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## Extra-curriculum activities of Garfield High School of Terre Haute, Indiana

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EXTRA-CURRICULUM ACTIVITIES OF GARFIELD  
HIGH SCHOOL OF TERRE HAUTE,  
INDIANA

By

Homer Powell

Contributions of the Graduate School  
Indiana State Teachers College  
Number 276

Submitted in Partial Fulfillment of  
the Requirements for the Master  
of Arts Degree in Edu-  
cation

1936

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H. P.

## TABLE OF CONTENTS

	Page
LIST OF TABLES.....	vii
I. INTRODUCTION.....	1
A. The Problem.....	1
B. The Scope and Limitations of the Study.....	1
C. Purpose of the Study.....	1
D. Collection of Data.....	2
II. PRESENTATION OF DATA.....	4
A. Organization and Administration at Garfield High School.....	4
1. Principal, Faculty, and Student Body.....	4
2. Extra-Curriculum Program at Garfield....	5
3. Meetings.....	9
B. Number of Activities in Which Students take Part.....	9
1. Freshmen.....	9
2. Sophomores.....	10
3. Juniors.....	11
4. Seniors.....	12
5. Summary.....	13
C. Choice of Activities by Classes.....	14
1. Freshmen.....	14
2. Sophomores.....	15

3. Juniors.....	17
4. Seniors.....	18
5. Summary.....	19
D. Students' Reasons for Being in Activities.....	19
1. General Considerations.....	19
2. Specific Activities.....	21
3. Summary.....	36
E. Cost, Time Required, Campaigns, and Entrance Requirements.....	37
1. Cost.....	37
2. Time Required.....	37
3. Campaigns.....	38
4. Entrance Requirements.....	38
5. Summary.....	39
F. Suggestions for Improving Activities.....	41
1. General Considerations.....	41
2. Specific Suggestions.....	41
3. Summary.....	51
G. Reasons for Non-Participation in Activities....	52
1. Freshmen's Reasons.....	52
2. Sophomores' Reasons.....	53
3. Juniors' Reasons .....	55
4. Seniors' Reasons.....	56
H. The Attitude of the Faculty.....	60

1. Emphasis.....	60
2. Suggestions by Faculty for Improving Acti- vities.....	60
3. Standards of Scholarship for Members.....	62a
4. Summary.....	62a
I. Survey of Literature on Extra-Curriculum Activities.....	62c
1. General Discussions.....	62c
2. Specific Studies.....	65
III. SUMMARY AND RECOMMENDATIONS.....	73
A. Summary.....	73
1. Administration and Organization at Garfield High School.....	73
2. Number of Activities in which Students Participate.....	73
3. Choice of Activities.....	73
4. Students' Reasons for Being in Activities.....	73
5. Cost, Time Required, and Campaigns.....	74
6. Suggestions for Improving Activities.....	74
7. Students' Reasons for not Participating.....	74
8. Attitude of the Faculty.....	74
B. Recommendations.....	75

1. Voluntary Activities.....	75
2. Permanent Records.....	75
3. A Study of Time Allotments and Values of Activities.....	75
4. A Better Plan of Faculty Supervision.....	75
5. An Activities Period.....	75
6. More Activities of Different Types.....	75
IV. APPENDIX.....	77
A. Questionnaire for All Teachers.....	77
B. Questionnaire for Advisors.....	78
C. Questionnaire for All Students.....	79
D. Questionnaire for Students Taking Part in Activities.....	81
E. Bibliography.....	82

## LIST OF TABLES

Table		Page
I.	Questionnaires Received from Student Body.....	5
II.	Number of Activities in Which Freshmen Take Part.....	10
III.	Number of Activities in Which Sophomores Take Part.....	11
IV.	Number of Activities in Which Juniors Take Part.....	12
V.	Number of Activities in Which Seniors Take Part.....	13
VI.	Choice of Activities by Freshmen.....	15
VII.	Choice of Activities by Sophomores.....	16
VIII.	Choice of Activities by Juniors.....	17
IX.	Choice of Activities by Seniors.....	18a
X.	Reasons Why Students are in the Blue Triangle Club.....	22
XI.	Reasons Why Students are in the Business Club.....	23
XII.	Reasons Why Students are in the Dramatic Club.....	24
XIII.	Reasons Why Students are in the Home Economics Club.....	25



XIV.	Reasons Why Students are in the Science Club.....	27
XV.	Reasons Why Students are in the Girls' Athletic Association.....	28
XVI.	Reasons Why Boys Take Part in Basketball.....	29
XVII.	Reasons Why Boys Take Part in Football.....	31
XVIII.	Reasons Why Boys Take Part in Track.....	32
XIX.	Reasons Why Students Take Part in Publishing the Benedictus (School Annual).....	33
XX.	Reasons Why Girls Take Part in the Pensters Club.....	34
XXI.	Total Reasons Why All Students Take Part in All Activities.....	35
XXII.	Cost, Time Required, Campaigns, and Entrance Requirements.....	40
XXIII.	Suggestions for Improving the Business Club.....	42
XXIV.	Suggestions for Improving the Girls' Athletic Association.....	43

XXV.	Suggestions for Improving the Dramatic Club.....	44
XXVI.	Suggestions for Improving the Science Club.....	45
XXVII.	Suggestions for Improving the Home Economics Club.....	46
XXVIII.	Suggestions for Improving the Blue Triangle Club.....	47
XXIX.	Suggestions for Improving Football.....	48
XXX.	Suggestions for Improving Track.....	49
XXXI.	Suggestions for Improving Basketball.....	50
XXXII.	Total Suggestions for Improving Activities.....	51
XXXIII.	Freshmen's Reasons for Non-participation.....	53
XXXIV.	Sophomores' Reasons for Non-participation.....	54
XXXV.	Juniors' Reasons for Non-participation.....	56
XXXVI.	Seniors' Reasons for Non-participation.....	57
XXXVII.	Reasons for Non-participation by All Non-members.....	59
XXXVIII.	Suggestions by Faculty for Improving Activities.....	62

## INTRODUCTION

### A. The Problem

The major problem of this thesis is to make a survey of the extra-curriculum activities at Garfield High School. For a long time the writer has wondered how actual practices at this school compare with theories proposed by writers. Most writers place a great deal of emphasis upon extra-curriculum activities in the modern high school.

### B. The Scope and Limitations of the Study

The entire student body and the faculty were considered in this study. The study was made during the Spring Semester, 1936. It was the purpose of the writer to obtain information from as many sources as possible. The study is limited to one semester, and to activities at Garfield High School, Terre Haute, Indiana.

### C. Purpose of the Study

The information obtained here should help us determine, to some extent at least, whether or not the extra-curriculum program is functioning as it should. It should help us to get the students' attitude toward their activities, as well as the attitude of students who "do not belong." With the information obtained from the students, and with the attitude

of the faculty noted, we should be able to offer a few suggestions for improving the program according to modern practices.

#### D. Collection of Data

Garfield High School has no home rooms and no activities periods. Thus, collection of data had to be somewhat indirect. Extra-curriculum activities are entirely voluntary on the part of the students. Students are not compelled to go to club meetings, nor to study halls if they do not like to go to club meetings. The meetings are held on the students' time and not on that of the school. One hundred per cent attendance at activities is practically impossible.

At the suggestion of the principal, Mr. Charles Zimmerman, data from students were collected through the biology and social studies departments. It was thought that more students could be reached by this method. Two questionnaires were circulated by these departments. One was "Questionnaire for All Students," and the other was "Questionnaire for Students Who Take Part in Activities."

A questionnaire entitled "Questionnaire for All Teachers" was filled out by the faculty. Another, "Questionnaire for Advisors," was given to sponsors of activities. Tabulation and classification of data in these four questionnaires, and data obtained from personal interviews with advisors

constitute the essential features of this study.

## II PRESENTATION OF DATA

### A. Organization and Administration at Garfield High School

1. Principal, Faculty, and Student Body. There are thirty-two teachers and one principal. The principal has general supervision of the entire school, but does not sponsor any activity or do any teaching. Six of the thirty-two teachers are men and twenty-six are women. The men are called upon for coaching and managing athletics. Thus, very little of their time outside of classes is available for sponsoring other activities. The women of the faculty are sponsors of all non-athletic activities. There is a shortage of men teachers as far as extra-curriculum activities are concerned.

There are actually 745 students enrolled, but questionnaires were received from 648. They are distributed in classes according to Table I.

TABLE I  
QUESTIONNAIRES RECEIVED FROM  
STUDENT BODY

Class	Boys	Girls	Total
Freshmen	79	91	170
Sophomores	77	88	165
Juniors	73	94	167
Seniors	74	72	146
Total	303	345	648

The difference between the number of questionnaires received and the actual enrollment was due to three probable causes:

1. Some students do not take biology or social studies.
2. Some were absent.
3. Some did not fill out questionnaires.

Of the 648 students, 422, or 65.1 per cent, take part in at least one activity. Two hundred and twenty-six, or 34.9 per cent, take part in no activity whatever.

2. Extra-Curriculum Program at Garfield.

a. Clubs:

There are seven clubs at the present time.

They are:

Business Club

Blue Triangle Club

Dramatic Club

Girls Athletic Assn. (G.A.A.)

