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A study of the extracurriculum activities programs in certain small high schools of Indiana, and a proposed extracurriculum activities program for the Demotte High School

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A STUDY OF THE EXTRACURRICULUM ACTIVITIES PROGRAMS
IN CERTAIN SMALL HIGH SCHOOLS OF INDIANA,
AND A PROPOSED EXTRACURRICULUM ACTIV-
ITIES PROGRAM FOR THE DEMOTTE
HIGH SCHOOL

By

Alfred P. Ewart

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Alfred P. Ewart

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CHAPTER I

A. Introduction

In recent years there has been a decided shift in educational methods. The education of the past consisted largely of accumulating knowledges. The pupil was assigned his lessons, learned them, and then "recited" them. When he had recited a sufficient number of facts, he was graduated. The more often he was graduated, the more educated he was thought to be. In health, ethical, moral and emotional activities he had no training, since it was assumed that he would be improved in these because of his foundation in the various knowledges.

It is now generally conceded that boys and girls are much more interested in activity than in the passivity. This is the reason why many of them were not interested in the old traditional school, and dropped out because of this lack of interest.

Since children will live in a democracy, they must have developed within them the powers to become worthy citizens. This training must be given early in their lives so that desirable attitudes and ideals can be established. Since the child spends the greater part of these formative years in school, the school seems to be the logical place in which to receive this training.

Today, people are demanding for their children practice in the art of living. This demand for practice is a direct result of recognition of the fact that knowing and doing are two different things and are not necessarily dependent upon each other. The fact that the law is known is no assurance that it will be obeyed. It is imperative that the school provide natural situations and opportunities in which pupils may react in ways that will be helpful to them. If a student is to learn the art of living in a social order then the school must be organized as a society.

Even with a crowded curriculum the school has failed to provide for social adaptation and group activity, and leadership and followership. Because this inadequate, crowded curriculum has seemed too full to be enlarged upon, extra-curriculum activities are being introduced rapidly.

"Extracurricular activities may be defined as those legitimate activities of the school not otherwise provided for."¹ These activities provide a means to direct pupils in those desirable activities that they will do anyway, and to make elevating activities both desirable and possible. Extracurriculum activities are not an end in themselves, but they are merely a means through which the high school student is learning to live.

¹ Elbert K. Fretwell, Extra-Curricular Activities In Secondary Schools (Houghton Mifflin Company, 1931) p. 6.

The social education of the student may be separated into a number of elements, such as ethical and moral relationships, citizenship, manners and courtesy.

The general field of ethical and moral education underlies all others and determines to a certain degree, the success or failure of the individual. Most schools now accept the program of the development of the many elements of character to the end that the member will be upright in his own personal life and that his influence upon his fellows will be helpful. It would be foolish to assume that because a student makes high records in his mental activities that he would be a model in his ethical and moral life. In fact, much too often, the results will be just the opposite.

"Worthy citizenship, whether in a community or in a school, implies a knowledge of society organization, an appreciation of personal responsibility, and discriminating leadership and followership, and properly functioning habits."²

It is too much to assume that because a student has had the correct mental education that he will discharge well his duties of citizenship. The average community has far more need for citizens than it has for scholars, because it is an organization made up of citizens.

²Harry C. McKown, Home Room Guidance (McGraw-Hill Book Company, 1934) p. 10.

Every school must of necessity formulate the qualities required of a good citizen in that particular school. This necessity is fortunate, since it is in itself an educative experience. The school shall arrange the situation so that there is a favorable chance for its students to practice the qualities that it accepts as characteristics of a good citizen. Heretofore too much of our citizenship training has been of a formal, uninteresting, non-vital type. The student should not learn to be a good citizen by being told how, but rather he should be a good school citizen and in this way learn to be a credit to his school and community.

Extracurriculum activities help to create and develop leadership. There are many opportunities here for individual expression. The pupil learns to assume his share of the responsibility. Important as it is to have leaders, it is equally as important to train children to be good followers. The ability to work and play together demands that the students cooperate. The principle of cooperation can be practiced very successfully through well-planned extracurriculum activities.

Since the child is not by nature either mannerly or courteous, he must be taught the "niceties" of his social life. He must first practice, then establish, worthy ideals. Then he will know. An extracurriculum program that is well planned and selected will offer many valuable opportunities for this kind of training.

In addition to this social life, another important phase of an individual is his spiritual life. By spiritual is meant the finer things of emotional life, such as leisure time, cultural and avocational pursuits. Religious activities in the narrow sense are not recognized as responsibilities of the average school.

The music standards of the average individual are very low, as can be seen by the type of music that interests him. It is the business of the school, through its extracurriculum activities, to raise these standards. In the past entirely too much attention has been given to the production of music. Students should be taught to be discriminating consumers, since few of them will ever be producers.

As in music, much attention has been given to the production of art, but the new school is also interested in training students to be consumers of art, since this is what the greater part of them will be. Art clubs are helping to raise the standard in this field of emotional life.

Literature is still another field that has had great contributions to make, but the literary standards of the average community are very low. The motion picture is perhaps the best single index to a community's literary standards. An examination of the motion picture advertisements will show how very low some of these standards really are. The school, through its extracurriculum programs, must help to raise these standards.

All children should have their various characteristics as social, mental, and physical, turned into correct channels, but since no two people are alike, the school must have provision for individual differences. The home room, with its emphasis upon the education of the student rather than upon the subject matter, is the place where this can in a measure be accomplished.

B. The Home Room

The home room is really the place where the pupil himself becomes the subject worked with and learned about. The curriculum is made up of his interests, experiences and activities. The subject matter that is taught is justifiable only if it contributes directly to the development of the student. The home room is a place for doing rather than hearing about. In the modern home room the teacher is not wholly responsible for the activities, but she is assisted by students who participate in all that is done. The home room is not a formal or an informal class in which the teacher dominates, but it is a miniature democracy where the students assume the responsibilities of the activities. It is not a place to prepare for life, but it is a place to live. The home room should be considered by the students as their school home and the members of the room must have the same intimate and informal relationship as the members of a family.

1. Purposes of the Home Room. According to McKnown³ there are four purposes of the home room. The following are paraphrases of his presentation:

a. To develop desirable pupil-teacher relationships. This statement does not mean to imply that there are not desirable pupil-teacher relationships existing in most schools, but the personal touch that was found in our early one-room schools has been lost through departmentalization. The home room takes away none of the value of departmentalization, and yet it provides a place where the teacher can become acquainted with the pupils and the pupils with the teacher. Here the student come into personal contact with the teacher and they come to know each other in a way that could not be realized in the regular class room.

b. To guide the pupils. In the past guidance has been concerned largely with the pupils future vocations, but now an increasing amount of emphasis is being placed upon guidance in many other phases of life. The efficient home room teacher of today must give the student personal, social, educational, moral, vocational and physical guidance. At present none of these aspects of guidance are very adequately or definitely provided for in the curriculum.

c. To develop desirable ideals and habits of citizenship. It is now a recognized fact that the child must be trained to become a valuable and contributing member of society.

³Harry C. McKnown, Home Room Guidance (McGraw-Hill Book Company, 1934), pp. 25 to 42.

This can never be brought about by formal discussion of the elements of good citizenship. There are many opportunities here for the application of lessons of good citizenship in the home room. The practice of parliamentary procedure; the development of fine attitudes toward new students; the promotion of ideals of service, sympathy and assistance; the reception and entertainment of visitors; the development of a good group spirit; care of property; organization of the room and the planning and presenting of home room programs are all beneficial in developing good citizenship, because they represent the practice of desirable habits. To the student his home room situations are just as natural as those in which he will find himself as an adult. The real home room is a miniature community.

d. To expedite the handling of administrative routine educatively. This value of the home room does not seem as important as the others, but announcements and bulletins can be handled better at this period than in the regular high school assembly. In the assembly, these announcements can only be read, while in the home room they can be explained and discussed. In any home room there are a number of matters such as taking attendance, receiving and caring for records, care and distribution of supplies, tickets, etc. that must be attended to. Some of these activities, such as explaining an announcement, can best be done by the sponsor, but many of them can be handled by students, discharging the responsibility for these duties should be

educationally valuable to the student.

2. Membership of the Home Room. According to Fretwell⁴ there are eight plans for determining the pupil composition of the home room.

- a. By classes, and alphabetically within the class.
- b. By representatives of all classes within the school.
- c. By sex.
- d. By intelligent quotients or ability ratings within the classes.
- e. By elementary or by junior high schools.
- f. By first-period recitation groups.
- g. By curriculum pursued, or by extracurriculum activities.
- h. Random selection within a class or within the school.

The method that is chosen will depend upon the organization of the particular school where it is being used. However, the plan where home rooms are occupied by classes is quite workable. It provides a group held together by a common interest. It allows for easy expansion from increased attendance. Any other plan frequently breaks down in the senior year. This plan permits grouping by sex without giving up any of the claims already made.

3. Home Room Sponsors. The success of home room activities depends upon the sponsor's skill in guiding the pupils. The purpose of the home room may be accepted, sufficient time may be provided in the program, the principal may have done

⁴Elbert K. Fretwell, Extra-Curricular Activities In Secondary Schools (Houghton Mifflin Company, 1931) pp. 37 to 40.

all that he should do, the pupils may be eager to work, but the success of the activity will depend upon the sponsor.

Since the sponsor is such an important part of the home room, her selection should be made very carefully. At the present time, not all teachers are capable of being efficient home room sponsors. Some of the blame for their deficiencies in this respect lie with the teachers themselves, but most of it lies with the educational system that over-emphasizes subject matter and forgets the pupil himself.

When sponsors are to be chosen the principal should consider each member of the faculty on the basis of such qualifications as age, experience, ambition, ideals, initiative, leadership, imagination, patience, sympathy, judgment, tact, enthusiasm, responsibility, and personal appearance. After carefully considering each one, he should make a list of those who are qualified for sponsorship.

The assignment of sponsors to rooms is very important. The sponsor should have some preference as to her assignment, and if, after a fair and energetic trial, she feels that she has not accomplished what she had a right to expect, she should feel no hesitancy in asking for a re-assignment. The length of time a sponsor remains as guide of a certain class will depend upon the organization of the school and the success of the teacher. The longer she remains as sponsors of a certain group, the more thoroughly she can understand the needs of the group.

With the leadership of the principal, the teachers should share in working out the plan of the home room. It is easier for the principal to dictate the plan to be followed, but helping to formulate a plan of work is one way for teachers to educate themselves so that they can function efficiently in the plan after it is started.

The home room sponsor has endless problems to solve. These problems touch every phase of the adolescent's life. Sponsors should be continually training for their positions in order to keep abreast of modern developments.

