A STUDY TO DETERMINE A SOUND BASIS FOR 
ADMINISTERING THE EXTRA-CLASS 
ACTIVITIES

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A STUDY TO DETERMINE A SOUND BASIS FOR
ADMINISTERING THE EXTRA-CLASS
ACTIVITIES

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CHAPTER I

INTRODUCTION

Problem of the Study

The problem in this study is to determine a sound basis for the administration of the extra-class activities of a secondary school by the high school administrator and to evaluate the practices and procedures of high school administrators in administering these activities.

Purpose of the Study

The purpose of the study is two-fold: (1) to determine a sound basis for the administration of extra-curricular activities in a secondary school and (2) to evaluate practices and procedures of forty high school administrators in administering extra-curricular activities to determine the extent to which they meet accepted criteria in the field.

Limitations of the Study

This study is limited to an investigation of the duties and responsibilities of a high school administrator in forty high schools in Central Texas in administering the high school program of extra-curricular activities.
Definition of Terms

The term "extra-curricular activities" as used in this study means the activities outside those of the regular academic curriculum and comprise assembly programs, clubs, cafeteria, athletics, games, student government, or any activity separate and apart from the regularly scheduled subjects. In the real sense of the term, all activities of the school comprise the curriculum. Separation of the extra-class activities from the curriculum is made only for the purpose of studying the responsibilities and duties of the administrators in this particular field.

Sources of Data

The data have been secured from two sources, documentary and human. Criteria for a sound basis for the administration of the extra-class activities were developed from a study of professional literature in the field. The practices and procedures followed in the administration of extra-curricular activities by forty school administrators were determined through a questionnaire sent to this number of administrators.

Method of Procedure

Professional literature in the field of administration of extra-curricular activities was read to determine recommended practices and procedures. In the light of criteria for
administration of extra-curricular activities, a questionnaire was formulated to be used as a measuring instrument in evaluating the practices and procedures of administering extra-curricular activities. This questionnaire was mailed to forty school administrators of schools in Central Texas. The schools selected were both large and small in size in order to make comparisons of the practices and procedures in different types of schools. The data from the questionnaires were tabulated and then evaluated in the light of criteria set up for the administration of extra-class activities. The conclusions of the study were stated, and recommendations were offered in terms of the data developed in the study.

Related Studies

Extra-curricular activities are a product of the modern progressive school, and the traditional school had few, if any, in its curriculum. Literature, therefore, on extra-curricular activities is of comparatively recent origin. One of the earliest studies of the subject as a whole was made by Roemer, Allen, Fretwell, and Coffman in 1926. They stated that their study was "constructive attempt to organize a new program in harmony with the new philosophy."2


2Ibid., p. v.
The investigation and study by these educators was a comprehensive one. Attention was directed to the underlying principles of an extra-curricular activities program, to ways of initiating and developing such a program, to extra-curricular activities, and to desirable methods of administering the activities.

The study was something more than the expressed opinion of four men. It was based on research and study of the work of others, and a wide bibliography was included for each chapter of the study. It has provided a base for studying the administration of extra-class activities and has given a comprehensive picture of what has been done in the field and was considered acceptable practices and procedures in such administration.

Cooper made a study of the growth and development of extra-curricular activities in Woodrow Wilson High School in Dallas, Texas, covering the period of 1929 to 1949. The extra-curricular activities treated were all of those mentioned in the high school publications during this period and those functioning at the time the study was written in 1949. She reached the following conclusions from her study:

1. The Woodrow Wilson extra-curricular program offered the students a wide variety of clubs, the number ranging from 19 clubs in 1929 to 32 in 1946. A total of 60 different clubs were active during the 1929 to 1949 period.

2. The length of the period of activity of a club was not determined by the size of the club membership, since three became inactive with more than 80 members each.

3. Little relationship was evident between the number of clubs, the size of the student body, and the number of students enrolled in clubs.

4. A growing interest in extra-curricular activities was evident since the club membership grew from 42.19 per cent of the student enrollment in 1929 to more than 100 per cent of the student enrollment each year after 1943.

5. A tendency for students to belong to more than one club was evident.

6. Eleven of the 17 faculty sponsors and 12 of the 37 non-sponsors were willing to sponsor clubs.

7. Thirty-one of the 54 teachers who responded to a questionnaire preferred not to sponsor clubs.

8. Twenty-three, or 43.70 per cent, of the 54 teachers who answered the questionnaire believed clubs to be of great value to the child and to the school; 11, or 20.37 per cent, of the 54 teachers believed clubs to be of no value to the child or the school, and the remaining 20 teachers believed clubs to be of little value, or to be valuable only under certain conditions.

9. One hundred twenty-five of the 502 club members who responded to the question regarding benefits derived from club membership, reported no benefit from their club work, while the remaining 377 club members expressed a variety of satisfactions to be derived from club activities.

10. High school club students had more out-of-school club memberships than did the high school students who did not belong to school sponsored clubs.

11. More girls than boys joined clubs.

12. Of the 573 non-club members 300 students wanted to join clubs.

13. The chief reasons given by students for not belonging to clubs were: lack of interest, lack of time, and riding a special school bus that left directly after school.
14. The Woodrow Wilson extra-curricular program differed from those proposed by authorities in the extra-curricular field in two major respects: (1) the authorities limit the number of clubs a student may join, while at Woodrow Wilson a student was not limited in the number of club memberships he might have.4

Cooper recommended (1) that the teachers acting as club sponsors be given consideration in the form of fewer classes or more pay, (2) that the activities program become a part of the regular school program, and (3) that the clubs be so placed in the program that a student may have a choice of activities.5

Cooper's study differed from the present one in that no evaluation was made of the activities from the standpoint of meeting the needs and interests of the pupils, while the present study is an evaluation of the administration of the extra-curricular activities.

Case made an evaluation of the out-of-class activity program of the Sherman High School in 1950.6 Criteria used for evaluative purposes were those developed by the Cooperative Study of Secondary School Standards, American Council on Education. The students in the school were asked to fill out

4Ibid., pp. 70-72.
5Ibid., p. 72.
a self-constructed check list based on the criteria. The following conclusions were reported from the study:

1. The pupil activity program presents a variety of activities for the personal, social, and civic growth and development of the students.
2. There is ample evidence of pupil freedom in participation with the proper amount of guidance from faculty sponsors.
3. The program seeks to promote the development of leadership and other desirable characteristics of a good citizen.
4. There is a sufficient number of clubs which cover a wide field of interest.
5. The student council and home-room organizations are adequate.
6. Matters of school life should be adequately met through this democratic system of teaching the entire student body.
7. There is seldom an opportunity to engage in activities during the time assigned to the regular classroom work.
8. There is not adequate provision for the formation of new or the discontinuance of old organizations.
9. Over-participation and under-participation are not guarded against.
10. Organizations do not plan their activities in advance.
11. Students do not evaluate the progress and outcomes of their activities.
12. The student body is familiar with the activities of the school.
13. Members of the student body recognize that they are jointly responsible with the faculty for the proper functioning of the school government and they accept this responsibility.
14. The assembly programs are characterized by student planning, student initiative, and student participation.
15. Students do all the work incident to the school publications.
16. There are an adequate number of instrumental and vocal organizations.

7Ibid., p. 41.
17. Creative work is not sufficiently encouraged in speech or assembly activities.
18. The social activities do not adequately provide for students who lack social advantages.
19. Major attention is not given to those sports which carry over into adult life.
20. The physical activities do not adequately provide for those students of different levels of ability.
21. Sororities, fraternities, or similar exclusive organizations are discouraged.
22. Students are receiving valuable educational experiences in the handling of money or money values.
23. Students are receiving valuable civic training in the school elections.

Case's study differs from the present one in that it made an evaluation of the out-of-class activities from the standpoint of the student, whereas the present study evaluates the extra-curricular program from the standpoint of administration of the activities.

1Ibid., pp. 118-120.
CHAPTER II
CRITERIA FOR EVALUATING THE ADMINISTRATION OF EXTRA-CLASS ACTIVITIES

Purpose of the Chapter

The purpose of this chapter is to select criteria for the evaluation of the administration of extra-class activities. Basic principles fundamental to functional administration of extra-class activities are outlined, and criteria are developed from them.

Principles Basic to Functional Administration of Extra-Class Activities

The administrator of a school, as its leader, is responsible for every phase of the school's administration. He may not and cannot perform many of the tasks necessary in teaching, but he is responsible to the public for carrying out all teaching procedures and practices. As such he is particularly responsible for the extra-class activities, for many of these have no legal sanction as do some of the regular subjects of the curriculum. Principles for guiding him in the administration of these activities have been sought in the writings of writers and teachers in this particular
field and in the general field of education. The first principle was taken from Gruhn and Douglas and is as follows:

1. "The activities should be planned and carried on in terms of well-formulated and accepted educational objectives."¹

In determining what are accepted educational objectives, those advanced by the National Education Association should have prime consideration. These objectives were formulated by the Educational Policies Commission, a group of outstanding educators who represent the best thought in accepted educational circles. In 1938 this Commission outlined the aims and objectives of modern public school education as follows:

I. The Objectives of Self-Realization

1. **The Inquiring Mind.** The educated person has an appetite for learning.
2. **Speech.** The educated person can speak the mother tongue effectively.
3. **Reading.** The educated person reads the mother tongue effectively.
4. **Writing.** The educated person writes the mother tongue effectively.
5. **Number.** The educated person solves his problems of counting and calculating.
6. **Sight and Hearing.** The educated person is skilled in listening and observing.
7. **Health Knowledge.** The educated person understands the basic facts concerning health and disease.
8. **Health Habits.** The educated person protects his own health and that of his dependents.
9. **Public Health.** The educated person works to improve the health of the community.
10. **Recreation.** The educated person is participant and spectator in many sports and many pastimes.

11. **Intellectual Interests.** The educated person has mental resources of the use of leisure.

12. **Esthetic Interests.** The educated person appreciates beauty.

13. **Character.** The educated person gives responsible direction to his own life.

**II. The Objectives of Human Relationship**

1. **Respect for Humanity.** The educated person puts human relationships first.

2. **Friendships.** The educated person enjoys a rich, sincere and varied social life.

3. **Cooperation.** The educated person can work and play with others.