Home Economics Club

Pensters

Science Club

The Business Club is sponsored by a commercial teacher and has eighty-six members. Several more students joined this club but did not attend very often and dropped out. The purpose of this club is to seek information about the business world.

The Blue Triangle Club is a girls' club. It is supposed to develop the body, mind, and spirit. The general sponsor is a mathematics teacher. It is controlled by a council of members. Various committees in the council are in charge of separate sponsors. There are 108 members at present.

The Dramatic Club is sponsored by a public speaking teacher. Members of this club must pass a stage and voice test before they can be admitted. Thus, it is a club to further acting ability. Many students who really need help in their talking and acting are rejected because of entrance requirements.

The Girls' Athletic Association is another large girls'



club. Its purpose is to sponsor wholesome games and other athletic activities for girls. Members play basketball, hockey, baseball, take hikes, and carry on various other similar activities. It is sponsored by a girls' physical education teacher.

The Home Economics Club is also a girls' club. It aims to promote ideals of home-making. The advisor is a sewing teacher. Sometimes the club sponsors a dance.

The Pensters is a small club open to boys or girls, but, at present, only girls are members. It aims to further interest in writing and is sponsored by an English teacher.

The Science Club is sponsored by a biology teacher. The main purpose is to further interest in science. Most of the activity, however, consists of nature study.

b. Other Activities:

Basketball is very attractive to boys. There are three main groups in this activity. They are:

1. The varsity squad.
2. The reserves and class teams.
3. The basketball league.

The varsity squad consists of the best players who belong to the "A" team. The reserves are the "B" team. Also, there are class teams such as freshman, sophomore, etc. The league consists of a large number of teams who play just for the fun of it. Because of the changing of players

from one group to another and difficulty of classifying data, all groups are considered one activity. There is no adequate gymnasium at the Garfield building; therefore, the varsity and reserves practice elsewhere.

Football is also very attractive to boys. They practice on the school grounds. This activity was very successful during the year that this study is being made, the boys having won the "Wabash Valley" championship.

The School Annual is called the Benedictus. An English teacher is its sponsor. Students helping in this work are chosen by the sponsor.

Track is the smallest athletic activity. Negro boys are permitted to take part in track, but do not take part in interscholastic basketball or football.

In addition to these activities, the commencement and assemblies play a part. However, they are not included as activities for various reasons. The commencement program is often limited to a few students. An outside speaker gave an address at the commencement in the spring of 1936. Assemblies are often staged by other activities. There is a Benedictus assembly, a "Blue-Tri" assembly, and assemblies staged by the various other clubs. Assemblies are controlled by a faculty committee. Very often assemblies are planned and carried out by this committee without the knowledge or help of students; thus they could not be called students' activities.

3. Meetings. Sometimes meetings of various activities are held during the noon hour but they usually take place after school. There are eight regular forty-minute periods for class work. The last one ends at 3:20 o'clock. At that time students are free to go home if they wish. At 3:30 a bell sounds which means that all students who are not in meetings are to leave the building. No students are compelled to go to study halls if they do not take part in activities. Therefore, it is clear that extra-curriculum activities are entirely voluntary, and, if participated in, such participation is on students' time.

B. Number of Activities in Which Students  
Take Part

1. Freshmen. Freshman girls are more actively engaged in extra-curriculum activities at Garfield than freshman boys. Fifty-four and four tenths per cent of the boys do not take part in any activity, while only 39.5 per cent of the girls do not. Freshmen do not know much about the extra-curriculum program when they first arrive at school, and one would expect fewer of them than the upper-classmen to engage in such activities.

TABLE II  
 NUMBER OF ACTIVITIES IN WHICH  
 FRESHMEN TAKE PART

Number of Activities	Percent		
	Boys	Girls	Total
None	54.5	39.5	46.4
One	31.6	38.5	35.3
Two	11.1	16.6	14.1
Three	2.5	3.3	2.9
Four	0	1.1	.6
Five	0	1.1	.6

2. Sophomores. We find that there are fewer sophomore boys who take no part in extra-curriculum activities than freshmen. Also, while the freshmen are content with one activity, sophomores are taking part in two in larger numbers. In fact, more sophomore girls engage in two activities than in one. The girls also lead the boys since only 22.7 per cent of the girls are not members of any activities, while 44.1 per cent of the boys are not members.

TABLE III  
 NUMBER OF ACTIVITIES IN WHICH  
 SOPHOMORES TAKE PART

Number of Activities	Percent		Total
	Boys	Girls	
None	44.1	22.7	32.7
One	28.5	22.7	25.4
Two	23.5	38.6	31.5
Three	3.9	13.6	9.1
Four	0	2.3	1.2

3. Juniors. The outstanding difference between the juniors and sophomores is that more juniors take part in one activity. This reduces the non-participants in the junior class to 25.7 per cent. This is due especially to the activity of the boys during their junior year. More juniors take part in one activity, while more sophomores take part in two activities. So far, there has been a decreasing number of non-members as the students progress toward their senior year.

TABLE IV  
NUMBER OF ACTIVITIES IN WHICH  
JUNIORS TAKE PART

Number of Activities	Percent		
	Boys	Girls	Total
None	32.8	20.2	25.7
One	39.7	27.7	32.9
Two	21.9	36.2	30.5
Three	4.1	12.7	8.9
Four	1.4	2.1	1.4
Five	0	1.	.6

4. Seniors. There is a decided change in the extra-curriculum activities in the senior year. The girls are slightly more active than they are in the junior class, since there are only 18.9 per cent of non-members. The situation is different regarding the boys. They are withdrawing from activities so that there are 48.6 per cent of non-members. This steps back to a position between the freshman and sophomore classes.

The senior boys seem to present a problem which needs attention. Their inactivity brings down the percentage of participation for the whole class. There are, no doubt, various reasons for this change. An attempt is made in another part of this thesis to find what some of these reasons are.

TABLE V  
NUMBER OF ACTIVITIES IN WHICH  
SENIORS TAKE PART

Number of Activities	Percent		Total
	Boys	Girls	
None	48.6	18.9	34.2
One	18.9	34.7	26.7
Two	21.6	31.9	26.7
Three	10.8	11.1	10.9
Four	0	2.8	1.3

#### 5. Summary

a. There is an increasing percentage of members as students progress through school until the senior year. During this year the percentage of members falls below that of the sophomores. This lack of interest is due to the inactivity of senior boys. The percentages for different classes are: Freshmen 53.6; sophomores 67.3; juniors 74.3; and seniors 63.8.

b. Freshmen engage mostly in one activity, sophomores in two, juniors in one, and seniors are equally divided between one and two. Although some students take part in more than two activities, there is little danger of overactivity since the number is so small.

### C. Choice of Activities By Classes

1. Freshmen. Freshmen come to Garfield full of anticipation, looking forward with eagerness to their four years of high school work. No doubt a feeling of fear and dread predominates in some cases. The boy has heard of the athletic prowess of the teams, and, in most cases, hopes that he can "make" the team. Consequently his attention is drawn to basketball and football. The figures show that he is interested in very little else, for twenty boys are in basketball and nineteen in football. Track claims four. Outside of athletics, the only activity to attract freshman boys is the Science Club, which draws seven.

Conditions are better for the girls so far as distribution of attention is concerned. Twenty-seven girls are members of the Blue Triangle Club. The next most attractive activity is the Girls' Athletic Association. This club claims twenty-five freshman girls.



TABLE VI  
CHOICE OF ACTIVITIES BY  
FRESHMEN

Activities	Boys	Girls	Total
1. Basketball	20	0	20
2. Business Club	0	3	3
3. Blue Triangle Club	0	27	27
4. Dramatic Club	0	0	0
5. Football	19	0	19
6. Girls' Athletic Association	0	25	25
7. Home Economics Club	0	4	4
8. Pensters	0	0	0
9. School Annual	0	0	0
10. Science Club	7	5	12
11. Track	4	0	4

2. Sophomores. Enthusiasm for basketball has been increased somewhat by the time boys reach the sophomore year. Thirty-one sophomores take part in basketball, according to the data collected. Possibly some of them play only now and then, but consider it important enough to class it as an activity. Football still holds its interest, for eighteen sophomores are still out for the team. However, the sophomore boys generally take little part in activities except athletics.

The sophomore girls present a different picture. Not only have more of them joined the Blue Triangle Club, but they are becoming interested in the Business Club, Dramatic Club, and the Home Economics Club. There seems to be a dearth of boy clubs.

TABLE VII  
CHOICE OF ACTIVITIES BY SOPHOMORES

Activities	Boys	Girls	Total
1. Basketball	31	0	31
2. Business Club	6	14	20
3. Blue Triangle Club	0	30	30
4. Dramatic Club	0	8	8
5. Football	18	0	18
6. Girls' Athletic Association	0	17	17
7. Home Economics Club	0	14	14
8. Pensters	0	2	2
9. School Annual	0	0	0
10. Science Club	3	1	4
11. Track	1	0	1

3. Juniors. Athletics claim the attention of the junior boys. There are twenty-six in basketball, thirteen in football, and ten in track. Outside of these activities the Dramatic Club is the only one of any importance. Eleven boys take part in this club. There are only six boys in all other activities combined. This shows a predominance of interest in athletics among junior boys, and a lack of interest in other activities.