Before a sponsor can be successful she must have a desirable attitude toward sponsorship in general. Too often the principal assumes the attitude that home room sponsorship is just an added responsibility for which there is no reward, so instead of feeling that such an assignment is a high honor, the sponsor often considers it just the opposite. An intelligent emphasis by the administrator upon the place and possibilities of the home room is an important step in the development of a desirable attitude toward sponsoring it.

A second phase of the education of the sponsor concerns the methods used in the home room. Care must be taken that she does not carry over into the home room, the formal and artificial methods too often used in most classes. If the sponsor has pupils in her home room that she has in her regular classes, she should be very careful that she does not carry over into the home room the attitudes that she

has toward them in regular class.

The sponsor should be an enthusiastic member of the home room, but not in the capacity of a teacher. One of the most difficult things that a sponsor has to do is to fit satisfactorily into the two situations of the classroom and the home room. It takes a rare teacher who can change easily from her practice of domination to that of cooperation.

4. Organization of the Home Room. The organization within the home room will be determined largely by the activities that are to be carried on within the room and the relation to activities outside the room. Some of the officers are: president, vice president, secretary, treasurer, and often a deputy. The president usually takes charge during the absence of the teacher. His main duty aside from constructive planning and as chief executive is to see that responsibilities assumed by groups or individuals are met on time.

The vice president assumes the responsibility of the president in his absence, but he also has work of his own. He is often business manager and general director of all activities that involve money or material.

The secretary usually handles all records and announcements within the room and to the office. The treasurer, of course takes care of any money that the organization may have. The deputy, where there is one, sees that regulations once made are enforced.

In the home room there are any number of committees

such as a welfare committee that looks after the health of the pupils; a help-study committee that keeps absent pupils in touch with the class work, and helps them to catch up when they return; a bulletin board committee that helps all committees in seeing that the bulletin board tells of the achievements of the pupils of the home room.

The length of time any student keeps an office varies according to the school. The most common plan, and one that seems the most logical, is for a semester. Changing officers each semester will add novelty and interest to the program. The election of efficient officers for the first set will expedite the work and will set high standards for later officers to approximate. The restrictions on office holding must be determined by each particular school. However, children can be taught that leadership is not the privilege of a few. For example a survey of a room in the Byers Junior High School of Denver⁵ showed the following distribution of leadership as represented by being elected to office:

1. Number holding offices, 12.
2. Number of offices held by 12, 22.
3. Number holding more than one office: 6 hold two offices; 2 hold three offices.
4. Number of pupils who have held offices, 25.
(Number of pupils who entered this year, 4).

⁵Fretwell, op. cit., p. 28.

5. Per cent of pupils (Present before this year) who have held offices, .83.3 per cent.
6. Pupils who do not hold and have not held office, 4.
7. Pupils who hold office now, but only entered this year, 3.
8. Pupils who do not hold office now, but only entered this year, 1.
9. Number of offices held before this term, 92.
10. Pupils who have previously held one office, 8; two offices, 1; three offices, 4; four offices, 3; five offices, 2; six offices, 2; seven offices, 4; eight offices, 1.

G. The Assembly Program

The assembly is one of the most important devices for wider application of educational principles. All definitions of the assembly period agree that it is a period of social education, a period of inspiration, and a period in which pupil participation is essential. The assembly mirrors the life of the whole school.

The school assembly has developed without much definite planning. It had its origin in the short opening and closing religious exercises were the basis and background for the modern assembly. In 1901 the Francis W. Parker School called their assembly period "Morning Exercise".

They considered this as being as essential to the school as the curriculum. Their assemblies developed largely from the work of the school. As an extracurriculum activity, the assembly grew out of the curriculum work and returned to enrich it.

According to McKnown,⁶ the history of the assembly program development may be divided into three groups.

The first period of assembly development was that in which the program was of a moralizing type. The principal usually gave the whole program. The second period, that in which most schools are now, was recognized by pupil participation in the organization and production of programs. The third period, which we are just entering is that of "Audience Participation." This is being started by asking the audience to indicate their choice by their applause.

1. Purposes of the Assembly Program. The assembly helps to develop a higher degree of group consciousness within the school. "Its chief contribution to the student body is that spirit which may be called 'school unity'."⁷

Students in our departmentalized schools are divided into many groups by their many activities. The assembly is the one agency to stress those factors and interests that

⁶Harry C. McKnown, Assembly And Auditorium Activities, (The Macmillan Company, 1931) p. 4.

⁷Charles R. Foster, Extracurricular Activities In The High School, (Johnson Publishing Company, 1925) p. 108.

that are common to all. This may be done through teaching pupils to sing together, by programs which are planned by representatives of the entire school, and by activities to show students the worthwhile and interesting work being done in other departments. In schools that have no assembly, most students hurry to their classes and do not appreciate their relation to the school as a whole.

The school affords great opportunity to develop school spirit. This term is very hard to define because it is felt and not seen. Foster says, "It is a spiritual atmosphere which pervades the whole student body, affecting custodians, teachers, administrators and students alike."⁸ An effective school assembly can help to create this spirit.

Many students do not have a favorable attitude toward a part of their work. In the assembly program many of the class activities can be dramatized so that they will be attractive and interesting to the pupils. The assembly program can also be used to increase the range of the pupils' interest by bringing them in contact with various activities and experiences.

The amount of leisure time at the disposal of the individual is becoming greater all the time. The assembly program can be used to inspire students to worthy use of leisure time. The program can be used to show the pupil what is good without talking about it.

⁸Foster, op. cit., p. 108.

The assembly offers an opportunity for developing the pupils' standards of the beautiful. Students should be taught to be intelligent consumers of music, art, and literature. His aesthetic sense can be developed through well chosen assembly programs.

The assembly program can also be used to instill the commonly desired virtues and ideals. These virtues such as courtesy, promptness, and honesty can never be instilled by memorization of creeds and slogans, nor by moralizing about them. A dramatization in the assembly in which the student or one of his friends takes part is a far more effective way to present them.

To the students who take part, the assembly programs give good training in self expression and to those who are listening it provides a real audience situation. Respecting the feelings of the other members of the audience, behaving courteously toward performers, and applauding sensibly may be developed in a well conducted assembly.

Through the celebration of special days, the assembly program can be used to promote an intelligent patriotism.

In 1920, C. O. Davis reported a study he had made of the practices of individual schools composing the North Central Association of Secondary Schools in training for citizenship. He found that 1164 schools used the assembly for arousing sentiments of citizenship. 1053 of these schools had prominent local citizens and out-of-town speakers to assist; 71 depended on students for speeches;

363 expected classrooms to contribute in some way to the program. These 1164 school principals had an opportunity to recognize the possibilities of using the assemblies to arouse feeling of patriotism. However, Mr. Davis did not think that an intelligent use of this opportunity was being made.⁹

In 1926 Miss Mary L. Thompson, of Northwestern University, in a Master's Thesis concerning the high school assembly in 232 schools found that the fifteen most frequent objectives for the assembly were: cultivation of school spirit, 105; general information, 72; inspiration, 37; development of poise and self-control before an audience, 32; recreation, 30; entertainment, 24; motivation of extracurriculum activities, 19; moral training, 16; development of appreciation, 13; cultivation of high ideals of citizenship, 11; some acquaintance with business and every-day activities, 9; vocational guidance, 8; direction of public opinion, 7; training in self-expression, 6.¹⁰

D. School Clubs

There is a fundamental reason for the existence of school clubs. The instinctive tendency in high school pupils that results in so many kinds of clubs is perfectly

⁹Elbert K. Fretwell, Extra-Curricular Activities In The Secondary Schools. (Houghton Mifflin Company, 1931) p. 219.

¹⁰Ibid., p. 220.

natural. "Regardless of the wishes of teachers and parents, gangs or clubs will exist. The gregarious instinct that is so strong in pupils of this age, not only will bring them together, but will make them want to belong to some club of their own.

The schools must make use of this tendency. They must guide it so that pupils will want to belong to clubs more and more worth while. "The ultimate ideal of each school should be the enlistment of its entire enrollment from conscious choice, based on interest, in some club activity of the school."¹¹

When one considers the many different kinds of clubs that are possible, it seems that this ideal should be realized easily. "A survey of the kinds of clubs listed in one hundred senior high school handbooks, chosen at random, resulted in a list of 1372 clubs."¹²

In 1925 Rohrback made a study of non-athletic activities in the secondary schools. His study was based on a personal study of 134 schools. From this study, Fretwell¹ made the following classifications:

¹¹Charles R. Foster, Extra-Curricular Activities In The High School, (Johnson Publishing Company, 1925) p. 18.

¹²Elbert K. Fretwell, Extra-Curricular Activities In The Secondary Schools. (Houghton Mifflin Company, 1931. p. 253.

¹Ibid. p. 254.

1. Language and literary activities.
2. Science clubs.
3. Art activities.
4. Home making activities.
5. Honor organizations.
6. Student participation in the management of the school.
7. Welfare and social activities.
8. Unclassified activities.

Each club should be sponsored properly by a member of the faculty. These sponsors should be appointed by the principal after he has carefully evaluated their qualifications for sponsorship. The teacher that volunteers to be a sponsor is usually successful. Pupils will sometimes ask for a certain teacher to be their sponsor. This may be all right in some cases, but the most popular teacher does not always make a good sponsor. To succeed as a sponsor the teacher must be an advisor and not a boss. She must see the difficulties ahead and avoid them. The teacher will derive a great deal of good from sponsoring a club. The one who said that club work was as necessary for the teacher as for the pupil may have been more nearly correct than is usually admitted.

Clubs are organized upon the request of students or upon the suggestion of a teacher who volunteers to sponsor them. Before clubs are accepted as a part of the activity program they should be carefully considered by the extra-

curricular director, faculty and principal. Clubs as a rule are chartered by the student council, and charters may be revoked if the club fails to live up to its declared purpose.

Every club should have its own constitution and by-laws. Requirements for admission must be determined by the nature of the club. Members should never be admitted to a club by a vote of students through a process of black-balling or balloting. In such organizations as orchestras, glee clubs, dramatic clubs, and debating clubs, it is necessary to admit members through a try-out process.

Provision should be made for wise guidance of students in determining which clubs they will enter. There should be particular democratic requirements for admission to a club, and no student should be allowed to enter unless he shows an enthusiasm for the activity. The educational guidance program should lead pupils into activities suited to their tastes, interests and needs.

Together with the homeroom and the assembly, clubs belong in the activity period. While it is usually desirable to have the assembly and the home room period during the early part of the day, there are advantages in having the clubs meet the last period. By meeting the last period of the day, clubs may go on excursions or continue their activities for a longer period, according to the will of the group.

E. The Student Council

Just as children learn to write by writing, so they

learn the principles of governing by actually practicing citizenship. Since citizenship is, in the final analysis, the first aim of the high school, the most important activity in the whole school program is student participation in government.

There are several organizations that foster student participation in government. One of these is the student council. It grows successfully out of the real life of the school. "It is simply a way provided for real education by enabling pupils and teachers to recognize and share in solving the school's problems".¹³ Through the student council pupils have an opportunity to practice the qualities of good citizenship with results that are gratifying to them.