4. **Courtesy.** The educated person observes the amenities of social behavior.

5. **Appreciation of the Home.** The educated person appreciates the family as a social institution.

6. **Conservation of the Home.** The educated person conserves family ideals.

7. **Homemaking.** The educated person is skilled in homemaking.

8. **Democracy in the Home.** The educated person maintains democratic family relationships.

**III. The Objectives of Economic Efficiency**

1. **Work.** The educated producer knows the satisfaction of good workmanship.

2. **Occupational Information.** The educated producer understands the requirements and opportunities for various jobs.

3. **Occupational Choice.** The educated producer has selected his occupation.

4. **Occupational Efficiency.** The educated producer has succeeded in his chosen vocation.

5. **Occupational Adjustment.** The educated producer maintains and improves his efficiency.

6. **Occupational Appreciation.** The educated producer appreciates the social value of his work.

7. **Personal Economics.** The educated consumer plans the economics of his own life.

8. **Consumer Judgment.** The educated consumer develops standards for guiding his expenditures.

9. **Efficiency in Buying.** The educated consumer is an informed and skillful buyer.

10. **Consumer Protection.** The educated consumer takes appropriate measures to safeguard his interests.
IV. The Objectives of Civic Responsibilities

1. Social Justice. The educated citizen is sensitive to the disparities of human circumstances.

2. Social Activity. The educated citizen acts to correct unsatisfactory conditions.

3. Social Understanding. The educated citizen seeks to understand social structures and social processes.

4. Critical Judgment. The educated citizen has defense against propaganda.

5. Tolerance. The educated citizen respects honest differences of opinion.

6. Conservatism. The educated citizen has a regard for the nation's resources.

7. Social Application to Science. The educated citizen measures scientific advances by its contribution to the public welfare.

8. World Citizenship. The educated citizen is a cooperative member of the world community.

9. Law Observance. The educated citizen respects the law.

10. Economic Literacy. The educated citizen is economically literate.


12. Devotion to Democracy. The educated citizen acts upon an unswerving loyalty to democratic ideals.

When these principles are translated into education, the development of citizenship emerges as the central aim.

The part that extra-curricular activities play in such a program is expressed by McKown, well-known writer in the field of extra-curricular activities:

2Educational Policies Commission, Purposes of Education in an American Democracy, p. 36.
The main purpose of education is to make good citizens. The good citizen is an individual who not only has knowledge, ideals, and attitudes, but who also has worthy habits. Habits are developed only by practice. The regular work of the school offers comparatively few opportunities for the development of desirable social ideals and habits. It is concerned mostly with knowledge. The extra-class activities offer many such opportunities. The main purpose of these activities is to give the students opportunities for practice in social relationships. Extra-class activities must be built upon the broad principle that the school is a laboratory for citizenship and wherever possible the situations should resemble the situations which the future citizen will face. These activities are important and should be recognized as a legitimate part of the school life and work.

Mort, in a recent study, further emphasizes the need for basing a program of extra-curricular activities on accepted educational objectives and on the ideals of good citizenship. Basic principles of any school program, he asserts, are as follows:

Schools should help maintain and better our social and economic system.
Schools should contribute to the realization of abundant life in as large as possible a percentage of each generation.

Edmonson, Roemer, and Bacon, in their presentation of fifteen guiding principles of administration, state that good health, social efficiency, and character development are the "basal determinants" of all secondary school administration.

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3Harry C. McKown, Extra-Curricular Activities, p. 64.
4Paul R. Mort, Principles of School Administration, p. 15.
Every proposal, every undertaking, and every project envisioned should meet satisfactorily these three requirements before receiving serious consideration. 5

The part that the school administrator plays in developing this principle is leadership in the activities and supervisory services. According to Reeder, all extra-curricular organizations and activities should be supervised by the school and should be amenable to school control and discipline.6 Under this concept, the administrator as head of his school is responsible for initiating the extra-class activities and for competent supervision. Reeder recommends the following procedures:

1. Before an activity is launched, it should be approved by the principal or by some other official of the school.
2. Since the principal is responsible for the administration of the school, he should have the power to veto any proposal of any school organization.

The administrator, however, does not have the time to give the close supervision needed for all activities. Reeder states:

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7Ibid., pp. 646-47.
Although school officials are always responsible for the general administration and supervision of the program, they cannot be expected to give the multifarious and diverse activities the close supervision that is needed; in consequence, the responsibility for the close supervision is delegated more and more to the teachers of the school, and the work is being regarded as regular and important part of the teachers' duties.\(^8\)

The main responsibility of the administrator in carrying out this first principle basic to functional administration may be summarized as follows:

1. As head of his school, he is responsible for any program carried out in the school.

2. He is the leader in determining the objectives of the different school activities.

3. Detailed supervisory duties should be delegated to various teachers, but the ultimate responsibility for success of any program is in the school administrator.

The second principle underlying the extra-curricular program may be stated as follows:

2. "There should be a sufficient variety of activities to meet individual abilities, needs, and interests of every child."\(^9\)

\(^8\)Ibid., p. 644.

\(^9\)Gruhn and Douglass, op. cit., p. 347.
It is an accepted fact that individuals differ in varying degrees and abilities. Education seeks to discover these needs and to plan its programs to meet them as near as possible. In 1944 the Educational Policies Commission made a special study of the needs of youth and summarized its findings into "ten imperative needs":

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

2. All youth need to develop and maintain good health and physical fitness.

3. All youth need to understand the rights and duties of the citizens in a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science, the influence of science upon human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful.
9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.  

The Commission further found that the curriculum of schools in American cities was divided into four major areas:

- Personal interests—grades 7, 8, 9
- Individual interests—grades 10-14
- Vocational preparation—grades 10-14
- Common learning—grades 7-14
- Health and physical fitness—grades 7-14

The recommendation was made that the curriculum be divided into the following areas:

1. Family life, health and hygiene
2. Physical education and leisure
3. Music, art, literature and cultural heritage
4. Civic competence
5. Vocational training

The proposed curriculum, it is apparent, would much nearer meet the specific needs of youth than the more general one in common use. It would provide opportunities for meeting the aims of education: self-realization, human relationship, economic efficiency, and civic responsibility. It would

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11 Ibid., p. 228.

12 Ibid.
provide opportunities for individual needs. Douglass, in his study of secondary education administration, makes the statement that extra-curricular activities are one source of discovering needs:

Coaches and advisers of extra-curricular activities should be brought to think of the guidance possibilities of such activities. Talents and interests of many a boy and a girl have been disclosed to the young people themselves as well as to advisers as the result of participation in debating and in art and in dramatic, journalistic, musical, athletic, and other types of extra-curricular activities. Cases without number could be furnished of boys and girls who, through participation in extra-curricular activities, have found themselves to be talented and interested in a particular field or vocation and have thus been led into profitable and satisfying vocational lives, to say nothing of tens of thousands of cases of young people who have discovered themselves to be lacking in talent or interest in activities representative of vocations which they had thought of entering. The coach or adviser is usually qualified to recognize unusual talent and should be urged to be on the lookout for it and to encourage those who appear to possess it to think of obtaining further training and of engaging in life activities which will capitalize it. Demonstration by any pupil of unusual talent in any line should be made a part of his permanent record for future use by principal and advisers. 13

Edmonson, Roemer, and Bacon, in listing the second guiding principle of secondary administration, state that the "curriculum is a means to pupil growth, not an end in itself." 14

If education is provided for the purpose of developing student


14Edmonson, Roemer, and Bacon, op. cit., p. 64.
as an individual and as a member of society, the curriculum must fit his needs instead of his being forced to conform to some ill-adapted curriculum. They further state that it is the school's task to develop a curriculum that "will direct students into wholesome activities."\textsuperscript{15} It is the responsibility of the school to diagnose the needs of the students and to provide an appropriate curriculum for each student. Such a provision means a number of varied activities.

The responsibility for this type of program rests very heavily on the administrator of the school. As the administrator, he is responsible for leadership, for selection of the curriculum, and for direction of the activities. One teacher in the school may have a progressive philosophy of education and may be fully capable of initiating and carrying on a program of extra-class activities, but this is not possible without the consent of the school administrator. Modern educational theory promotes the practice of the administrator delegating many of his duties in the traditional sense of the term to members of his staff. He is not supposed to administer diagnostic tests to determine pupil needs, but it is his duty to initiate and direct the program. It is his duty to see that his teachers know how to administer and evaluate returns from standard tests. It is his duty, with their cooperation, to then plan a program that will best fit these needs.

\textsuperscript{15}\textit{Ibid.}, p. 64.
The third principle underlying the extra-curricular program may be stated as follows:

3. "Participation in the various activities should not be contingent upon the pupil's achievement."\(^{16}\)

The early extra-class activities consisted mostly of literary clubs and athletic teams. Membership in these was necessarily limited to a few outstanding students. These activities, however, were not regarded as an integral part of the educative process; they were extras. The Educational Policies Commission states the status of present-day extra-curricular activities:

There is no separation, as far as purposes, methods, and motivation are concerned, between the best practices of the classroom and the best out-of-classroom activities. In both cases the purposes and conditions of learning are the same, and the teacher is equally responsible for desirable learning outcomes. Such differences as exist are incidental to the particular activities being carried on. Both classroom and out-of-classroom activities are parts of the school curriculum of civic education.\(^{17}\)

If this conception of the extra-class activities is accepted, then every child has the same right to participate in them as he does in other academic parts of the school program. Opportunities should be provided for every child

\(^{16}\)Gruhn and Douglass, \textit{op. cit.}, p. 347.

to participate. Douglass is not in favor of compulsory participation nor of unduly selective participation. He states that the interest, spontaneity, and initiative experience of the participant are important educative values derived from the activity.

