high school of 1200 students, the following procedures were used.

I. Reviewed literature to determine:

- A. The needs of junior high school youth.
- B. Values of the extracurricular program.
- C. The objectives of a desirable program.
- D. The extent of the activity offering.

II. Set up the program in accordance with findings in literature.

The value of the extracurricular program and how it meets the needs of the junior high school youth will be discussed in the following chapter.

^{4/} McKown, op. cit. page 3.

^{5/} Johnston, op. cit. page 36.

CHAPTER II

THE VALUE OF AN EXTRACURRICULAR ACTIVITY PROGRAM

It is very important to clarify the actual values of an extracurricular activity program and how these values offer various opportunities to the individual student. From the various interests found among junior high school students, a large variety of activities may be developed. Each individual involved in an interest group has an opportunity of securing valuable information in a program that is best suited to his individual talents. The following values are important to any program that is best suited to his individual talents and, if observed in setting up a system of activities, should make a program worthwhile to the students in a junior high school:

1. The program should make profitable additions to the regular curriculum.
2. It should develop good leadership and good citizenship among junior high school students.
3. This activity program should serve every student in some way to make his years in school interesting, profitable, and enriching.
4. It should help young people find a field of interest which may help them later in life.

Some of the real values of the extracurricular activity program as explained by Shannon^{1/} depending upon the extent of practice and

^{1/} Shannon, C. A., "School Activities and Personality Development," School Activities, 20:275-277, May 1949.

effectiveness. If participation in activities is beneficial to one student, it is in general beneficial to all. One method of measuring effectiveness is to note the extent to which students participate. For instance, if 30 percent of the students participated in one school, 50 percent in another, and 70 percent in a third, one would have something upon which to base judgment as to the effectiveness of the program.

In explaining further the value of this program, Johnston^{2/} has spoken of the remarkable progress that has been made in the junior high school in extracurricular activities through the various interests of the students. Paralleling the more formal activities of the classroom and course of study is a vast array of clubs of various types, athletic teams, assembly programs, social gatherings, musical and dramatic performances, and journalistic enterprises. This "school within a school" rivals the formal curriculum in its claim for the interest and attention of pupils.

With added leisure time the pupil naturally finds or seeks new interests. If the school program provides for these new interests, new activities develop. Students have been attracted to various interests and with these interests the activity program has actually flourished.

Tompkins^{3/} has indicated that activities are important and that the pupils should be encouraged to participate in them. Activities tend to develop a "we" spirit and to provide more informal face-to-face relationships between teachers and pupils. Activities enrich the formal curriculum,

^{2/}Johnston, op. cit. page 53.

^{3/}Tompkins, Ellsworth, "The Relation of Activities to the Curriculum," 1953, National Association of Secondary School Principals, Vol. 37, p.13.

take up the slack in leisure time for pupils who have time on their hands, enable the student to gain practice in initiative and responsibility, and to widen his interests.

Extracurricular activities offer many opportunities for learning, particularly in areas of citizenship and leadership. The interclass program is the positive side of the student personnel program.

Activities aid the pupil in improving communications between members. Healey and Bronner^{4/} have stated "that if the group experience is to be productive, certain conditions must prevail, mutual respect among members, opportunities for all to participate in activity and decision making, communication between members and leaders, and understanding human emotions."

Needs of the Junior High School Youth

Although junior high school students have different interests, they have similar needs. These needs are determined by the setting in which they find themselves. Rooted in the natural activities of life in which all youth are engaged in the future, these needs form the pattern of common learning in the junior high school.

Herriot lists "Ten Imperative Needs of Junior High School Youth":

1. All junior high school youth need to explore their own aptitudes and to have experiences basic to occupational proficiency.
2. All junior high school youth need to be participating citizens of their school and community.

^{4/} Healey, W. and Bronner, A., "Are School Practices Changing," The Clearing House, Jan. 1949, Vol. 5:90.

3. All junior high school youth need to develop and maintain abundant physical and mental health.
4. All junior high school youth need experiences and understandings, appropriate to age and development, which are the foundation of successful home and family life.
5. All junior high school youth need to learn about the natural and physical environment and its effect on life, and to have opportunities for using the scientific approach in the solution of problems.
6. All junior high school youth need to develop a sense of the value of natural things and the rights of ownership.
7. All junior high school youth need the enriched living which comes from appreciation of and experiencing the beauty and wonder of the world around them.
8. All junior high school youth need to have a variety of socially acceptable and personally satisfying leisure time experiences which contribute either to their personal growth or to their development in wholesome group relationships, or to both.
9. All junior high school youth need experiences in group living which contribute to personality and character development.
10. All junior high school youth need to grow in their ability to observe, listen, read, think, speak and write with purpose and appreciation.^{5/}

In addition to the previous list of needs, Stiles shows further the additional needs of youth by listing the following:

1. Security: In order to live effectively and to maintain a well-balanced personal adjustment.
2. Satisfactory Mental and Physical Health: Good health depends upon understanding of conditions basic to healthful living and on the establishment of habits conducive to the maintenance of satisfactory mental and physical adjustments.

^{5/} Herriot, M. E., "Organizing the Junior High School," National Association of Secondary School Principals, 35:14-19, Dec. 1951.

3. Competence For Democratic Living: Competence for democratic living includes the ability to live cooperatively, and to show responsibility and willingness.
4. Family Responsibility: To develop and share responsibility in family problems, and to cooperate with the members in it.
5. Economics Skill: To develop interest in an economic field and use that interest to better oneself.
6. Capacity For Direction: To think well, judge well and direct rightfully.
7. Personal Values: Develop a code of ethics and know the values of good behavior.
8. Ability to Act Upon Convictions: Learn to act wisely and develop the capacity to recognize consequences.^{6/}

Junior high school pupils must acquire the necessary essentials of social understanding, character development, economic skills, and an understanding of the democratic nation in which they live. These needs are in some way remedied in the extracurricular activity program.