Junior girls show a wider range of interest. They still like their athletic club, the G.A.A., but four other clubs claim their attention. They are: The Business Club, the Blue Triangle Club, the Dramatic Club, and the Home Economics Club. Three girls also help with the School Annual. In other words, twenty-seven girls are interested in athletics while a large number are interested in other types of activities.

TABLE VIII  
CHOICE OF ACTIVITIES BY JUNIORS

Activities	Boys	Girls	Total
1. Basketball	26	0	26
2. Business Club	1	32	33
3. Blue Triangle Club	0	31	31

TABLE VIII (Continued)

4. Dramatic Club	11	16	27
5. Football	13	0	13
6. Girls' Athletic Association	0	27	27
7. Home Economics Club	0	15	15
8. Pensters	0	0	0
9. School Annual	1	3	4
10. Science Club	4	0	4
11. Track	10	0	10

4. Seniors. The senior boys are more interested in athletics than in other types of activities. There are twenty-one senior boys in basketball, seventeen in football, and eleven in track. The minor activities in which senior boys are engaged are: Business Club, Dramatic Club, Science Club, and School Annual. The total number of senior boys in these activities is only twenty-one.

Senior girls, as in all other classes, show a wider distribution of interest than the senior boys. The Business Club ranks first in membership. The Blue Triangle Club is second and Girls' Athletic Association ranks third.

## 5. Summary.

a. Freshmen do not take part in extra-curriculum activities as the other classes do. Girls show a wider range of interest than the boys. Freshman boys are interested in athletics.

b. Sophomore boys show little interest in activities except athletics. Sophomore girls show a wider range of interest than the boys.

c. Junior boys are active in athletics. They are also slightly interested in the Dramatic Club, but, outside of this, very little activity is shown. Junior girls show a wider range of interest.

d. Senior boys still show an interest in athletics but are interested only mildly in other things. Senior girls, as in all other classes, show a wider range of interest.

## D. Students' Reasons for Being in Activities

1. General Considerations. The data collected here show to some extent the value that the students place upon their activities. It is possible that some students do not know just why they chose one activity instead of another. One consideration which does not enter, to a great extent,

and which may be a real reason for joining certain clubs, is the scarcity of clubs. There may not be enough clubs to choose from.

The very nature of adolescent boys and girls causes them to seek companions. Conklin<sup>1</sup> agrees with this point of view in the following quotation: "Adolescents do participate in group activity requiring team play; in fact, such seems to be the characteristic of adolescent group life. This will be found to be true not only of sports or athletics, but also for dramatic, literary, social, religious or any kind of group activity. Cooperative participation in clubs and societies and gangs may be looked upon as a distinctive feature of adolescent life."

Fretwell<sup>2</sup> gives two reasons for participation in clubs, which rank very high in this study. He says clubs must "be interesting and worthwhile from the students' point of view." He also says, "The pupil wishes to have a good time, to have fun and more fun." This study shows that the reason which ranks first is, "I am interested in the subject," and that which ranks third is, "I have fun." "It helps me make new friends" ranks second.

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<sup>1</sup>Edmund S., Conklin, Principles of Adolescent Psychology, p. 180.

<sup>2</sup>Elbert K Fretwell, Extra-Curricular Activities in Secondary Schools, p. 275.

The reasons for being in certain activities vary slightly according to the nature of the activities. For example, the reason ranking first for being in the Blue Triangle Club is, "It helps me to make new friends." The most important reason for being in football is, "It develops me physically and mentally." However, there is enough similarity of reasons running through all activities to bring out three main objectives on the part of the students. They are:

1. Students wish to follow or explore their interests.
2. They want to make friends.
3. They want to have fun.

2. Specific Activities. The following tables show more clearly than words what the attitudes of the students are. A list of these reasons is found on page 21a.

A List of Reasons Why Students Enter  
the Various Activities

1. I have fun at the meetings or practice sessions.
2. The cost is reasonable.
3. My friends chose it and I want to be with them.
4. I like the teacher in charge.
5. I am interested in the subject.
6. It develops me physically and mentally.
7. I get to go to more dances.
8. It makes me more popular.
9. People treat me with more respect.
10. I am able to make better grades.
11. I can use my spare time better.
12. It helps me make new friends.
13. I get a better chance to do things such as sing,  
act, dance, etc.
14. I get to take trips out of town.



TABLE X  
 REASONS WHY STUDENTS ARE IN THE BLUE  
 TRIANGLE CLUB. NUMBER OF  
 MEMBERS - 108

Number of Reasons	Number of Times Checked	Rank	Per Cent
12	96	1	88.8
2	67	2	62.0
1	65	3	60.2
5	62	4	57.4
11	59	5	54.6
6	57	6	52.7
3	43	7	39.8
4	36	8	32.4
7	25	9	23.1
13	22	10	20.3
8	13	11	12.0
9	12	12	11.1
10	7	13	6.4
14	1	14	.9

The outstanding reason for joining this club is, "It helps me make new friends," which was chosen by 88.8 per cent of the members. "The cost is reasonable" is second, while, "I have fun at the meetings" is a close third, having been checked by 60.2 per cent of the members. Only .9 per cent checked number 14. Also, "I am able to make better grades" is very low with only 6.4 per cent.

TABLE XI  
 REASONS WHY STUDENTS ARE IN THE  
 BUSINESS CLUB.  
 NUMBER OF MEMBERS--86

Number of Reason	Number of Times Checked	Rank	Per Cent
5	73	1	84.9
12	58	2	67.4
4	57	3	66.2
1	41	4	47.6
2	39	5	45.4
11	36	6	41.8
3	21	7	24.4
6	16	8	18.6
8	7	9	8.1
9	4	10	4.6
10	3	12	3.5
13	3	12	3.5
14	3	12	3.5
7	2	14	2.3

Eighty-four and nine-tenths per cent of the members like to be in this club because they are "interested in

subject." Sixty-seven and four tenths per cent believe "It helps make new friends," while 66.2 per cent "like the teacher."

The low rank of number 7 shows that they do not expect to attend more dances. Neither do they expect to make better grades since number 10 ranks so low.

TABLE XII  
REASONS WHY STUDENTS ARE IN THE  
DRAMATIC CLUB.  
NUMBER OF MEMBERS--51

Number of Reason	Number of Times Checked	Rank	Per Cent
5	49	1	96.0
1	42	2	82.3
4	41	3.5	80.4
12	41	3.5	80.4
13	29	5	56.8
11	27	6	52.9
2	22	7	43.1
6	18	8	35.3
3	10	9	19.8
8	9	10	17.6
7	8	11	15.7

TABLE XII (Continued)

9	6	12	11.7
10	3	13	5.9
14	1	14	1.9

Ninety-six per cent of the members of this club take part in it because they are "interested in the subject." Eighty-two and three-tenths per cent checked "I have fun at the meetings" while 80.4 per cent checked "I like the teacher in charge" and "It helps me make new friends." Only 1.9 per cent chose number 14 while number 10 is next to the bottom.

TABLE XIII

REASONS WHY STUDENTS ARE IN THE  
HOME ECONOMICS CLUB.  
NUMBER OF MEMBERS--43

Number of Reason	Number of Times Checked	Rank	Per Cent
12	36	1	83.7
2	35	2	81.4
5	34	3	79.0
1	24	4	55.8
11	23	5	53.5

TABLE XIII (Continued)

4	16	6	39.5
6	14	7	32.5
3	11	8	25.6
8	8	9.5	18.6
13	8	9.5	18.6
9	6	11	13.9
7	3	12.5	6.9
10	3	12.5	6.9
14	1	14	2.3

"It helps me make new friends" ranks first, having been checked 36 times out of a possible 43. This was 83.7 per cent of the members. "I get to take trips out of town" was lowest. "It helps me make better grades" was next lowest, which shows that students are not in this club to make better grades but to make new friends.

TABLE XIV  
 REASONS WHY STUDENTS ARE IN THE  
 SCIENCE CLUB.  
 NUMBER OF MEMBERS--25

Number of Reason	Number of Times Checked	Rank	Per Cent
5	25	1	100
2	17	2	68
12	16	3	64
4	15	4.5	60
11	15	4.5	60
6	7	7	28
1	7	7	28
10	7	7	28
3	5	9	20
14	3	10	12
9	1	11.5	4
8	1	11.5	4
13	0	0	0
7	0	0	0

"I am interested in the subject" was checked by every member of this club. "The cost is reasonable" was

second and "It helps me to make new friends" was third. Even in this club, which was organized to further work in science, only 28 per cent of the members checked "It helps me to make better grades," while 64 per cent are in the club to make new friends.