If pupils are required or pressed to participate in activities, the activity is more than likely (at least for many students) to possess few if any of its peculiar advantages and all its disadvantages. 18

Douglass cites the four following methods as those which are frequently employed to induce general participation:

1. Employing interest-analysis questionnaires.
2. Developing student approval of participation in activities.
3. Allowing credit toward graduation.
4. Giving letters, awards, certificates, or prizes based on participation. 19

The Educational Policies Commission asserts that the standards for selection are the "hallmarks of democratic education" which when applied to student activities raise such questions as:

Does the boy from "across the tracks" have the same opportunity as the son of well-to-do parents to achieve success? Do all students have the right to share in deciding the purposes of their student organizations, or are purposes determined for them by someone else? Do students enjoy the rights of freedom of speech in forums? Of freedom of press in their newspapers? Are the rights of the accused to a fair trial respected when a student appears before the student court? 20

18 Douglass, op. cit., p. 226. 19 Ibid.
20 Educational Policies Commission, Learning the Ways of Democracy, p. 194.
One plan advanced for a basis of participation is by Roemer and Allen. They list a number of possible activities: drawing cartoons, learning about the home town, editing the school paper, drawing house plans, collecting postage stamps, studying the stars, dancing, reading good books, playing ball, swimming, hiking, watching games, taking parts in plays, debating, and taking part in assembly programs. The pupil is asked to check his preferences among the activities and then fill in the following blank:

If there is something else you would like to do or like to learn to do, write it in here

From those you mark select the one you would like most to do or like to learn to do, and write it in here

Number of second choice
Number of third choice 21

The list of activities will depend on the ones offered in the school or which might be organized if there were sufficient demand. Invitations can then be extended, perhaps by means of the bulletin board and announcement in the home room, to pupils interested in membership or tryouts for memberships in the activities preferred. In this way participation will be democratic and at the same time selective as far as the needs of the pupils are concerned.

The administrator, as leader of the school, is responsible for setting up a program which will be democratic in

regard to participation by all the pupils. This responsibility is shared by the teachers, and their participation is needed if the program functions in a democratic manner. Edmonson, Roemer, and Bacon state that it is not desirable, however, that teachers be made to conform to "rigid and detailed specifications of what the principal thinks the ideal teacher ought to do." They assert:

Too much conformity leads to a mechanization of the teaching staff, with a resulting loss of the initiative, enthusiasm, and experimentation that are essential to a progressive or developing program of secondary education. The crushing of the individuality of the teachers by the principal indicates that he considers his ideas and methods above any criticism or beyond change. The inevitable result of such a procedure is that the school becomes lifeless.  

The duty of the administrator then is not to dictate but to enlist the wholehearted cooperation of his staff and the pupils in developing and carrying out needed activities. As the leader in his school, it is his responsibility to supervise the administration of the activities, but if the program is democratic there should be both teacher and pupil participation in planning and carrying out the activities. Instead of trying to achieve notoriety for the club of which he is sponsor, or for the assembly program which his room produced, he should seek to "enrich and refine the extra-curricular program of the entire school."

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22 Edmonson, Roemer, and Bacon, op. cit., pp. 64-65.
Another principle closely connected with Principle 3 in the way of democracy is as follows:

4. "Participation in the various activities should be possible at no direct expense to the individual pupil."23

Douglass discusses in detail the many problems that have arisen from the practice of charging fees in many of the extra-class activities. His statement is quoted in full in order to emphasize the problem:

With the great expansion of pupil organizations and extra-curricular activities over the past half-century, costs to students and their parents have multiplied almost beyond belief. The reported data of pertinent investigations by Han, Jacobsen, and others have been astonishing. Starting first with admissions to athletic events and to plays, class pins, and a modest school annual, the costs in some schools have increased to more than one hundred dollars per pupil, including costumes, dues in clubs, school parties and dances, subscriptions to school papers and to periodicals to use in classes, rental fees for typewriters, laboratory fees, library fees, school jewelry, initiation and fraternities and sororities, use of automobiles for school functions, work books and materials for shop and instruction, and a school annual, copies of which sell for as much as college annuals used to, but which involves also costs for pictures, usually running into several dollars.

As a result of these increased costs of participation in the normal activities of the high school, American secondary education is no longer free. It has been rapidly becoming a commercial commodity. When one takes into consideration the increased cost of the clothing, cosmetics, and extra-school social life of high school pupils, one understands how it is that many splendid pupils, boys and girls guilty of nothing more culpable than having been born to

23 Gruhn and Douglass, op. cit., p. 347.
poor fathers and mothers, are made to feel most uncomfortable while attending high school. Not only are the effects upon self-assurance and other aspects of personality development undesirable, but unfavorable attitudes toward the school and public education, toward American "democracy" and toward more fortunate classes of society are developed. In keeping down costs to pupils participating in pupils' organizations, the secondary school administrator is rendering a valuable service to pupils, parents, public education, and American democracy. 24

These things are true in spite of the fact that education is a public function and is supported by public taxes. The interests of democracy clearly are not served in such situations. Reeder has this comment:

To secure wide participation by the students and at a small cost to them, the expense incident to all activities should be kept as low as possible. Students who are financially unable to participate in such activities would be given work sufficient to enable them to earn their fees or should be provided with fees or reduced admission. Students should be helped to satisfy all legitimate needs, but they should not be pauperized. 25

It is obvious that a program of this nature would have to be the work of more than one individual. It is a program that would require the approval and cooperation of the community. Securing it will require the services of a competent public relations official. Reavis and others state that the principal or administrator should realize the necessity for acquainting the community with the need for support before it

is necessary to secure community action on a given project. In setting up a program of extra-class activities to be supported by the school, the administrator will have to secure the help of many people.

Another principle closely akin to Principle 4 is:

5. "Competitive activities should be conducted largely or entirely on an intramural rather than an interscholastic basis."

"Intramural" means competition between groups, while "interscholastic" means competition between individuals. In intramural games, perhaps every pupil in the sixth grade will participate, and admission is usually free. In the interscholastic athletic events, participation is usually limited to a few outstanding athletes, and an admission fee is charged to the games. In the interscholastic literary events, a few gifted individuals compete. The values of such competition will not be decried here, but the purposes of democratic citizenship are best achieved when there is participation by all the students in the school or in a particular group.

Once again the part played by the school administrator in setting up a program to supplement, if not replace, competitive

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27 Gruhn and Douglass, op. cit., p. 347.
activities is that of leadership and direction. It is his duty to initiate the best plan for enlisting the participation of all the pupils of the school in extra-curricular activities.

The sixth principle underlying the extra-curricular activities is:

6. Audience activities such as athletics, music and dramatics should be planned and conducted primarily for their contribution to the educational development of the pupil rather than entertainment. 28

All activities should have intrinsic value as well as entertainment values. Reeder states:

Every activity should beget civic-social-moral and other worthwhile values for those participating in it. Activities which do not have purpose beyond the harmless enjoyment of leisure time should be reduced to a minimum, particularly in view of the fact that the realization of this purpose is usually a by-product of activities which have more worthy purposes. All school activities should help to accomplish the aims of the school. 29

Douglass states:

...stimuli to educational activity are not confined to textbooks or to subject or to organized bodies of knowledge. 30

The Educational Policies Commission has this comment:

28 Gruhn and Douglass, op. cit., p. 347.
29 Reeder, op. cit., p. 649.
30 Douglass, op. cit., p. 209.
Many of the out-of-class activities of students are primarily educational or social in character; for example, athletics and sports; dramatics, glee clubs, bands; a variety of clubs—art, handicrafts, photography, radio, aviation, and so on; dances, social hours, and other occasions for sociability; and a part of the activities connected with assemblies, pageants, and festivals. . . . these recreational and social activities may make considerable indirect contributions to education for citizenship and they often do so. In the schools visited in this study, there has been evidence that these activities may help boys and girls to plan and work together, develop leadership capacities, build ideals of good sportsmanship, and learn the disciplines of teamwork.31

Too often the main purpose of many of the extra-curricular activities in school is enhancement of the school's athletic prowess or desire to build school prestige. When these are the purposes, the main objectives of the extra-curricular program are defeated. An activity may be both recreational and educational, and it may add to school prestige; the underlying aim, however, should always stress the educational value of the activity.

The administrator's responsibility in developing an extra-curricular program possessing worthwhile values as well as entertainment reverts to his duties as leader of his school. These worthwhile objectives are a part of the objectives of the entire school—objectives that are or should be determined in cooperation with the teachers and

interested people in the community. It is, furthermore, his responsibility to supervise and evaluate the outcomes of such activities.

The next guiding principle pertains to the leadership phase of the extracurricular activities:

7. "Leaders in extra-curricular activities should have professional training and personal qualifications suited to their specific services." 32

Extra-curricular activities as an integral part of the educative process should not be regarded as extra duty or busy-time work. For the realization of the possible educational values, the leadership needs special training. The Educational Policies Commission says that "if schools are to have student activities...skilled and watchful adult guidance should be provided." 33 Douglass says that advisers should be chosen on the basis of their capacity for leadership and management, special experience, and subject matter qualifications. 34

The practice of letting school administrators select their staff, subject to the approval of the school board, is growing. Such a practice affords an opportunity for school

32 Gruhn and Douglass, op. cit., p. 347.
33 Educational Policies Commission, Learning the Ways of Democracy, p. 258.
34 Douglass, op. cit., p. 246.
administrators to select trained personnel and to best utilize those already in the system through assignment. Douglass says:

A tentative assignment of sections and activities to the positions to be filled should be worked out as an aid in selecting the best qualified teachers for the work to be assigned them. Although first consideration may be given to the curricular needs, the importance of providing in the completed staff advisors and supervisors of the various extra-curricular activities and organizations which it is desired to carry on is not to be neglected. Assignments of duties to positions should be tentative and permit of other combinations in case desirable candidates are found who do not fit into the tentative assignments.35

The responsibility of the administrator, therefore, under this principle is the selection and assignment of trained, qualified personnel capable of directing many types of extra-curricular activities. Coincident with this responsibility of selection and assignment exists that of general supervision and evaluation of the outcomes of the activities.

Edmonson, Roemer, and Bacon assert that a principal, if successful, must delegate many duties and responsibilities to others.36 This delegation, however, has its responsibilities. Authority to carry out an assignment must be given if the program is to be successful. The authors state that "it

35 Ibid., p. 77.
36 Edmonson, Roemer, and Bacon, op. cit., p. 68.
is foolish for a principal to expect a teacher to meet a given responsibility unless that teacher has all the necessary authority. 37 Determination of the extent of this authority and the sphere in which it is to be used in another difficult administration problem.