Earl Rugg¹⁴ found in an analysis of fifty articles dealing with the subject that the chief objectives of the organization were:

1. To train for worthy citizenship.
2. To establish better understanding between students and faculty.
3. To develop school spirit.
4. To develop intelligent leadership.
5. To provide for pupil expression.

There are several types of student councils. The one-house type is composed of one member from each home room

¹³Elbert K. Fretwell, Extra-Curricular Activities In Secondary Schools. (Houghton Mifflin Company, 1931) p. 97.

¹⁴Earl U. Rugg. Summary Of Investigations Relating To Extra-Curricular Activities (Colorado State Teachers College, 1930) p. 57.

the president and vice president of the student body, the director of extra-curriculum activities, the faculty treasurer and the principal. There may be many variations on this type of organization.

The two-house type of council is composed of a house of representatives and a council. The house of representatives is made up of representatives from the home room. The council is made up of the class presidents and six others, three seniors, two juniors, and one sophomore. There are variations that may be made on this organization to suit any particular school.

It is best to begin with a very simple type of council and to advance to the more elaborate types. A student council can not be transplanted, but it must grow for that particular school in which it is to be used. The student council represents the whole school and the principal should guide it. It has no powers except those allowed by the principal. He grants the council a charter and authorizes it to meet and to work. The charter granted by the principal will be the basis for the council constitution. The constitution that is formed should be adapted to the school and should not be above the working abilities of the teachers and pupils. The constitution should develop step by step as the students develop ability to participate, and the council should live by the constitution and work in accordance with it.

The student council as the one representative organization of the whole school, should coordinate and unify

the whole extra-curriculum life of the school. According to Fretwell¹⁵ its duties may be classified as follows: athletics, disciplinary and judicial, executive, financial, legislative, directing activities, promoting general welfare, publications, student welfare.

The council should begin its work with concrete activities where definite success is possible. It should handle specific activities through committees. These committees should be appointed for specific tasks.

The officers of the council should be elected at least every semester. When new officers are elected an impressive installation ceremony will increase their efficiency.

¹⁵Elbert K. Fretwell. Extra-Curricular Activities In The Secondary Schools. (Houghton Mifflin Company, 1931) pp. 200-203.

CHAPTER II

A. The Problem

The major problem of this study is an attempt to determine in a general way, what constitutes the extra-curriculum programs in the small high schools of the state of Indiana, and in the light of the above data to evolve a more satisfactory extra-curriculum activity program for the DeMotte High School.

B. Scope Of The Work

The study was based on the extracurriculum activities that were carried on in 236 small high schools in the state of Indiana during the school year 1934-1935.

The schools studied were from 85 of the 92 counties of the state and represented 233 townships.

C. Data

1. Sources. All data regarding the extracurriculum activities were obtained directly from the high school principals.

2. How Secured. All data were obtained by means of a questionnaire, a sample of which appears in the appendix. This questionnaire was sent to the principals of 491 high schools in the state of Indiana, which have an enrollment of from 50 to 150 in grades 9 to 12 inclusive. The name of the principal and the size of the school were obtained

from the Indiana School Directory for the school year 1934-1935.

3. Limitations. Due to the fact that only 236 replies, which represents 48.06 per cent of the number sent, were received, this study is limited to those schools that replied.

This study is further limited by the incomplete answers given in many of the questionnaires that were received.

This study is limited to a general overview of the whole field of extracurriculum activities. Each activity, namely, home room, assembly, clubs, student council, and other social activities, would readily lend itself to a separate study.

4. Description of Data. Before tabulating the data, the schools were divided into four classes, namely, those with an enrollment in grades 7 to 12 from 50 to 99, those with an enrollment from 100 to 149, those with an enrollment from 150 to 199, and those with an enrollment of 200 and over.

D. Historical Background

The school community of DeMotte is located in the northern part of Jasper county, Indiana. It comprises all of Keener Township, a great deal of which lies in the marsh of the Kankakee River.

The population is made up of a few Americans together with a conservative Holland group whose chief interest

is agriculture. They are a thrifty and vigorous people whose hard work is surpassed only by their devotion to God. In the town of only three hundred inhabitants there are five well attended churches, which draw a great part of their members from the surrounding county.

The school building at DeMotte is of the traditional assembly type and it is becoming rapidly overcrowded. However, the large classrooms on the second floor will readily lend themselves to a home room program. During the last few years there has been no new equipment added and even such an essential as the library has been sadly neglected. However, this was remedied to some extent during the school year 1934-1935.

The faculty consists of eleven teachers, five of whom are in the grades and six in the high school. Of this group only two have been there more than four years in succession, and one of these is a tenure teacher.

The school has been organized on the six-six plan and it seems to be functioning quite effectively.

The student body, which consists of about three hundred seventy-five members of whom one hundred twenty-five are in the upper six grades, is made up of individuals of average intelligence. Many of those who enter school are not allowed to finish even though desire to do so. A great number leave school when they attain the legal age.

Most of the school patrons desire the best for their children and are enthusiastic after they are convinced that a thing is worthwhile. If we are to succeed in establishing an extracurriculum activities program and in getting it to function, we shall have to begin rather slowly and educate the adults to accept the things that they now consider frills in education.

CHAPTER III

The Home Room

This chapter deals with the use that is being made of the home room in the small high schools of the state of Indiana. Table I shows how many schools are utilizing this important educational activity. It is disappointing that more schools are not taking advantage of it.

TABLE I
SCHOOLS THAT HAVE A HOME ROOM ORGANIZATION

Size of School (Grades 7-12)	Frequency			Per Cent Of Positive Replies
	Yes	No	Not reporting	
50-99	3	45	0	6.3
100-149	29	91	2	24.2
150-199	15	32	0	31.9
200 and over	6	12	1	33.3
Total	53	180	3	22.7

This table shows that of the 233 schools that reported on the home room, only 53, which represents 22.7 per cent of the total, are using the home room type of organization.

It reveals further that in the small high schools with an enrollment of less than 99, only 6.2 per cent have made use of the home room, while in the larger high schools with an enrollment between 150 and 199, 31.9 per cent have home room organizations. According to this table, over 33 per cent of the high schools with an enrollment over 200 have home room activities.

TABLE II
LENGTH OF TIME THE HOME ROOM HAS BEEN USED

Time in Years	Frequencies By Size of School				Total
	50-99	100-149	150-199	200 and over	
1	2	5	5		12
2		5	2	2	9
3		2			2
4		6	1		7
5	1	1	1	2	5
6		1		1	2
8		1			1
10		1	1		2
15		2			2
Totals	3	24	10	5	42
Not Reported	45	98	37	14	194

This table shows that out of the 42 schools reporting

on the length of time the home room had been used, over 28 per cent said that they had used it only one year.

It also reveals that the home room organization is a comparatively new thing in the smaller high schools.

In the schools that have home room organizations there is little agreement as to the length of period to be used for home room activities. This may be due in part to the fact that the home room is comparatively new in most schools. Table III shows the length of the home room period in the various high schools.

TABLE III
LENGTH OF THE HOME ROOM PERIOD

Time In Minutes	Frequencies By Size Of School				Totals
	50-99	100-149	150-199	200 and over	
10			1		1
15		4			4
20		2			2
25		1	1		2
30		1	1	2	4
35	1				1
40	1	5	4	1	11
45		2	2	1	5
50		3			3
55	1	4			5

TABLE III (continued)
 LENGTH OF THE HOME ROOM PERIOD

	60	30	45	20	15
Totals	3	25	15	6	49
Not Reported	45	97	32	13	187

This table reveals that periods of 40 and 60 minutes in length seem to be the most popular, since 11 of the 49 schools reporting chose 40 minutes and 11 chose 60 minutes. This is probably due to the fact that these periods conform best to the length of the regular class period in most high schools.

According to this table, the larger high schools with an enrollment of one hundred and over, seem to favor a home room period of from 40 to 60 minutes in length. Only seven schools reported that they had periods under 25 minutes in length.

In the various schools there are numerous types of home room activities that are emphasized more than others. In Table IV, page 33, some of these activities are enumerated and ranked according to the number of schools in which they have been stressed.

TABLE IV

TYPES OF HOME ROOM ACTIVITIES, EMPHASIZED

Activities	Frequencies By Size of School				Totals
	50-99	100-149	150-199	200 and Over	
Citizenship		9	2	2	13
Orientation	1	2	1	1	5
Plays		3		2	5
Recreation	1	2			3
Attendance		1	1		2
Clubs		1		1	2
Study		1		1	2
Varied			1	1	2
Current events			1		1
Curricular activities			1		1
Debates		1			1
Development of pupil attitudes	1				1
How to study		1			1
Morals			1		1
Music		1			1
Special days		1			1
Study		1			1
Talks by outside talent		1			1

TABLE IV (continued)
 TYPES OF HOME ROOM ACTIVITIES EMPHASIZED

Thrift	1				1
Totals	4	25	8	8	45
Not Report- ed	44	97	39	11	191

According to Table IV, there are a great many different activities carried on in the home rooms of the various high schools. Of the 45 schools that reported on the activities that had been emphasized, 13, which represents over 28 per cent of the total number, stressed citizenship. Five stressed orientation and 5 emphasized plays. Among the remainder there was very little, if any agreement.

In answer to the question as to what day of the week the home room should meet as an organization, by far the most frequent reply was, "all". Twenty-three of the fifty-three that reported favored having the home room meet every day of the week. The remainder of the answers were distributed rather evenly over the week, with a slight preference given to Monday and Friday.

The answers to the question as to what the average enrollment of the home room was, did not show any agreement beyond the fact that the majority of them were between 25 and 35. The smallest enrollment reported was 14 and

and the largest was 86.

The forty-eight replies to this question as to how the home room sponsor was selected, revealed that 42 were appointed by the principal, 3 were selected by the pupils enrolled in the room, and 2 were selected in a faculty meeting.

Although there were many activities that were emphasized in the various home rooms, some of them were considered more valuable than others. The activities that seemed most important to the principals are listed in Table V, page 36.

TABLE V
 TYPES OF HOME ROOM PROJECTS THAT WERE CONSIDERED
 THE MOST VALUABLE

Projects	Frequencies By Size of School (grades 7 to 12)				Total
	50-99	100-149	150-199	200 and Over	
All				1	1
Class discussion	1	1			2
Conduct		1			1
Correlated work			1		1
Development of cooperation			1		1
Display				1	1
Dramatization		1			1
Exploratory		1			1
Individual aid	1	1			2
Plays		1			1
Pupil development				1	1
Pupil participation		6	1	1	8
Pupil planned		2	1		3
Recreation			1		1
Safety		1			1
Self expression		1			1

TABLE V (continued)
 TYPES OF HOME ROOM PROJECTS THAT WERE CONSIDERED
 THE MOST VALUABLE

Various		1			1
Guidance			1		1
Totals	2	17	6	4	29
Not Reported	46	105	41	15	207

According to Table V, there is very little agreement among the schools as to what activities are considered the most valuable. There were 45 schools reported on the activities that had been emphasized in their home rooms, but only 29 made any report as to which activity they considered the most valuable. There were 13 schools that said they emphasized citizenship, yet this is not even mentioned in the list of the most valuable projects.