TABLE XV  
REASONS WHY STUDENTS ARE IN THE  
GIRLS' ATHLETIC ASSOCIATION.  
NUMBER OF MEMBERS--88

Number of Reason	Number of Times Checked	Rank	Per Cent
5	81	1	92.0
6	78	2	88.6
12	70	3	79.5
4	69	4	78.4
1	66	5	75.0
11	56	6	61.3
2	34	7	38.6
3	18	8	20.4
13	17	9	19.3
10	11	10	4.5
8	3	11	3.4

TABLE XV (Continued)

7	1	13	1.1
9	1	13	1.1
14	1	13	1.1

"I am interested in the subject" was checked by 92 per cent of the members. "It develops me physically and mentally" is a close second since this is an athletic club. "It helps me make new friends" ranks third, however, which shows that even in this club companionship and friendship with other students is desirable.

TABLE XVI

REASONS WHY BOYS TAKE PART IN  
BASKETBALL.  
NUMBER IN ACTIVITY--59\*

Number of Reason	Number of Times Checked	Rank	Per Cent
6	55	1	93.2
1	47	2	79.6
5	43	3	72.8
12	42	4	71.1
11	37	5	62.7
4	31	6	52.5



3	14	7	23.7
2	8	8.5	13.5
14	8	8.5	13.5
8	5	10	8.4
9	4	11	6.8
10	3	12	5.0
13	0	0	0
7	0	0	0

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\*There are actually 105 boys in basketball, but only fifty-nine, or 56.2 per cent, could be reached with questionnaire.

Ninety-three and two-tenths per cent of the boys who take part in basketball believe it develops them physically and mentally. Seventy-nine and six-tenths checked "I have fun at the practice sessions," while number 13 and number 7 were not checked at all. Five per cent believe that this activity helps them make better grades.

TABLE XVII  
 REASONS WHY BOYS TAKE PART IN  
 FOOTBALL.  
 NUMBER IN ACTIVITY--66

Number of Reason	Number of Times Checked	Rank	Per Cent
6	60	1	90.9
1	56	2	84.8
5	53	3	80.3
12	50	4	75.7
4	45	5	68.2
11	38	6	57.5
14	24	7	36.3
3	16	8	24.2
2	14	9	21.2
8	9	10	13.6
9	8	11	12.1
10	7	12	10.6
13	1	13.5	1.5
7	1	13.5	1.5

Ninety and nine-tenths per cent of the boys who play football believe it develops them physically and mentally. Eighty-four and eight-tenths per cent of them checked "I

have fun at the practice sessions," while only 1.5 per cent believe they "get to go to more dances" by playing football. Ten and six-tenths per cent believe that playing football helps them make better grades.

TABLE XVIII  
REASONS WHY BOYS TAKE PART IN  
TRACK.  
NUMBER IN ACTIVITY--26

Number of Reason	Number of Times Checked	Rank	Per Cent
6	26	1	100
5	23	2	88.4
1	19	3	73.1
4	18	4.5	69.2
11	18	4.5	69.2
12	17	6	65.3
14	11	7	42.3
10	5	8	19.2
8	2	10.5	7.7
9	2	10.5	7.7
2	2	10.5	7.7
3	2	10.5	7.7
7	1	13	3.8
13	0	0	0

All of the boys taking part in track believes it develops them physically and mentally. Eighty-eight and four-tenths per cent are "interested in the subject," and 73.1 per cent "have fun at the practice sessions."

TABLE XIX

REASONS WHY STUDENTS TAKE PART IN PUBLISHING  
THE BENEDICTUS (SCHOOL ANNUAL).  
NUMBER IN THE ACTIVITY--8

Number of Reason	Number of Times Checked	Rank	Per Cent
5	6	1	75.0
6	2	3	25.0
11	2	3	25.0
12	2	3	25.0
1	1	6.5	12.5
4	1	6.5	12.5
9	1	6.5	12.5
13	1	6.5	12.5
2	0	0	0
3	0	0	0
7	0	0	0
8	0	0	0

TABLE XIX (Continued)

10	0	0	0
14	0	0	0

Although 75 per cent of these students checked "I am interested in the subject," this table is of no great value because the number of students is so small and because the students are chosen by the sponsor.

TABLE XX

REASONS WHY GIRLS TAKE PART IN  
THE PENSTERS CLUB.  
NUMBER IN THE CLUB--7

Number of Reason	Number of Times Checked	Rank	Per Cent
5	7	1	100
4	5	2.5	71.4
12	5	2.5	71.4
1	4	4.5	57.1
11	4	4.5	57.1
2	3	6.5	42.8
6	3	6.5	42.8
10	2	8	28.5
3	0	0	0

TABLE XX (Continued)

7	0	0	0
8	0	0	0
9	0	0	0
13	0	0	0
14	0	0	0

All students taking part in the Pensters Club checked "I am interested in the subject." This is a very small club and is somewhat inactive. Therefore, the data are not very important.

TABLE XXI

TOTAL REASONS WHY ALL STUDENTS TAKE PART  
IN ALL ACTIVITIES.  
TOTAL NUMBER IN ACTIVITIES--567

Number of Reason	Number of Times Checked	Rank	Per Cent
5	456	1	80.4
12	433	2	76.3
1	372	3	65.6
6	335	4	59.1
4	334	5	59.0

TABLE XXI (Continued)

11	315	6	55.5
2	241	7	42.5
3	140	8	24.7
13	80	9	14.1
8	57	10	10.1
14	53	11	9.3
9	45	12	7.9
10	44	13	7.7
7	41	14	7.2

Eighty and four-tenths per cent of all students who are taking part in activities checked "I am interested in the subject." Seventy-six and three tenths per cent believe that extra-curriculum activities help them make new friends. Sixty-five and six-tenths per cent are in the activities because they have fun. Only 7.2 per cent believe that they get to attend more dances and only 7.7 per cent believe that the activities help them make better grades.

3. Summary. The reasons for being in various activities differ slightly according to the type of activity.

Students wish to explore their interests, find new friends, and have fun.

E. Cost, Time Required, Campaigns, and  
Entrance Requirements

1. Cost. There are only five activities which require dues from students. These activities are:

Blue Triangle Club  
Dramatic Club  
Home Economics Club  
Pensters  
Science Club

The amount of dues ranges from \$0.10 every four years for the Science Club to \$0.50 every semester for the Dramatic Club.

Some of the activities sponsor parties and dances which add to the cost of the activity. Probably the most expensive activity is the Blue Triangle Club, which requires as much as \$2.00 per semester from some of its members.

2. Time Required. No records of time used by students in activities have been kept. The data presented here are estimates by the sponsors, and, of course, do not hold true for all members. In every activity there are always some very active workers and some "just members" who do nothing but come to the meetings sometimes. Basketball is a good



example of this. Boys who play in the Basketball League may spend only a few hours, while the varsity players may spend from eighty to 100 hours per semester.

Football requires 140 hours of the varsity players. This is more time than is required by any other activity. When a boy plays on the first team in both basketball and football, he spends more time than that required by all other activities combined. Boys who take part in both of these activities have little time for any others.

3. Campaigns. Only two activities stage campaigns of any sort in order to get new members. These campaigns are brief and somewhat mild. Thus very little time is used at Garfield for advertising purposes. No doubt this is one of the weak spots, for there are some students who do not know how to become members of different activities.

4. Entrance Requirements. The Blue Triangle Club and the Science Club are the only activities which do not have any entrance requirements. The athletic activities for boys do not have any requirements except for interscholastic competition. The boys who play on athletic teams must pass a physical examination given by a doctor. They must also be passing in three subjects.

The Pensters must write an original composition and then be admitted to the organization by vote of the members.

The entrance requirement of the Business Club is merely that members be enrolled in commercial subjects.

The members of the Home Economics Club are expected to be enrolled in home economics courses in school. This requirement is not always adhered to, however.

The members of the staff of the School Annual are chosen by the sponsor. They must have the ability and be willing to work.

The prospective members of the Dramatic Club must pass a stage and voice test. This is called a "try-out." This test is based on some speaking or acting and is judged by a club committee with the sponsor having the final decision. They must also be upper-classmen if possible.

The requirements for membership in the Girls' Athletic Association are: First, that the candidate be physically fit; and second, she must make 100 points. Each point is earned by doing some type of physical exercise such as hiking, playing games, etc., and is determined by the sponsor.

##### 5. Summary.

a. Cost: The cost of extra-curricular activities is not excessive. Most high school students spend in one semester many times the cost of the most expensive club by going to the movies.

b. Time Required: Football and basketball require the most time. There may be a few members of other activities who spend as much time as the average football player.

c. Campaigns: Only two of the activities stage any sort of membership drives. The activities generally are not properly advertised.

TABLE XXII  
COST, TIME REQUIRED, CAMPAIGNS,  
AND ENTRANCE REQUIREMENTS

Activity	Dues	Total Cost	Time Required (Hours)	Campaigns	Entrance Requirements
Basketball	None	0.00	86	No	Yes
Business Club	None	0.10	6	No	Yes
Blue Triangle Club	0.25	1.25- 2.00	18- 50	Yes	No
Dramatic Club	0.50	1.25	Not Answered	No	Yes
Football	None	0.00	140	No	Yes
G. A. A.	None	0.50	18	No	Yes
Home Economics Club	0.10	1.00	25	Yes	Yes

TABLE XXII (Continued)

Pensters	0.25	0.75	10	No	Yes
School Annual	None	0.00	Not Answered	No	Yes
Science Club	0.10 for four Years	0.10	6 to several times that	No	No
Track	0.00	0.00	45	No	Yes

#### F. Suggestions For Improving Activities

1. General Considerations. Suggestions for improving activities vary slightly according to the activity. As an example, the suggestion which ranks first in the Business Club is "Have programs with more fun in them." Boys taking part in basketball want a better place to meet, which means that they want a new gymnasium. There is enough similarity running all through the activities, however, to show the attitude of students toward these activities. There seem to be some common defects which students have noticed and which, if remedied, would produce better activities.