Most extra-curricular organizations and activities receive and spend revenue. The amount of money varies, but the following general principle should prevail in the management of funds:

8. "A budget system is a necessary feature of a sound system in administering finances derived from extra-curricular activities." 38

Increasing attention is being given to a system of record-keeping and budget-making in connection with extra-curricular activities. This is true because of the expansion of the activities and the considerable amounts of money involved. Cafeteria systems, with their complicated financial involvements, are regarded as an extra-curricular activity. Football games, paid assembly programs, various types of entertainments charging admittance fees, and other like activities present many financial problems. Reeder says that whether the amount of money is large or small, the school must exercise supervision

37 Ibid. 38 Douglass, op. cit., p. 246.
of it. Supervision of funds insures a more economical expenditure and also protects the reputation of those persons who handle the funds. Douglass states:

All financial activities should receive careful supervision in accord with the educational values to be derived by the pupil from participation in financial affairs.

A school treasury should be provided for the handling of all funds to be deposited by the various school organizations.

Educational purposes should never be subordinated to financial ends.

Mort states that it is not prudent for the administrator or any member of the staff or pupil to accept responsibility over financial matters without customary prudential safeguard. Such safeguards should include bonding of persons and depositories handling money and designation of at least two persons to sign checks. He further states:

Every year administrators come to disaster because they have accepted responsibility over the handling of funds, the contracting for goods or services, or the expenditure of funds without the customary prudential safeguards. Administrators should realize that these are not only safeguards of the public against them, but that they are quite as much safeguards of the individual against the possibility of unjust charges of dishonesty, arbitrariness, or favoritism. Administrators should avoid accepting implicit trust as they would the plague.

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40 Douglass, op. cit., p. 263-264.
41 Mort, op. cit., p. 174.
42 Ibid., p. 169.
Summary and Criteria

This chapter may be summarized by restating the principles governing extra-curricular activities and setting up criteria for evaluating outcomes of the program under each principle.

Principle I

Educational.—Extra-curricular activities should have the same objectives as accepted educational objectives.

Criteria

1. It is the duty of the administrator as leader of his school to plan the extra-curricular activities as an integrated part of his entire school program.

2. The administrator should seek the help and cooperation of all interested parties in planning the extra-curricular program.

Principle II

Individuality.—Activities should be numerous enough to meet individual needs.

Criteria

1. The administrator, with the help of his staff, should plan a variety of activities in order to meet the needs of individual pupils.

2. These needs should be determined by diagnostic testing programs and by a survey of the community.
3. The administrator should take the lead in initiating such a testing program; conduct an in-service training program to aid teachers in analysis, interpretation, and application of data; and provide for some means of evaluating outcomes.

Principle III

Democracy—Participation in various activities should be open to all and not contingent on scholarship or special abilities or ability to pay fees.

Criteria

1. Membership should be regulated by rules which prevent monopoly of activities by the more able or popular pupils.

2. Every pupil should be provided with an opportunity to participate in activities.

3. Participation should be on a voluntary basis, not compulsory.

4. Fees for participating in an activity should be held to a minimum or furnished by the school in order to provide for participation at all economic levels.

5. The school administrator, as leader of his school, has a definite responsibility to see that the program of extra-curricular activities is based on democratic principles and proves democratic practices in the activities.
Principle IV

Freedom of participation.—Participation in the various activities should be possible at no direct expense to the individual pupils.

Criteria

1. The expense incident to all activities should be kept as low as possible.

2. A functional public relations program should be initiated by the administrator to secure the cooperation of the community in providing and financing extra-class activities.

3. Students should be helped to satisfy all legitimate needs but should not be pauperized.

Principle V

Non-competitive.—Extra-curricular activities should emphasize non-competitive activities more than competitive ones.

Criteria

1. The extra-curricular activities should have educational objectives rather than the enhancing of school prestige or the raising of funds.

2. All pupils, not a few gifted ones, need the opportunity for participation in extra-curricular activities.

3. The school administrator, in his position as leader of his school and head planner of its activities, has the responsibility for seeing that the program is non-competitive in operation for the most part and that is has intrinsic worth.
Principle VI

*Intrinsic values.*—*Every activity should have intrinsic value to the participants.*

**Criteria**

1. Activities should be planned for their value to participants rather than merely for entertainment; a combination is excellent.

2. Activities should be planned to develop leadership, cooperation, sportsmanship, and teamwork discipline.

3. Activities should be planned and not allowed to develop aimlessly.

4. The school administrator, as the one who leads in planning the school program, is responsible for the type of activities selected and for procedure to achieve objectives.

Principle VII

*Guidance.*—*Extra-curricular activities require trained, experienced direction.*

**Criteria**

1. Leadership of curricular activities must be trained if educational values are to be developed.

2. Advisers should be chosen on the basis of capacity for leadership and management, special experience, and professional training.
3. The administrator should select his staff and assign them in such a way as to provide trained, qualified personnel to direct extra-curricular activities.

4. The administrator should delegate sufficient responsibility to staff members for successful development of any activity under their direction.

Principle VIII

Economy in management.—Extra-class activities should have competent business management under present public school system.

Criteria

1. Financial activities should receive careful supervision by the administrator.

2. A school treasury should be provided for the handling of all funds to be deposited by the various school organizations.

3. Records and reports should be a part of the financial program and be made to the administrator.

4. The administrator should follow the same procedures in administering school funds as any reputable business organization.

5. The extra-curricular funds should be audited in the same manner as provided for other school funds.
CHAPTER III

PRESENTATION OF DATA CONCERNING THE EXTRA-CLASS
ACTIVITIES OF A SELECTED NUMBER OF SECONDARY
SCHOOLS IN CENTRAL TEXAS

Purpose of the Chapter

The purpose of this chapter is to present the data on
the number and type of extra-class activities in a selected
number of secondary schools in Central Texas and the part
that the principal of the school plays in their administra-
tion.

General Information Concerning the Data Used

As previously discussed in the study, a questionnaire
was developed from the criteria for administration of extra-
class activities set up in Chapter II. Information was de-
sired from at least forty schools for purposes of study and
evaluation, and the questionnaires were sent to principals of
fifty secondary schools in Central Texas. Forty-five responses
were received, but five of the questionnaires were not filled
out or only partially so. Forty completely filled out returns
were received, and these constitute the base of the present
presentation of data on the administration of extra-class
activities.
Size of Secondary Schools Included in the Study

For purposes of comparison, the secondary schools included in the study are divided into two groups: those with a school population of over two hundred pupils, Group I, and those with a population of less than two hundred pupils, Group II. Twenty-one of the schools, 52.5 per cent, have over two hundred pupils in school and nineteen, 47.5 per cent, have less than two hundred pupils. For purposes of comparison, the schools will be referred to as Group I and Group II.

Planning the Extra-Class Activities of the School

The data showing the agency responsible for planning extra-curricular activities in the secondary schools of the study are presented in Table 1.

TABLE 1
AGENCY RESPONSIBLE FOR PLANNING EXTRA-CLASS ACTIVITIES IN FORTY SECONDARY SCHOOLS IN CENTRAL TEXAS IN 1949-50

<table>
<thead>
<tr>
<th>Agency</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Administrator</td>
<td>5.0</td>
</tr>
<tr>
<td>Administrator and Staff</td>
<td>40.0</td>
</tr>
<tr>
<td>Administrator, Staff, Pupils, and Community</td>
<td>55.0</td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>
According to the data in Table 1, the agency responsible for planning the extra-curricular activities differs considerably in the larger schools from that in the smaller schools. In the schools with over two hundred pupils five per cent of the administrators plan the program, while in the schools with less than two hundred pupils the extra-curricular activities are planned by the administrators in fifteen per cent of them. The administrator and staff plan the activities in forty per cent of the larger schools and thirty-five per cent of the smaller ones. The administrator with the help of the staff, pupils, and community plan the extra-class activities in fifty-five per cent of the larger schools and in forty-five per cent of the smaller schools. One of the respondents from the secondary schools with a population of less than two hundred pupils reports that the extra-curricular activities are planned by the guidance counselor.

An analysis of the data shows an indication for greater participation of the staff, pupils, and community in the secondary schools with more than two hundred pupils than in those with less than two hundred pupils.

Data pertaining to the basis on which extra-class activities are selected are presented in Table 2, page 41. In a number of instances, respondents from the secondary schools participating in the study report that there is more than
one basis of selection. Therefore, the figures and percentages in Table 2 aggregate more than the total number of schools participating and more than a total of one hundred per cent.

TABLE 2

BASIS FOR SELECTION OF EXTRA-CLASS ACTIVITIES IN FORTY SECONDARY SCHOOLS IN CENTRAL TEXAS IN 1949-50

<table>
<thead>
<tr>
<th>Basis of Selection</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Survey of school community</td>
<td>35.0</td>
</tr>
<tr>
<td>Diagnostic testing for individual needs</td>
<td>5.0</td>
</tr>
<tr>
<td>Combination of survey and tests</td>
<td>15.0</td>
</tr>
<tr>
<td>Custom of the school</td>
<td>65.0</td>
</tr>
<tr>
<td>Others</td>
<td>...</td>
</tr>
</tbody>
</table>

The respondents from the secondary schools in Group I report that sixty-five per cent of them select extra-curricular activities on the basis of custom in the school, and fifty per cent of the respondents in Group II state that their schools follow this practice. Thirty-five per cent of the schools in Group I and twenty-five per cent of those in Group II make a survey of the school community to determine the interests and needs of the pupils and the community. Fifteen per cent of the respondents in Group I state that their schools use a combination survey and test; twenty-five
per cent of the schools in Group II select extra-class activities on this basis. Five per cent of the schools in Group I give diagnostic tests to determine interests and needs. Five per cent of the schools in Group II have the services of a guidance counselor for selection of extra-class activities. Analysis of the data indicates that prevailing customs rather than scientific studies comprise the most popular basis for selection of extra-class activities in both the large and the small schools.

Types of Extra-Class Activities in the Schools of the Study

Data in Table 3 present information on the types of extra-class activities and the percentage of schools in each group sponsoring the activities.