Eight principals said that the most important activity was "pupil participation," yet they failed to say in what activity the pupils participated.

Summary

This chapter dealt with what use is being made of the home room in the small high schools of Indiana.

Of the 233 schools that reported, only 53, which

represented 22.7 per cent of the total, have taken advantage of this important organization. However, over 33 per cent of the schools with an enrollment of over 200, have home rooms.

The home room seems to be a comparatively new institution in the small high schools. Of the 42 high schools that reported, over 28 per cent said that they had used the home room type of organization only one year.

Home room activity periods of from forty to sixty minutes in length seem to be the most popular. This may be due to the fact that these periods conform best to the length of the regular class period in most high schools.

Citizenship, orientation, plays and recreation were the activities that were stressed in over half of the schools that reported. Although these activities were stressed, they were not considered the most important. In fact there was no agreement among the schools as to which activities were the most important.

Twenty-three of the fifty-three schools that reported on the time of meeting, favored having the home room activity period every day. Among the rest there was a slight preference shown for Monday and Friday.

The average enrollment of the home room was from 25 to 35. The smallest enrollment was 14 and the largest was 86.

All but 6 of the 42 sponsors were chosen by the principal.

CHAPTER IV

High School Assemblies

In recent years, high schools are recognizing a responsibility to provide an assembly period that will train students to perform creditably either as speakers or auditors in a group meeting.

This chapter deals with the use that is being made of the assembly in the small Indiana high schools.

Table VI shows the number of schools that reported that they were using the assembly organization.

TABLE VI
SCHOOLS THAT HAVE ASSEMBLIES

Size of School (Grades 7-12)	Frequency			Per Cent Of Positive Replies
	Yes	No	Not Reported	
50-99	35	13	0	72.9
100-149	99	21	2	82.5
150-199	37	10	0	78.7
200 and over	16	2	1	88.9
Totals	187	46	3	80.3

According to Table VI, most high schools are using the assembly, since over 80 per cent of the schools reporting gave positive replies. The table shows that the assembly is used in nearly as many small high schools as in the

larger ones. The per cent of positive replies for the high schools with an enrollment of from 50 to 99 was 72.9, while that for the high schools with an enrollment of from 150 to 199 was only 78.7.

If the assembly is to be a success, there must be some person or organization responsible for a well planned program. Table VII shows who is responsible for this program in the various schools.

TABLE VII
RESPONSIBILITY FOR ASSEMBLY PROGRAMS

Allocation of Responsibility	Frequencies By Size Of School (Grades 7-12)				Totals
	50-99	100-149	150-199	200 and Over	
Principal	14	30	10	3	57
Faculty	12	19	10	3	45
Classes	6	17	4	2	29
Committee	4	17	4	2	27
Student council	1	7	4	4	16
Faculty and students	2	8	1	2	13
Music teacher	2	2	3		7
Clubs		3	2		5
Class sponsors	2	1	1		4
Anyone		1			1
Totals	43	105	39	17	204
Not Reported	5	17	8	2	32

Table VII, page 40, shows the domination and concern of the principals for the assembly program. According to the table, he assumes the responsibility for the program in 57 schools, which is equivalent to 28 per cent of the total number that reported.

The table reveals further that some member of the faculty, including the principal, was responsible in 126 schools, or over 60 per cent of the total number.

One encouraging fact shown by the table is that only one school left the responsibility of the assembly program to "anyone."

The length of time that is allotted to the assembly program will vary in the different schools. Table VIII shows the length of this period in the various small high schools.

TABLE VIII
LENGTH OF THE ASSEMBLY PERIOD

Time In Minutes	Frequencies By Size Of School				Totals
	50-99	100-199	150-199	200 and Over	
10		1			1
15	3	5		1	9
20	3	14	4	1	22
25	1	7	2	1	11
30	4	33	8	4	49
35	4	6	1	2	13

TABLE VIII (continued)
 LENGTH OF THE ASSEMBLY PERIOD

40	7	21	14	1	43
45	10	12	6	2	30
50	2	3	4	1	10
55	1				1
60	3	1	2	2	8
Totals	38	103	41	15	197
Not Reported	10	19	6	4	39

According to Table VIII, the time allowed for assembly programs varied from ten minutes to sixty minutes. Periods of thirty, forty and forty-five minutes in length are by far the most popular. According to this table, the size of the school is not a very important factor in determining the length of the assembly period.

There is much discussion as to the period of the day in which the assembly should meet. Table IX, page 43, reveals that, in the minds of the principals, there is no standardized time that is definitely set aside for assembly programs.

TABLE IX
PERIOD OF THE DAY IN WHICH THE ASSEMBLY MEETS

Period Of The Day	Frequencies By Size Of The School				Totals
	50-99	100-149	150-199	200 and Over	
1	14	40	14	3	71
2		3	4	1	8
3	3	5	4		12
4	2	8		2	12
5	1	11	5	2	19
6	2	1			3
7	2	1			3
8	5	5	6	1	17
Staggering	9	13	6	4	32
Call		8			8
Special	1	3		1	5
Totals	39	98	39	14	190
Not Reported	9	24	8	5	46

Table IX reveals that the first period of the day is used very often for assembly programs. Thirty-two schools chose the staggering program in which the program is held the first period one week, the second period the next week and so on until in the ninth week it will be held in the first period again.

The assembly period referred to as "call" means any regular class period during the day in which the principal wishes the assembly to meet.

The period designated as "special" refers to a period that is not a part of the regular school day. It may be a part of the noon recess or before or after school.

There are many types of assembly programs that are stressed in the different high schools. The type that is emphasized will necessarily vary according to the needs of the students in the schools. In Table X, page 44, some of these programs are listed and ranked according to the number of schools in which they were stressed.

TABLE X
TYPE OF ASSEMBLY PROGRAM THAT IS STRESSED

Item	Frequencies By Size Of School				Totals
	50-99	100-149	150-199	200 and Over	
Varied	5	24	8	3	40
Music	8	15	7	5	35
Outside speakers	4	10	7	1	22
Student programs	7	10	1	2	20
Dramatics	3	7	3	3	16
Entertainment	3	4	7	2	16
Devotional	1	13		1	15
Special days	1	7	2		10

TABLE X (continued)

Instructive	1	5	1	1	8
Pep sessions	2	2			4
Citizenship		2	1		3
Current events		2	1		3
Inspirational	2			1	3
Book reviews	2				2
School morals		1	1		2
Student talks		2			2
Study	1		1		2
Community relationships		1			1
Exchange with other schools		1			1
Curricular activities		1			1
Health		1			1
Totals	40	108	40	19	207
Not Reported	8	14	7	0	29

Table X reveals that there is very little agreement among schools as to what should go on in the assembly program. The table shows that over 15 per cent of the schools favored a varied program. Music came next and outside speakers ranked third.

The fourth item, student programs, refers to a varied program in which the students do all the performing.

According to the table, the size of the school does not make much difference in the type of assembly program that is stressed.

In some schools the assembly program is a direct outgrowth of the curriculum. Table XI reveals to what extent this is true.

TABLE XI

EXTENT TO WHICH ASSEMBLY PROGRAM IS AN OUTGROWTH OF THE CURRICULUM

Size of School	Frequencies			Per Cent Of Positive Replies
	Yes	No	Not Reported	
50-99	22	14	12	61.1
100-149	55	33	34	62.5
150-199	22	14	11	61.1
200 and over	7	7	5	50.0
Totals	106	68	62	

According to Table XI, the size of the school has nothing to do with determining whether or not the assembly program shall be an outgrowth of the curriculum. The table also reveals that there is little agreement among schools as to whether this program shall be an outgrowth of the curriculum.

Principals are not agreed as to what value to the student the assembly program has. In Table XII are listed some of the benefits that principals think students derive from the assembly program.

TABLE XII
BENEFITS DERIVED BY STUDENTS FROM THE
ASSEMBLY PROGRAM

Item	Frequencies By Size Of School				Totals
	50-99	100-149	150-199	200 and Over	
Student participation	9	18	9		36
Appearance before the public	4	11	4	2	21
Inspiration and interest	3	9	4	1	17
Educational	2	9	4	1	16
Entertainment	4	4	4	2	14
Character	2	5			7
Social adjustment	1	3		3	7
Cultural		3	1	1	5
Development of responsibility		3	1	1	5
School spirit	2	3			5
Development of initiative		4			4
Relief from routine duties		2	2		4
Idealism		1	1	1	3

TABLE XII (continued)
 BENEFITS DERIVED BY STUDENTS FROM THE
 ASSEMBLY PROGRAM

None		3			3
Attitudes		2			2
Audience attitude	1	1			2
Development of talents				1	1
Totals	78	81	30	13	152
Not Reported	20	42	17	6	85

Table XII shows that there is little agreement among principals as to the benefits that students derive from the assembly program. Item 1, student participation, is the only item that is mentioned by 20 per cent of the principals. Less than 2 per cent of the principals said that their students received no benefits from their assembly programs.

Summary

Most small high schools in the state are trying to utilize the assembly.

As yet the assembly program receives relatively little time in the school week, usually from thirty to fifty minutes.

This probably means that one class period a week is set aside for it. The first period of the day is favored by a majority of schools.

In most of the schools the principal or some member of the faculty is responsible for the assembly program.

The activities that are promoted in the assembly period are not standardized to any degree. Varied programs are stressed in over 15 per cent of the schools, with music ranking second and outside speakers third.

There is no agreement among principals as to whether the assembly programs should be an outgrowth of the curriculum.

Over 20 per cent of the principals feel that student participation is the most important benefit derived by pupils from the assembly program. Among the other principals there is very little agreement as to the benefits that are derived.

CHAPTER V

The Student Council

The schools today are attempting to provide a training that will fit students to perform more efficiently their civic duties, whether it be in the school, the city or the nation. In order to get this training, the students must have an active part in school government. One agency, that has as its objective student participation in the government of the school, is the student council.

This chapter deals with the number of schools that are using this important extracurriculum activity and what use they are making of it.

TABLE XIII
SCHOOLS THAT HAVE A STUDENT COUNCIL

Size of School	Frequencies			Per Cent Of Positive Replies
	Yes	No	Not Reported	
50-99	10	38	0	20.8
100-149	36	84	2	30.0
150-199	18	29	0	38.3
200 and Over	6	13	0	31.6
Totals	70	164	2	

Table XIII, page 50, reveals that only about 30 per cent of the total number of schools are making use of the student council. According to the table the larger high schools are using this organization more than the small schools.

