EVALUATION OF AN ACTIVITY PROGRAM

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CHAPTER I

INTRODUCTION TO THE STUDY

Statement of the Problem

The problem of this study was to determine the extent to which the results of the use of the Evaluative Criteria set up by the Southern Association of Secondary Schools agree with the evaluative criteria drawn from standard objectives in an activity program of the Era High School.

Purpose of the Study

The purpose of the study was to attempt to arrive at a definite critical conception of just how this individual school ranks with other schools in an activity program when evaluated by the criteria as set up by the Cooperative Study, and by criteria drawn from standard objectives.

The evaluations under each checklist in the Evaluative Criteria is based on subjective data. Walter S. Monroe says: "When data are obtained in such manner that they may be influenced by the person collecting them, they are regarded as subjective data."¹

We have attempted to make the evaluations objective by making a checklist under each of the evaluations based on standard objectives.

According to one writer, evaluation has four outstanding functions:

1. It helps to provide more intelligent guidance of teaching and of learning. When teachers recognize children as individuals and discover their needs, difficulties, and accomplishments, learning will be effective. Teachers who are able to do this will bring about a wider range of desirable outcomes than the purely academic ones. Interests, methods and habits of working, desirable attitudes, critical thinking, and so on, contribute to the growth of personality. These abilities are developed through the day-by-day experiences of the child. An adequate program of evaluation would provide evidence as to whether these kinds of development were being cared for properly.

2. Efficient measures of evaluation help to develop more effective curricula. Much experimentation has been done in recent years with educational material, methods, and the content of the curriculum. Experimenters have assumed that certain changes in the curriculum would bring about desirable results. Teachers should know as definitely as possible what they are trying to develop and then find out whether they accomplish it or not.

3. Adequate evaluation promotes more intelligent and
effective cooperation between the school and the parent. Parents usually manifest a degree of concern about achievement in spelling, arithmetic, or reading but this does not mean that they are incapable of appreciating achievements such as desirable attitudes, habits, social adjustments, and interests. If such conditions exist, it may mean that the last named achievements have not been brought to the parents' attention. It is up to the teacher who is interested in the total personality of the child to develop some convincing evidence in these other important respects. As a large part of the education of children occurs outside the school, a serious effort should be made by teachers to find out what happens to the child as a result of various experiences. This can be done by close cooperation between parent and teacher. It is easy for the parent to evaluate Mary's spelling because the teacher keeps a record of words misspelled and sends a report home. Teachers often think that parents are interested in the academic development only. If teachers do not furnish evidence of other significant aspects of pupil growth, why should the parents not look upon growth in the schoolroom in this light? It still remains for the school, the home, and the community to become closely interrelated; then and then only will the educational program function as it should in a democracy.

4. Evaluation provides for an adequate basis for reporting pupil-progress. A careful appraisal of the child's activities
will provide ample evidence of growth or lack of growth in pupil development.\(^2\)

**How the Evaluation Was Made**

The evaluation was made by checking and evaluating the items included in the checklists and evaluations in the **Evaluative Criteria**;\(^3\) and by making a checklist on the evaluations of the **Evaluative Criteria** in order to make the evaluation more objective. The checking and evaluation were made by the faculty of the Era High School after a thorough study of the purposes and activities of the school's program. The faculty followed carefully the instructions given by the cooperative study.

**Instructions**

In checking and evaluating the various features included in this section, the underlying philosophy and expressed purposes and objectives of the school and the nature of the pupil population and community which it serves (as outlined in Sections B and C) should be kept constantly in mind. Evaluations are to be made in the light of these factors. Persons making evaluations should continually ask: "Do the practices in the school being evaluated accord with the philosophy and objectives of the school and meet the needs of its pupil population and community as well as do the practices of other schools?" They should not consider the size, type, location of the school, the financial support available, state requirements, or other local factors, except in so far as these

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\(^2\)Hilda Taba, "The Functions of Evaluation", *Childhood Education*, XV (February, 1939), 243.

factors may have a legitimate effect on the philosophy and objectives of the school or on the needs of the community. In later interpretation of the results of evaluations suitable allowance may be made for any of these factors, but at the time of evaluation an attempt should be made to evaluate the actual program of the school regardless of necessary limitations.

The two-fold nature of the work—evaluation and stimulation to improvement—should also be kept constantly in mind. Careful, discriminating judgment is essential if these purposes are to be satisfactorily served. While the attainment of a high score may be desirable, it is of secondary importance. It should not be permitted to interfere with accurate evaluation; otherwise, real improvement cannot be undertaken and attained.

Those making evaluations should be constantly on guard against the common tendency to choose the higher of two possible evaluations when in doubt. Unless a superior evaluation is definitely indicated and justified by available evidence, one of average or below average should be made. Checklists—The checklists consist of provisions, conditions, or characteristics found in good secondary schools. Not all of them are necessary, or even desirable, in every good school. A school may therefore lack some of the items listed but have other compensating features.

The use of the checklists requires four symbols.

(1) If the provision or provisions called for in a given item of the checklist are definitely made or if the conditions indicated are present to a very satisfactory degree, mark the item, in the parenthesis preceding it, with the symbol (✓); (2) if the provision is only fairly well made or the conditions are only fairly well met, mark the item with the symbol (-); (3) if the provisions or conditions are needed but are not made, or are very poorly made, or are not present to any significant degree, mark the item with the symbol (0); (4) if it is unnecessary or unwise for the school to have or to supply what specific items call for, mark such items with the symbol (N). (Note: The figures are to be retarded merely as convenient symbols, not mathematical terms.) In brief, mark items:

✓ condition or provision is present or made to a very satisfactory degree
-
condition or provision is present to some extent or only fairly well made
0 condition or provision is not present or is not satisfactory
N condition or provision does not apply

Space is provided at the end of each checklist for writing in additional items.
Evaluations—Evaluations are to be made, wherever called for, on the basis of personal observation and judgment, in the light of the checklist as marked in accordance with the above instructions, and of all other available evidence, using a five point rating scale, as follows: (Note: The figures are to be regarded merely as convenient symbols, not mathematical quantities.)

5.—Very superior; the provisions or conditions are present and functioning to the extent found in approximately the best 10% of regionally-accredited schools.

4.—Superior; the provisions or conditions are present and functioning to the extent found in approximately the middle 20% of regionally-accredited schools.

3.—Average; the provisions or conditions are present and functioning to the extent found in approximately the middle 40% of regionally-accredited schools.

2.— Inferior; the provisions or conditions are present and functioning to the extent found in approximately the next 20% of regionally-accredited schools.

1.—Very inferior; the provisions or conditions are present and functioning to the extent found in approximately the lowest 10% of regionally-accredited schools.

N.—Does not apply. (When this symbol is used, explanation as to the reason the section does not apply should be given under Comments.)

Under Comments make notations of compensating features or particular shortcomings, explanations, justifications of evaluations, or other pertinent matters.¹

The increasing importance of extra-curricular activities is evidenced by a number of very definite facts: the amount of space given to the discussion of them in educational journals and magazines; the number of studies and experiments that are being made; the appearance of books in this field; the inclusion of extra-curricular activities in regular schedule of the school; the allowance of teachers' time for direct- ing them.

The teacher has very little time for theories or experimentation. He must organize and get results. His educational background has been theoretical. There is a great danger that the activity program may be over emphasized, or become formalized, or lack the support from the outside. These activities have always been present whether directed or undirected, so it is the duty of the administrator to direct these activities rather than just let them grow up. The administrator then must use a measuring stick or evaluate the program to see wherein it is lacking and in what direction it needs directing.

Organization of the Study

This study is organized into four chapters. Chapter I includes the problem, the purpose of the study, how the evaluation was made, how the thesis is organized, and the related studies. Chapter II gives the fundamental basis of an activity program. Chapter III is the evaluative instruments, being divided into the general nature of organization, the eleven activities of the school, which are as follows:

(1) Pupil Participation in School Government, (2) Home Room,
(9) Physical Activities for Girls, (10) School Clubs, and
(11) Finances of Pupil Activities. Chapter IV is the Summary, Conclusions and Recommendations.
Related Studies

In 1938, a study was reported by J. Wayne Wrightstone of an appraisal or evaluation of the progressive school or schools which are using the activity program, in his book, *Appraisal of Newer Elementary School Practices*. He has evaluated the outcomes of a number of schools to see if the progressive type school has excelled the conventional type in a number of school objectives such as social relationship, individual aptitudes, critical thinking, appreciation of worth-while activities, gaining command of common integrating knowledge and skills, and building sound physical and mental health.