Through a state-wide survey of junior colleges, four-year high schools, six-year high schools and three-year junior high schools, in the State of California, Shipp^{7/} has offered evidence concerning the responses and participation to various activities in 324 schools. These responses are shown in Table I.

^{6/} Stiles, Dorsey, "Planning for American Youth," National Association of Secondary School Principals, Dec. 1954, Vol. 35:63.

^{7/} Shipp, Fredrick, "Extracurricular Activities in the California Secondary Schools," The Clearing House, Feb. 1951, Vol. 26:346-347.

TABLE I. EXTENT OF ACTIVITY PROGRAM OFFERING IN 324 SCHOOLS IN THE STATE OF CALIFORNIA

	Jr. Coll.	4 yr. High	3 yr. High	6 yr. High	4 yr. Jr. Hi.	3 yr. Jr. Hi.	Total
Student Government	13	49	14	7	5	24	112
Clubs	4	31	4	2	0	18	59
Athletics	3	30	7	5	1	9	55
Music	1	12	6	1	3	7	30
Intramural	0	8	3	0	2	17	30
Social Affairs	3	10	4	0	1	8	26
Publication	1	16	1	0	3	5	26
Assemblies	1	8	1	1	1	6	18
Dramatics	3	8	2	1	0	2	16
Handbooks	1	3	2	1	0	3	10

The values of the program are designed to make the junior high pupils' lives in school interesting and enriching. A program of extracurricular activities will be of value in the junior high school because of its relationship to the regular curriculum. The various interests of the individual students will naturally carry over into the subject curriculum and be valuable to them.

This program must be quite broad and must include a variety of activities. The extent and nature of the broad program that is needed for junior high schools will be discussed in the chapter to follow.

CHAPTER III

THE OBJECTIVES AND CHARACTERISTICS OF A DESIRABLE EXTRACURRICULAR ACTIVITY PROGRAM

The General Program of Objectives

There are a definite number of objectives for extracurricular activities, most of which are applicable to all types of activities. The ultimate objectives should be those which aid each and every boy and girl in developing into a well-adjusted individual, as well as one who can be a contributing member to the democratic society in which he lives. There are always objectives which are pertinent to certain types of activities but the purpose in this chapter has been to present suggestive objectives and to select from these objectives those that are essential, or which characterize the entire program of activities for a junior high school of 1200 students.

Gruhm and Douglas have presented, as a result of a nation-wide survey of the junior high school, the following list of functions. These functions are designed for the entire junior high school program and also to apply as objectives to each of the subject and activity areas. This is particularly true with regard to the extracurricular activity program where integration of the activities is important. It is also important to consider the value of offering exploration of activities for broadening individual interests. The other functions given in the following list could be justified as objectives in the same manner:

1. Integration. To provide learning experiences in which pupils may use the skills, attitudes, interests, ideals and understandings previously acquired in such a way that these will become coordinated and integrated into effective and wholesome pupil behavior.

2. Exploration. To lead pupils to discover and explore their specialized interests, aptitudes and abilities as a basis for present and future vocational decisions.
3. Guidance. To assist pupils to make intelligent decisions regarding present educational activities and opportunities and to prepare them to make future educational decisions. To assist pupils to make satisfactory, mental, emotional, and social adjustments in their growth toward wholesome, well-adjusted personalities.
4. Differentiation. To provide differentiated educational facilities and opportunities suited to the varying personalities and needs of pupils in order that each pupil may realize most economically and completely the ultimate aims of education.
5. Socialization. To provide increasingly for learning experiences designed to prepare pupils for effective and satisfying participation in the present complex social order.
6. Articulation. To provide a gradual transition from pre-adolescent education to an educational program suited to the needs and interests of adolescent boys and girls.^{1/}

These objectives which have been given by Gruhm and Douglas are essential in every junior high school, not only in the development of a sound all-over school program, but also as major objectives in the activity program. It is necessary, however, to add to these major general objectives of the all-school programs some that perhaps are more essential to the development of a sound extracurricular program.

Such objectives have been offered by Storm as being essential for a sound activity program:

1. To capitalize for educational profit important fundamental drives. Extracurricular activities offer many valuable opportunities in which these drives may be capitalized for educational benefit.

^{1/} Gruhm, O. T. and Douglas, H. R., The Modern Junior High School, Ronald Press, New York, 1951, p. 10.

2. To prepare the student for active life in a democracy. To live in a democracy one should be intelligently prepared for it, not only by learning about democracy but also by having actual contact with and participating in it.
3. To make him self-directive. To be able to control himself socially and to assume responsibility.
4. To teach social cooperation. Membership in a student club demands cooperation among its members, each member must exercise it in order to retain his position and standing.
5. To increase the interest of the student in the school. The student who gives his time and effort to his school is therefore the more interested in it because of his contributions.
6. To develop school morale. A school without extracurricular activities is one in which the students and teachers bustle around to their work with no interest or pride in the school.
7. To foster sentiments of law and order. The best discipline in the world is that which comes from within and which finds expression because the members of the group take personal pride in developing and holding up their own set of standards. This does not mean that the school authorities shall give up their legal and moral obligations for effective discipline.
8. To discover and develop special qualities and abilities. The students work congenially with others of their own ages, ideals and understanding on things that have a personal appeal to them.^{2/}

The objectives listed by Storm are quite necessary for a desirable activity program. However, the supervision of the program and the control of pupil-teacher participation are problems that require that definite aims and purposes be designed to promote sound educational principles for the activity program. Ways of meeting these problems of participation are presented in the following section.

^{2/} Storm, G. E., "Recent Trends in the Teaching of Citizenship," Elementary School Journal, Feb. 1944, Vol. 44:327-336.