The fact that the per cent of positive replies from the small schools was so small may be explained in part by Table XIV which shows the length of time the student council has been in use in various schools.

TABLE XIV
LENGTH OF TIME THE STUDENT COUNCIL HAS BEEN
IN USE

Years in Use	Frequencies By Size Of School				Total
	50-99	100-149	150-199	200 and over	
1	3	6	2		11
2	1	7	5	1	14
3	2	5	4	1	12
4	1	7	3	2	13
5	2	5		1	8
6			1		1
7	1				1
8		3	2		5
15		1			1
18				1	1
Totals	10	34	17	6	67
Not Reported	38	88	30	13	169

Table XIV, page 51, reveals that the student council is a comparatively new organization in most of the small high schools.

This table shows that the short time the student council has been used in many schools may help to explain why more administrative work is not carried on by the councils in the schools listed in Table XV.

TABLE XV
ADMINISTRATIVE WORK CARRIED ON BY THE STUDENT
COUNCIL

Item	Frequencies By Size Of The School				Totals
	50-99	100-149	150-199	200 and Over	
Extracurriculum activities planning	8	9	3	1	21
Advisory	1	6	5	1	13
None	1	5	1		7
Very Little		4		2	6
Minor disciplin- ary problems	3	1			4
Safety		4			4
Routine		2	1		3
Citizenship	1				1
Supervision of study hall	1	1			2
Supervision of library and radio		1			1

TABLE XV
ADMINISTRATIVE WORK CARRIED ON BY THE STUDENT
COUNCIL

Sales campaigns			1		1
Totals	15	33	11	5	64
Not Reported	33	89	36	14	172

Table XV reveals that extracurriculum planning is the administrative work that is carried on by the student councils in nearly one third of the schools that reported. Six principals reported that their student councils carried on very little administrative work, while seven said that theirs did no administrative work.

According to the table, the size of the school has very little to do with the administrative work that is carried on by the student council.

There is very little agreement among the different schools as to the number of students who should be members of the student council staff. In the reports given by the 70 schools that have a student council, the numbers ranged from 4 to 21, with the greater number falling between 7 and 12.

These officers of the student council were in the majority of cases, elected by the classes or home rooms. Some few of them were elected by the students at large. They

serve in the most cases for one year, although several schools reported that they selected a few of their staff to serve for two years as this gives continuity to the policies of the council.

According to the replies of most principals, the councils in their schools initiate activities. In most cases the authority of the council is graciously accepted by the remainder of the student body.

There were 42 principals who gave their reasons for approving of the student council organization. The reasons are listed in Table XVI.

TABLE XVI
REASONS FOR APPROVAL OF THE STUDENT COUNCIL

Item	Frequencies By Size Of School				Totals
	50-99	100-149	150-199	200 and Over	
Develops responsibility	3	6	4	1	14
Democratic school administration	1	4		3	8
Develops cooperation	1	3	4		8
Produces unity		3	2		5
Develops good citizenship		2			2
Student and teacher contacts		2			2
Aids pupils to see their faults		1			1

TABLE XVI (continued)
REASONS FOR APPROVAL OF THE STUDENT COUNCIL

Experience in government		1			1
Faculty relief				1	1
Totals	5	22	10	5	42
Not Reported	43	100	37	14	194

According to Table XVI, the most popular reason for having a student council is that it develops the ability of the student to assume and discharge responsibilities.

The reason that ranks second is that the student council makes the administration of the school more democratic.

Nearly 20 per cent of the principals approved of the student council because it developed cooperation. Five of the forty-two principals felt that it produced unity in their schools.

However important these 42 principals thought the student council to be, 21 principals disapproved of it. Their reasons for this disapproval are given in Table XVII, page 56.

TABLE XVII
REASONS FOR DISAPPROVAL OF THE STUDENT COUNCIL

Item	Frequencies By Size Of School				Totals
	50-99	100-149	150-199	200 and Over	
School is too small	1	5			6
Causes jealousy	1	2	1		4
Students not able to lead	1	2	1		4
Teachers' job	1	3			4
Gives students too much power		1			1
Ideals not developed		1			1
Will work in theory only		1			1
Totals	4	15	2		21
Not Reported	44	107	45	19	105

This table reveals that the most disapproval of the student council comes from schools with an enrollment in grades seven to twelve of less than 150 students.

Table XVIII, page 57, shows how the per cent of approval increases with the increase in the size of the school.

TABLE XVIII
THE ATTITUDE OF PRINCIPALS TOWARD THE
STUDENT COUNCIL

Size of School	Frequencies			Per Cent of Positive Replies
	Yes	No	Not Reporting	
50-99	5	4	39	55.5
100-149	22	15	85	57.5
150-199	10	2	35	83.3
200 and Over	5	0	14	100.0
Totals	42	21	173	

According to the table, there is very little agreement among the principals of the small high schools as to whether they approve or disapprove of the student council. However, in the schools with an enrollment from 150 to 199, 83.3 per cent of the principals approve of the student council, and in schools with an enrollment of 200 and over those that reported all approved of it.

Summary

The schools of today are attempting to teach students how to govern themselves by allowing them to participate in the government of their schools. This is the purpose of the student council.

Only about 30 per cent of the schools are making use of the student council. The larger schools are using this organization more than the smaller schools. The student council is a comparative new institution in most of the small high schools. Its recent introduction may be the reason why it does not now carry on a great deal of the administrative work of the schools.

Extracurriculum planning is the work that is carried on by the student councils in nearly one third of the schools that reported.

Of the 42 principals who favored the student council, 33 per cent of them did so because they thought that it developed the pupil's ability to assume and discharge responsibilities.

Of the 63 principals who reported whether they approved or disapproved of the student council, 66 $\frac{2}{3}$ per cent approved of it. The percentage of those who approved of the student council increased as the size of the schools increased. Only 55 per cent of the principals of high schools with an enrollment from 50 to 99 approved of the student council, while 100 per cent of the principals, who reported from high schools with an enrollment of 200 and over, approved of it.

CHAPTER VI

Publications, Clubs and Other Social Activities

A. Publications

As an extracurriculum activity, many schools are now editing various kinds of publications. All of the publications that were reported on were edited by English, journalism or commercial classes.

Table XIX shows the kinds of publications that are edited by the various schools.

TABLE XIX
PUBLICATION OF THE SMALL HIGH SCHOOLS OF INDIANA

Publication	Frequencies By Size of School				Totals
	50-99	100-149	150-199	200 and Over	
Monthly school paper	5	26	7	5	43
Annual	4	8	4		16
Bimonthly school paper	3	8	2		13
Weekly school paper	3	6	2	1	12
Items in local paper	1	6	1		8
School paper every three weeks		1	1		2
Annual every two years		1			1

TABLE XIX (continued)
 PUBLICATIONS OF THE SMALL HIGH SCHOOLS OF INDIANA

School paper every two months		1			1
Totals	16	57	17	6	96
Not Reported	32	65	30	13	140

According to Table XIX, the publication that is most often edited is the monthly school paper.

When the total number of publications in the schools of each class is compared to the number of schools that reported in that class, the result reveals that the size of the school has no influence on the publications.

B. School Clubs

The high school of today is faced with the problem of broadening its program for the students.

Because it is a natural tendency for adolescents to want to do with others, the club activity is a typical interest of high school pupils. School clubs were organized to utilize the inherent values of the social tendencies of the pupils and yet to avoid the evils that are found in organizations without mature guidance.

The school club depends for its effectiveness and its worth upon the degree to which it is participated in for its own sake.

The next part of this chapter deals with the use that is being made of school clubs in the small high schools of Indiana.

TABLE XX
NUMBER OF CLUBS REPORTED IN THE SMALL HIGH SCHOOLS
OF INDIANA

Size of School	Frequencies By Number Of Clubs											Not Reported	Totals		
	0	1	2	3	4	5	6	7	8	9	10				
50-99	17	12	8	4	4	2		1							48
100-149	36	18	27	15	10	9	5						2		120
150-199	13	3	11	5	5	5	3	3		1	1				47
200 and Over	1	1	2	4	2	4	2		1		1		1		18
Totals	67	34	48	28	21	20	10	1	1	1	2		3		233

According to this table over, 28 per cent of the schools that reported have no clubs at all. 35 per cent of the small high schools with an enrollment of from fifty to 93 have no clubs. The percentage of schools that have no clubs decreases as the size of the school increases. In the schools with an enrollment of 200 and over only 5 per cent

have no clubs.

As is logical to expect, the table shows that the larger schools have the greater number of clubs.

In the majority of schools that were studied a student could not belong to more than one or two clubs. This was due to a large extent to the time that was devoted to club meetings. In many schools one period each week was set aside for club meetings. This limited the number of clubs a pupil could hold membership in to one. If the meetings were held bi-weekly each student could be a member of two clubs.

However there were some schools in which all students did not belong to even one club. Some of the reasons for this are given in Table XXI.

TABLE XXI

REASONS WHY ALL PUPILS DO NOT BELONG TO SOME CLUB

Item	Frequencies By Size Of School				Totals
	50-99	100-149	150-199	Over 200	
Insufficient number of clubs	10	18	6	3	37
Lack of interest	4	20	4	4	32
Optional membership	3	13	5	4	25
Scholarship	1		5		6
Religious scruples		2	1		3

TABLE XXI (continued)

REASONS WHY ALL PUPILS DO NOT BELONG TO SOME CLUB

Clubs meet after school			2		2
Crowded program	2				2
Finance	1				1
Too bashful	1				1
Totals	18	57	23	11	109
Not Reported	30	65	24	8	127

Table XXI reveals that 34 per cent of the principals feel that an insufficient number of clubs is the reason why all students are not members of some club. Insufficient clubs to satisfy the various needs of the different pupils may be the reason for lack of interest ranking as second in the list of reasons. The size of the school seems to have nothing to do with the reasons given for students not belonging to some club.

The reasons given in Table XXI for all pupils not belonging to some club compares very favorably with the reasons given by Fisher¹⁶ in his study of the clubs of Evansville High School. In his study "Not Interested" was ranked as the first reason for all students not belonging to some club.

¹⁶Victor Lee Fisher, Club Organization of Central High School, Evansville, Indiana--Who Belongs Why? (Indiana State Teachers College, 1934) p. 46.

Table XXII will explain why scholarship was given but once as a reason for pupils not belonging to clubs.

TABLE XXII
SCHOLARSHIP STANDARDS OF HIGH SCHOOL CLUBS

Size of School	Frequencies			Per Cent Of Negative Replies
	Yes	No	Not Reported	
50-99	6	23	19	79.3
100-149	16	65	41	80.2
150-199	9	23	15	71.8
200 and Over	5	12	2	70.5
Totals	36	123	77	

This table reveals that in most of the schools there is no scholarship standards for club membership.