2. Specific Suggestions. The following tables give a clear picture of students' suggestions for improving activities.

TABLE XXIII  
 SUGGESTIONS FOR IMPROVING THE  
 BUSINESS CLUB.  
 NUMBER IN CLUB--86

Number of Suggestion	Number of Times Checked	Rank	Per Cent
9	40	1	46.5
3	31	2	36
7	26	3	30.2
1	23	4	26.7
8	13	5	15.1
2	5	6	5.8
5	2	7	2.3
4	0	0	0
6	0	0	0

Suggestion number 9 ranks first. This means that 46.5 per cent of this club would improve it by having programs with more fun in them. Thirty-six per cent checked "Let more of us take active part," which indicates that several members would like to do more in the club. "Have no dues at all," and "Give us a better place to meet" were not checked at all.

TABLE XXIV  
 SUGGESTIONS FOR IMPROVING THE  
 GIRLS' ATHLETIC ASSOCIATION.  
 NUMBER IN THE ACTIVITY--88

Number of Suggestion	Number of Times Checked	Rank	Per Cent
3	25	1	28.4
1	22	2	25
7	18	3	20.4
4	16	4	18
9	14	5	15.9
8	9	6	10.2
2	3	7	3.4
5	2	8	2.2
6	0	0	0

"Let more of us take active part" was checked by twenty-five girls, or 28.4 per cent of the members. This indicates that some of the members believe that active participation may be limited to a few. "Have more parties or dances" was checked by 25 per cent of the girls, while "Have no dues at all" was not checked at all.

TABLE XXV  
 SUGGESTIONS FOR IMPROVING THE  
 DRAMATIC CLUB.  
 NUMBER IN THE CLUB--51

Number of Suggestion	Number of Times Checked	Rank	Per Cent
7	20	1	39.2
3	13	2	25.5
8	11	3	21.5
9	10	4	19.8
1	9	5	17.6
4	2	6	3.9
2	1	8	1.9
5	1	8	1.9
6	1	8	1.9

Thirty-nine and two-tenths per cent of the members believe that some do not come regularly enough and the club would be improved by keeping those people out. Twenty-five and five-tenths per cent checked "Let more of us take active part." The problem of dues is not important because only 1.9 per cent checked numbers 5 and 6.

TABLE XXVI  
 SUGGESTIONS FOR IMPROVING THE  
 SCIENCE CLUB.  
 NUMBER IN THE CLUB--25

Number of Suggestion	Number of Times Checked	Rank	Per Cent
3	10	1	40
9	8	2	32
8	5	3	20
1	2	4.5	8
7	2	4.5	8
4	1	6.5	4
5	1	6.5	4
2	0	0	0
6	0	0	0

Forty per cent of the members of the Science Club checked "Let more of us take active part." This seems to indicate that programs are arranged by a few. At least several members would like to be actively engaged in the club. Thirty-two per cent believe the programs are dry because they checked "Have programs with more fun in them." The problem of dues does not enter, for number 6 was not checked at all.



TABLE XXVII  
 SUGGESTIONS FOR IMPROVING THE  
 HOME ECONOMICS CLUB.  
 NUMBER IN THE CLUB--43

Number of Suggestion	Number of Times Checked	Rank	Per Cent
9	25	1	58.1
7	17	2	39.5
2	16	3.5	37.2
3	16	3.5	37.2
1	9	5	20.9
8	3	6	6.9
5	1	7	2.3
4	0	0	0
6	0	0	0

Fifty-eight and one-tenth per cent of the members checked "Have programs with more fun in them." This is a high percentage compared to the other clubs. Thirty-nine and five-tenths per cent checked "Keep out those who do not come regularly," while 37.2 per cent want "shorter meetings and also "Let more of us take active part." Dues play very little part in the club.

TABLE XXVIII  
 SUGGESTIONS FOR IMPROVING THE  
 BLUE TRIANGLE CLUB.  
 NUMBER IN THE CLUB--108

Number of Suggestion	Number of Times Checked	Rank	Per Cent
9	53	1	49.1
3	51	2	47.2
7	31	3	28.7
1	25	4	23.1
8	21	5	19.4
2	20	6	18.5
4	1	8	.9
5	1	8	.9
6	1	8	.9

There are two outstanding suggestions for improving this club. Forty-nine and one-tenth per cent checked "Have programs with more fun in them," and 47.2 per cent checked "Let more of us take active part." This indicates the opinion of a rather large group of members. In this club, as in all others, the item of dues plays a very small part.

TABLE XXIX  
 SUGGESTIONS FOR IMPROVING  
 FOOTBALL.  
 NUMBER IN THE ACTIVITY-65

Number of Suggestion	Number of Times Checked	Rank	Per Cent
7	23	1	34.8
3	11	2	16.6
4	5	3	7.5
2	3	4	4.5
9	2	5	3.0
1	1	6.5	1.5
8	1	6.5	1.5
5	0	0	0
6	0	0	0

This table is unusual in that there are only two suggestions which were considered of much importance. Thirty-four and eight-tenths per cent of the boys think the activity would be improved by keeping out those who do not come regularly. Sixteen and six-tenths per cent checked "Let more of us take active part." This probably means that they would like to play on the first team.

TABLE XXX  
 SUGGESTIONS FOR IMPROVING  
 TRACK.  
 NUMBER IN THE ACTIVITY-26

Number of Suggestion	Number of Times Checked	Rank	Per Cent
7	9	1	34.6
3	5	2	19.2
4	4	3	15.4
2	3	4	11.5
1	1	5.5	3.8
9	1	5.5	3.8
5	0	0	0
6	0	0	0
8	0	0	0

"Keep out those who do not come regularly" ranks first, having been checked by 34.6 per cent of the members. "Let more of us take active part" ranks second with 19.2 per cent. Fifteen and four-tenths per cent believe that track would be improved with a better place to practice.

TABLE XXXI  
 SUGGESTIONS FOR IMPROVING  
 BASKETBALL.  
 NUMBER IN THE ACTIVITY-59\*

Number of Suggestion	Number of Times Checked	Rank	Per Cent
4	36	1	61.0
3	11	2.5	18.6
7	11	2.5	18.6
9	1	4	1.7
1	0	0	0
2	0	0	0
5	0	0	0
6	0	0	0
8	0	0	0

\*There are actually 105 members in this activity but only 59 filled out the questionnaire.

This table is unusual because of the high percentage of number 4. "Give us a better place to practice" was checked by 61 per cent of the members. This is the only activity in which number 4 ranked first. "Let more of us take active part," and "Keep out those who do not come regularly" were each checked by 18.6 per cent of the members.

TABLE XXXII  
 TOTAL SUGGESTIONS FOR IMPROVING  
 ACTIVITIES.  
 TOTAL NUMBER IN ACTIVITIES--551\*

Number of Suggestion	Number of Times Checked	Rank	Per Cent
3	173	1	31.4
7	157	2	28.5
9	154	3	27.9
1	92	4	16.7
4	65	5	11.8
8	63	6	11.4
2	51	7	9.3
5	8	8	1.4
6	2	9	.3

\* The Pensters and The Benedictus Staff are omitted because so few members offered any suggestions.

3. Summary. A summary of all suggestions shows that 31.4 per cent checked "Let more of us take active part." Twenty-eight and five-tenths per cent want to "Keep out those who do not come regularly," while 27.9 per cent checked "Have meetings with more fun in them." Numbers 5 and 6, which concern dues, received least consideration.

## G. Reasons For Non-Participation

### In Activities

1. Freshmen's Reasons. Finding the real reasons for lack of interest in activities is a difficult thing to do. No doubt there are many conditions affecting attitudes of students which do not appear in the data obtained. Personal interviews with non-members were attempted but the data were so scattered that they were discarded. Therefore, all data offered here were tabulated from the questionnaire.

There were ninety-one girls in the freshman class, and of these, thirty-six are not members of any activity. In other words, 39.5 per cent of the freshman girls, for various reasons, do not participate. Thirteen out of the thirty-six say, "I have to work at home." Twelve say, "I have time enough but I am not interested," and eleven say, "My friends do not take part and I want to be with them."

Of the seventy-nine boys, forty-three take no part in activities. This is a percentage of 54.4. Eleven of these say, "I have time enough but I am not interested." Ten choose number 3 as second best reason, which is, "My friends do not take part and I want to be with them." "The programs are too dry" is the third best reason.

Reasons for not participating as shown on questionnaire for all students, Appendix C, are listed on page 52 a.