The study by Wrightstone is different from the present study in that he was evaluating an elementary school and the present evaluation is that of a high school. He was evaluating the activities within the classroom, and the present evaluation is of the activities, which are often thought of as extra-curricular activities, that have grown out of the classroom. The present study is of a dual nature in that we have used the criteria that have been standardized by the Committee on Secondary Education and the criteria drawn from standard objectives. The results of the two are to be compared to see to what extent they will agree.

In 1939, Lewis W. Smith made an evaluation of his school

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in Berkley, California. From his study he concluded that certain studies are most concerned with the origin and execution of the activities; namely, art, social studies, reading, nature study, and language. Certain other studies important in themselves, such as spelling, penmanship, and arithmetic, have small place in the origin, execution, and development of activities. The conclusion is obvious that activities alone cannot be depended upon for developing a well balanced educational program in the elementary school.

The educational philosophy of teachers has an important bearing on the whole matter of the activity program, and in evaluation of such a program in any school system, a clear picture of the program cannot be secured unless a method is found ascertaining the educational philosophy of teachers in this regard.

The activity program in its present state in the school demands critical evaluation, and careful appraisal should keep pace with any further promotion or extension of the program.

In 1939, Hubert J. Brown made an evaluation of his school. His evaluation covered all phases of the school,

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while the present study is only of the activity program. The present study goes deeper into the activity program of the school than did Brown's evaluation.
CHAPTER II

FUNDAMENTAL BASIS FOR AN ACTIVITY

Program Evaluation

The purpose of this chapter is to draw up a fundamental basis for an evaluation of an activity program. This will be accomplished by making a study of the objectives of education, ideals and principles of an activity program that have been given by authorities on the activity program, and setting up a set of principles for a measuring device to be used in the evaluation.

Dr. Thomas H. Briggs says "the first duty of education is to teach people to do better the desirable things that they are going to do anyway. Another duty is to reveal higher types of activities and to make them both desired and to an extent possible." There are two ideas of education, one that the memorizing of facts is education, the other is that what an individual does is as important as what he knows.\(^1\) The latter is the one most commonly thought of today. Elbert K. Pretwell says:

\(^1\)Harry C. McKown, *Extra-Curricular Activities*, pp. 1-10.
First, it is the business of the school to organize the whole situation so that there is a favorable opportunity for everyone, teachers as well as pupils, to practice the qualities of the good citizen here and now with results satisfying to the one doing the practicing. Second, wherever possible extra-curricular activities should grow out of curricular activities and return to them to enrich them.²

In looking back over the development of educational objectives we see that education is but a mirror of life. It is the life of a people, the way they live, the things they do from day to day, the goals to which they aspire, that determine what their educational ideals are to be.

Different people at different times have conceived different types of training by which to achieve their ends. From the dawn of civilized man, we find two types of education, practical and theoretical. The vocational training or practical education among early oriental civilizations was for the lower classes. The theoretical was for the upper classes. As civilization has advanced there has been changing in types, content, organization, and concepts of education. This continual changing has naturally brought about changes in the objectives of education. So in a democratic society which is continually changing the objectives will be taken for the ideals of the society which maintain the educational system.³ Caswell and Campbell say:

Aims of education are essentially social in origin. They represent the principal means through which the society which establishes and maintains an educational system indicates the ends which the system should serve. In every case these demands of society on the educational system are made, although the form of expression may differ. Consequently, the direct source of aims of education is the ideals of the society which maintain the educational system. Hence the source of aims of education for American schools is the democratic ideal.4

It has been a major problem of American Democracy to stimulate and direct the growth of its schools in harmony with its expanding ideals. The part the school is to play in the realization of these ideals and their continuous expansion has been recognized since the beginning of American society. It has been found necessary at intervals to reorganize and adapt the American secondary school and its program to the needs of youth in a rapidly changing environment.

John Dewey argues that the school, and hence the classroom, must provide opportunities for democratic living by means of which meaningful experiences, intellectual and otherwise, will emerge.

The ideals must grow out of the environment that is set up. One of the first steps to take is a thorough study of the democratic ideals. The aims of education must be defined in terms of generalized controls of conduct that will

4 Hollis L. Caswell and Doak S. Campbell, Curriculum Development, p. 124.
lead to the understanding of the democratic ideal. Wilks says:

It is the life of a people - the way they live, the things they do from day to day, the goals to which they aspire - that determines what their ideals are to be.5

This objective of education to prepare the student for life in a democracy, and the idea to practice good citizenship are based on the creed of democracy:

1. Democratic education has as its central purpose the welfare of all the people.
2. Democratic education serves each individual with justice, seeking to provide equal educational opportunity for all, regardless of intelligence, race, religion, social status, economic condition, or vocational plans.
3. Democratic education respects the basic civil liberties in practice and clarifies their meaning through study.
4. Democratic education is concerned for maintenance of these economic, political, and social conditions which are necessary for the enjoyment of liberty.
5. Democratic education guarantees to all the members of its community the right to share in determining the purposes and policies of education.
6. Democratic education uses democratic methods, in classroom, and administration and student activities.
7. Democratic education makes efficient use of personal, teaching respect for competence in positions or responsibility.
8. Democratic education teaches through experience that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege or authority.

9. Democratic education demonstrates that far-reaching changes, of both policies and procedures, can be carried out in orderly and peaceful fashion, when the decisions to make the changes have been reached by democratic means.

10. Democratic education liberates and uses the intelligence of all.

11. Democratic education equips citizens with the materials of knowledge needed for democratic efficiency.

12. Democratic education promotes loyalty to democracy by stressing positive understanding and appreciation and by summoning youth to service in a great cause.

The teaching of facts does not teach the student to be a leader, it does not teach him to cooperate, it does not teach him self reliance, it does not teach him to observe law and order, it does not bring out special abilities that he might have, because these are learned and brought about by doing and participating in the group. McKown says:

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-curricular activities offer such opportunities.

We are not to lose sight of the academic work in trying to develop the activities, but we must let these activities contribute to the academic work. Modern educators accept the ideas that:

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7Harry C. McKown, Extra-Curricular Activities, p. 9.
1. Learning proceeds more rapidly and tends to be more permanent when relationships between what is being experienced and the welfare of the learner are seen by him.

2. Learning proceeds more rapidly and tends to be more permanent when it is an outgrowth of, or a development from, the experience of the learner.

3. Learning proceeds more rapidly and tends to be more permanent in proportion to the amount of satisfaction the learner derives from the process of learning, and in proportion to the immediacy of the satisfaction.

4. Learning proceeds more rapidly and tends to be more permanent when it involves activity—physical and mental—on the part of the learner.

5. The probability that what is learned will later be recalled for use (and used) when needed increases in proportion as the learning situation resembles that in which the learning is used or applied. High degrees of intellectual ability and maturity probably supply sheer ability to bridge long gaps between the learning—and the use—situations, but there is no advantage in leaving longer gaps than absolutely necessary.

6. The probability that what is learned will later be recalled for use when needed increases in proportion as the relationships between each element (skill, idea, fact, ideal) which is being learned and the other elements being learned is understood by the learner. It is greatest when many relationships between the elements being learned in relationship and a larger more complete "whole" situation are seen by the learner.