Table XXIII, page 65, will explain why finance was mentioned but once as a reason for all students not belonging to some club.

TABLE XXIII
YEARLY DUES PAID IN SCHOOL CLUBS

Size of School	Frequencies By Yearly dues in Cents											
	0	5	10	15	20	25	30	40	50	80	150	Not Reported
50-99	14	2	5			2	1	1	2	1	1	19
100-149	47	5	15		3	8	1	2	2			38
150-199	15	2	4	1	1	2	1	1	5			15
200 and Over	7		3		1	4			2			2
Totals	83	9	27	1	5	16	3	4	11	1	1	74

Table XXIII reveals that over 50 per cent of the clubs do not have dues paid. Where dues are paid, ten cents is the amount in nearly 35 per cent of the schools.

In the greater number of schools that reported honor points were not given for club work. Eighty-one per cent of the principals said that they did not give honor points for work done in clubs.

In some schools the clubs were open to anyone that wanted to become a member, while in others they were invitational. Some schools had several clubs in which the membership was decided both by choice and by invitation. Table XXIV, page 66, shows how the members are selected in the various schools.

TABLE XXIV
SELECTION OF MEMBERS OF SCHOOL CLUBS

Size Of School	Frequencies By Method Of Selection				
	Invitation	Choice	Both	Totals Reported	Not Reported
50-99	5	21	3	29	18
100-149	12	61	10	83	34
150-199	7	20	6	33	14
200 and Over	6	4	6	16	3
Totals	30	106	25	161	69

According to Table XXIV, the most popular method of selecting members of clubs is by the choice of the students themselves. In 65 per cent of the schools that reported, the club membership was by choice.

This table reveals that the size of the school has very little influence on the manner in which students become members of clubs.

When the principals evaluated the club work in their schools, there seemed to be little if any agreement as to what the chief values of the program were. However, some of the outstanding values that were mentioned were: worthy use of leisure time, development of hobbies, social training, development of leadership and the ability to assume responsibilities, and the provision of a place where the pupils

could explore in order to find out what they would like to do as a hobby or avocation.

C. Commencement Activities

According to the data that were received, every school has some sort of a commencement exercise. However, there were six schools that reported that they did not have a baccalaureate service.

Table XXV shows who takes part in the programs of the commencement exercises, and whether the students wear caps and gowns.

TABLE XXV
THE ACTIVITIES OF THE COMMENCEMENT

Size of School	Use of Caps and Gowns		Talent for Commencement		Baccalaureate			
	Yes	No	Pupils	Out-side	Both	Pupils	Out-side	Both
50-99	16	32	8	20	20	11	10	27
100-149	46	76	14	38	70	18	29	75
150-199	30	17	7	17	23	6	15	26
200 and Over	6	13	2	6	11	2	4	13
Totals	98	138	31	81	124	37	58	141

Table XXV reveals that of the 234 schools that reported

on the commencement, 98, or 41 per cent of the total number, used caps and gowns at the exercises.

Both outside and student talent was employed in nearly 50 per cent of the commencement programs. Both student and outside talent were used in 58 per cent of the schools for the baccalaureate program.

D. Dances and Parties

Some of the principals that reported said that they had school dances, but the greater number reported that they did not have this activity. Table XXVI shows the number that have school dances.

TABLE XXVI
THE NUMBER OF SMALL HIGH SCHOOLS THAT HAVE
SCHOOL DANCES

Size Of School	Frequencies			Per Cent Of Positive Replies Reported
	Yes	No	Not Reported	
50-99	10	38		20.8
100-149	18	102	2	15.0
150-199	15	32		31.9
200 and Over	5	13	1	27.7
Totals	48	185	3	

This table reveals that school dances are held in very

few schools. The percentage of positive replies is a little larger in the larger schools.

In the schools where there were school dances they were sponsored by the classes or the clubs, and financed by their dues or through admission charges. In all but three cases, music was furnished by outside talent.

One principal reported that they allowed the pupils to dance during the noon recess. Another principal said that they did not now have school dances, but that they were going to have to have them to safeguard the morals of their students.

Practically all of the schools that reported on other social activities listed the usual group: class and club parties, class plays, and banquets, both athletic banquets and Junior-Senior reception. Two schools listed music festivals and three said that they had fall festivals. One school said that they had card parties.

Those schools that had school dances did not have as many other social activities as those that did not have dances.

Table XIII, page 50, and Table XXVI, page 68, revealed that there is a very close correlation between those schools that have dances and those that have a student council.

Summary

All of the publications that were reported, were

edited by the English, journalism, or commercial classes. The publication of a monthly school paper was reported by over 44 per cent of the schools.

Over 28 per cent of the schools that reported are not utilizing club organizations. The larger schools are using clubs more than the smaller schools.

In some schools that have clubs, not all of the students belong. The two reasons for this that were reported the most often were, insufficient clubs, and lack of interest.

In most schools there are no scholarship standards for membership in clubs. In over 65 per cent of the schools that reported there were no dues charged club members. In 65 per cent of the schools the membership is by the choice of the students and not by invitation.

There was little, if any, agreement among the principals as to the value of the club program in their schools. However, some of the values that were mentioned were: worthy use of leisure time, development of hobbies, social training, development of leadership, development of the ability to assume responsibility, and the provision of place to explore in order to find an avocation.

According to the data that were received, every school has a commencement exercise. Six schools reported that they did not have a baccalaureate service. In most of the schools the program for commencement and baccalaureate were provided by both student and outside talent.

School dances are being held in very few schools. Only

25 per cent of the schools reported that they had school dances. There is a high correlation between the schools that have school dances and those that have a student council.

Most schools reported that they had class and club parties. The schools that had school dances did not have as many parties as those schools that did not have dances. Two schools reported that they had music festivals, and three said that they had fall festivals. One school reported that it had card parties.

CHAPTER VII

EVALUATION OF THE PROGRAM AND OF TEACHER TRAINING IN EXTRACURRICULUM ACTIVITIES MADE BY THE PRINCIPALS OF THE SMALL HIGH SCHOOLS OF INDIANA

The principals of the small high schools of Indiana hold conflicting ideas regarding the extracurriculum activities program. Their remarks concerning this program reveal that some are most heartily in favor of it, and are anxious to expand the extracurriculum program in their schools, while others are against it for various reasons and are satisfied with the limited program that they now have. However, several schools that reported that is well planned and that is functioning very efficiently.

Some of the principals made comments regarding this program either in their school or concerning the program in general. Table XXVII, page 73, is made up of the comments that these principals made. Of the 236 principals who returned the questionnaires, only 60 made any comments relative to this program.

TABLE XXVII

COMMENTS CONCERNING EXTRACURRICULUM ACTIVITIES MADE
BY PRINCIPALS OF THE SMALL HIGH SCHOOLS
OF INDIANA

Comment	Frequencies By Size Of School				Totals
	50-99	100-149	150-199	Over 200	
Teacher's load too heavy	8	13	1		22
They are the life of the school	2	4	1	1	8
Solutions to real problems needed		5	1		6
Curbs classroom efficiency	1	2	2		5
Too much stress on athletics		2	3		5
Must be well supervised		2	2		4
Should be guided by community		2	1		3
Aids in discipline			2		2
Needed for training for leisure		2			2
Time won't permit	2				2
Should be part of teacher's load				1	1
Totals	13	32	13	2	60
Not Reported	35	90	34	17	176

This table shows the way in which a great many principals

feel in regard to the extracurriculum program. Some of these comments are for the program, some are against it, while others are mere statements of fact concerning it.

These principals feel that the teachers have been well trained for some phases of extracurriculum activities and poorly trained in others. Table XXVIII shows where they think teachers have been well trained.

TABLE XXVIII

EXTRACURRICULUM ACTIVITIES IN THE DIRECTION OF
WHICH THE TEACHERS ARE WELL TRAINED

Item	Frequencies By Size Of School				Totals
	50-99	100-149	150-199	200 and Over	
Athletics	10	30	6	4	50
Dramatics	10	23	4	1	38
Music	6	16	8	1	31
Allied clubs	4	7	2	2	15
Other clubs	1	2	1		4
Social activities		4			4
All		1		1	2
None	1	1			2
Home room		1			1
Totals	32	85	21	9	147
Not Reported	16	37	26	10	89

Table XXVIII, page 74, reveals that the majority of principals feel that most of their teachers could direct athletics best. Nearly 45 per cent of the principals reported that their teachers were well trained in this activity. Dramatics rank second and music third.

One peculiar fact revealed by the table is the contrasting opinion held by four principals. Two principals reported that their teachers were well trained in the direction of all extracurriculum activities, while two others said that they were well trained in the direction of none.

There are activities in the direction of which the principals feel that their teachers are poorly trained. These activities are listed in Table XXIX.

TABLE XXIX
EXTRACURRICULUM ACTIVITIES IN THE DIRECTION OF WHICH
THE TEACHERS ARE POORLY TRAINED

Activities	Frequencies By Size Of School				Totals
	50-99	100-149	150-199	Over 200	
All	7	12	9		28
Clubs	2	16	3	1	22
Social activities	3	8	2		13
Dramatics	1	7			8
Guidance	1	3	1	1	6
Public relations	1	1		2	4

TABLE XXIX (continued)
 EXTRACURRICULUM ACTIVITIES IN THE DIRECTION OF WHICH
 THE TEACHERS ARE POORLY TRAINED

Music	1	3			4
Home room		2	1		3
Experience		1	1		2
Organization	1			1	2
None			2		2
Hobbies			1		1
Showmanship		1			1
Totals	17	54	20	5	96
Not Reported	31	68	27	14	140

According to this table 29 per cent of the principals feel that their teachers are poorly trained in the direction of all extracurriculum activities. Twenty-three per cent felt that teachers were poorly trained in the direction of club activities. Only two principals felt that their teachers were poorly trained in no respect. This agrees with the number in Tables XXVIII, page 74, who said that their teachers were well trained in all respects.

One hopeful fact revealed by Tables XXVIII, page 74, and XXIX is that principals felt that teachers were poorly trained in 96 cases, but well trained in 147 instances.

CHAPTER VIII

A. TENTATIVE PROGRAM OF EXTRACURRICULUM ACTIVITIES FOR THE DEMOTTE HIGH SCHOOL

This tentative program for extracurriculum activities for the DeMotte High School was formulated from data received from the following sources:

1. Modes of practice in the small high schools of Indiana.
2. Comments of principals as to what should be included in an extracurriculum activities program.
3. Expert opinion of data from current authors as listed in the bibliography.

This data was combined and adapted by the author to fit the needs of the DeMotte High School.

A. A Home Room Program for DeMotte High School Planned In the Light Of the Data Re- ceived and Tabulated in Chapter III.

1. Conclusions Drawn From Data. According to the data presented the home room should have a membership of from twenty-five to thirty-five students with a sponsor who is selected by the principal. It should meet every day of the week and during its meeting should promote some worthy activity.