A List of Reasons Why Students Did Not  
Enter the Various Activities

1. My parents object.
2. My health is poor.
3. My friends do not take part and I want to be with them.
4. I do not like the teachers in charge.
5. The programs are too dry.
6. Certain ones in the club get to do everything.
7. My regular school work takes all of my time.
8. I have to work at home.
9. I have to help earn money by working.
10. It costs too much.
11. There are too many gangs or cliques in these activities.
12. I have more fun by myself.
13. I have time enough but I am not interested.
14. I would rather use my time and money in going to shows.
15. I like to take hikes alone and be away from people.
16. There are not enough dances in the activities.



TABLE XXXIII  
 FRESHMEN'S REASONS FOR NON-  
 PARTICIPATION

Number of Reason	Number of Boys	Number of Girls	Total
1	6	1	7
2	1	1	2
3	10	11	21
4	1	2	3
5	7	8	15
6	5	6	11
7	5	6	11
8	5	13	18
9	3	1	4
10	5	5	10
11	6	5	11
12	0	3	3
13	11	12	23
14	0	6	6
15	2	1	3
16	3	2	5

2. Sophomores' Reasons. "I have time enough but I am not interested" is still the leading reason for non-participation of the boys. "My regular school work takes all of

my time" ranks second. The girls chose "My friends do not take part and I want to be with them" more often than any other reason.

Number 13, "I have time enough but I am not interested," ranks first for the whole class. Number 3, "My friends do not take part and I want to be with them," ranks second. Numbers 7 and 8 tied for third rank, which shows that sophomores believe they have to work at home and also spend some time on school work.

TABLE XXXIV  
SOPHOMORES' REASONS FOR NON-  
PARTICIPATION

Number of Reason	Number of Boys	Number of Girls	Total
1	2	2	4
2	2	2	4
3	3	6	9
4	2	1	3
5	3	2	5
6	2	1	3
7	7	1	8
8	5	3	8
9	3	0	3
10	1	2	3

11	1	4	5
12	0	0	0
13	10	5	15
14	3	1	4
15	2	1	3
16	5	2	7

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3. Juniors' Reasons. The junior boys are beginning to get odd jobs to help make their own money and, in some cases, probably to increase the family income. "I have to help earn money by working" ranks first as a reason for not taking part in activities. "My school work takes all of my time" ranks third.

Junior girls think two reasons are of equal importance. They are: "Certain ones in the clubs get to do everything" and "I have time enough but I am not interested." The girls, either justly or unjustly, believe that favoritism is shown in some activities.

The class as a whole chose these three reasons in the order named: "I have time enough but I am not interested," "Certain ones in the clubs get to do everything," and "I have to work at home."

TABLE XXXV  
 JUNIORS' REASONS FOR NON-  
 PARTICIPATION

Number of Reason	Number of Boys	Number of Girls	Total
1	3	1	4
2	1	3	4
3	2	5	7
4	2	2	4
5	2	1	3
6	5	7	12
7	6	4	10
8	4	7	11
9	8	1	9
10	3	2	5
11	4	6	10
12	1	1	2
13	7	7	14
14	2	2	4
15	5	1	6
16	2	3	5

4. Seniors' Reasons. Senior boys believe more strongly than the juniors that they must earn money, for thirteen chose "I have to help earn money by working!" Eight junior boys chose this reason. "I have to work at home," and "I have time

enough but I am not interested" tied for second best reason.

Senior girls chose "I have to work at home" as the best reason for non-participation. A few of them still believe that favoritism exists in some of the clubs but the number is not as large as it was in the junior class.

The whole class chose the following reasons in order named: "I have to work at home," "I have to help earn money by working" and "I have time enough but I am not interested". The latter two reasons were given the same number of times.

TABLE XXXVI  
SENIORS' REASONS FOR NON-PARTICIPATION

Number of Reason	Number of Boys	Number of Girls	Total
1	4	0	4
2	1	2	3
3	0	3	3
4	3	0	3
5	2	3	5
6	5	4	9
7	8	2	10
8	9	5	14
9	13	0	13
10	2	2	4
11	1	2	3

TABLE XXXVI (Continued)

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12	3	0	3
13	9	4	13
14	2	0	2
15	3	0	3
16	3	0	3

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TABLE XXXVII  
 REASONS FOR NON-PARTICIPATION  
 BY ALL NON-MEMBERS

Reason	Rank	Per Cent
I have time enough but I am not interested.	1	24.3
I have to work at home.	2	22.5
My friends do not take part and I want to be with them.	3	17.7
My regular school work takes all of my time	4	17.2
Certain ones in the clubs get to do everything.	5	15.5
I have to help earn money by working.	6.5	12.8
There are too many gangs or cliques in these activities.	6.5	12.8
The programs are too dry.	8	12.4
It costs too much.	9	9.7
There are not enough dances in these activities.	10	8.8
My parents object.	11	8.4
I would rather use my time and money in going to shows.	12	7.0
I like to take hikes alone and be away from people.	13	6.6
My health is poor.	14.5	5.7
I do not like the teachers in charge.	14.5	5.7
I have more fun by myself.	16	3.5

## H. The Attitude of the Faculty

1. Emphasis. Questionnaires were given to all faculty members. It was the purpose of the writer to obtain information concerning the attitude of the faculty upon three main points. These are: Emphasis placed upon activities, how the activities could be improved, and standards of scholarship for participation. Three teachers did not return the questionnaires. Thus, we are using data from twenty-nine out of the thirty-two teachers.

Seventeen faculty members said "no" in answer to the question, "Do you think more emphasis should be placed upon extra-curriculum activities at Garfield?" This number is 53.1 per cent of the faculty, or 58.6 per cent of those who returned the questionnaires. Ten and four-tenths per cent did not answer the question, while 31 per cent said "yes." Thus we notice the faculty attitude leaning toward the idea that the extra-curriculum activities are sufficient as they are. However, a rather strong minority believe that conditions should be improved.

2. Suggestions by Faculty for Improving Activities. There is a strong belief among the Garfield faculty that many students engage in several activities. Consequently, 82.7 per cent suggested that the number of



activities in which any student may take part be limited. According to the data at hand, there are only a few of such students. However, there are quite a number of students who are active in music, such as orchestra, band, glee club, etc., who also participate in extra-curriculum activities. Although these various musical organizations meet during the noon hour, after school, and at night, they are no longer extra-curricular, for students taking part in them receive credit towards graduation. They are not included in this study.

Seventy-five and eight-tenths per cent of the teachers suggested a "better attempt at exploration and counseling." This is an important suggestion, for in the Garfield set-up there is very little opportunity for such work. There are no home rooms, no activities periods, and, at present, no student council.

The suggestion next in rank also follows this line of thought. It is "Arrange an activities period," and was suggested by 72.4 per cent of the faculty. The home room is unpopular with the faculty, however, for only 6.9 per cent suggested this as an important improvement. The suggestion ranking lowest was "Abandon some of the activities now existing."

Other suggestions which were added by individual

teachers are as follows:

1. Personal interviews with non-participants.
2. Grading of the importance of activities by some constituted authority and allotment of time and privilege according to grading.
3. Limit the amount of time given to any one activity.

TABLE XXXVIII

SUGGESTIONS BY FACULTY FOR IMPROVING  
ACTIVITIES

Suggestion	Rank	Percent
Limit the number of activities in which each student may participate.	1	82.7
Better attempt at exploration and counseling.	2	75.8
Arrange an activities period.	3	72.4
Permit assemblies to be arranged by a student committee with a teacher as advisor.	4	58.6
Organize a student council.	5	48.2
Give activities more publicity.	6	41.3
Compel each student to become a member of at least one activity.	7	27.6
Student participation in government.	8	24.1
Stricter faculty supervision.	9	20.7
Add more clubs or other activities.	10	17.2

TABLE XXXVIII (Continued)

Organize a home room system	11	6.9
Abandon some of the activities now existing	12	3.4

3. Standards of Scholarship for Members. Sixty-five and five-tenths per cent of the faculty believe that there should be no standard of scholarship for participation in extra-curriculum activities. Thirty-one and one-tenth per cent think there should be a standard and 3.4 per cent did not answer the question.

The standard suggested most often was that students should be passing in three subjects. This was suggested by 17.2 per cent. Other suggestions were as follows:

1. Students must be passing.
2. Leaders must be "A" or "B" students.
3. Number of activities in which any student may take part should be in proportion to grades.

4. Summary.

a. Emphasis: As a group the faculty does not approve of placing more emphasis upon extra-curriculum activities.

b. Suggestions for improvement: Limit the number of activities in which any student may participate, improve

exploring and counseling, and establish an activities period.

c. Standards of scholarship: Most of the teachers believe there should be none.

## I. Survey of Literature on Extra- Curriculum Activities

1. General Discussions. There are so many studies of a general nature that it would be a waste of time to list all of them here. Some of them, however, should have a place in this study.

Fretwell says: "First, it is the business of the school to organize the whole situation so that there is a favorable opportunity for everyone, teachers as well as pupils, to practice the qualities of a good citizen here and now with results satisfying to the one doing the practicing. Second, wherever possible, extra-curricular activities should grow out of curricular activities and return to them to enrich them."<sup>1</sup> This quotation lays the basis for activities. Citizenship should be practiced in such a way that it is satisfying. Also, activities should grow out of the curriculum and return to enrich it.