The activities of children in school should be organized in such a way as to carry over with the greatest ease to real life situations. When progress toward a goal is being made the activity is accompanied by interest and followed by satisfaction. Learning is more rapid when the learner knows that

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8Committee Report Department of Secondary School Principals, National Education Association, XX (January, 1936), 263-265.
he is succeeding. Therefore, the activity must have a purpose, must stimulate an interest, and must develop attitudes that will bring about successful efforts. This environment must be an experiencing environment. The student must experience the things he is to learn. If he is to live in a democracy when he becomes an adult he must have experiences in a democratic surrounding while he is learning. He cannot have democratic experiences in an autocratic school. The activities of our present social life are so numerous and complex that a child cannot readily share in many of them. Therefore, it is the duty of the school to set up a simplified environment. We must make the environment fundamental and capable of being responded to by the child. The environment must be continually changing in order to bring the child into contact with broader environments. At the same time we must eliminate the undesirable features that influence mental development. The environment is ever changing; therefore, our new social conditions are demanding an ever changing curriculum. The changing of our ideas regarding the curriculum must be flexible and static in order to meet the new situation. The curriculum must conform to certain accepted principles:

1. The content of the curriculum must be socially justifiable.
2. The content should be drawn from or related to the student's experience.
3. The content must involve what he recognizes or can be brought to recognize as of interest to him because it involves his welfare or the welfare of others for whom he is concerned.
4. The content of the curriculum should either extend the student's experience horizon or better relate what is already within it.

5. The content of the curriculum should involve a large quantity and wide variety of activities in which students can engage with a satisfying degree of success.

6. Most of the activities should be cooperative ones involving participation of all members of the whole group. Individual activities may be fitted into this group activity and seen by each worker as his personal contribution to the success of the group project.

7. The activities included as curriculum content should be organized into situations which are as like ideal democratic life as possible without losing reality by loss of contact with the student's experience.

8. The curriculum should recognize that living, learning, and growing are inherently and intrinsically interrelated and any attempt to separate or isolate one from the other tends to stop all three.

9. The curriculum should recognize the increasing degree of intellectual maturity of the learners.

10. The curriculum should be organized to permit and encourage the development of specialized abilities in socially valuable ways.9

If "the main purpose of education is to make good citizens,"10 and if it is necessary in order to train students to be good citizens, that they must have experiences, or activities to train them, these activities should be based on the following educational objectives:

1. The program must provide democratic settings.
2. Opportunities for participation should be unrestricted.

9Ibid., pp. 265-267

10Harry J. McKown, Extra-Curricular Activities, p. 9.
3. Participation in school activities should be limited to regular members of the school.
4. The teachers should recognize that educating the doers is more important than getting the job done.
5. Activities should normally be included in the regular school schedule.
6. Competent and sympathetic guidance should be provided.
7. The sponsor should be definitely but reasonably charged with the responsibility for her activities.
8. The program should fit the local school and community setting.
9. Activities should, wherever possible, be integrated with the curriculum.
10. The necessary facilities should be made available.
11. The school should assume entire responsibility for the program of activities.
12. The financial matters of the activity program should be well organized and closely supervised.
13. A healthy community support of the activity program should be developed.
14. Serious attempts should be made to evaluate activities.\footnote{Harry C. McKown, \textit{Activities in the Elementary School}, pp. 14-21.}

A brief summary of this chapter of the study, dealing with the basis for an activity program evaluation, recalls that it deals with (1) the aims or objectives of education, (2) educational ideals, (3) learning and activity, (4) the curriculum and activity, (5) the need for evaluation, and (6) educational objectives or principles for an activity program.

There are underlying principles in the organization of an activity program which must be considered in originating, promoting, and developing a school activity program. A study of the literature on the subject and the experience and
judgment of a great many leaders have resulted in a long list of accepted principles, the most important of which appear to be the following:

A. The activity should have a constitution or plan stating the purpose of the program, listing the different offices, and clearly defining the duties of the officers, and giving the authorities of each.\[^{12}\]

Questions

1. Is the grouping carried out in some systematic way?
2. Is there definite organization?
3. Is each activity represented in the school council?
4. Is the work program planned for a semester or a year?
5. Is the home room the basis of administrative procedure?
6. Are there organizations independent of the general organization?

B. Activities wherever possible should be integrated with the curriculum.\[^{13}\]

Questions

1. Do all activities grow out of the class work?
2. Is there a correlation of interests between the curricular and the extra-curricular activities?


3. Are all activities integrated with curricular work?
4. Is there evidence that the program grew out of some school activity?
5. Do the assembly programs contribute to the recreational, educational, and inspirational type of assembly?
6. Has motivation been provided for curricular and extra-curricular activities?
7. Does each publication have its origin in the classroom activities?

C. Opportunities for participation should be unrestricted.\textsuperscript{14}

D. Participation in school activities should be limited to members of the school.\textsuperscript{15}

Questions
1. Are there student leaders at the head of each activity?
2. Are students required to belong to a certain number of activities?
3. Is there a general participation by the student body?
4. Do the greater portion of the students participate?
5. Do all the students participate freely?
6. Do students take care of routine procedures of the school?

\textsuperscript{14}Ibid. \hspace{1cm} \textsuperscript{15}Ibid.
7. Is the program planned by the students?
8. Is participation growing?
9. Is the treasurer a student?
10. Do students participate in making the budget?

E. The program must provide democratic settings.\textsuperscript{16}

Questions

1. Are the activities democratic, open to anyone interested in the activity who has the ability to profit while a member?
2. Are the social activities on a democratic basis?
3. Is there a limit to the number of activities a student may take part in?
4. Are self-perpetuating organizations excluded from the sponsored list?
5. Are all offerings authorized by local school authorities?
6. Are students required to take part in some physical activity?

F. The teachers should recognize that educating the doers is more important than getting the job done.
G. Competent and sympathetic guidance should be provided.
H. The sponsor should be definitely but reasonably charged with the responsibility for her activity.
I. The school should assume entire responsibility for the program of activities.\textsuperscript{17}

\textsuperscript{16}Ibid. \quad \textsuperscript{17}Ibid.
Questions

1. Are there sponsors for each activity?

2. Is the teacher guiding from the foreground?

3. Is the principal in sympathy with the program?

4. Does the teacher help to guide, educationally, vocationally, and socially?

5. Have the various meetings shown that they were definitely and efficiently administered and supervised?

6. Does the faculty recognize its responsibility in helping the student to play?

7. Are the students given special instruction in social conduct?

8. Do the expenditures of each organization have to be approved by the faculty advisor?

9. Is a properly signed requisition necessary before merchandise or other bills be contracted?

10. Are the accounts audited at regular intervals?

J. Activities should normally be included in the regular school schedule.

K. The necessary facilities should be provided.\(^{18}\)

Questions

1. Is there a definite time and place for each activity to meet?

2. Is time allotment sufficient for accomplishing the desired results?

\(^{18}ibid.\)
3. Is there a place definitely and suitably arranged?

I. The program should fit the local school and community setting.\textsuperscript{19}

Question

1. Are the club offerings varied to meet local needs?

K. The financial matters of the activity program should be well organized and closely supervised.\textsuperscript{20}

Questions

1. Is there a student treasurer?

2. Are there special forms for keeping records of finances?

3. Are students permitted to make change at the gate during rush periods?

4. Is there a definite system of checking on gate receipts to see if cash taken in corresponds with the number of tickets sold?

5. Are the activities or organization budgeted?

6. Do students keep accurate account of all business and make reports of such to proper authorities?

7. Are the accounts of students audited at regular intervals?

N. An activity program should provide for the development of proper student relationship.\textsuperscript{21}

\textsuperscript{19}Ibid.  \textsuperscript{20}Ibid.

Questions

1. Is there evidence of mutual understanding and unity being developed among the students as a whole?
2. Does pupil participation in government tend to create a friendly feeling between teachers and pupils?
3. Have students met other members of the school that they would not have known?
4. Has ample opportunity been given for the association between sexes?
5. Do the sexes mix readily?
6. Are there certain cliques in the social activities?
7. Is cooperation between one another developed?

0. An activity program should provide for the development of desirable characteristics on the part of the individual-students.22

Questions

1. Is pupil initiative developed?
2. Are new interests or hobbies explored?
3. Are the pupils prompt and accurate in their execution of reports?
4. Do they display initiative and self reliance in the conduct of their duties?
5. Do they display willingness to participate and share in cooperative plans for school improvement?

22Harry C. McKown, School Clubs, p. 12.
6. Are pupils loyal to the school?
7. Are pupils interested in and do they feel responsible for the success of the school?
8. Does pupil participation in government provide a favorable opportunity for the pupil to have a definite purpose of his own?
9. Does student participation in government provide for emotional satisfaction?
10. Is leadership developed through participation in school government?
11. Has there been training in poise and natural expression before a group?
12. Do the activities teach party courtesy?