TABLE 3

TYPES OF EXTRA-CLASS ACTIVITIES AND PERCENTAGES OF SCHOOLS SPONSORING THEM IN FORTY SECONDARY SCHOOLS IN CENTRAL TEXAS IN 1949-50

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Assembly</td>
<td>75.0</td>
</tr>
<tr>
<td>Clubs</td>
<td>70.0</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>50.0</td>
</tr>
<tr>
<td>Student government</td>
<td>60.0</td>
</tr>
<tr>
<td>School publications</td>
<td>80.0</td>
</tr>
<tr>
<td>Debates</td>
<td>60.0</td>
</tr>
<tr>
<td>Football and basketball</td>
<td>80.0</td>
</tr>
<tr>
<td>Tennis</td>
<td>60.0</td>
</tr>
<tr>
<td>Track</td>
<td>80.0</td>
</tr>
<tr>
<td>Band</td>
<td>60.0</td>
</tr>
<tr>
<td>Baseball</td>
<td>30.0</td>
</tr>
<tr>
<td>Volleyball</td>
<td>50.0</td>
</tr>
</tbody>
</table>
It is shown in Table 3 that the secondary schools of the study have twelve different extra-class activities. None of the schools in Group I sponsor baseball activities, and none of the schools in Group II have volleyball.

Eighty per cent of the secondary schools of the study in Group I sponsor school publications, football, basketball, and track; whereas, these activities in the schools in Group II are sponsored by sixty-five per cent and eight per cent of the schools, respectively.

Eighty per cent of the schools in Group II sponsor assembly programs, and a slightly lower percentage in Group I, seventy-five per cent, have this activity. Student government is sponsored in sixty per cent of the schools in Group I and in forty per cent of the schools in Group II. Clubs are found in seventy per cent of the schools in Group I and in sixty per cent of the schools in Group II. Debates are held in sixty per cent of the schools in Group I and in only twenty-five per cent of the schools in Group II. Fifty per cent of the schools in Group I and sixty per cent of Group II schools have cafeterias.

Analysis of the data indicates that the extra-class activities, while still tending to cling to traditional components, include many of the newer and more modern activities recommended by modern educational theory.
Assembly Programs

Eighty per cent of the secondary schools of the study in Group II and seventy-five per cent of those in Group I have some type of assembly program. Data are presented in Table 4 to show the type of assembly programs in these schools.

Table 4

TYPE OF ASSEMBLY PROGRAMS IN THIRTY-ONE SECONDARY SCHOOLS IN CENTRAL TEXAS IN 1949-50

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Weekly</td>
<td>68.75</td>
</tr>
<tr>
<td>Bi-weekly</td>
<td>6.25</td>
</tr>
<tr>
<td>Monthly</td>
<td>18.75</td>
</tr>
<tr>
<td>Other (Called Special assembly)</td>
<td>6.25</td>
</tr>
</tbody>
</table>

The highest percentage of the schools in both Groups I and II, it is indicated in the data in Table 4, have weekly assembly programs. Twenty-five per cent of the schools in Group II and 6.25 per cent in Group I have bi-weekly programs. In Group I 18.75 per cent of the schools have monthly assembly programs, and 7.50 per cent of those in Group II meet for assembly only once each month. Other
types of assembly programs are "called" and "special assembly"; the schools in Group II having the "called" type total 27.50 per cent, while 6.25 per cent of the schools in Group I have the "special assembly" type.

An analysis of the data on types of assembly indicates that the majority of the schools have the weekly programs. A higher percentage of the smaller schools have bi-weekly assemblies than the larger schools, and a higher percentage of the larger schools have monthly assemblies than the smaller ones.

Data in Table 5 show the agency sponsoring assembly programs in the thirty-one schools which have this type of extra-class activity.

**TABLE 5**

*AGENCY SPONSORING THE ASSEMBLY PROGRAMS IN THIRTY-ONE SCHOOLS IN CENTRAL TEXAS IN 1949-50*

<table>
<thead>
<tr>
<th>Agency</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Administrator</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>18.75</td>
</tr>
<tr>
<td>Principal and teachers</td>
<td>6.25</td>
</tr>
<tr>
<td>Principal, teachers, and pupils</td>
<td>12.50</td>
</tr>
<tr>
<td>Others</td>
<td>50.00</td>
</tr>
<tr>
<td>Student Council</td>
<td>12.50</td>
</tr>
<tr>
<td>Guidance Director</td>
<td>...</td>
</tr>
</tbody>
</table>
According to the data in Table 5, the agency sponsoring the assembly programs in 18.75 per cent of the schools in Group I of the study and in 26.68 per cent in Group II is the school administrator. In 6.25 per cent of the schools in Group I the principal has this duty, and in 13.34 per cent of the schools in Group II he is responsible for assembly programs. In fifty per cent of the schools in Group I and in 46.89 per cent of those in Group II, the principals, teachers, and pupils constitute the agency sponsoring the assembly program. The student council sponsors the assembly programs in 12.50 per cent of the schools in Group I and in 6.67 per cent of those in Group II. A guidance director is responsible for the assembly programs in 6.67 per cent of the schools in Group II.

Analysis of the data on sponsorship of assembly programs indicates that the principal, teachers, and pupils are the sponsors in by far the largest number of instances. A very decided trend to include teachers and pupils in responsibility for assembly programs is indicated.

Planning the assembly program is an important part of the success or failure of the program. Data in Table 6 present information on this phase of the assembly program of the schools sponsoring this type of activity.
TABLE 6
AGENCY PLANNING ASSEMBLY PROGRAMS IN FORTY SECONDARY SCHOOLS
IN CENTRAL TEXAS SPONSORING THIS TYPE OF ACTIVITY IN THE
YEAR 1949-50

<table>
<thead>
<tr>
<th>Agency</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Principal</td>
<td>6.25</td>
</tr>
<tr>
<td>Principal and teachers</td>
<td>12.50</td>
</tr>
<tr>
<td>Principal, teachers, and pupils</td>
<td>62.50</td>
</tr>
<tr>
<td>Pupils</td>
<td>6.25</td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
<tr>
<td>Student Council</td>
<td>12.50</td>
</tr>
<tr>
<td>Guidance Director</td>
<td>...</td>
</tr>
</tbody>
</table>

As shown in Table 6 the principals, teachers, and pupils plan the assembly programs in over sixty per cent of the schools in both Groups I and II. In Group I 6.25 per cent of the respondents report that the principals plan the assembly program, and 13.34 per cent of the respondents for schools in Group II reports that the principals perform this function. Principal and teachers plan the assembly programs in 12.50 per cent of the schools in Group I and in 6.67 per cent in Group II. The pupils themselves plan the program in 6.25 per cent of the schools in Group I and in 6.67 per cent in Group II. The student council plans the assembly programs in 12.50 per cent of the schools in Group I, and the guidance director plans the program in 6.67 per cent of the schools in Group II.
Analysis of the data in Table 6 indicates that the majority of the schools in both classifications are following democratic procedures in providing for participation of principal, teachers, and pupils in the planning of the assembly programs. Very small percentages of the schools follow the traditional practice of the principal performing all planning functions.

Data in Table 7 show the type of assembly programs presented in the secondary schools of the study having this type of activity.

**TABLE 7**

**TYPE OF ASSEMBLY PROGRAMS SPONSORED BY FORTY SECONDARY SCHOOLS IN CENTRAL TEXAS HAVING THIS TYPE OF ACTIVITY IN 1949-50**

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Announcements</td>
<td>62.50</td>
</tr>
<tr>
<td>Lectures</td>
<td>75.00</td>
</tr>
<tr>
<td>Entertainment only</td>
<td>87.50</td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
<tr>
<td>Educational</td>
<td>45.00</td>
</tr>
<tr>
<td>Cultural</td>
<td>45.00</td>
</tr>
<tr>
<td>Devotional</td>
<td>31.25</td>
</tr>
<tr>
<td>Student activity</td>
<td>...</td>
</tr>
<tr>
<td>Paid assembly</td>
<td>...</td>
</tr>
</tbody>
</table>
A number of the respondents report more than one type of program, for example, announcements are a part of almost every assembly but do not occupy the entire program. Percentages reported, therefore, aggregate more than one hundred per cent in the type of activities reported.

The respondents from the secondary schools in Group I of the study report that the highest percentage of their programs, 37.50 per cent, are of the entertainment type. Seventy-five per cent of the programs comprise lectures, and 62.50 per cent contain announcement. Educational and cultural types of programs comprise forty-five per cent of the assembly meetings. Devotionals are a part of the program in 31.25 per cent of the schools.

In the schools in Group II, the highest percentage of the programs, 73.37 per cent, comprise lectures of some form. Announcements are a part of the program in sixty per cent of the schools. Entertainment programs are given in 53.36 per cent of the schools. No devotional types of programs are reported. Student activity, paid assembly, and educational activities comprise 26.83 per cent of the assembly programs in these schools.

Analysis of the data in Table 7 indicates that the majority of the assembly programs in the schools in both classifications comprise activities of the entertainment type or of lectures and announcements. The schools in Group I
which have over two hundred pupils have a higher percentage of activities of educational nature than the schools in Group II with less than two hundred pupils.

Types of Clubs in the Secondary Schools of the Study

Seventy per cent of the schools in Group I, as shown in Table 3, and sixty per cent of those in Group II have some form of club activities in their schools. The type of club activity is shown in the data in Table 8.

TABLE 8

TYPE OF CLUB ACTIVITIES IN FORTY SECONDARY SCHOOLS IN CENTRAL TEXAS IN 1949-50

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Camera</td>
<td>45.0</td>
</tr>
<tr>
<td>Hiking</td>
<td>...</td>
</tr>
<tr>
<td>Dramatics</td>
<td>90.0</td>
</tr>
<tr>
<td>Glee club</td>
<td>45.0</td>
</tr>
<tr>
<td>Chorus</td>
<td>100.0</td>
</tr>
<tr>
<td>Newspaper</td>
<td>95.0</td>
</tr>
<tr>
<td>Debate</td>
<td>70.0</td>
</tr>
<tr>
<td>Boy Scouts</td>
<td>55.0</td>
</tr>
<tr>
<td>Girl Scouts</td>
<td>55.0</td>
</tr>
<tr>
<td>Hi-Y Club</td>
<td>55.0</td>
</tr>
<tr>
<td>Athletics</td>
<td>100.0</td>
</tr>
<tr>
<td>Sororities</td>
<td>...</td>
</tr>
<tr>
<td>Fraternities</td>
<td>...</td>
</tr>
<tr>
<td>4-H</td>
<td>...</td>
</tr>
<tr>
<td>F.F.A.</td>
<td>...</td>
</tr>
<tr>
<td>F.H.A.</td>
<td>...</td>
</tr>
</tbody>
</table>
In the schools in Group I, the respondents report that all of these schools with clubs have athletic and chorus clubs. Ninety-five per cent have newspaper clubs, and ninety per cent have dramatic clubs. Seventy per cent of the schools have debate clubs, while fifty-five per cent have Boy Scouts, Girl Scouts, and Hi-Y clubs. Forty-five per cent of the schools have camera clubs and glee clubs. None of the schools have hiking clubs or sororities or fraternities.