2. Definition. The home room is the school home of the student where certain administrative, social-civic,

recreational, and guidance duties not otherwise provided for are taken care of. It is a place where routine is carried out, guidance administered, initiative fostered, and cooperation practiced. It is also the place where students are encouraged to be and to do.

3. Objectives. The objectives of the home room are:

a. Administrative.

- (1) To check attendance.
- (2) To issue notes and instructions.
- (3) To act as a unit.
- (4) To locate pupils.
- (5) To hand out report cards.
- (6) To make reports to parents about pupils
other than those that pertain to scholarship.

b. Guidance.

- (1) To inspire to greater effort.
- (2) To develop habits of good citizenship.
- (3) To develop habits of clean living.
- (4) To develop an appreciation of the beautiful.
- (5) To direct educational activities.
- (6) To help the pupil choose a vocation and
an avocation.

c. Social-civic.

- (1) To develop individual and group initiative.
- (2) To develop discriminating loyalty.

(3) To develop such ideals as friendship, fair play, respect, sincerity, and unselfish service.

(4) To develop interest in the school and the community.

(5) To develop efficient execution of duties.

(6) To practice the art of being a good citizen.

(7) To strengthen the bond of pupil-teacher relationship.

(8) To study customs and manners.

d. Recreational.

(1) To develop initiative in the direction of group activities.

(2) To evaluate leisure time activities.

(3) To develop the habit of intelligent play.

4. Organization. The home room should meet for one period at the beginning of the day for two days a week and for fifteen minutes after noon hour every day of the week. This will give ample time for home room activities.

According to the best authorities¹⁷ the size of the group should range from twenty-five to forty-five students. The division in small high schools should be according to the

¹⁷Paul W. Terry, Supervising Extra-Curricular Activities. (McGraw-Hill Book Company, 1930)

Elbert K. Fretwell, Extra-Curricular Activities In Secondary Schools (Houghton Mifflin Company, 1931)

Charles R. Foster, Extra-Curricular Activities In the High School (Johnson Publishing Company, 1925)

classes if they are large enough.

If such a program is to succeed there must be a sympathetic attitude toward it on the part of the faculty. This kind of an attitude on the part of the faculty will help to create an interest among the students in the new venture.

The home room should elect the following officers for one semester:

a. President, who is the presiding officer, class leader and teacher's proxy.

b. Vice president, who takes the place of the president during his absence and acts as business manager.

c. Secretary-treasurer, who is custodian of all home room finance and takes care of home room records and reports.

d. Usher, who serves as a reception committee of one, acts as a guide for visitors, and takes care of the traffic of his home room.

Each home room should have standing committees that are appointed by the officers. The number of members on any one committee should be determined by the extent to which the program is to be carried out in that particular field. These standing committees will attend to duties that arise every day. In addition to these standing committees there should be committees appointed for special activities that are being carried on.

Some of the standing committees and their duties are:

a. Scholarship. (Three members)

- (1) To encourage better scholarship standards.
- (2) To develop the honor roll.
- (3) To aid absentees.

b. Program (Five members)

- (1) To arrange home room programs.
- (2) To find out the interests of the various pupils.

c. Attendance. (Three members)

- (1) Take care of routine attendance and tardiness.
- (2) Issue excuses.

d. Clear up.

- (1) Leaders in a continuous campaign for cleanliness in body, mind and property.

e. Social and welfare.

- (1) Looks after the students who need help.
- (2) Visits the sick.
- (3) Takes care of the belongings of the sick.
- (4) Arranges for after-school home room activities.

- (5) Yell leader.

f. Publicity.

- (1) Home room reporter.

(2) Bulletin board.

(3) Home room publicity.

g. Sportmanship.

(1) Intramural and intra-class athletics.

(2) Leaders in the discussion of what sportmanship really is.

(3) Maintain an outlook for evidences of good sportmanship among members of the home room.

5. Home room activities. The activities in the home room may be as follows:

a. Election of officers.

b. Adoption of program.

(1) Monday--supervised study.

(2) Tuesday--home room program.

September.

Getting acquainted.

Qualities of officers.

Choosing officers.

October.

Appointing committee on publication.

Columbus Day.

Beautification of home room.

Hallowe'en.

November.

Good Book Week.

Armistice Day

Fire prevention day.

Thanksgiving.

December.

Indiana Day.

Manners and customs.

Christmas party.

January.

Choose officers.

Observance of thrift day.

Health discussion.

Home room party.

February.

Manners and customs.

Lincoln's Birthday.

Open.

Washington's Birthday.

March.

Games.

Clean up campaign.

Manners and customs.

Open.

April.

Planning vacation trips. (two days)

Open.

Easter.

- (3) Wednesday--club day.
- (4) Thursday--school assembly.
- (5) Friday--current events and yells in home room.
- c. Carrying out the daily schedule.
 - (1) Roll Call.
 - (2) Reading of bulletin.
 - (3) Special announcements.
- d. Special business.
 - (1) Sale of tickets.
 - (2) Assignment of seats.
 - (3) Report cards.
 - (4) Reports to parents.

6. School attitudes. The following are some ways to develop desirable attitudes:

- a. Create a school creed.
- b. Discussion of attendance.
- c. Discussion in education and vocational guidance.

7. Americanization and citizenship. The following are some citizenship activities:

- a. Study of parliamentary law.
- b. Debate on current political issues.
- c. Biography of leading statesman.
- d. Discussion of the qualities of a leader.
- e. Discussion of local civics.

- f. Study of the American flag.
- g. Learn the American creed and discuss it.
- h. Local history.
- i. Museums.

B. An Assembly Program for Demotte High
School Planned In The Light of the
Data Received and Tabulated in
Chapter IV.

1. Conclusions Drawn From Data. According to the data presented the assembly should meet from thirty to fifty minutes every week, with a program, of either student or outside talent, that varies from time to time, and for which the principal or some other member of the faculty is responsible.

2. Definition. The assembly is the place where the students meet as a body to share their interesting experiences.

3. Objectives. The following are the objectives of the assembly:

- a. To provide an opportunity for each pupil to share with others his most delightful experiences.
- b. To provide opportunity for growth in expression.
- c. To develop higher standards of citizenship.
- d. To develop a sense of unity.
- e. To develop ideals and standards of scholarship.

f. To develop civic pride.

4. Organization. The organization of the assembly should be as follows:

a. The assembly program should be in charge of the student council.

b. The assembly should meet during the activities period on Thursday.

c. The program should be arranged so that as many students as possible to take part.

d. Exceptional outside talent should be used.

e. This period should not be used for advertising purposes.

f. The assembly should not be used for discipline.

g. The program should be educational and interesting to the majority of the students.

5. Suggested programs. The following are suggested programs arranged according to months.

a. September.

(1) Talk on health problems by local physician.

(2) Group singing.

(3) Stereoptican lecture.

(4) Open.

b. October.

(1) Open.

(2) Columbus Day.

(3) Exercise drills by Physical Education Classes.

- (4) Hallowe'en.
- c. November.
 - (1) Good Book program.
 - (2) Armistice Day
 - (3) Thanksgiving.
 - (4) Open.
- d. December.
 - (1) Open.
 - (2) Indiana Day.
 - (3) Christmas program.
 - (4) Open.
- e. January.
 - (1) New Year's resolutions.
 - (2) Pep meeting.
 - (3) Thrift program.
 - (4) Open.
- f. February.
 - (1) Lindbergh's Birthday.
 - (2) Lincoln's Birthday.
 - (3) Open.
 - (4) Washington's Birthday.

C. Organization and Duties Of A Student Council for
DeMotte High School In the Light Of the Data
That Was Received and Tabulated in Chapter V.

1. Conclusions Drawn From Data. According to the data presented, the student council should be an organization of

student officers, under the direct supervision of the principal, that serve for a semester or for a year, and whose chief duties are the supervision of the extracurriculum activities of the school.

2. Definition. The student council is that central organization of extracurriculum activities that permit the pupils to participate in the school government.

3. Objectives. The objectives of the student council are as follows:

a. To develop a spirit of cooperation between the students and the faculty.

b. To organize and encourage initiative and leadership.

c. To inculcate ideals of good citizenship.

d. To develop a sense of responsibility.

e. To develop respect for law and order.

4. Organization. The organization of the student council should be as follows:

a. Seven council members made up of the four class presidents and threemembers chosen at large.

b. The time of meeting. The student council should meet once a week during the extracurriculum activities period, and they should be subject to call at any time.

c. Guiding principles.

(1) There must be a realization of a need for such an organization.

(2) Teachers and student must be familiar with the plan.

(3) The student participation in government must be introduced gradually.

(4) The plan must be simple and adapted to local needs.

(5) There must be constant invisible supervision by the principal.

(6) The student council should never be used as a disciplinary device.

d. Officers and Their Duties. The following are officers that are necessary for a student council:

(1) A president who presides at all meetings and appoints committees.

(2) A vice president who takes charge of the meetings when the president is absent and who approves or disapproves absences from the regular meetings.

(3) A secretary who keeps records of the meetings, takes care of the correspondence of the organization, and calls the roll of officers.

e. Standing committees. Beside the officers mentioned above there should also be five standing committees in the student council. These committees and duties are:

(1) Publication committee. This committee is responsible for the school paper, annual, and the large

bulletin board. It also takes care of the publicity for such things as plays, athletic events, and various other forms of entertainment sponsored by the school.

(2) Lunch Room committee. This committee supervises the lunch room.

(3) Social Committee. This committee builds a social calendar for the school, provides chaperones, and determines a code of manners and conduct.

(4) Finance Committee. This Committee makes a budget for extracurriculum activities, and is custodian of the finance of the school.

(5) Charter Committee. This committee grants and cancels charters of school clubs.

D. Organization Of Clubs For The DeMotte High School Received and Tabulated in Chapter VI.

1. Conclusions Drawn From the Data. According to the data presented there should be a sufficient number of clubs so that each student can belong to one that satisfies his needs, and every student should be encouraged to become a member of some club.

2. Definition. School clubs are the division of the extracurriculum activities program that provides for group activities for a number of students whose interests are mutual.

3. Objectives. The objectives of school clubs are as

follows:

- a. To provide for worthy use of leisure time.
- b. To explore new fields of interest.
- c. To learn how to work together.
- d. To motivate the work of the curriculum.
- e. To develop a closer pupil-teacher relationship.
- f. To provide an opportunity for students to manage their own activities.

4. Organizations. Charters for clubs should be granted by the student council. These charters should be granted after the council has satisfactorily answered the following questions:

- a. Is there a place for it in the school?
- b. Are its membership requirements democratic?
- c. Will this duplicate the work of another club?
- d. Is there a suitable sponsor available?