F. The activity program should be flexible in its nature §9 that it can be easily expanded as the need arises. 23

Questions
1. Are new activities suggested by the student?
2. Is there provision for new activities as the need arises?

Q. An activity program should provide for those activities that have the greatest carry-over values. 24

Questions
1. Are the activities carried over into adult life?

23Ibid. 24Ibid.
2. Do the results obtained in these activities carry over into other phases of school activities?
3. Does the participation on the part of the student prepare the student for the social affairs that he will engage in as an adult?
4. Are the activities with the greatest carry-over value emphasized most?

R. Each organization within the program should have its purposes clearly defined before a charter is granted for its operation.25

Questions

1. Are definite and worthwhile purposes evident in all activities?
2. Does each activity contribute to a worthy purpose?
3. Is student participation in government a means of education?
4. Is the general scholarship improved by student participation in government?
5. Does it provide for student self-direction?
6. Is parliamentary procedure followed?
7. Does there seem to be a definite purpose in presentation?
8. Is there an attempt to combine school and community interest?
9. Do the pupils benefit from it?

25Ibid, pp. 94-95.
10. Are new students made to feel that they have a definite part?

11. Has there been a correlation of interests between the school and the community?

12. Have the activities functioned in providing an outlet for worthy achievement?

13. Have there been any results noticeable in unifying the activities of the school as a whole?

14. Do the publications create good will between neighboring schools?

15. Do musical activities seem to revive interest in school for the student?

16. Is the dramatic club organized to raise money?

17. Does it offer a solution for caring for individual differences?

S. The activity program should provide for the exploring of interests and hobbies of the students. 26

Questions

1. Does the interest soon die out?

2. Do the activities lead to participation in a further study of music?

3. Are the students desirous of more activities?

4. Does the student show that he is trying to put over ideas, or develop some attitude, or form opinions?

5. Are the programs discussed by the pupils after presentation?

6. Do the students look forward to the assemblies?

7. Are the students enthusiastic?
CHAPTER III
INTRODUCTION

The purpose of this chapter is to record the results of the checklists and give the evaluations of the different activities as they were applied to the Era High School. The preceding chapter developed certain criteria for measuring the activity program of a school. In this chapter these criteria, together with those of the Cooperative Study of Secondary Education, are applied as a measuring instrument to the activity practices of the Era High School.

The Cooperative Study of Secondary School Standards gives the following statement of guiding principles:

Since the curriculum comprises all the experiences which pupils have while under the direction of the school, there can be no rigid dividing line, educationally, between the usual classroom activities and those activities sometimes called "extra-curricular activities" which commonly permit more freedom and are more largely initiated and directed by the pupils themselves. There is need for pupil participation and expression in procedures. The pupil activity programs should aim to develop desirable social traits and behavior patterns in an environment favorable to their growth and, in general character, so similar to life outside the classroom that a maximum carry-over may be expected. Under competent guidance pupils should share responsibility for the selection, organization, and evaluation of such activities and of their probable outcomes. In all such activities the development of leadership ability in pupils should be one objective. Opportunities for exercising leadership should therefore be abundantly provided.¹

The faculty was divided into groups to study different activities of the school. These different groups marked the checklist of the Evaluvative Criteria and gave scores to the evaluations at the end of each checklist list. At a meeting of all the faculty members these lists were discussed in detail. Each score was discussed and a final evaluation was given each evaluation.

I. General Nature and Organization

A. General Nature of the Program

Checklist.—Following is the checklist and the rating of each item.

($) 1. The pupil activity program is complementary to and integrated with classroom activities rather than a separate and distinct part of school life.

($) 2. Encroachment of any organized pupil activity on the time assigned to the regular classroom work is permitted only when there is sufficient educational value to justify it.

($) 3. The pupil activity program is characterized by pupil initiative, pupil participation, pupil management, and pupil evaluation of progress and outcomes.

($) 4. It provides abundant opportunity for expansion and enrichment of pupil interests and appreciations.

($) 5. It promotes better understanding and cooperation among school, home, and community.

($) 6. It seeks to develop respect for and proper care of property, both public and private.

($) 7. It seeks to keep pupils and organizations informed regarding school issues and problems and to stimulate interest in them.

(−) 8. It seeks to develop such traits and attitudes as loyalty, cooperativeness, and leadership, and other indications of good citizenship.

($) 9. It fosters the development and perpetuation of desirable school traditions, such as codes of
conduct, school festivals, and observance of historic events

(✓) 10. It seeks to make every pupil and teacher feel himself a part of the total school life

(✓) 11. It seeks to make each member of the school feel a responsibility for the welfare of the school

(✓) 12. Membership in each organization is on a definitely democratic basis, i.e., open to all who are qualified

(✓) 13. Membership and service in such organizations as Boy Scouts, Hi-Y, Girl Reserves, Camp Fire Girls, Junior Red Cross, 4-H Clubs, Boys' Clubs, and similar organizations are encouraged

(✓) 14. The faculty members are definitely interested in the pupil activity program and participate actively in its operation

(✓) 15. The nature of the pupil activity program is such as to win and merit the approval of parents and community

Evaluations.—Following are the evaluations of the checklist.

(4) x. How well does the pupil activity program complement and enrich the usual classroom activities?

(4) y. How well does it stimulate the development of attitudes and traits which are indicative of good citizenship?

(4) z. How wholeheartedly do pupils endorse and support the pupil activity program?

Checklist.—Following is the checklist and the rating of each item.

1. Are definite and worthwhile purposes evident in all activities? . . . . . . . . . . . . Yes

2. Do all activities grow out of class work? . . . No

3. Is there a correlation of interests between the curricular and extra-curricular activities? . . . . . . . . . . . . . Yes

2Ibid. 3Ibid.
4. Does each activity contribute to a worthy purpose? Yes

5. Are all activities integrated with some curricular work? No

Evaluation.—Following is the evaluation of the checklist.

(3) x. How well does the pupil activity program complement and enrich the usual classroom activities? 4

Checklist.—Following is the checklist and the rating of each item.

1. Are right habits, attitudes, and ideals developed by participating in citizenship activities (programs, etc.)? No

2. Are right habits, attitudes, and ideals developed by cooperating with the pupils and teachers of other rooms? Yes

3. Are right habits, attitudes, and ideals developed by promoting proper relations with one another? Yes

4. Are right habits, attitudes, and ideals developed by participating in solving disciplinary problems of the room? No

5. Are right habits, attitudes, and ideals developed by promoting proper respect for constituted authority (intelligent obedience)? Yes

4Ibid.
6. Are right habits, attitudes, and ideals developed by practicing right habits of living (health, study, promptness, neatness, etc.)? No
7. Is there evidence of mutual understanding and unity being developed among the students as a whole? No
8. Are there student leaders at the head of each activity? Yes
9. Are new activities suggested by the teacher? No

Evaluation.—Following is the evaluation of the checklist.

(3) y. How well does it stimulate the development of attitudes and traits which are indicative of good citizenship?

Since the answers show that the practices conform to the criteria in 7 out of the 9 cases, the score in this practice should be 3.

Checklist.—Following is the checklist and the rating of each item.

1. Are students required to belong to a certain number of activities? No
2. Is there general participation by the student body? No
3. Do the greater portion of the students participate? Yes

5 Ibid.
4. Do the participants enter into the activities enthusiastically? ... Yes
5. Do all the students participate freely? ... Yes

Since the answers show that the practices conform to the criteria in 4 out of the 5 cases, the score in this practice should be 4.

Evaluation.—Following is the evaluation of the checklist.

(4) z. How wholeheartedly do pupils endorse and support the pupil activity program?^6

Comments.—The scores of the above evaluations are 3, 3, and 4 because the general nature of the program of pupil activities in this school coincides with the principles of extracurricular activities as set forth by Harry C. McKown.\(^7\)

Although the pupil activity program is supplementary to classroom activities, it is a very important part of all of the activities of the pupils of the school. It is characterized by pupil initiative, participation management, and evaluation of progress and outcomes. It provides an outlet for the pupils' interests and supplies them with a sense of responsibility for the continued success of the school. All students are encouraged to participate in some form of pupil activity, but definite supervision is exercised by the faculty to see that no pupil participates in any activity to detrimental extent. The activity program promotes better understanding and

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\(^6\)Ibid.