Characteristics of Participation and Control of Activities

In order to make the program function properly, it must be supervised properly and must have the cooperation of the teachers, sponsors, directors and students. Certain considerations must be used in planning an extra-curricular activity program for a junior high school of 1200 students. The school must be capable of handling the program. Sponsors must be available; there must be adequate finances; and there must also be a sound investigation of the needs and interests of the student body.

Graber and Ralph^{3/} have stated that the program should be extensive enough so that each pupil will have an opportunity to become a member of a group and yet not so extensive as to permit him to "spread himself so thin" that he does not take a significant part in any activity.

Limitations should be made, however, as to the number of activities in which a student can take part. If the program is to be extensive, each pupil should be permitted to take part in at least two activities. Student interest, sound direction, and available time are important factors to be considered in controlling participation. These have been recommended by Fretwell.^{4/}

Regardless of the size or type of activity organization, the general characteristics of any good program are the same. Two important general

^{3/} Graber, C. N. and Ralph, E., "How Extensive an Activity Program in the Junior High School?", National Association of Secondary School Principals, March, 1952, Vol. 36:257-262.

^{4/} Fretwell, Elbert K., Extracurricular Activities in Secondary Schools, Houghton, Mifflin, Co., New York, 1931, p. 446.

characteristics are that the program should be well supervised by the director, administrator and teachers; and (2) that the program should be developed around the special interests of all the students. There are general characteristics of a good activity program which concern the general nature and acceptance. The important ones are listed by Fretwell:

1. Be constructive so as to provide for the whole educational activity of the school, thus it will become a planned structure rather than being a partly planned neglected one.
2. Grow out of the life of the school and not be imposed.
3. Be accepted wholeheartedly by teachers, whose responsibility it is to develop the pupil activity program.
4. Be a supervised program in which all teachers and pupils have a part.
5. Develop intelligent public opinion in knowing and understanding the problems of the whole school and sharing in their solution.
6. Recognize the pupil's rights, duties and obligations as a citizen of the school.
7. Be a major responsibility of the junior high principal, with the help of teachers and pupils to develop a constructive policy toward improving the schools pupil activity program. ^{5/}

To give the junior high school student the feeling of belonging, it is important to have him take part in the planning and governing of the school activity program. With his sponsors and directors, the student will learn the essentials of a working organization and will gain a feeling of security by meeting the problems in the junior high school.

^{5/} Fretwell, op. cit., p. 447.

Student Participation in Government. Student participation in school control should give the student a chance to think and to act "citizenship." Some form of association is being used more and more as a center about which the democratic activities of the school revolve. The five most frequently stated aims and purposes for student participation in school control as found by Ellicker are:

1. To furnish citizenship training.
2. To allow pupils to participate in or to manage extracurricular affairs.
3. To promote proper student-faculty relationships.
4. To promote general welfare.
5. To provide for pupil expression.^{6/}

The student interest in a particular field makes him an active part of the program, through his interest the school must accept some of the ideas and contributions made by every student so far as the contributions are for the welfare of the group. The National Association of Student Councils has presented the following as being more specific objectives in student government:

1. Selection of representatives.
2. Involvement in the real problems of the school.
3. Communication of ideas.
4. Skills.
5. Attitudes and behavior.^{7/}

^{6/} Ellicker, Paul, "The Student Council in the Secondary School," Bulletin of the National Association of Secondary School Principals, Dec. 1946, Vol. 28: 124.

^{7/} A Handbook for Student Councils, National Association of Student Councils, National Association of Secondary School Principals, 1950, p. 3.

Other educators went further in explaining the important part played by the students and some of their responsibilities in the extracurricular activity program. Rupp^{8/} has shown that the student should learn to assume responsibility for his own acts and for the welfare of the group. This activity program helps the pupil to grow in self-esteem, confidence, and worth, because he experiences real success and gains the sincere approval of his peers in situations which are real to him.

In order for the program to be secure and have efficient supervision, the teachers should have interest in the program and should do their utmost to help students in their activity interest.

Teacher Participation

The extraclass activity program could not exist without having the teachers on the staff act as sponsors for the various activities. Teacher interest in the activity can create added stimulation to every pupil taking part. The teacher must have enthusiasm for the sponsorship assumed. With this feeling of teacher enthusiasm, the students cannot help but feel that their interests are of vital importance.

According to Tompkins and Storey, a successful program demands a responsible full-time director. They have also presented a list of the responsibilities to be considered by sponsors if they are to work a worthwhile program hand-in-hand with activity members.

^{8/} Rupp, Russell R., "The Pupil Activity Program," National Association of Secondary School Principals, 1950, p. 3.

1. A program requires that, pupil, staff, and director work to organize activities.
2. Extraclass activities are also important in providing personal development experiences, and are likely to flourish when the staff provides time for planning and operating.
3. To organize within the school day.
4. Each faculty member to sponsor an activity.
5. Activities are open to all regardless of economic standing.
6. Students to take part in budget procedure.
7. Report the work of the various activities.^{9/}

Everyone working in the school should accept the activity program as being a necessary part of the total program and should, therefore, assume some responsibility for its promotion. This does not mean that all students, teachers, and administrators must participate directly in the program, even though such participation might be desirable.

The director of extracurricular activities must assume the responsibility of seeing that all activities run smoothly and that all sponsors of the various activities are directing well-organized groups. The directorship is not to be taken lightly. Educators have made suggestions as to his real value in the school program.

Gray makes this comment concerning the importance of the director of the program:

"The director of extracurricular activities should be understanding, enthusiastic, and cooperative. Obviously, it is not a position for a young, inexperienced person and is not a place for

^{9/} Tompkins, Ellworth and Storey, Robert C., The Activity Period in Public High Schools, U. S. Office of Education, Bulletin 19, March 1951, p. 17.

a person who has lost, because of age, the ability to share the enthusiasm and forward-looking viewpoints of youth. The director must meet the responsibility of each activity, and see that they function properly. At all times the director should keep his door open so that sponsors and students may have the opportunity to talk with him."^{10/}

The job of setting up the objectives, stimulating participation, controlling this participation, and directing is important as brought out in this chapter. There are, however, three other problems to be considered: administration and finance of the program, and the extent of the activities to be offered. A plan for meeting these problems is presented in Chapter four.