In Group II the respondents report that all of the schools with clubs have athletic clubs. Ninety-five per cent have chorus clubs, and eighty-five per cent have newspaper clubs. Dramatic clubs are sponsored in sixty per cent of the schools. Boy Scout clubs are organized in forty-five per cent of the schools and Girl Scout clubs in forty per cent of them. Forty per cent of the schools have Future Homemaking clubs, and twenty-five per cent have 4-H and Future Farmers of America organizations.

Analysis of the data concerning the different types of clubs indicates that the larger schools, in most instances, have a higher percentage of club activities than the smaller ones. No decided variations in club activities are indicated except that the small schools have 4-H, Future Farmers of America, and Future Homemakers of America clubs whereas none of these are found in the larger schools. This is probably
due to the fact that the smaller schools are in rural areas or draw heavy attendance from rural areas. In the majority of instances the club activities are traditional in type and do not include any hobby or hiking activities which are recreational in nature.

Basis of Selection of Club Membership

Data in Table 9 show the basis on which members of clubs are selected in the secondary schools of the study which have this type of activity.

<table>
<thead>
<tr>
<th>Basis of Selection</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Open participation</td>
<td>75.0</td>
</tr>
<tr>
<td>Special ability</td>
<td>25.0</td>
</tr>
<tr>
<td>Others</td>
<td>...</td>
</tr>
</tbody>
</table>

According to the data in Table 9, seventy-five per cent of the secondary schools of the study with club activities in both groups base membership selection on open participation. Twenty-five per cent of the respondents report that some clubs
have membership based on special ability. Debate clubs, glee clubs, and newspaper clubs are examples of these types of clubs. Basing selection on ability does not necessarily mean that the club membership is restricted, but obviously only those with special ability would be interested in a glee club.

Administration of Athletic Activities

Athletic activities comprise a major portion of the school's extra-class activities. Data in Table 10 show the basis on which the athletic games are played.

**TABLE 10**

**BASIS ON WHICH ATHLETIC GAMES ARE PLAYED IN FORTY SECONDARY SCHOOLS IN CENTRAL TEXAS IN 1949-50**

<table>
<thead>
<tr>
<th>Basis</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Competitive</td>
<td>65.0</td>
</tr>
<tr>
<td>Intramural</td>
<td>50.0</td>
</tr>
<tr>
<td>Others</td>
<td>...</td>
</tr>
</tbody>
</table>

Sixty-five per cent of the secondary schools of the study in Group I and seventy per cent of those in Group II have competitive athletic games. A number of the respondents report both a competitive and intramural basis of playing athletic games, but the percentage of replies to this
respect were higher in the larger schools than in the smaller ones. Because of the large number of pupils in many of the schools, intramural games between classes or between schools of the same system are possible. The smaller schools do not have as many opportunities for this type of play, but intramurals are possible between schools that are not in the same school system.

Data in Table II indicate the extent to which the secondary schools of the study participate in interscholastic games and other activities in the interscholastic league.

**TABLE II**

PERCENTAGE OF PARTICIPATION IN INTERSCHOLASTIC ACTIVITIES BY FORTY SECONDARY SCHOOLS IN CENTRAL TEXAS IN 1949-50

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Athletics</td>
<td>85.0</td>
</tr>
<tr>
<td>Debate</td>
<td>65.0</td>
</tr>
<tr>
<td>Dramatics</td>
<td>75.0</td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
<tr>
<td>Declamation</td>
<td>...</td>
</tr>
<tr>
<td>Mathematics</td>
<td>45.0</td>
</tr>
<tr>
<td>Typing</td>
<td>65.0</td>
</tr>
<tr>
<td>Journalism</td>
<td>35.0</td>
</tr>
</tbody>
</table>

Eighty-five per cent of the secondary schools of the study in Group I and eighty per cent of those in Group II, it is shown in Table II, participated in athletic activities.
Sixty-five per cent of the schools in Group I and twenty per cent of those in Group II participate in interscholastic debates. Seventy-five per cent of all the schools in the study take part in interscholastic dramas. Both types of schools participate in mathematics interscholastic activities, but the percentage of larger schools is more than twice that of the smaller schools. None of the schools in Group II of the study participate in typing and journalism interscholastic competition, but sixty-five per cent of those in Group I enter typing contests, and thirty-five per cent enter journalism contests. The curriculum of many of the smaller schools does not include many of the newer vocational subjects.

Administration of Finances in Extra-Class Activities

Many of the extra-class activities require equipment other than that traditionally furnished by the school. Some of them have admission charges. The cafeteria necessarily has many financial activities. Questions were asked concerning these phases of financing the extra-class activities. Data in Table 12 present information concerning the person handling finances for extra-class activities.

According to the data in Table 12, the administrators in sixty per cent of the schools in Group I and in eighty-five per cent of those in Group 2 handle the finances for the
extra-class activities. The directors of student activities have this function in ten per cent of the schools in Group I, but none of the respondents from the schools in Group II report a staff member of this type. The business manager of the schools handle the finances of the extra-class activities in thirty per cent of the schools in Group I and in fifteen per cent of those in Group II.

TABLE 12

INDIVIDUAL RESPONSIBLE FOR HANDLING FINANCES OF EXTRA-CLASS ACTIVITIES IN FORTY SECONDARY SCHOOLS IN CENTRAL TEXAS IN 1949-50

<table>
<thead>
<tr>
<th>Responsible Individual</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Administrators</td>
<td>60.0</td>
</tr>
<tr>
<td>Director of student activities</td>
<td>10.0</td>
</tr>
<tr>
<td>Business Manager</td>
<td>30.0</td>
</tr>
<tr>
<td>Others</td>
<td>...</td>
</tr>
</tbody>
</table>

Athletic activities are not free in ninety-five per cent of all the secondary schools participating in the study. All athletic equipment is furnished by the schools. Data on responsibility for handling funds derived from athletic games are presented in Table 13.
TABLE 13

INDIVIDUAL RESPONSIBLE FOR HANDLING FUNDS DERIVED FROM ATHLETICS IN FORTY SECONDARY SCHOOLS IN CENTRAL TEXAS IN 1949-50

<table>
<thead>
<tr>
<th>Individual</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Administrator</td>
<td>55.0</td>
</tr>
<tr>
<td>Business manager</td>
<td>10.0</td>
</tr>
<tr>
<td>Director of athletics</td>
<td>25.0</td>
</tr>
<tr>
<td>Students</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Responsibility for handling the athletic funds is placed in the hands of the school administrator in fifty-five per cent of the schools in Group I and in eighty per cent of those in Group II. The athletics directors have this responsibility in twenty-five per cent of the larger schools and the business manager in ten per cent of them. Ten per cent of the schools in this group place responsibility in the hands of a student. Fifteen per cent of the schools in Group II place responsibility for handling the funds in the hands of the business manager, and five per cent in the hands of the director of athletics.

Questions were also asked concerning the policy of the schools in furnishing equipment for school bands. Eighty-five
percent of the respondents from schools in both groups report that the students are required to furnish their own equipment. In fifteen percent of the schools, the school supplies the instruments on the same basis as other free school supplies.

One hundred percent of the respondents from the schools in Group I report that the extra-class funds are audited, while ninety-five percent of those from the schools in Group II report that their extra-class funds are audited.

An analysis of the data on the administration of extra-class funds indicates that the administrators in the majority of all the schools have the responsibility for handling funds, but the percentages of administrators performing this function are higher in the smaller schools than in the larger ones. The larger schools show a tendency to place this responsibility in the hands of some one other than the school administrator.

Athletic equipment is furnished by the schools, but the majority of the schools require students to furnish their own equipment in the band activities. Regardless of who handles the funds, all of the larger schools and a high percentage of the smaller ones require an audit to be made of income and expenditures.

Training of Directors of Extra-Class Activities

Questions were also asked regarding the training of the directors of the extra-class activities. Data in Table 14
present information on the academic and professional training of the directors.

TABLE 14

<table>
<thead>
<tr>
<th>Training</th>
<th>Percentages of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
</tr>
<tr>
<td>Academic</td>
<td></td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>50.00</td>
</tr>
<tr>
<td>Master's degree</td>
<td>50.00</td>
</tr>
<tr>
<td>Professional Training</td>
<td></td>
</tr>
<tr>
<td>Administrative courses</td>
<td>45.00</td>
</tr>
<tr>
<td>Specialized courses</td>
<td>45.00</td>
</tr>
<tr>
<td>Training in directing extra-class activities</td>
<td>45.00</td>
</tr>
</tbody>
</table>

According to the data in Table 14, all of the directors of extra-class activities in the secondary schools of the study in Group I have a bachelor's degree, and fifty percent of them have, in addition, a master's degree. All of the extra-class directors in the schools in Group II have a bachelor's degree, but only thirty-five percent have a master's degree. In addition to regular academic training, forty-five percent of the directors of extra-class activities in the schools in Group I have professional training.
in administrative courses, specialized courses, and training in directing extra-class activities. Forty per cent of the directors of extra-class activities in the schools in Group II have training in specialized courses, thirty-five per cent in directing extra-class activities, and only twenty per cent in administrative courses.

An analysis of the data on the academic and professional training of the directors of extra-class activities in the forty secondary schools indicates a slightly higher training percentage for extra-class directors in the larger schools. All of the extra-class directors, however, have four years of academic training. Those in the larger schools have a higher percentage of master's degrees and professional training than the ones in the smaller schools.