\(^7\)Harry C. McKown, *Extra-Curricular Activities*, pp. 1-10.
cooperation between the school, the home, and the community, because the parents are naturally interested in the things which their children are doing and the things in which they are interested. The whole program is definitely on a democratic basis in that it is open to all who are qualified and desire to participate. Membership in worthwhile clubs and organizations of the community is encouraged by members of the staff who are definitely interested in the pupil activity program.

The main purpose of education is the development of the good citizen. The acquisition of good habits results in a good citizen; and the acquisition of good habits comes through practice; therefore, those activities which provide opportunity for active participation on the part of the pupil are important and should be recognized as a legitimate part of the school life and work. 3

The participation of the pupil, however, should not be in the form of inter-school competition as much as it is at the present. More emphasis should be placed upon the outcomes rather than the making of a good showing in competition. Participation should be made as nearly universal among the high school pupils as possible without forcing upon them the idea that is compulsory. Limitations of participation to teams or other selected groups are not the purpose of the program. All activities should be planned according to the educational value which they have for the pupils participating. Under no condition should all activities be permitted simply

3Ibid., p. 10.
because they are activities, and very careful plans should be made in order that secret organizations and fraternities do not originate. 9

B. General Organization of the Program

Checklist.--Following is the checklist and the rating of each item.

(-) 1. A small school council or cabinet or a director of pupil activities participates in determining the general objectives of the pupil activity program

(+) 2. Provision is made for the formation of new or discontinuance of old organizations, and for giving unity to the program as a whole

(+) 3. Each organization has at least one carefully selected faculty sponsor whose function is intelligent, sympathetic, inspiring guidance and supervision without domination

(+) 4. A regular time and place of meeting is scheduled in the school's weekly or monthly program for each organization

(0) 5. A pupil activity record is kept for each pupil and made a part of his permanent school record

(0) 6. Over-participation or under-participation by some pupils is guarded against through pupil guidance, a point system, or other means

(+) 7. Each organization plans its activities or programs for an entire semester or year

(-) 8. Records of meetings and programs kept by each organization are made the basis of improvement and the development of better programs

(-) 9. Provision is made for pupils to evaluate progress and outcomes of their activities

(-) 10. Provision is made for training officers in the proper performance of their duties

(-) 11. Provision is made for orientation and induction of the pupils into the pupil activity program

(0) 12. Provision is made for the cultivation of interests and activities which contribute to the objectives of the school

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9Aubrey A. Douglass, Secondary Education for Youth in Modern America, p. 110.
13. All organizations and units within the school seek to promote the solidarity of the school as a whole.

Evaluations.—Below are given the evaluations of the checklist.

(3) y. How adequate is the general organization of the pupil activities program?
(3) z. How effectively does the general organization function?\(^\text{11}\)

Checklist.—Following is the checklist and the rating of each item.

1. Are there sufficient organizations so that each student has the opportunity to participate? . . . . . . . . . . . . . . . . . Yes

2. Are there provisions for new activities as the need arises? . . . . . . . . . . . . . . . . . No

3. Are there sponsors for each activity? . . . Yes

4. Is the grouping carried out in some systematic way? . . . . . . . . . . . . . . . . . Yes

5. Is there a well planned outline for the whole activity program? . . . . . . . . . . . . . No

Since the answers show that the practices conform to the criteria in 3 out of the 5 cases, the score in this practice should be 3.

Evaluation.—Below is given the evaluation of the checklist.

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\(^{10}\) Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 41.

\(^{11}\) Ibid.
(3) y. How adequate is the general organization of the pupil activity program?\textsuperscript{12}

Checklist.—Below is the checklist and the rating of each item.

1. Is the pupil's initiative developed? \ldots Yes
2. Are right habits, attitudes and ideals developed? \ldots Yes
3. Does each activity contribute to a worthy purpose? \ldots No
4. Are new interests or hobbies explored? \ldots No
5. Has the disciplinary problems of the school been reduced because of the program? \ldots Yes

Since the answers show that the practices conform to the criteria in 3 out of the 5 cases, the score in this practice should be 3.

Evaluation.—Below is given the evaluation of the checklist.

(3) z. How effectively does the general organization function?\textsuperscript{13}

Comments.—A rating of 3 is given each of the above questions because the general organization as such is not outstanding. All pupil organizations have a faculty sponsor who understands the aims of the organization and who acts as an adviser to the organization. Each sponsor is careful to remain

\textsuperscript{12}\textit{Ibid.} \quad \textsuperscript{13}\textit{Ibid.}
in his capacity as an adviser rather than as a dictator. An activity period is set aside for organization meetings which are held more or less regularly, and special meetings may be called during this period if necessity arises. Two of the organizations hold regular monthly meetings in the school house at nights. The nature of the organization determines the type of plans and programs which the organizations set up.

Student organizations in this school are effective largely because they are based upon the sound idea of democratic representation with proper checks and balances being connected with each. The duties of the organizations do not conflict with those of other members of the school or school staff, but attempt to take care of those things not expressly delegated to some other division.

II. Pupil Participation in School Government

Checklist.---Below is the checklist and the rating of each item.

(-) 1. The school administration has made definite provision for pupil participation in the government of the school through a council, association, or other type of organization

(?) 2. The nature and degree of any authority with which each pupil organization is vested is clearly defined; it is clearly understood that any authority granted may, for proper reasons, be revoked by the administration

(-) 3. Provision is made for enabling the staff, the various pupil organizations, and the pupil body in general to understand fully the nature,
extent, and conditions of pupil participation in the government of the school

(-) 4. Pupil recognize that they are jointly responsible with the faculty for the proper functioning of government and they accept this responsibility

(✓) 5. Pupil participation in the government of the school is largely concerned with the development of leadership in pupil organizations and school activities

(-) 6. The school government enlists pupils in the support and development of the health, thrift, beautification, recreational, and instructional programs

(-) 7. Pupils share the responsibility for the direction of traffic, both within and without the building, and for promoting safety

(-) 3. Pupil participation in the government of the school seeks to develop socially desirable attitudes and to correct anti-social attitudes

(✓) 9. All campaigns, elections, and counting of ballots in connection with pupil activities are properly supervised

Evaluations.—Following are the evaluations of the checklist.

(3) x. How adequate are the provisions for pupil participation in school government?

(3) y. How well do pupils understand and accept their responsibilities in the government of the schools?

(3) z. How effectively does pupil participation in school government develop pupil leadership and other socially desirable attitudes and abilities

Checklist.—Below is the checklist and the rating of each item.

1. Is there definite organization? . . . . . . . Yes

2. Are officers re-elected to offices? . . . . . . . Yes

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15Ibid.
3. Is each activity represented in the school council? . . . . . . . . . . . . . . . . . Yes
4. Is there a definite time and place for the council to meet? . . . . . . . . . . . . . Yes
5. Are students allowed to hold more than one office at a time? . . . . . . . . . . . . Yes

Since the answers show that the practices conform to the criteria in 3 out of the 5 cases, the score in this practice should be 3.

Evaluation.—Following is the evaluation of the checklist.

(3) x. How adequate are the provisions for pupil participation in school government?18

Checklist.—Below is the checklist and the rating of each item.

1. Are the pupils prompt and accurate in their execution of reports? . . . . . . . . . . Yes
2. Do they display initiative and self-reliance in conduct of their duties? . . . . . . . . No
3. Do they display willingness to participate and share in cooperative plans for school improvement? . . . . . . . . . . . . Yes
4. Are the pupils loyal to the school? . . . . . Yes
5. Are the pupils interested and do they feel responsible for the success of the school? . . . No

18Ibid.
Since the answers show that the practices conform to the criteria in 3 out of the 5 cases, the score in the practice should be 3.

Evaluation.--Following is the evaluation of the checklist.

(3) y. How well do pupils understand and accept their responsibilities in the government of the school? 17

Checklist.--Below is the checklist and the rating of each item.