^{10/} Gray, Martha, Director of Student Activities, National Association of Secondary School Principals, Feb. 1952, p. 25.

CHAPTER IV

THE EXTRACURRICULAR ACTIVITY PROGRAM

In an extracurricular activity program there are two important phases. One is the administration of the program and the other is the program itself, or the activities that make up the program.

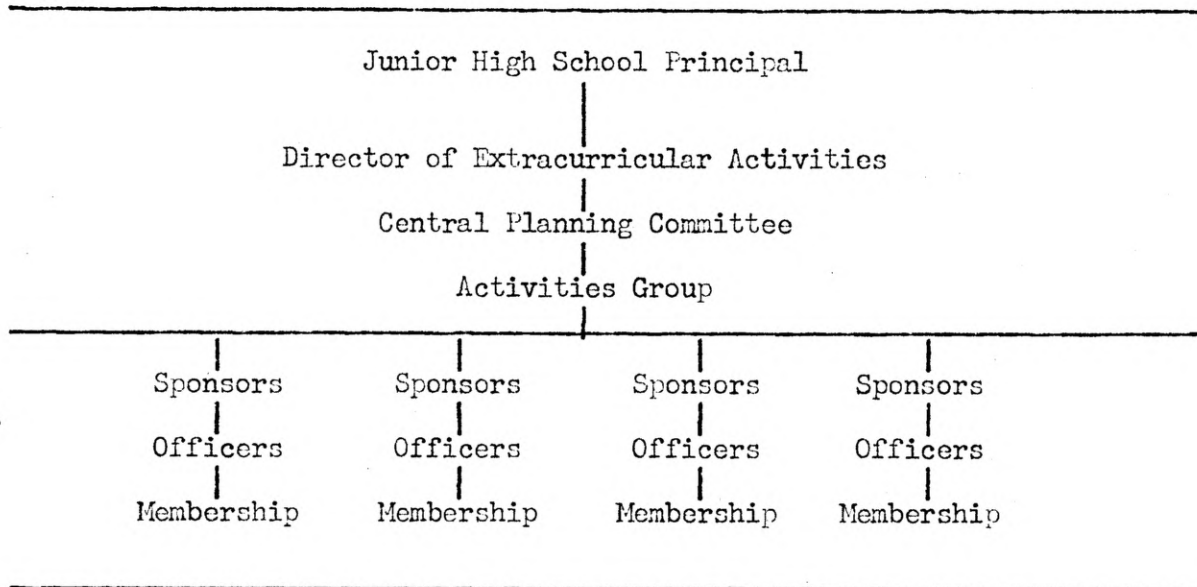
The Administration of the Program

One of the chief concerns of the administrator in setting up a program of extracurricular activities is the inclusion of those activities that appeal directly to the immediate interests and educational needs of the students, faculty and community.

The administration of a specific program in the school's curriculum, such as the extracurricular program, should, therefore, be primarily concerned with the successful and efficient achievement of the purpose for which the program has been established. In administering the school's extracurricular activity program, there are three factors to consider: the type of administrative organization, its leadership and the financing.

Administrative organization. To achieve educational purposes, a great deal of planning is necessary and this requires good administrative organization. This cannot be accomplished too rapidly. Actually there are many times when one person, or a small group of persons, can organize a program efficiently, but in most cases careful organization will be needed to promote the best interests of an activity program. An illustration of the type of organization necessary for the administration of the extracurricular activity functions, as presented by Sears, is shown in Chart 1.

Chart 1. Administrative Organizational Chart for Large Junior High Schools^{1/}



Leadership. In this type of organizational planning, leadership is given by the junior high school principal who would be the administrator of the program and also head the Central Planning Committee. But in his capacity as administrator, the principal does not assume the directorship any more than the director assumes the principalship. The director is considered the real leader of the program and as an expert in matters concerning the extracurricular activity program. Both must appreciate the fact that they are working together toward the same end.

McKown^{2/} favors this general organizational pattern of Sears and goes on to explain that the director will be popular with the students because

^{1/} Sears, Jesse B., The Nature of the Administrative Process, McGraw-Hill Book Co., New York, 1950, p. 3.

^{2/} McKown, op. cit., p. 61.

his work concerns the things in which the student is likely to be most interested. He must at all times be a leader, and as a leader, must be a teacher, administrator and friend.

The values of a close relationship between student and director have been clearly brought out by McMurray:

"As I see it, the greatest test of a teacher is to be found in the extent of his friendship with the students and in the extent to which he utilizes that for his benefit -- a warm heart, leading to strong friendship, is a bigger thing in teaching than skill in instruction -- How would these facts influence me, if I were to live my professional life over again? I would not leave the cementing of friendships so much to accident. I would set aside for more time for meeting students. I would assume that advising with them on any or all matters that they cared to talk over seriously was my highest function."^{3/}

Administrative organization and good leadership are of vital importance to the extracurricular activity program. However, a sound system of finance is of equal importance.

Financing. Many of the extraclass activities can earn a portion of their own support, especially those of audience interest. Unfortunately, this has led to the idea that the activities can support themselves. It must be borne in mind that activities are educational for those participating in them. If they are of educational value, they should be supported by the school board. This responsibility of the board, as revealed through actual practice, has been clearly brought out by Romaine.^{4/} A report of practices

^{3/} McMurray, Frank, "The Biggest Thing in Teaching," Teachers' College Record, 1953, Vol. 21:161-164.