Fretwell then discusses various activities at length.<sup>2</sup> He suggests the following in a modern high school:

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<sup>1</sup>Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools (Chicago: Houghton Mifflin Company, 1931), p. 2

<sup>2</sup>Elbert K. Fretwell op. cit.

1. The Home-room.
2. Class Organizations.
3. Pupil Participation in Government.
4. The Assembly.
5. School Clubs.
6. The School Newspaper.
7. The Pupils' Handbook.
8. The School Magazine.
9. The Annual.
10. The Commencement.
11. Athletics.
12. Extra-curricular Finances.

These activities should not be laid down, fully developed, by school authorities, but should grow out of the life of the school. Furthermore, the growth should be gradual and should give pleasure and satisfaction.

Rowland<sup>3</sup> believes that extra-curriculum activities should remain out of the curriculum. They may be born, live, prosper, weaken, and die, as the need exists and passes. They should not be permanent fixtures but should change as time goes on. He thinks activities such as these will continue during the next decade:

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<sup>3</sup>Theodore S. Rowland, "Extra-curriculum Activities During the Next Decade," N.E.A. Proceedings, (1932), p. 523.

1. Athletic, exercise, and sport clubs with less emphasis on championship teams and more emphasis on games for all.

2. Student associations and student government.

3. Dramatic, literary, and journalistic activities.

4. Musical organizations.

5. Clubs of all kinds which will differ in different schools, and which will spring up, flourish, and die.

Roemer<sup>4</sup> holds a slightly different viewpoint. From his article one may list the following ideas or principles:

1. Activities are finding a definite place in the daily schedule.

2. Office records and report forms are being developed.

3. Extra-curriculum activities are becoming "inter-curriculum."

4. Specific training in extra-curriculum activities is being demanded of teachers.

5. Adequate systems of finance are being evolved.

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<sup>4</sup>Joseph Roemer, "Tendencies in the development of Extra-curriculum Activities," School Review Vol. 41 (Nov. 1933) pp. 670-674.

6. Athletic abuses are being eliminated by a well balanced activities program.

7. Point systems of control are being evolved.

8. Supervision of extra-curriculum activities is being developed.

9. In some schools credit for extra-curriculum activities is required for graduation.

10. Organized courses that lead on from grade to grade are being developed.

11. Measurements of outcomes in extra-curriculum activities are being developed.

12. Guidance through extra-curriculum activities is being developed.

13. Solutions of extra-curriculum problems are sought through scientific research.

## 2. Specific Studies.

a. The extent of student participation in activities:

Terry<sup>5</sup> reports several studies of this type. One is that of Dement, who said that 68 per cent of the pupils in California high schools were members and that 32 per cent were not members of student organizations. Another is that

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<sup>5</sup>Paul W. Terry, Supervising Extra-Curricular Activities (New York: McGraw-Hill Book Company 1930) pp. 275.276.



of Brown, who found that the percentage of non-participants in four large high schools of Kansas ranged from 34 to 57. Terry also gives the report of Black, of Ohio, who reported non-participation in cities as being 30 per cent and in villages, 40 per cent.

A table of enrollment of pupils in activities shows that in the Everett high school at Everett, Washington, half of the students were in three or more activities. Only 13.7 per cent were non-members, and more students were enrolled in two activities than in any other number.<sup>6</sup>

b. Reasons for Participation:

Fisher<sup>7</sup> of Evansville, Indiana, in a Master's Thesis, found that the leading reason for joining clubs in Central High School of that city was "To gain information or training in the worthy use of leisure time." The reason chosen least was "To avoid being in home room for study." The girls' leading reason for joining was "To gain information or training that will be valuable in my school work."<sup>8</sup> The leading reasons for boys was, "To gain information or

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<sup>6</sup>Paul W. Terry, op. cit. p. 279

<sup>7</sup>Victor Lee Fisher, Club Organization Of Central High School Evansville, Indiana, p. 31.

<sup>8</sup>Ibid., p. 32.

training in the worthy use of leisure time."<sup>9</sup>

The students of Central High School do not go to club meetings to avoid being in a study room. Those who are members seem to have good reasons for being there.

c. Compulsory or Voluntary:

"Theoretically, all students should belong to clubs, but this does not become practical unless a school enrollment is so large that the club program can have *such a* variety of clubs that all students can find clubs of their liking. No club should be formed hastily. If a group of students want a club, it should think the matter through and make its plans very carefully. Students should become members of a club because that club stands for a definite program in which they are voluntarily interested."<sup>10</sup> Downing, in this quotation, concludes that clubs should be voluntary.

Fisher<sup>11</sup> says that all students should belong to clubs. He probably would not compel them to do so, but sets this up as an ideal toward which to work. He found in his study that students may choose between going to a club and going to a study room in Central High School of Evansville.

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<sup>9</sup>Victor Lee Fisher, op. cit., p. 33

<sup>10</sup>Burlin F. Downing, Club Work in The High School, p. 28.

<sup>11</sup>Victor Lee Fisher, op. cit., p. 62.

d. Time Provisions:

"Schools may be divided roughly into two classes on the basis of the thoroughness with which they have provided time for student activities. The first class includes the institutions in which the problem has not been attacked in a systematic and comprehensive way. The few activities for which suitable provision has been made in these schools are those that have been taken over into the curriculum. The orchestra, the newspaper, debating, and dramatics are the organizations that are usually handled in this way. They constitute a small group that is stimulated by special privileges."<sup>12</sup>

Terry says further, "The situation of the other organizations is far less auspicious. They are forced to scramble for time. Their meetings are held during recess periods or before and after school. Many pupils are unable to join the societies in which they are interested because the busses leave at the end of the last period, money must be earned during the afternoon, or work is waiting to be done at home."<sup>13</sup>

e. Activity Periods:

Terry believes that certain periods during the day should be made available for activities. He says, "The

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<sup>12</sup>Paul W. Terry, op. cit., pp. 308-309.

<sup>13</sup>Ibid., p. 309.

necessary periods can be made available in either of two ways: first, by providing special periods exclusively for this purpose, and second, by scheduling meetings at various periods throughout the day. The special period plan has been adopted in a large number of schools. The duration of the special periods ranges from 40 to 80 minutes. The number of periods needed varies with the size of the enrollment and the extent and variety of the program. A comparatively large number of periods minimizes the difficulties of schedule making; reduces conflicts between the meetings of different organizations; and facilitates the activities of glee clubs, and newspaper staffs, which have a large amount of work to do. The availability of several periods per week makes it possible to extend the use of special rooms and equipment such as the auditorium, stage and music room, to a larger number of organizations."<sup>14</sup>

f. The Assembly:

Julia C. Farnum<sup>15</sup> lists eight types of assemblies:

1. Departmental assemblies.
2. Educational and vocational guidance.
3. Special speakers.

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<sup>14</sup>Paul W. Terry. op. cit., p. 310.

<sup>15</sup>Julia C. Farnum, "The Assembly Program," Quarterly Journal of Speech, Vol. 20, Feb., 1934, p. 80.

4. Health assemblies.
5. Speaking contests.
6. Special holidays.
7. Pep assemblies.
8. Girls' and boys' league.

These assemblies are arranged by students to as great an extent as possible. She lists five benefits which result from assemblies of these types:

1. Confidence and abilities of students.
2. Recreation and enjoyment.
3. Lessons in sportsmanship.
4. Growth in personality.
5. Participation by students.

Her argument for student participation in assemblies may be summed up by this quotation, "It is for us to remind these persons (critics) that our students need the cultural vitamins, the music, art, drama, speech training, personality development that comes from work done in assembly programs."<sup>16</sup>

g. Pupil Participation:

C. B. Hartshorn<sup>17</sup>, of Iowa, reports a study made in Iowa high schools. Questions asked of faculty members

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<sup>16</sup>Julia C. Farnum op. cit., p. 85

<sup>17</sup>C. B. Hartshorn, "A Study in Pupil Participation in Iowa High School Government," School and Society, Vol. 38, Sept. 16, 1933, p. 379.

and their responses are as follows:

1. What improvements in pupils do you attribute to pupil participation?

- |                          |    |
|--------------------------|----|
| a. Cooperativeness       | 37 |
| b. Pupil initiative      | 34 |
| c. Citizenship standards | 34 |
| d. Scholarship           | 30 |

2. Is the program growing in favor with the teachers?

- |        |    |
|--------|----|
| a. Yes | 32 |
| b. No  | 5  |

3. Could student government be trusted to deal with more serious conduct problems?

- |        |    |
|--------|----|
| a. Yes | 22 |
| b. No  | 15 |

Pupils' questions and responses are as follows:

1. Is loss of time and attention from studies offset by benefits of pupil participation?

- |              |    |
|--------------|----|
| a. Yes       | 46 |
| b. No        | 7  |
| c. Partially | 7  |

2. What part of the student body is sharing these benefits?

- |                                |  |
|--------------------------------|--|
| a. 61 per cent to 80 per cent. |  |
|--------------------------------|--|

3. Are you really sold?

- |        |    |
|--------|----|
| a. Yes | 49 |
| b. No  | 10 |

4. Are selections fair to all pupils?

a. Yes 45

b. No 14

5. Is the student body left free to accept or reject suggestions from faculty:

a. Entirely free 16

b. Generally 36

c. Must accept 2

6. Were rules of conduct made by students?

a. Altogether 15

b. In part 22

c. No 9

7. Do you think a reprimand by the council is more effective than a similar punishment by the faculty?

a. Yes 45

b. No 11

### III. SUMMARY AND RECOMMENDATIONS

#### A. Summary

1. Administration and Organization at Garfield High School. Extra-curriculum activities are entirely voluntary on the part of the students. There is no home-room, no student council, and no activities period. Meetings are usually held after school hours.