1. Does pupil participation in government provide a favorable opportunity for the pupil to have a definite purpose of his own? . . . Yes

2. Does pupil participation in government tend to create a friendly feeling between teachers and pupils? . . . . . . . . Yes

3. Is the developing of the plan of pupil participating in government concerned with the development of attitudes in pupils? Yes

4. Does pupil participation in government provide for emotional satisfaction? . . . No

5. Does pupil participation in government develop intelligent obedience to authority? Yes

6. Is pupil participation in government a means of education? . . . . . . . . . . Yes

17 Ibid.
7. Does the pupil participation in government train him for worthy citizenship, through the development of cooperation, self-control, self-reliance, initiative, and responsibility? Yes

8. Is the general scholarship improved by student participation in government? No

9. Is leadership developed through participation in school government? Yes

10. Does it provide for student self-direction? No

Since the answers show that the practices conform to the criteria in 7 out of the 10 cases, the score in the practice should be 3.

Evaluation. --Below is given the evaluation of the check-list.

(3) z. How effectively does pupil participation in school government develop pupil leadership and other socially desirable attitudes and liabilities?

Comments. --The scores on the above questions are all 3 because the pupil participation in school government has not been too effective. The school government does not include any disciplinary measures except those of a minor significance. It is primarily concerned with giving practice in school leadership and supplying the student with actual conditions in which to practice democratic ideas of government.

Ibid.
Authority for the participation is given by the school authorities who, also retain the right to veto any action taken by the students' government.

The student government teaches the students many things which they would never learn out of a textbook, and which they are entitled to receive from the school, if the school is really a living activity. The activities of the school go a long way toward teaching cooperation, making students more self-directive, giving them opportunities for developing leadership and initiative, and introducing them to democracy.\(^{19}\)

**III. Home Rooms**

A home room is an organized group of pupils and a teacher engaged in such activities as are indicated below, or similar ones, in accordance with planned procedures. It is not merely a device for checking attendance, making announcements, or performing other administrative functions. In boarding schools, dormitories may be so organized as to serve many of the purposes of the home room. (Guidance functions of the home room are considered in Section G, "Guidance Service").\(^{20}\)

**Checklist.**—Below is the checklist and the rating of each item.

\(-\) 1. Administrative functions assigned to home rooms are made a means of learning how to assume and discharge responsibilities effectively.

\(\checkmark\) 2. Home rooms have a definite place and share in stimulating and developing a desirable school morale, thus reducing disciplinary difficulties and having a corrective influence on those who have offended.

\(^{19}\)Harry C. McKown, *Extra-Curricular Activities*, pp. 39-68.

3. Home rooms afford and encourage opportunity for full discussion and evaluation of various school conditions and problems and seek their improvement or correction.

4. Home rooms encourage self-expression on the part of all their members to the end that creative abilities may be discovered and encouraged.

5. In the home room, every member contributes to its activities and shares in its responsibilities.

6. Time is provided in the weekly schedule for at least one class period (or the equivalent) for group discussion or conference. 

Evaluations. -- Below is given the evaluations of the checklist.

1. How adequate are the provisions for home-room functions or activities? 
   X.

2. How actively and extensively do pupils participate in home-room activities? 
   Y.

3. How satisfactorily do home-room activities provide opportunities for development of desirable personal, social, and civic traits? 
   Z.

Checklist. -- Following is the checklist and the rating of each item.

1. Is time allotment sufficient for accomplishing the desired result? Yes
   
2. Is there a time and place definitely and suitably arranged? Yes
   
3. Is the work program planned for semester or a year? No
   
4. Is the home room the basis of administrative procedure? No
   
5. Are certain officers elected? Yes
   
6. Are certain officers appointed? No

21 Ibid. 22 Ibid.
7. Is parliamentary procedure followed? ... Yes
8. Are meetings conducted chiefly by pupils? ... No
9. Is the teacher guiding from the foreground? ... Yes
10. Is the principal in sympathy with the program
   A. Actively leading? ... Yes
   B. Passively permitting? ... No
11. Does the teacher help to guide
   A. Educationally? ... Yes
   B. Vocationally? ... Yes
   C. Socially? ... No

Since the answers show that the practices conform to the criteria in 8 out of the 14 cases, the score in this practice should be 3.

**Evaluation.**—Below is given the evaluation of the checklist.

(3) x. How adequate are the provisions for home-room functions or activities?23

**Checklist.**—Following is the checklist and the rating of each item.

1. Is the pupil initiative developed through
   A. Presiding as an officer? ... Yes
   B. Working on committees? ... Yes
   C. Caring for routine (rolls, supplies, etc.)? ... No
   D. Assisting the teacher? ... No
   E. Helping to plan the semester's work program? ... No

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23Ibid.
F. Helping to plan programs? . . . . . . . . . . Yes
G. Acting as a "Big Brother" or "Big Sister"? . . . . . . . . . . No
H. Rendering other services (ticket sales, etc.)? . . . . . . . . . . Yes
I. Making announcements? . . . . . . . . . . . . Yes
J. Checking his own health activities? . . . . . . . . . . No
K. Caring for supplies? . . . . . . . . . . . . . . . . . . No
L. Caring for lighting and heating, etc.? . . . . No

Since the answers show that the practices conform to the criteria in 5 out of the 12 cases, the score in this practice should be 2.

Evaluation.--Below is given the evaluation of the checklist.

(2) y. How actively and extensively do pupils participate in home-room activities? 24

Checklist.--Following is the checklist and the rating of each item.

1. Are right habits, attitudes, and ideals developed by
A. Participating in citizenship activities? . . . . No
B. Promoting proper relations with one
   another? . . . . . . . . . . . . . . . . . . . . No
C. Cooperating with the pupils and teachers
   of other rooms? . . . . . . . . . . . . . . Yes
D. Participating in solving disciplinary
   problems of the room? . . . . . . . . . . No

24 Ibid.
E. Promoting proper respect for constituted authority, intelligent obedience? . . . Yes
F. Practicing right habits of living (health, study, promptness, neatness, etc.)? . . . No

2. Is pupil initiative fostered through
   A. General routine procedure? . . . . . . . No
   B. Special health, thrift, and citizenship programs? . . . . . . . . . . . No
   C. Other varied programs? . . . . . . . . Yes
   D. Grade placement of program material? . . . No

Since the answers show that the practices conform to the Criteria in 4 out of the 10 cases, the score in this practice should be 2.

Evaluation.—Below is given the evaluation of the check-list.

(2) 2. How satisfactorily do home-room activities provide opportunities for development of desirable personal, social, and civic traits?25

Comments.—Since the classes have but one section, the home room is organized on the class basis. Each class has a definite place to meet each morning to carry on its activities, whether it be home-room business or practicing for programs. Class interest is worked up through some friendly class competition with the other classes.

The home-room is not a preparation for life; it is life.

25 Ibid.
"The development of the ideals and habits of allroundness—this is the opportunity and the function of the home-room."26

The objectives of the home room are to develop desirable pupil-teacher relationships, to provide guidance for the pupil, to develop desirable ideals and habits of citizenship, and to expedite the handling of administrative routine educatively.27

IV. The School Assembly

Checklist.—Following is the checklist and the rating of each item.

(-) 1. A school assembly committee is in charge of the general development and organization of the school assembly activities

(†) 2. School assembly programs are in large part given by pupils and by pupil organizations with pupils presiding

(†) 3. Assembly programs are planned so as to secure participation and contributions of many, not simply of the few

(-) 4. Assembly programs have definite entertainment, instructional, cultural, and inspirational values

(†) 5. Assembly programs often provide for audience participation by such means as group singing or discussion

(†) 6. Assembly programs are free from coarse and objectionable elements

(†) 7. Assembly programs are characterized by a variety of presentation, such as music, speaking, devotional exercises, dramatization, demonstration, and exhibits

(-) 8. Assembly programs stimulate the creative ability of pupils by such means as encouraging them to write and produce plays or other performances, design scenery and costumes, and devise unusual exhibitions and entertainments

26 Harry C. McKown, Home Room Guidance, p. 63.

27 Ibid.
(-) 9. Correct audience habits are developed—no late-comers or early-leavers; reasonable applause; courteous attention to performers; no disturbances

(✓) 10. A definite period and adequate time are provided for the school's assemblies

(-) 11. Provision is made for pupil evaluation of presentations

(-) 12. The assembly schedule provides for occasional programs utilizing great artists or leaders in various fields of activity

Evaluations.-- Below are given the evaluations of the checklist.