^{4/} Romaine, Stephen, "Administering Pupil Activities in Secondary School," Journal of Educational Research, 1945, Vol. 8:615-621.

in schools of the North Central Association indicates that some school boards support the activities program from 50 to 100 percent.

While some boards can finance activities to a certain extent, it is both possible and desirable for student bodies to assume the major support of their own activity programs. To aid in accomplishing this, Smith, Stanley and Hughes have offered a list of practices that have been used in financing school programs, and which will help students in establishing a sound system of finance within their own programs.

1. All receipts should go into the general student fund.
2. Funds should be expended for worthwhile purposes as they are acquired.
3. Accounting should be simple but exact.
4. Elaborate and expensive school projects should not be undertaken.
5. There should be no special fund raising campaigns.
6. Student body cards should be offered but there should be no pressure placed upon pupils to purchase them.
7. Student body cards entitle the holders to reductions in the subscription price of the annual, in the admission to dances and other school programs.
8. Students who are unable to pay for their cards should be given work to pay for them.^{5/}

In a self-supporting program it is possible that the students participating may assume a great share of the expense and in this case the activity loses some of its educational value. So long as these activities are expensive for the individual pupil, many of them will be deprived of an educational

^{5/} Smith, M. M., Stanley, L. C. and Hughes, C. L., Junior High School Education, McGraw-Hill Book Co., New York, 1942, pp. 263-264.

experience if too much time is devoted to raising money or its support. If the student is constantly contributing money to the activity, there is danger that he will lose interest in the activity and feel that it is too expensive to belong. The extraclass activities should provide significant learning experiences for pupils. There is no more justification for imposing the cost of the activity on the participant than there would be to impose on him for the support of mathematics or English.

Anderson, Grim and Gruhm discuss the matter of activity finance and make these statements:

"The cost of equipment for football material, band instruments, supplies for clubs, and other similar clubs should be assumed by the school much like the expense of purchasing textbooks. Furthermore, the cost for such items as dues for clubs, club pins, school parties, attendance at athletic contests, and school newspapers and yearbooks, should be kept at a nominal fee. There should be an established policy in the school to keep the cost to an absolute minimum."^{6/}

Administration leadership and finance are of great importance to the activity program, especially leadership because this is the most important offering to the activity program.

The Extracurricular Activity Offering

This activity program is designed to offer a variety of activities to the students. The homeroom, student council, assembly, school clubs, athletics and music are the usual major activities offered. In addition to the several major activities, there will undoubtedly be social clubs, special interest clubs and forensic clubs developed.

^{6/} Anderson, V. E., Grim, P. R., and Gruhm, W. T., Principles and Practices of Secondary Education, Ronald Press Co., New York, 1951, p. 228.

The students will be attracted to the activities which meet his interests. Some students will hesitate to participate in any activity. They must be encouraged to participate in some group that meets their interests.

An indication of the wide variety of student interests and enthusiasms which junior high school students have is shown by the seven types of organizations that are generally sponsored in their extracurricular activity program, as presented by Cole:

1. Organizations concerned with school government.
2. Organizations growing out of academic class work.
3. Organizations based on commercial or home economics classwork.
4. Organizations based on athletic needs and interests.
5. Organizations based on classwork in mechanical arts and applied science.
6. Organizations based on social needs and interests.
7. Organizations based on religious or moral needs and interests.^{7/}

The size of the school and the pupil interest areas should determine which of these seven organizational types should be encouraged and promoted.

Other ideas on what constitutes a good extraclass activity program are worth mentioning here. Hughes has shown the following criteria that may serve as a guide in the selection of the activities for the program.

1. Organizing the program so that the social interests of the pupils are met.
2. Careful guidance.
3. Selection of activities that will carry over values into later life.

^{7/} Cole, Luella, Psychology of Adolescence, Rinehart Co, New York, 1954, p. 143.

4. Select activities that will acquire for him or her valuable traits of leadership and followership.
5. Provision for pupil initiated and pupil directed activities.^{8/}

There are activities that go into the program, and which are capable of meeting the needs and interests of the majority of students. However, there are others such as speech and dramatics, school paper, and yearbook. will be offered. Pupils interested in such activities as clubs, assemblies, athletic teams and music organizations may be stimulated in the homeroom. Here the student is informed about the type of activities available and their values.

The Homeroom. The homeroom is a special place where students and teacher or sponsor can get together and talk over the students' school programs, individual problems, and can make plans and suggestions for participation in school activities.

There are many ways to place students in homerooms. The most common method is to group them alphabetically and to include both boys and girls. Such a plan would develop a social understanding between the sexes and would tend to bring out better ideas from the group. Earlier in this report social development was stressed as one of the objects of all activities.

This plan of grouping for the homeroom has had the support of most writers whose positions have been clearly supported by McKown who has taken a definite stand in favor of alphabetical grouping as the best assurance of democratic groups:

^{8/} Hughes, O., "What Extracurricular Activities Should be Included in the Junior High School Program?", National Association of Secondary School Principals, April 1956, Vol. 44:99-114.

"Alphabetical is perhaps the most democratic method of sectioning grouping by I. Q. curriculum, previous schools, or district represented may produce intellectual or social snobbery. Grouping by first and last classes is only for administrative convenience. Since the homeroom should discover and develop many potentials among its members, it would seem that groupings by extracurricular activities to be too restrictive. Because one of the most important tasks of the homeroom sponsor is to develop wholesome boy-girl relationships, grouping by sex would hinder the program rather than further it."⁹

The homeroom should stress the importance of people. The unique contribution of the homeroom has been that of a cooperative approach to helping youth mature into well-adjusted persons as well as citizens. In the homeroom, the student learns to be responsible for his own decisions and actions.

Like the homeroom, the student council is also a main source of opportunities for the teaching and practicing of democratic living. Officers are usually elected to represent the various activity groups in the student council. In this way, each organization is given equal representation.