2. Number of Activities in which students Participate. There is an increasing percentage of members as students progress through school until the senior year. During this year the percentage falls to a place between that of the freshmen and sophomores. Freshmen engage mostly in one activity, sophomores in two, juniors in one, and seniors are equally divided between one and two. There seems to be little danger of over-activity.

3. Choice of Activities. Girls show a wider range of interests than boys. There are more "girl" activities than "boy" activities. Boys are mostly interested in athletics.

4. Students' Reasons for Being in Activities. Reasons vary slightly according to the type of activity. The three reasons mentioned most frequently are:

- a. They wish to explore their interests.
- b. They want to find new friends.



c. They want to have fun.

5. Cost, Time Required, and Campaigns. The cost is not excessive and few students are kept out of activities by the cost.

Football and basketball require the most time.

Only two activities stage campaigns for members. Activities are not very widely advertised.

6. Suggestions for Improving Activities. Students would improve their activities in the following ways:

- a. Let more of them take active part.
- b. Keep out those who do not come regularly.
- c. Have meetings with more fun in them.

7. Students' Reasons for not Participating. The three reasons most frequently given are:

- a. Lack of interest.
- b. Have to work at home.
- c. Friends do not participate and they wish to do what the friends do.

8. Attitude of the Faculty. More than half the faculty would not place greater emphasis upon extra-curriculum activities. However, they offer three suggestions for improving activities:

- a. Limit the number of activities in which any student may participate.

- b. Better exploring and counseling.
- c. Arrange an activities period.

## B. Recommendations

1. Voluntary Activities. Continue the voluntary type of activities as they are at present. There are not enough activities to serve the interests of all students. Therefore, they should not be forced into activities which are distasteful to them.

2. Permanent Records. A better system of records should be kept.

There should be a set of permanent records of all activities.

3. A Study of Time Allotments and Values of Activities. This would lead to a more just and fair emphasis, so that some activities would not be over-emphasized and some under-emphasized.

4. A Better Plan of Faculty Supervision. This should lead to a point system, or some other system, perhaps, by which students would be graded.

5. An Activities Period. At least different periods through the day for meetings would give better opportunity for participation.

6. More Activities of Different Types. This would give

more students opportunities for participation.

These recommendations are made in the light of the data collected and are not meant to be dogmatic. Neither are they intended to be a final solution of the problem. They are offered as a starting point for improvement.

IV. APPENDIX

A. QUESTIONNAIRE FOR ALL TEACHERS

I. Do you think more emphasis should be placed upon extra-curriculum activities at Garfield? \_\_\_\_\_

II. How can extra-curriculum activities at Garfield be improved? Please check the topics below and add others if you care to.

- 1. Arrange an activities period during school hours or as a 9th period in the evening. ....
- 2. Organize a home room system. ....
- 3. Organize a student council. ....
- 4. Compel each student to become a member of at least one activity. ....
- 5. Give the activities more publicity. ...
- 6. Add more clubs or other activities. ...
- 7. Abandon some of the activities now existing. ....
- 8. Limit the number of activities in which each student may participate. ...
- 9. Permit assemblies to be arranged by a student committee with a teacher as advisor. ....
- 10. Student participation in government. ..
- 11. Stricter supervision by faculty. ....
- 12. Better attempt at exploration and counseling. ....
- 13. \_\_\_\_\_

III. Should a standard of scholarship be set up as a requirement for student participation in extra-curriculum activities other than athletics? \_\_\_\_\_

If the answer is yes, name a standard.

\_\_\_\_\_  
\_\_\_\_\_

## B. QUESTIONNAIRE FOR ADVISORS

- I. Please state the activity for which you are advisor. \_\_\_\_\_  
\_\_\_\_\_
- II. How many students take part in this activity? \_\_\_\_\_  
\_\_\_\_\_
- III. Do students pay dues in this activity? \_\_\_\_\_  
If so, how much? \_\_\_\_\_
- IV. Estimate the total cost to students per semester for  
this activity, including dances, parties, etc. \_\_\_\_\_
- V. Estimate the average number of hours per semester  
students spend in this activity. \_\_\_\_\_
- VI. Are there any campaigns or drives to get students in  
this activity? \_\_\_\_\_
- VII. Are there any entrance requirements for this activity? \_\_\_\_\_  
If so, please state them.
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

## C. QUESTIONNAIRE FOR ALL STUDENTS

- I. Draw a line under the words which describe you:
1. (Freshman) (Sophomore) (Junior) (Senior)
  2. (Boy) (Girl)
  3. (White) (Colored)
- II. Do you take part in any of the activities listed below? \_\_\_\_\_
- III. If you do, make a check mark (✓) after those in which you take part.
1. Basketball League. .... \_\_\_\_\_
  2. Basketball Reserves and Class Teams . \_\_\_\_\_
  3. Basketball (Varsity Squad). .... \_\_\_\_\_
  4. Business Club. .... \_\_\_\_\_
  5. Blue Triangle. .... \_\_\_\_\_
  6. Dramatic Club. .... \_\_\_\_\_
  7. Football. .... \_\_\_\_\_
  8. Girls' Athletic Association. .... \_\_\_\_\_
  9. Home Economics Club. .... \_\_\_\_\_
  10. Pensters' Club. .... \_\_\_\_\_
  11. School Annual (Benedictus Staff). ... \_\_\_\_\_
  12. Science Club. .... \_\_\_\_\_
- IV. If you do not take part in these activities, please check the reasons below. Add any which are not listed.
1. My parents object. .... \_\_\_\_\_
  2. My health is poor. .... \_\_\_\_\_
  3. My friends do not take part and I want to be with them. .... \_\_\_\_\_
  4. I do not like the teachers in charge. \_\_\_\_\_
  5. The programs are too dry. .... \_\_\_\_\_
  6. Certain ones in the club get to do everything. .... \_\_\_\_\_

- 7. My regular school work takes all of my time. .... \_\_\_\_\_
- 8. I have to work at home. .... \_\_\_\_\_
- 9. I have to help earn money by working.. \_\_\_\_\_
- 10. It costs too much. .... \_\_\_\_\_
- 11. There are too many gangs or cliques in these activities. .... \_\_\_\_\_
- 12. I have more fun by myself. .... \_\_\_\_\_
- 13. I have time enough but I am not interested. .... \_\_\_\_\_
- 14. I would rather use my time and money in going to shows. .... \_\_\_\_\_
- 15. I like to take hikes alone and be away from people. .... \_\_\_\_\_
- 16. There are not enough dances in the activities. .... \_\_\_\_\_
- 17. \_\_\_\_\_
- 18. \_\_\_\_\_

D. QUESTIONNAIRE FOR STUDENTS TAKING PART IN ACTIVITIES

- 1. Draw a line under the words which describe you:
  - 1. (Freshman) (Sophomore) (Junior) (Senior)
  - 2. (Boy) (Girl)
  - 3. (White) (Colored)

II. Name of the activity in which you take part.

(Fill out a separate sheet for each activity)

III. Check the reasons why you are in this activity. State any other reason not listed below.

- 1. I have fun at the meetings or practice sessions. \_\_\_\_\_
- 2. The cost is reasonable. .... \_\_\_\_\_
- 3. My friends chose it, and I want to be with them. \_\_\_\_\_
- 4. I like the teacher in charge. .... \_\_\_\_\_
- 5. I am interested in the subject. .... \_\_\_\_\_
- 6. It develops me physically and mentally. .... \_\_\_\_\_
- 7. I get to go to more dances. .... \_\_\_\_\_
- 8. It makes me more popular. .... \_\_\_\_\_
- 9. People treat me with more respect. .... \_\_\_\_\_
- 10. I am able to make better grades. .... \_\_\_\_\_
- 11. I can use my spare time better. .... \_\_\_\_\_
- 12. It helps me make new friends. .... \_\_\_\_\_
- 13. I get a better chance to do things such as sing, act, dance, etc. .... \_\_\_\_\_
- 14. I get to take trips out of town. .... \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_

IV. How would you improve this activity? Check the items below and add others if you care to.

- 1. Have more parties or dances. .... \_\_\_\_\_
- 2. Have shorter meetings or practice sessions. .... \_\_\_\_\_
- 3. Let more of us take active part. .... \_\_\_\_\_
- 4. Give us a better place to meet. .... \_\_\_\_\_
- 5. Make the dues higher. .... \_\_\_\_\_
- 6. Have no dues at all. .... \_\_\_\_\_
- 7. Keep out those who do not come regularly. .... \_\_\_\_\_
- 8. Keep meetings from being so formal. .... \_\_\_\_\_
- 9. Have programs with more fun in them. .... \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_



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