(3) w. How adequate are the provisions for attaining conditions or results such as the above?

(3) x. How effectively are these conditions or results attained?

(3) y. How actively and extensively do pupils participate in the planning and presentation of programs?

(3) z. Evaluate the quality of four successive assembly programs.

Checklist.-- Following is the checklist and the rating of each item.

1. Is there a time and place definitely arranged? Yes

2. Are there definite organizations? ... Yes

3. Does there seem to be a definite purpose in the presentations? ... No

4. Do programs show evidence of careful preparation? ... Yes

5. Is the program appropriate for the occasion? ... No

6. Is it within range of the audience? ... Yes

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29 Ibid.
7. Are the programs of suitable length? Yes
8. Is there an attempt to combine school and community interests? No
9. Is there evidence that the program grows out of some school activity? Yes
10. Does the assembly program contribute to the recreational type of assembly? No
11. Does the assembly program contribute to the educational type of assembly? Yes
12. Does the assembly program contribute to the inspirational type of assembly? No

Since the answers show that the practices conform to the criteria in 7 out of the 12 cases, the score in this practice should be 3.

**Evaluation**—Below is given the evaluation of the checklist.

(3) w. How adequate are the provisions for attaining conditions or results such as the above?**30**

**Checklist**—Following is the checklist and the rating of each item.

1. If presented by the teachers or by talent outside of the school, do the pupils benefit from it? Yes
2. Does it show ease, poise, and natural ability on the part of the student? Yes

**Ibid.**
3. Do the participants show initiative, enthusiasm, and originality in their presentations? Yes
4. Does the audience seem to show appreciation of the purpose of the program? No
5. Are the teachers placed among the students in order to keep order? No
6. Does the audience seem courteous and interested at all times? No
7. Does the program go over with the audience? Yes
8. Is there evidence of right habits being formed? Yes
9. Is there evidence of right attitudes being formed? Yes
10. Is there evidence of ideals being fostered by the program? No

Since the answers show that the practices conform to the criteria in 6 out of the 10 cases, the score in this practice should be 3.

Evaluation.—Below is given the evaluation of the check-list.

(3) x. How effectively are these conditions or results attained?31

31Ibid.
Checklist.—Following is the checklist and the rating of each item.

1. Is there a large per cent of pupil-participation? .............. Yes
2. Is there a teacher in charge? .............. No
3. Is the program planned by the students? .... Yes
4. Do the students look forward to the assemblies? .............. Yes
5. Is there provision made for all pupils to participate? .............. Yes
6. Have provisions been made for representation from all activities of the school? .... Yes
7. Are the students enthusiastic? .............. No
8. Are new students made to feel that they have a definite part? .............. Yes
9. Are the programs discussed by the pupils after presentation? .............. No
10. Do the students show that they are trying to put over some ideal, or develop some attitude, or form opinions? .............. No

Since the answers show that the practices conform to the criteria in 7 out of the 10 cases, the score in this practice should be 3.
Evaluation.--Below is given the evaluation of the checklist.

(3) y. How actively and extensively do pupils participate in the planning and presentation of programs?32

Checklist.--Following is the checklist and the rating of each item.

1. Have the different assemblies shown a variety of types? . . . . . . . . . . . . . . . . . Yes
2. Have they been planned on the basis of student participation? . . . . . . . . . . . . . . Yes
3. Has the series been well balanced and has it shown evidence of a unifying purpose? . . . . No
4. Has there been evidence of organization and preparation? . . . . . . . . . . . . . . . . Yes
5. Has there been an orderly manner in convening and dismissal? . . . . . . . . . . . . . . Yes
6. Have all school interests found opportunity for expression? . . . . . . . . . . . . . . Yes
7. Is there evidence that school spirit in general has improved? . . . . . . . . . . . . Yes
8. Has there been ample opportunity for developing student initiative? . . . . . . . . No
9. Have the programs possessed features of wholesome entertainment? . . . . . . . . Yes

32Ibid.
10. Have they assisted the community in worthy drives and projects? .... No

11. Has motivation been provided for curricular and extra-curricular activities? ... No

12. Have sportsmanship, leadership, and citizenship been built up as the result? ... Yes

13. Has there been a correlation of interests between the school and the community? ... No

14. Have the programs functioned in providing an outlet for worthy achievements? ... Yes

15. Has there been training in poise and natural expression before a group? ... Yes

16. Have the programs been in keeping with special days and occasions? ... No

17. Have there been any results noticeable in unifying the activities of the school as a whole? ... Yes

18. Has there been an attitude developed toward the improvement of scholarship standards? ... No

19. Have the interest and courtesy of the audience been manifested toward participating? ... Yes

20. Have the programs planned by others than students been beneficial to the latter? ... Yes
21. Is there evidence of mutual understanding and unity being developed among the students as a whole? . . . . . . . . . . . . . Yes
22. Have the various activities found a common channel that recognized the school itself as the first consideration? . . . . . . . . . . Yes
23. Has there been fostered a "get together" and "help one another" attitude at all times? . . . . . . . . . . . . Yes
24. Has there been any enthusiasm evident in looking forward from one meeting to another? Yes
25. Have the various meetings shown that they were definitely and efficiently administered and supervised? . . . . . . . . . Yes

Since the answers show that the practices conform to the criteria in 19 of the 25 cases, the score in this practice should be 3.

Evaluation.--Below is given the evaluation of the checklist.

(3) z. Evaluate the quality of four successive assembly programs.33

Comments.--The assembly period is characterized by the great amount of pupil participation, the consideration of matters concerning the entire school, its use as a

33Ibid.
socializing agency, the making of very few announcements, the use of very few outsiders on the programs, the arousing of interest in the various school activities.  

Assembly programs make use of a variety of presentation including music, speaking, dramatization, demonstration, and exhibits. Harry C. McKown says:

The main purpose of the assembly period should be educational. Most of the programs should be given by the students themselves, and should represent the school and its work. An assembly committee responsible for the entire schedule of assemblies can help to improve this activity. Competition between groups of students can help set and raise the standards for the program. One good program a week is preferable to daily routine affairs consisting of formal devotionals and announcements.

V. School Publications

Checklist.--Following is the checklist and the rating of each item.

1. All work incident to the publication activities of the pupils--collecting of materials or news, organization, writing, publishing, and circulation--is properly supervised.

2. Particular attention is given to developing sense of responsibility on the part of pupils for what they say in their publications and the way they say it.

3. Untruth and offensiveness are avoided in all publications.

4. Publications foster self-expression and creative work on the part of the pupils; this includes news writing, editorials, short stories, features stories, poetry, cartoons, illustrations, jokes, layouts, headlines.


35 Harry C. McKown, Extra-Curricular Activities, p. 91.
(-) 5. Publications foster cordial relations with other schools by reporting outstanding achievements, practicing and promoting good sportsmanship in all contests, exchange of publications, and otherwise

(‡) 6. Staffs are efficiently organized and responsibility is fixed; staff members are selected on the basis of fitness

(-) 7. Publication activities are sufficiently diversified to enlist the interest and participation of a large number of pupils

(‡) 8. Publications promote better school and community relations, chiefly through interpretation of the school and its activities to the public

(-) 9. School publications have a wide circulation and are extensively read in school and community

(‡) 10. Over-emphasis on expensive publications is avoided

Evaluation.—Following are the evaluations of the checklist.

(3) x. How adequate are the number and frequency of school publications?

(3) y. How valuable educationally is the experience of pupils in preparing and issuing school publications?

(3) z. Evaluate three successive issues of all publications.

Checklist.—Following is the checklist and the rating of each item.

1. Is there a sufficient number of publications to give all interested pupils a chance to contribute? ................. ........................ No

2. Is there a sufficient number of publications to cover all phases of the school's activities? ................. ........................ No

36 Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 43

37 Ibid.
3. Is there a definite place in the school's program for the publications? Yes

4. Are contributions open to all students alike? Yes

5. Is there a large per cent of pupil participation? No

6. Do publications have a wide circulation? Yes

Since the answers show that the practices conform to the criteria in 3 out of the 6 cases, the score in this practice should be 2.