The student council. This activity is organized to represent the democratic ideals of the school. Members in the council may be elected by specialized interests, classes, clubs and other organizations, or by the school as a whole. In some cases a representative to the council may be a member of a large organization within the school. In this case, he may try to get concessions for his particular group. If the council represents no special interest group, the whole program will benefit and the general welfare of the school will be kept first. In support of this idea, Van Pool states that:

⁹/ McKown, op. cit., p. 26.

"The school is composed of students and teachers, and as was suggested above, the council should represent the entire school. Very often the teachers are looked upon as "guards," "snoopers," or "wet blankets," rather than a regularly elected and commissioned faculty representative. This may be true if this member is appointed by the principal than where they are formally elected by the faculty. Theoretically, there is no more justification for the principal appointing a faculty member to the council than it is for the principal or teachers appointing student members to it."^{10/}

With the possible exception of the homeroom, the student council is potentially the most important activity in the entire program. The effect of the council's activities reaches every member of the school. Another activity that reaches the entire student body is the school assembly.

Assembly. The school assembly represents one of the most profitable parts of the extracurricular activity program. It gives students the opportunity to meet as a body, to nominate and elect officers, to learn what takes place in their school, and encourages the development of good audience behavior. It develops school spirit, loyalty, and pride in the school. In the schools where they do not have assemblies, teachers and students alike seem to have little or no relationship or appreciation for the school in which they are a part. Dodson has verified the degree to which the assembly aids spirit and appreciation of the school in his statement:

"Many of the class activities, some of them not too attractive to the average student, may be dramatized or presented through the assembly in ways that will attract and interest students and also enrich their conceptions of them by offering additional "slants" and by showing new materials, methods and uses. Such presentation also offers a pleasing variety from the usual formal class methods. For English, a Naturalization Program in social science, a Radio

^{10/} Van Pool, G. N., "Teacher Responsibility to the Student Council," The Clearing House, Dec. 1950, Vol. 25:195-198.

Audition in music or a Travelogue in French will not only help to motivate these subjects but will also enrich and interpret them to the student."^{11/}

The assembly will give the student with exceptional talent in speech and debate an opportunity to bring his interests before the entire student body. The special interest groups like dramatics, pep clubs, and honor organizations will also be given recognition in the assembly. These special interest groups represent a vast majority of the school clubs in larger junior high schools.

School clubs. A club is an organized group of individuals with the same interest. This interest may concern any phase of life or school life and its activities. In school, the club is an educational device for its members and will help to develop and to advance their interests. In the club, there is an exchange of ideas between members and there is constructive criticism, both of which lead to wholesome social living. Adubato and Friedman have offered certain ideas concerning keeping the school club on an adolescent level and have pointed out that if the club sponsor dominates the organization, there is danger that it may be raised to an adult level.

"Often the school club attempts to imitate adult organizations, and sometimes the sponsor so dominates it that it cannot do otherwise. The club exists for the education of the student members; consequently its program must be interesting, appropriate, and valuable to these. The age, experience, maturity, background and general outlook of the members should determine and maintain the club's policy. Reorganizing and capitalizing individual abilities is an important objective of any school club."^{12/}

^{11/} Dodson, N. E., "Assembly Programs Integrated With Instructional Activities of the School," Clearing House, Oct. 1945, Vol. 10:109-111.

^{12/} Adubato, L. C. and Friedman, I. R., "Why Students Join Clubs," School Activities, Sept. 1949, Vol. 21-22.

The school club can provide opportunity for individual and group initiative. Under helpful guidance and supervision, school clubs can bring into the lives of students new interests and activities. Another important activity closely coordinated with the school club program is the athletic program.

Athletics. The growing student needs a vigorous, developmental athletic program. This program should include football, basketball, baseball and softball. The less strenuous forms of physical participation like swimming, tennis, golf, and wrestling are also necessary to the junior high school student. The student learns by playing with a team that he is only a part of that team; he learns that he is one of a group. Good team work is acquired through quick and accurate thinking and the ability to take orders when they are given.

Through having students work together, athletics develop good sportsmanship and this must not be classified as "sissified" or "wishy-washy" but only as a competitive quality. The competitor must play hard, play fair, and follow the rules of the game.

In the athletic program health is very important so it was probably not by mere chance that the Committee on the Reorganization of Secondary Education named health as its first cardinal principles.

In this program the interscholastic athletics are to serve only the athletically gifted. Athletes with unusual skill in sports should be given a chance to use and to improve these skills in interscholastic athletics, provided this can be done without limiting the program for too many.

For clarification here, the Education Policies Commission in its 1954 report, School Athletics, issued the following resolution on school athletics:

"Inter-school athletics should be conducted as an integral part of the school program, with full responsibility for its administration in the hands of qualified teachers, and the regular school authorities. Inter-school competition should be financed from the same source that provides funds for the rest of the school curriculum and should not receive amounts disproportionate to the number of students it serve."^{13/}

Athletics serve the needs of the athletically gifted. They serve the athlete just as other activities serve the talented. This program develops each individual physically and provides him with qualities of sportsmanship and fair play.

Music activities. In considering music activities, it must be treated much like the athletic program. The talented person should take part in music meets and festivals in order to improve his skill.

The music organizations of the junior high school are quite different from some of the other extraclass activities. Not only do they demand more time than many of the other activities, but they also do not lend themselves as readily to pupil participation in planning, organizing and directing the work that is carried on by those organizations.

The music program should include group singing, choruses, music clubs, choir, band, and orchestra, operetta, concerts and festivals. The many junior high school students that have joined school bands, choruses, and other organized music activity groups, are proof of the many values young

^{13/} Educational Policies Commission, School Athletics, National Educational Association, 1954, p. 109.

people find in music. Its value is known to people in education. Its value is also quite evident to everyone in the community as shown by the usual community interest. Students belonging to music organizations in the high school are drawn together and become friends by the nature of this activity. Mursell also emphasized this point when he said:

"Music is one of the most universal human needs. The impulse to create and enjoy music exists among men everywhere and has always existed. While men remain the beings they are, they will continue to need music."^{14/}

Music contributes to a great extent to every school activity. It is usually found to be a participating factor at athletic contests, assemblies, dramatics and at many school and community functions.