After the student council has agreed to let the club organize, the club should form a constitution which states the following things concerning it:

- a. Name and purpose.
- b. How the membership is to be determined.
- c. Method of electing officers.
- d. Duties of the officers.
- e. Time of meeting.
- f. How amendments may be added to the constitution.

A sponsor should be selected who is interested in that

type of activity and who is reasonably popular with the students. The sponsor be nominated by the student council and appointed by the principal from the nominees of the council.

5. A Partial List of Suggested Clubs. The following are some of the clubs that might be organized:

Art	Commercial*	Glee*	Manual Training
Athletic	Civic*	Hi-Y*	Mathematics
Agriculture	Cooking	History	Music
Bird	Corn	Home Economics	Poetry
Biology	Current Events	Jr. Red Cross	Radio
Camera	Debating	Landscape	Scholarship
Choral	English	Letter Men	Tennis

*The clubs to be started first.

6. Criteria for Scoring. The following criteria for judging a club are paraphrases from Fretwell's¹⁸ presentation.

a. Is the club composed of a group of pupils of about the same level of achievement in respect to the activity of the club, and who voluntarily join because of a common interest?

b. Is the interest the outgrowth of the curriculum, exploration or interests that are permanently outside the curriculum?

¹⁸ Elbert K. Fretwell, Extra-Curricular Activities In The Secondary Schools. (Houghton Mifflin Company, 1931)

c. Is the club large enough to provide a situation whereby there is a group stimulus, and yet small enough to necessitate constant, continued participation by the members?

d. Is active participation required for membership?

e. Does the club provide for successive steps in achievement?

f. Do the members find satisfaction primarily in the activities of the club?

g. Is it possible for a student when he finds that he is no longer interested in the work of a certain club to honorably transfer to another club?

h. Does the club in addition to serving the pupil, aid the school to achieve its objective?

i. Does the name of the club have an appeal to the imagination of the members?

j. Does the sponsor have a real interest in the activities of the club, and a genuine delight in the personnel of the club? Does he know what to advise, how to advise, and how much to advise?

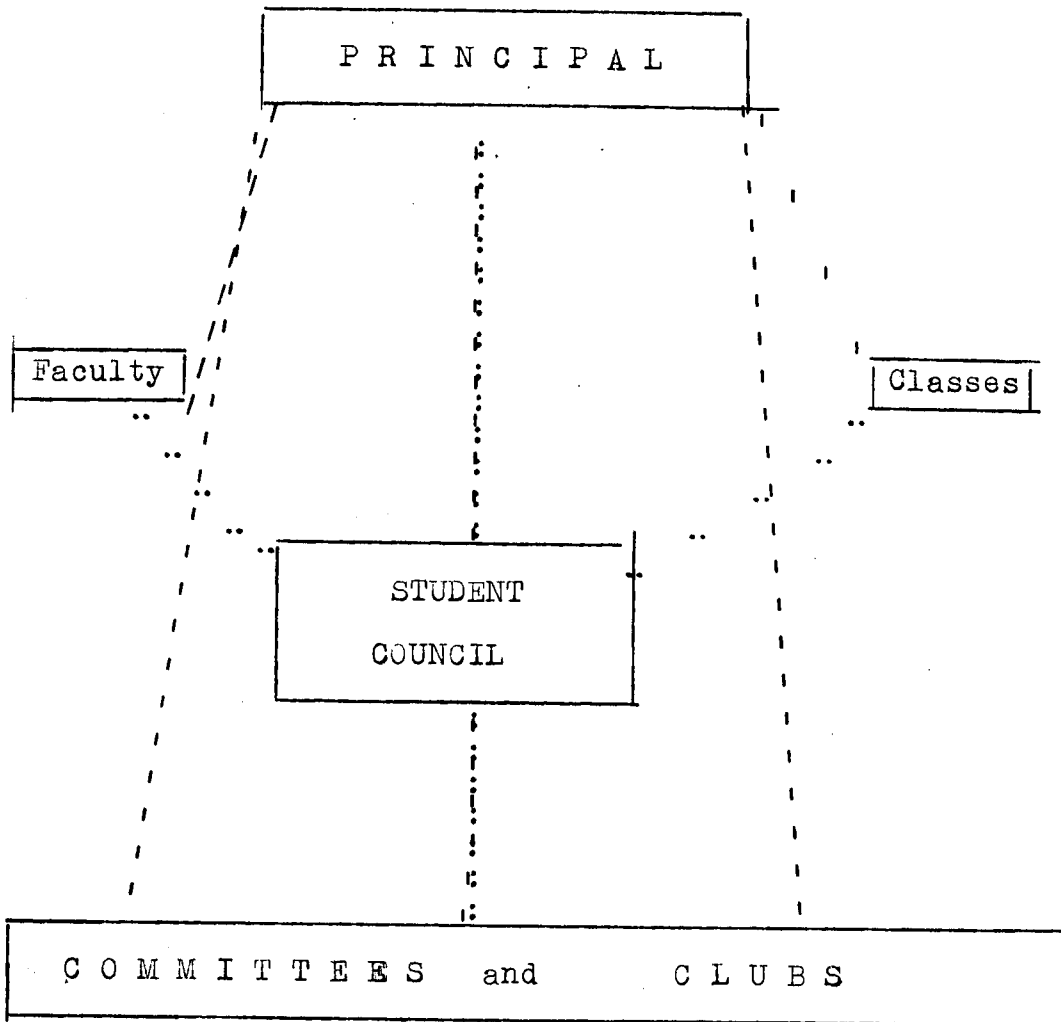


Figure 1. A figure showing the relationship that exists between the principal and the extracurricular organization of the school.

E. A Program For Publication for the DeMotte High School Planned in the Light Of the Data Received and Tabulated in Chapter VI.

1. Conclusions Drawn From Data. According to the data presented a monthly school paper edited by the English, journalism or commercial classes is the most practical publication for the small high school.

2. Definition. A school publication is any type of printed matter that informs the public what the school is doing.

3. Objectives. To develop a closer bond between the school and the taxpayer.

- a. To inform the public of the work of the school.
- b. To develop pupil initiative.
- c. To cultivate a wholesome school spirit.
- d. To develop creative work on the part of the pupils.
- e. To foster cordial relationships with neighboring schools.

4. Organization. The following staff members should be chosen by the student council with the approval of the principal and they should serve throughout the year:

- a. Editor-in-chief.
- b. Associate Editor.
- c. Business Manager.

d. Circulation Manager.

e. Advertising Manager.

f. Alumni, Art, Society, and Sports Editors.

There are four large types of school publications, namely: newspapers, handbooks, yearbooks, and magazines. Since DeMotte is a small school I would suggest that it publish only mimeographed newspaper and the yearbook. Each one of them should be developed by a separate staff.

APPENDIX
INDIANA STATE TEACHERS COLLEGE
Terre Haute, Indiana

March 20, 1935

Dear Principal:

A. Questionnaire

In order to revise our extracurriculum program and adapt it to the needs of teachers, we are seeking the following information. Your answers will serve as a guide in our revisions and in our set-up for more adequate training in this field, should the answers reveal such need.

Very truly yours,

E. E. Ramsey
Head of Department of Education

Name of school _____

Location of school. City _____ Twp. _____ County _____

Your official position. _____

1. Number of pupils enrolled, ^{ed} Grades 1-6 _____ Grades 7-12 _____

2. Number of teachers employed Grades 1-6 _____ Grades 7-12 _____

3. Type of community. Agricultural _____ Industrial _____

Home Room

4. Do you use the home room type of organization in your school? _____

5. If so; how long are the periods? _____. On what days of the week does the home room meet as a home room? _____

6. How long has this type of program been in operation? _____

7. What is the average enrollment of the home room? _____

8. How is the home room sponsor selected? _____

9. List the principal projects that have been emphasized in your home room programs during the last few years. _____

10. What type of home room program do you consider to be of most value to the pupils? _____

Assembly

11. Do you have weekly assembly periods? _____ How long are they? _____

12. During what period of the day do they occur? _____

13. Who is responsible for arranging the program? _____

14. What particular type of assembly program do you stress? _____

15. Are these programs a direct outgrowth of your curriculum program? _____

16. How are the students benefitted by these programs? _____

Clubs

17. How many clubs do you have in your school? _____

- 18. Is the membership by invitation or by choice? _____
- 19. Are there any scholarship standards for membership in clubs? _____
If so, what are they? _____
- 20. What is the average amount paid as dues? _____
- 21. Does each pupil belong to some club? _____ If not, why not? _____
- 22. To how many clubs may an individual belong? _____
- 23. Are honor points given for club work? _____
- 24. What is a chief value of a club program? _____

Student Council

- 25. Do you have a student council? _____
- 26. How many members are there on the staff? _____
- 27. How are they elected? _____
- 28. How long do they serve? _____
- 29. How long has your school had such a system? _____
- 30. Does the student body graciously accept the leadership of the council? _____
- 31. Does your student council initiate activities? _____
- 32. What part of the administrative work should be taken care of by the student council? _____
- 33. Why do you approve or disapprove of a student council? _____

Social Activities

- 34. Do you have school dances? _____
- 35. If so, by whom are they sponsored? _____
- 36. Who furnishes the music? _____
- 37. How are they financed? _____
- 38. What other social activities are sponsored by your school? _____

Commencement Activities

- 39. Do you use caps and gowns at commencement? _____
- 40. Do you have a baccalaureate service? _____
- 41. Do students or outside talent furnish the program? _____
a. baccalaureate? _____
b. commencement? _____

Publications

42. Name	Edited by	How often published	Price

Teachers

- 43. Are your teachers in sympathy with an extracurriculum activities program? _____
- 44. Do you find your teachers well trained in directing extracurriculum activities? _____

45. In what ways and in what fields are they best trained? _____
46. In what ways and in what fields are they poorly trained? _____
-

Remarks

47. Please feel free to comment:
- a. On your extracurriculum program.
 - b. On the whole idea of extracurriculum activities.

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School. New York: Johnson Publishing Co. 1925.

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Presents data of nine questions concerning the organization and administration of activities and their relation to the curriculum in nineteen high schools and twenty intermediate schools in Detroit, Michigan.

Kaye, Orin W. "Why Extra-Curricular Activities Are Necessary in the Schools, Nations Schools, XI. (April, 1933) 17-22.

This discusses five principles which show the need and value of pupil activities.

Reavis, William C. "Interscholastic Non-Athletic Activities In Selected Secondary Schools". School Review, XLI. (June, 1933) 417-28.

Using check lists returned by 224 large and small schools through the country as a part of the national survey of Secondary Education, the author reports the extent of pupil participation in thirty-two types of contests, the scholarship required of the participants, provisions for coaching, sources of financial report, and membership in interscholastic associations.

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Describe thirteen tendencies discernible in the administration of extra-curricular activities in the high school in spite of current disturbances in education.

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Gives significant statistical data on the frequency with different groups of people read the various topics of the weekly paper of the Harbor High School, Ashtabula, Ohio.