Summary of Data

A summary of the data in this chapter is made in the following statements:

1. Twenty-one of the secondary schools of the study, 52.5 per cent, have over two hundred pupils; nineteen schools, 47.5 per cent, have less than two hundred pupils. For purposes of comparison, these schools are designated as Groups I and II.

2. Variations are found in the agencies responsible for planning the extra-class activities in the two groups of
schools; more pupil and staff participation are indicated in the schools in Group I than in Group II.

3. Prevailing customs in the school rather than scientific study comprise the most popular basis for selection of extra-class activities in both Groups I and II, but progress is indicated in basing selection of activities on community surveys and tests.

4. Twelve extra-class activities are sponsored by the secondary schools of the study in both groups. Athletic activities dominate the program, but a number of the so-called "newer" extra-class activities are found such as student government, school publications, cafeterias, and assembly.

5. The highest percentage of assembly programs in the schools in Groups I and II are held weekly.

6. Participation of the principal, teachers, and pupils in planning the assembly program is indicated in a significant percentage of the schools in both groups, but administrators and principals plan the programs in twenty-five per cent of the larger schools and in forty per cent of the smaller ones. Progress in democratic procedures, however, is indicated.

7. The most important objective of the assembly program in both groups of schools is entertainment. The larger schools have a higher percentage in this type of entertainment than the smaller schools. Educational objectives are
indicated by forty-five per cent of the larger schools and by only 26.63 per cent of the smaller schools.

8. Seventy per cent of the larger schools and sixty per cent of the smaller schools sponsor some type of club activities.

9. Athletics and music clubs are the most popular types of club activities, with newspapers and dramatics being a close second in popularity. In the majority of instances, the club activities do not include any hobby or hiking activities with a more recreational aspect.

10. The majority of the schools base membership in clubs on open or democratic participation; some of the clubs in special subjects limit their membership to those with special abilities in this field.

11. The majority of the athletic activities are competitive in nature, but intramural games are indicated in fifty per cent of the larger schools and in forty per cent of the smaller ones.

12. The majority of the secondary schools of the study in both groups participate in interscholastic league contests in athletics and dramatics. Smaller percentages of the schools in Group II participate in other activities than the larger schools.

13. The administrators of the secondary schools of the study, in the majority of instances, handle extra-class
funds, but the percentage is higher in the smaller schools than in the larger.

14. Athletic activities are not free in the majority of the schools in both Groups I and II, but all athletic equipment is furnished free by the school.

15. School administrators, in the majority of instances, handle funds derived from athletic activities, but the percentage is much higher in the smaller schools than in the larger ones.

16. A high percentage of the secondary schools of the study require pupils to furnish their own instruments in the school bands.

17. The directors of extra-class activities in the schools in Group I have a higher percentage of academic and professional training than those in the smaller schools, but a trend is indicated toward increased study and training at all levels.
CHAPTER IV

EVALUATION OF THE EXTRA-CLASS ACTIVITIES OF THE SECONDARY SCHOOLS OF THE STUDY IN TERMS OF THE CRITERIA

Purpose of the Chapter

The purpose of this chapter is to evaluate the extra-class activities of the secondary schools of the study in terms of criteria set up in Chapter II. In order to make the evaluation more meaningful, the criteria under each principle governing extra-class activities are restated and evaluation made regarding the extent to which the schools meet or fail to meet the standards developed from the literature.

Evaluation of Extra-Class Activities of the Study in Terms of the Criteria

Principal I: Educational.

Criterion 1. It is the duty of the administrator as leader of his school to plan the extra-curricular activities of his school as an integrated part of his entire school program.

Criterion 2. The administrator should seek the help and cooperation of all interested parties in planning the extra-curricular program.
Evaluation: Data developed in the study indicate that the administration of the secondary schools participating in the study have met the criteria for planning the extra-class activities, but in many instances they have not used democratic procedures in the planning of the activities. The staff and pupils in the schools have not been consulted in the planning, but extra-curricular programs have been planned on the basis of custom in the community or what the administrator thought the school ought to sponsor. A greater percentage of the administrators in the larger schools include the staff and pupils in the planning of extra-curricular activities than in the smaller schools. A definite progressive trend is therefore indicated for democratic procedures in planning extra-curricular activities.

Principle II: Individuality

Criterion 1: The administrator with the help of his staff should plan a variety of activities in order to meet the needs of individual pupils.

Evaluation: Data on the types and number of extra-class activities indicate that athletics still dominate the extra-class activities program, but that a number of the so-called "newer" activities are included. The scope of activities, however, is still too narrow and does not include sufficient activities valuable from a recreational standpoint. Selection
of activities is based more on general custom than on community surveys and diagnostic testing. Progress is indicated in basing selection on surveys, but diagnostic testing is not used in any of the smaller schools and in a very small percentage of the larger schools. The schools very definitely fail to meet criteria for this phase of the extra-class activities program.

Criterion 2: These needs should be determined by a diagnostic testing program and by a survey of the community.

Evaluation: The data developed in the study indicate that custom of the community is the deciding factor in the selection of extra-curricular activities in the majority of instances. Only five per cent of the schools in Group I have a diagnostic testing program, and none of the schools in Group II have this type of test. Thirty-five per cent of the schools in Group I and twenty-five per cent of those in Group II, however, base the selection of extra-curricular activities on a survey of the school and community needs. While such a survey without the use of diagnostic tests can not adequately determine individual interests and needs, it is an improvement over the custom of selecting the activities heretofore sponsored by the school. The criterion for selection of activities is not met by the secondary schools of the study, but some progress is indicated in the use of community surveys.
Criterion 3: The administrator should take the lead in initiating such a testing program; conduct an inservice training program to aid teachers in analysis, interpretation, and application of data; and provide for some means of evaluating the outcomes.

Evaluation: With only one school reporting the use of diagnostic tests, there is only one obvious conclusion: the administration of extra-curricular activities in the secondary schools of the study fail to meet Criterion 3. The schools, it is indicated, are missing an opportunity not only to enrich the curricula but to promote a teacher growth and improvement as well.

**Principle III: Democracy.**

Criterion 1: Membership should be regulated by rules which prevent monopoly of activities by the more able or popular pupils.

Evaluation: The data developed in the study regarding the extra-class activities of the secondary schools indicate that in the majority of instances membership is open to all pupils. No indication is found of compulsory membership; the criterion appears to be satisfactorily met in this instance.

Criterion 2: Every pupil should be provided with an opportunity to participate in extra-curricular activities.
Evaluation: Since membership is open to all pupils, this criterion, it would appear, is satisfactorily met. However, many of the activities such as football and basketball are competitive in nature and therefore do not furnish opportunities for full participation. Until there is a program of activities that provides for participation by every pupil, the criterion cannot be satisfactorily met. In this instance, it is not.

Criterion 3: Participation should be on a voluntary basis, not compulsory.

Evaluation: None of the secondary schools participating in the study compel participation in any of the activities mentioned. The criterion in this instance, therefore, is very satisfactorily met.

Criterion 4: Fees for participating in an activity should be held to a minimum or furnished by the school in order to provide for participation at all economic levels.

Evaluation: Admission is charged for attendance in a high percentage of the secondary schools participating in the study. Athletic equipment is furnished by the schools, but band pupils, in the majority of instances, have to furnish their own equipment. The majority of the schools, it is indicated, fail to meet Criterion 4 and are still very strongly traditional in the administration of extra-class activities.
Principle IV: Expense of Participation.

Criterion 1: The expense incident to all activities should be kept as low as possible.

Criterion 2: A functional public relations program should be initiated by the administration to secure the cooperation of the community in providing and financing the extra-class activities.

Criterion 3: Students should be helped to satisfy all legitimate needs but should not be pauperized.

Evaluation: The majority of the extra-class activities are athletic in nature and at the same time competitive. Fees for attending the games are common practice and the principle of freedom of participation, therefore, is not adequately met. Such practices, however, are general in the schools. The administrator who attempts to change them must have the support of public opinion. No evidence of any such attempt was developed in this study. Financing other activities such as the band is becoming accepted in educational theory as one of the functions of the school. If the school undertakes to finance such activities, the money should come from regular school funds. The secondary schools of the study, it is indicated, fail to meet the criteria for freedom of participation in extra-class activities in the majority of instances.
**Principle V: Non-competitive.**

Criterion 1: The extra-curricular activities should have educational objectives rather than the enhancement of school prestige or the raising of funds.

**Evaluation:** Enhancement of school prestige is usually the dominant purpose in competitive activities. Since the majority of the secondary schools of the study sponsor competitive activities, the assumption is valid that school prestige is their dominant aim. The conclusion is reached that the majority of the athletic activities fail to meet Criterion 1. Many of the other activities, especially dramatics, are also competitive in nature. Many educational objectives, however, are achieved in competitive activities. The successful football team develops leadership, cooperation, good sportsmanship, perseverance, and good citizenship. These are educational objectives. Competition uses one of the strongest incentives for effort known to man, personal achievement and recognition. Although the competitive activities dominate in the secondary schools of the study, the statement that they do not have educational objectives is too broad. They do not meet Criterion 1 to the fullest extent, but they do not fail altogether to meet it.

Criterion 2: All pupils, not a few gifted ones, need the opportunity for participation in extra-class activities.
Evaluation: The data developed in the study indicate that the majority of the extra-class activities are competitive in nature. This limits participation to a few of the most gifted pupils in their respective fields. Criterion 2, from this standpoint, is not satisfactorily met in the extra-class activities of the secondary schools of the study.

Criterion 3: The school administrator in his position as leader of his school and director of planning activities has the responsibility for seeing that the program is non-competitive in operation.

Evaluation: The data developed have shown that the majority of the activities in the extra-class activities of the secondary schools studied are competitive in nature. Criterion 3, therefore, cannot be said to have been satisfactorily met.

Principle VI: Intrinsic Values.

Criterion 1: Activities should be planned for their value to participants rather than merely for entertainment; a combination is excellent.

Criterion 2: Activities should be planned to develop leadership, cooperation, sportsmanship, and teamwork discipline.

Criterion 3: Activities should be planned and not allowed to develop aimlessly.

Criterion 4: The school administrator, as the one who leads in planning the school program, is responsible for the
type of activities selected and for procedures to achieve the objectives.