The major activities in this chapter make up a desirable basic program for a junior high school of 1200 students. As this program develops, the interested groups will express their interests and new activities will be created within the school.

Miller, Moyer and Patrick have listed some changes that may take place in the future within the activity program:

1. The homeroom will come into its own. The major emphasis will be on guidance, both individual and group.
2. A well-balanced co-curricular program will become a reality.
3. The cost of the activity program to pupils will be greatly reduced.
4. Facilities for the program will be provided as quick as finances will permit.

^{14/} Mursell, James L., Education for Musical Growth, Ginn and Co., New York, 1948, p. 8.

5. School assemblies will be improved by a greater variety of programs.
6. Opportunities will be provided for people to learn more about the world in which they live.^{15/}

^{15/} Miller, F. A., Moyer, J. H., and Patrick, R. B., Planning Student Activities, Prentice-Hall, 1956, pp. 628-631.

CHAPTER V

SUMMARY

There has been a tendency in many junior high schools to concentrate on a few activities like athletics and music in the extracurricular activity program. The writer of this report has felt that in order for an extracurricular activity program to function properly every activity must be given equal consideration. The exceptionally talented person should be given every available opportunity to take part in contests or interscholastic competition as well as others to have an opportunity to develop their interests.

The values of a well-balanced program as found in literature are that they are: (1) to serve every pupil profitably and make his years in school interesting, (2) add profitably to the school curriculum, (3) develop good leadership and good citizenship and (4) develop individual talents. In addition to these essential values of activities for junior high school youth, meeting the following needs is essential: (1) security, (2) satisfactory mental and physical health, (3) competence for democratic living, (4) family responsibility, (5) economic skill, (6) capacity for direction, and (7) ability to act upon convictions. These are met by the entire school program but develops a sense of security, satisfactory physical and mental health, ability to live democratically and develop a capacity for direction and can best be developed through the activity program.

Literature has also revealed that the major contributions offered to the students by this activity program are that it: (1) provides opportunities for the pursuit of established interests and the development of new

interests, (2) educates for citizenship, leadership and cooperation, (3) develops school spirit and morale, (4) strengthens mental and physical health, (5) provides opportunities for students to exercise their creative capacities, and (6) provides for the well-rounded social development of students. This program gives the student the feeling of belonging and also recognition among his peers.

Authorities on the junior high school have generally agreed that the objectives as presented in chapter three are major objectives or functions of every junior high school program. They are as follows: (1) integration, (2) exploration, (3) guidance, (4) differentiation and (5) articulation.

Other objectives have been revealed as essential in every junior high program that are probably more closely related to the extracurricular activity program. They are as follows: (1) to capitalize for educational profit such important fundamental drives as leadership and competition, (2) to prepare the student for active life in a democracy by taking an active part in student government, (3) to make him self-directive by giving an opportunity for goal setting, adding interests and directing own and group activities, (4) to teach social cooperation through participation in a socially conducive set of activities, (5) to increase the interest of the student in his school through an active part in its development, (6) to develop sound school morale by having him take part in student developed activities, (7) to foster sentiments of law and order through actual control of his own activities and (8) to discover and develop special qualities and abilities.

Supervision from the director of the program is also of vital importance. Teachers, sponsors and students must cooperate in order to have a harmonious program. Seven major characteristics of a good extracurricular program seemed evident. These activities should (1) be constructive and provide for the whole educational activity of the school, (2) grow out of school life, (3) be accepted by the teachers, (4) be well supervised, (5) develop public opinion, (6) recognize the rights of other students and (7) must have provisions made by the principal for continuous development.

There should be a director of activities apart from the principal. He must be an educator as well as a good leader and organizer. He must work hand in hand with the principal and teachers in all activity projects. The director must assume all activity responsibility and see that the program runs smoothly.

The students' interest in a particular field makes him an active part of the extracurricular activity program. He must make contributions to the program. The following contributions should be made by each student:

1. Selection of representatives to the student council.
2. Improvement in the real problems of the school.
3. Communication of ideas in the homeroom and student council.
4. Development of skills, interests and talents.
5. Development of good attitudes and self-discipline.

The teachers should act as sponsors for the various activities. With teachers assuming real leadership in an activity, the student will feel certain that his interest group is of real importance.

Limitations should be made as to the number of activities in which a student can take part. He should be permitted to take an active part in at least two activities. If a student takes part in too many activities, the real educational value for him would be greatly decreased. This balance of limited participation would be one of the important factors in maintaining a well-balanced activity program.

The administrative organization of an activity program is important. In the administration of the program, the three main factors to be considered are: (1) the type of administrative organization, (2) its leadership and (3) financing the program. The principal is the real administrator but in his capacity as administrator he does not assume the directorship of the program. However, he is responsible for the type of organization. The chief leadership is the duty of the director. The financing should be insured by board support. Activities may be somewhat self-supporting but never to the point where that is a chief objective or practice. Financing of activities by the students often causes activities to lose their educational significance. The activity should be kept on an adolescent basis and not on an adult level. The sponsor of the activity must be very careful that he does not dominate the activity and assume that it is an adult organization.

The activity program should be designed to meet the needs and interests of the student body. It was found that interests and enthusiasms which junior high school students have are as follows: (1) organizations concerned with school government, (2) organizations growing out of academic classwork, (3) organizations based on commercial or home economics classwork, (4) organizations based on classwork in mechanical arts, (5) organizations based

on athletic needs and interests and (6) organizations based on social needs and interests. The activities that go into the program should be designed to meet the students' interests and enthusiasms.

The major activities that should be included in any program, and would certainly be stressed in a school of 1200 students, are as follows:

1. The homeroom for school and activity planning.
2. The student council for representation of activity groups.
3. The assembly for displaying of exceptional talent and as an outlet for all activities.
4. School clubs for participation in forensic, science, dramatics, and special interest groups.
5. Athletic activities offering football, basketball, track, softball, tennis, golf, swimming, wrestling and handball.
6. Music activities offering band, orchestra and chorus.

Whenever possible students with talent should be given opportunities to take part in activities outside of school and to take part as a school group in competition with individuals or groups.

Many other activities will gradually become a part of the regular extracurricular activity program as new interests are developed. Each activity, as it develops, must be given careful consideration and the students taking part in it must be supervised so it will develop into a successful activity. The stimulation of interests should be the responsibility of everyone.

Conclusions

From the opinions cited in this investigation, one must conclude that the extracurricular activity program has not been given its proper place in many junior high schools. All pupils should be given an opportunity to develop their interests and talents. The program has many values for the student and should make his years in school interesting and profitable, encourage citizenship and develop individual talent.

Any program should offer major contributions to the student in enabling him to find and to pursue an interest. It will better the student mentally and physically and educate him for leadership, cooperation and social development.

The major functions of the junior high school program -- integration, exploration, guidance, differentiation and articulation -- are not only all school objectives, but are objectives for every activity.

Whenever possible students should be advised by their activity sponsor in selecting an activity in which to take part. Guidance in the homeroom, and in the activity is the real key to a successful extraclass program.

The financing of the program is a major responsibility which the school board should assume. However, some of the audience activities will be capable of helping with their own financial matters but this should not be a main objective of any activity.

The student must be active in the program in order for the program to develop and become a thing of interest in the junior high school. The student should elect officers, take part in school government, communicate with other class activity groups, increase skills and maintain standards of good school government.

The teacher should try to take special interest in the activity group and guide the students in their various problems.

Students should take part in a limited number of activities so that they can play a significant part in them. The major activities for a junior high school of 1200 students will be quite extensive so as to meet the needs and interests of the entire student body. The following activities were revealed as being popular in most junior high schools: the homeroom, school clubs, the student council, the assembly, the athletics and the music groups. They should be the basis of every junior high program.

As the program develops other groups will express their interests and other activities will be created within the school to meet these interests.

BIBLIOGRAPHY

- Adubato, L. C. and Friedman, I. R., "Why Students Join Clubs," School Activities, September, 1949, Vol. 21-22.
- Anderson, V. E., Grim, P. R., and Gruhm, W. T., Principles and Practices of Secondary Education, Ronald Press Company, New York, 1951,
- Cole, Luella, Psychology of Adolescence, Rinehart Company, New York, 1954,
- Dodson, N. E., "Assembly Programs Integrated with Instructional Activities of the School," Clearing House, October, 1945, Vol. 10.
- Educational Policies Commission, School Athletics, National Educational Association, 1954.
- Ellicker, Paul, "The Student Council in the Secondary School," Bulletin of the National Association of Secondary School Principals, December 1946.
- Fretwell, Elbert K., Extracurricular Activities in Secondary Schools, Houghton, Mifflin Compnay, New York, 1931.
- Graber, C. H. and Ralph E., "How Extensive an Activity Program in the Junior High School?" National Association of Secondary School Principals, March 1952.
- Gray, Martha, Director of Student Activities, National Association of Secondary School Principals, February 1952.
- Gruhm, O. T. and Douglas, H. R., The Modern Junior High School, Ronald Press, New York, 1951.
- Healey, W. and Bronner, A., "Are School Practices Changing?" The Clearing House, January 1949.
- Herriot, M. C., "Organizing the Junior High School," National Association of Secondary School Principals, December 1951.
- Hughes, O., "What Extracurricular Activities Should be Included in the Junior High School Program?" National Association of Secondary School Principals, April 1956.
- Johnston, Edgar G., "Critical Problems in the Administration of Student Activity Program," National Association of Secondary School Principals, February 1952.
- McKown, Harry C., Extracurricular Activities, Macmillan Company, New York, 1952.
- McMurray, Frank, "The Biggest Thing in Teaching," Teachers College Record, 1953.

- Miller, F. A., Moyer, J. H. and Patrick, R. B., Planning Student Activities, Prentice-Hall Company, 1956.
- Mursell, James L., Education for Musical Growth, Ginn and Company, New York, 1948.
- National Association of Student Councils, A Handbook for Student Councils, National Association of Secondary School Principals, 1950.
- Romaine, Stephen, "Administering Pupil Activities in Secondary Schools," Journal of Educational Research, 1945.
- Rupp, Russell, R., "The Pupil Activity Program," National Association of Secondary School Principals, January 1945.
- Sears, Jesse B., The Nature of the Administrative Process, McGraw-Hill Book Company, New York, 1950.
- Shannon, C. A., "School Activities and Personality Development," School Activities, May 1949.
- Shipp, Fredrick, "Extraclass Activities in the California Secondary Schools," Clearing House, February 1951.
- Smith, M. M., Stanley, L. C. and Hughes, C. L., Junior High School Education, McGraw-Hill Company, New York, 1942.
- Stiles, Dorsey, "Planning for American Youth," National Association of Secondary School Principals, December 1955.
- Storm, G. E., "Recent Trends in the Teaching of Citizenship," Elementary School Journal, February 1944.
- Tompkins, Ellsworth, "The Relation of Activities to the Curriculum," National Association of Secondary School Principals, 1953.
- Tompkins, Ellsworth and Storey, Robert C., The Activity Period in Public High Schools, U. S. Office of Education, Bulletin No. 19, March 1951.
- Van Pool, G. M., "Teacher Responsibility to the Student Council," Clearing House, December 1950.