Evaluation: The data developed in the study indicate that entertainment and enhancement of school prestige are the main objectives of the extra-class activities, but camera clubs, student government, and newspaper clubs indicate also that the activities possess intrinsic value aside from entertainment angles. Successful athletics have to develop leadership, cooperation, sportsmanship, and teamwork discipline. They have to be planned. Perhaps if elements of competition were removed, some of the desired qualities might be lessened.

The extra-class activities of these secondary schools in the study as reported contain many elements valuable to the pupil. The extent to which they meet criteria will vary with procedures and practices in individual schools.

Principle VII: Guidance.

Criterion I: Leadership of extra-curricular activities must be trained if educational values are to be developed.

Evaluation: The data developed in the study of the extra-curricular activities of the secondary schools of the study indicate that the sponsors of the activities have four years of academic training and some specialized training in the activities which they sponsor. Training in the direction of one particular activity, however, does not necessarily
mean training in the direction of a broad program of activities. The extent to which Criterion 1 is met is difficult to evaluate and cannot be expressed in any certain fashion.

Criterion 2: Advisers should be chosen on the basis of capacity for leadership, management, special experience, and professional training.

Evaluation: Inasmuch as the data indicate that the extra-class activities are directed by trained personnel, the assumption must be made that administrators, to the best of their ability, have chosen the advisers on the basis of leadership, management, special experience, and professional training.

Criterion 3: The administrator should select his staff and assign them in such a way as to provide trained, qualified personnel to direct extra-curricular activities.

Evaluation: The evaluation of Criterion 2 holds good for Criterion 3, also. So far as can be ascertained, the administration has tried to provide qualified personnel for the direction of extra-class activities. Many factors enter into the selection of the staff, all of which are not always under the control of the administrators. These factors may be lack of trained personnel as applicants, unwillingness of the school board to follow the administrator's suggestion for personnel, and lack of adequate funds for securing qualified personnel.
Criterion 4: The administrator should delegate sufficient responsibility to staff members for successful development of any activity under their direction.

Evaluation: The data developed in the study of the administration of extra-class activities indicate that the administrators, in the majority of instances, select extra-class activities and have a great deal of responsibility in administering them. The assumption is made from this that the administrators do not delegate sufficient responsibility to staff members for development of the activities under their direction. Criterion 4, therefore, is not met.

Principle VIII: Economy in Management.

Criterion 1: Financial activities should receive careful supervision of the administrator.

Evaluation: The administrators of the secondary schools of the study handle the extra-class activities funds in the majority of instances; therefore, the funds are under their supervision. Criterion 1 is satisfactorily met in this instance.

Criterion 2: A school treasury should be provided for the handling of all funds to be deposited by the various school organizations.

Evaluation: None of the secondary schools of the study report a school treasury set up for handling all funds to be
deposited by the various school organizations. Criterion 2, therefore, is not satisfactorily met.

Criterion 3: Records and reports should be a part of the financial program and be made to the administrator.

Evaluation: All of the secondary schools of the study, with the exception of one of the smaller schools, report that their extra-class funds are audited. Such a practice indicates that these schools keep records and reports. Criterion 3, therefore, is satisfactorily met in the majority of instances.

Criterion 4: The administrator should follow the same procedure in administering school funds as any reputable business organization.

Evaluation: No data were developed to indicate that the majority of the administrators failed to administer extra-class funds in a business-like manner. The fact that the funds are audited indicates that business practices are followed. In all but one instance, Criterion 4 is satisfactorily met.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was two-fold: (1) to determine a sound basis for the administration of extra-curricular activities in a secondary school and (2) to survey practices and procedures of a selected number of high school administrators in administering extra-class activities to determine the extent to which they meet accepted criteria.

Criteria were developed from a study of recent professional literature in the field of education and of extra-class activities. Six principles were set up as guides in developing the criteria: (1) educational, (2) individuality, (3) democracy, (4) non-competitive, (5) intrinsic values, and (6) economy in management. Criteria were set up under each of these principles.

A survey was made through the use of a questionnaire based on the criteria of a selected number of administrators of secondary schools in Central Texas to determine practices and procedures used in the administration of extra-class activities. Data from these questionnaires were tabulated and evaluated in terms of the criteria.
Conclusions

The following conclusions were developed from the findings in the investigation:

1. Extra-class activities should be planned and administered in terms of well-formulated and accepted educational objectives.

2. There should be sufficient variety of activities to meet individual abilities and interests.

3. Participation in the activities should be on a democratic basis.

4. Participation in the activities should be possible with no direct expense to the individual pupil.

5. Competitive activities should not dominate the extra-class activities curriculum.

6. The extra-class activities should have intrinsic value and not be sponsored altogether for entertainment or enhancement of school prestige.

7. Leaders in extra-curricular activities should have academic and professional as well as specialized training for their duties.

8. Extra-class activities should have competent business management in the handling of finances and records and reports.
9. The administrator, as leader of his school, should maintain close supervision of all extra-class activities. It is not his work to dictate or to plan all activities, but he should lead in the planning and setting up of the program and in exercising competent supervision of its administration.

10. The administrators of the secondary schools of the study lead the way in setting up and planning extra-class activities, but in a large number of instances they do not ask for the cooperation and participation of the staff and pupils. A trend is found, however, of progress in this respect.

11. The scope of extra-class activities in the secondary schools of the study, while including many of the so-called "newer" activities, is not sufficiently broad to meet the interests and needs of all youth.

12. The basis of selection of activities, in the majority of instances, is custom for the school or community and not community surveys and tests designed to discover individual differences, interests, and needs. The administrators, as heads of their schools, are responsible for initiating such programs, and in a good many instances these schools fail to meet standards in this respect. Progress is noted in many of the schools in this program of scientific study to determine pupil needs and interests.

13. The majority of the activities are democratic in providing for open participation by the pupils.
14. Competition dominates many of the extra-class activities, but progress is noted in providing for other activities that do not stress the competitive element.

15. The leaders or directors of the extra-class activities have standard academic training, and a considerable percentage have professional training and advanced academic training. This is true in the larger schools to a greater extent than in the smaller.

16. The administrators, in the majority of instances, maintain close supervision for all funds of extra-class activities and provide for auditing of funds.

17. The data, as a whole, indicate that many traditional practices and procedures are still found in the secondary schools of the study in the administration of extra-class activities. A trend, however, is found in all the data for more progressive methods of administering these activities. The trend is more pronounced in the larger schools than in the smaller schools and indicates that progress will come as administrators study and work in their chosen fields and apply educational theory to practice.

Recommendations

The following recommendations are made in terms of the data developed in the study:

1. Teacher-training institutions should set up work shops for extra-class activities in the same manner as
those now being used in health and other fields. In many instances the school administrator, unless he has had specialized training, is not sufficiently aware of the many opportunities provided by the extra-class activities for supplementing and enriching the regular academic curriculum.

2. Continuous study should be made of the practices and procedures used by administration in order to evaluate the extent to which administrators are applying educational theory to practice and to see if adequate provision is being made for the needs and interests of pupils.
QUESTIONNAIRE

This questionnaire is an attempt to obtain some valuable information regarding the subject: "A Sound Basis for Administering Extra-Class Activities in a Secondary School."

Will you please help in this study by filling out, and returning this questionnaire in already-addressed envelope. Neither your name nor the name of your school will be used in the study.

1. Name of school __________________________

2. Number of pupils __________________________

3. Who plans the extra-class activities in your school? Please check:

   ______ Administrator
   ______ Administrator and staff
   ______ Administrator, staff, pupils, and community

4. On what basis are extra-class activities selected? Please check:

   ______ Survey of school community
   ______ Diagnostic testing for individual needs
   ______ Combination of survey and tests
   ______ Custom of the school

5. Extra-class activities. Check yours.

   ______ Assembly
   ______ Clubs
   ______ Cafeteria
   ______ Student government
   ______ School publications
   ______ Debates
   ______ Athletics
   ______ Football
   ______ Basketball
   ______ Tennis
   ______ Track
   ______ Others (please list) ________________

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6. What type of assembly programs does your school have? Please check.

   ___ Weekly
   ___ Biweekly
   ___ Monthly
   ___ Other

7. Who sponsors the assembly program? Check.

   ___ Administrator
   ___ Principal
   ___ Principal and teachers
   ___ Principal, teachers, and pupils

8. Who plans assembly programs? Check.

   ___ Principal
   ___ Principal and teachers
   ___ Principal, teachers, and pupils
   ___ Pupils

9. What types of programs are presented? Check.

   ___ Announcements
   ___ Lectures
   ___ Entertainment only
   ___ Others (please list) __________________________

10. What types of clubs are represented in the school? Check.

    ___ Camera
    ___ Hiking
    ___ Dramatics
    ___ Glee club
    ___ Chorus
    ___ Newspaper
    ___ Debate
    ___ Boy Scouts
    ___ Girl Scouts
    ___ Hi-Y Club
    ___ Athletics
    ___ Sororities
    ___ Fraternities
11. How are members of clubs selected? Check.

- Open participation
- Special ability
- Others (please list)

12. On what basis are athletic games played? Check.

- Competitive
- Intramural
- (Please check others)


- Athletics
- Debate
- Dramatics
- Others (please list)

14. How is the extra-class program organized? Check.

- One director
- Individual teachers
- Others (Please list)

15. What is the basis of the extra-class program? Check.

- Survey programs of needs by testing individuals differences.
- Survey of community needs
- Others (please state)

16. What type of training does the director of extra-class have?

Academic:
- Bachelor's degree
- Master's degree

Professional training
- Administrative courses
- Specialized courses
- Training in directing extra-class activities
17. On what basis does the school furnish athletic equipment? Check.

   ___ Free
   ___ Paid for by student
   ___ Other (please list) __________________________

18. If school has a band, who furnishes instruments? Check.

   ___ Students
   ___ School
   ___ Other (please list) __________________________

19. Are athletic activities free? Check.

   ___ Yes
   ___ No


   ___ Administrator
   ___ Others (please list) __________________________

21. Who handles all finances (extra-class) for the school? Check.

   ___ Administrator
   ___ Director
   ___ Others (please list) __________________________

22. Are extra-class finances audited? Check.

   ___ Yes
   ___ No
BIBLIOGRAPHY

Books


Unpublished Material