**Evaluation.**—Following is the evaluation of the checklist.

(2) How adequate are the number and frequency of school publications? 38

**Checklist.**—Following is the checklist and the rating of each item.

1. Does each publication interpret the school to itself? Yes

2. Does each publication have its origin in the class room activities? Yes

3. Is the publication supervised by a trained faculty sponsor? Yes

4. Does each publication have a definite purpose? Yes

5. Do the students do the work of writing and organizing, with the help of the sponsor? Yes

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38 Ibid.
6. Do the publications develop new talent? . . . Yes
7. Do the publications develop student initiative? . . . . . . . . . . . . . . . . . Yes
8. Does the publication create interest in journalism? . . . . . . . . . . . . . . . . No
9. Do the publications give the student opportunity to develop in the commercial field? . . Yes
10. Do the publications train the students in taking responsibility? . . . . . . . . . . Yes

Since the answers show that the practices conform to the criteria in 9 out of the 10 cases, the score in this practice should be 4.

Evaluation.—Following is the evaluation of the checklist.

(4) y. How valuable educationally is the experience of pupils in preparing and issuing school publications?39

Checklist.—Below is the checklist and the rating of each item.

1. Have the publications covered the entire program of the school? . . . . . . . . . . No
2. Are the publications well planned and organized? . . . . . . . . . . . . . . . . . Yes
3. Have the publications given expression to all interests? . . . . . . . . . . . . . . . . No

39Ibid.
4. Is there evidence that the publications have been a factor in developing school spirit? Yes

5. Has there been ample opportunity for developing student initiative? No

6. Have the publications possessed features of wholesome reading? Yes

7. Have they assisted the community in worthy drives and projects? No

8. Have sportsmanship, leadership, and citizenship been built up as the result? Yes

9. Have there been any results noticeable in unifying the activities of the school as a whole? No

10. Have the various publications found a common channel that recognized the school itself as the first consideration? No

11. Has there been any enthusiasm evident in looking forward to the next publication? Yes

12. Do the publications create good will between neighboring schools? No

13. Do the publications show that the students are trying to develop certain ideals and attitudes? No
14. Do the pupils benefit from articles contributed by others than students? 

No

15. Are the publications impartial in all their work? 

Yes

Since the answers show that the practices conform to the criteria in 6 out of the 15 cases, the score in this practice should be 2.

Evaluation.---Below is given the evaluation of the checklist.

(2) z. Evaluate three successive issues of all publications.40

Comments.---There is only one publication, the yearbook, in the school. This book grows out of the English classes, with all four grades in the high school participating. It is supervised by a faculty sponsor and has as its purpose the developing of school spirit, and the recording as a history the activities of the school. The students get training in art and in the business field. All the work is done by the students and they receive training in writing and in the commercial field in that they receive subscriptions for advertisements, and make the budget for the expense of the yearbook. This publication is not sufficient to give each student opportunity to participate. As a result all phases

---Ibid.---
of the school activities are not included. Plans are being made for a school paper the coming year.

VI. Music Activities

Checklist.—Below is the checklist and the rating of each item.

(0) 1. The school has one or more bands
(0) 2. The school has one or more orchestras
(-) 3. Provision is made for developing smaller instrumental units
(-) 4. Opportunity to take part in a school chorus is available to every student
(-) 5. Provision is made for other vocal groups such as octets, quartets, duets and other small units
(0) 6. Provision is made for developing glee clubs
(0) 7. Provision is made for separate organizations for pupils of limited experience and ability
(0) 8. Overemphasis on competitive musical performances is avoided

Evaluations.—Below are given the evaluations of the checklist.

(1) w. How adequate are the instrumental musical organizations?
(1) x. How adequate are the vocal musical organizations?
(1) y. How satisfactorily do musical organizations contribute to community life?
(2) z. How great is the interest and enthusiasm of pupils for musical activities?

Checklist.—Following is the checklist and the rating of each item.

1. Does the student enter into the musical activities with vigor? . . . . . . . . . . . . . Yes

Ibid. 42Ibid.
2. Do the musical activities seem to revive interest in school for him? No
3. Does the interest soon die out? No
4. Are the pupils desirous of more activities? Yes
5. Do they help to create good work habits? No
6. Do they want to perform before the group or assemblies? No
7. Is participation growing? Yes
8. Are the activities carried over into adult life? No
9. Has there been any enthusiasm evident in looking forward from one meeting to another? Yes
10. Do the activities lead the participants into a further study of music? No

Since the answers show that the practices conform to the criteria in 4 out of the 10 cases, the score in this practice should be 2. The score for the first three evaluations should be 1 because the checklist from the Evaluative Criteria gives sufficient information concerning the adequacy of the activities.

Evaluations.—Below are given the evaluations of the checklist.

(1) w. How adequate are the instrumental musical organizations?
(1) x. How adequate are the vocal musical organizations?
(1) y. How satisfactorily do musical organizations contribute to community life?
(2) z. How great is the interest and enthusiasm of pupils for musical activities? 43

Comments.—We have had no teacher capable of directing the musical activities. Our group singing and a few special numbers by students cover most of the musical activities. Provisions have been made for a music teacher in the school for the coming year. The interest in music is growing in spite of the fact that there is practically no provision for the activities. This is one field that needs developing.

VII. Dramatic and Speech Activities

Checklist.—Following is the checklist and the rating of each item.

1. Provision is made for developing the dramatic abilities of pupils
2. Pupils are encouraged to write and present their own dramatic productions
3. Provision is made for the practice of stage craft by pupils
4. Provision is made for participation in formal or prepared presentations such as addresses, debates, and radio programs
5. Provision is made for pupil participation in informal and extemporaneous presentations
6. Pupils markedly lacking the ability or confidence to express themselves in conversation or discussion
7. Provision is made for separate organizations for pupils of limited experience and ability and those of greater experience and ability 44

Evaluations.—Following are given the evaluations of the checklist.

43Ibid.  44Ibid.
(3) w. How adequate are the provisions for developing dramatic interests and abilities of pupils?
(2) x. How adequate are the provisions for developing speech interest and abilities of pupils?
(2) y. How satisfactory is the quality of materials selected for dramatic and speech activities?
(2) z. What is the quality of the dramatic and speech productions? 45

Checklist.—Below is the checklist and the rating of each item.

1. Is there a trained director in charge? ... Yes
2. Are the dramatic clubs organized in order to raise money? ... No
3. Is there sufficient organization to give each student opportunity to participate? ... Yes
4. Each time plays are given is care taken to select the best actors? ... No
5. Is membership limited to students of like interests and ability? ... No
6. Are the activities democratic, open to anyone interested in the activities and anyone who has the ability to profit while a member? ... Yes
7. Is there a definite place in the school program for the activities? ... Yes
8. Is there opportunity for the development of student initiative? ... Yes
9. Does each activity permitted contribute to a worthy purpose? ... Yes

45 Ibid.
10. Is the interest in the activities growing? Yes

Since the answers show that the practices conform to the criteria in 3 out of the 10 cases, the scores on these practices should be 4.

Evaluations.—Following are given the evaluations of the checklist.

(4) w. How adequate are the provisions for developing dramatic interests and abilities of pupils?
(4) x. How adequate are the provisions for developing speech interest and abilities of pupils?46

Checklist.—Following is the checklist and the rating of each item.

1. Is the purpose evident? Yes
2. Is the interest sustained? Yes
3. Do the activities grow out of the curricular work? No
4. Do the activities foster helpful school morale, a spirit of service, and cooperation? Yes
5. Does the dramatic production show ease, poise, and natural ability on the part of the students? Yes
6. Do the participants show initiative, enthusiasm, and originality in their presentations? Yes

46 Ibid.
7. Do they show evidence of careful preparation? Yes

8. Have the productions possessed features of wholesome entertainment? Yes

9. Do the activities offer a solution for caring for individual differences? No

10. Do the results obtained in these activities carry-over into other phases of school activities? Yes

Since the answers show that the practices conform to the criteria in 8 out of the 10 cases, the score on these practices should be 4.

Evaluations.--Following are given the evaluations of the checklist.

(4) y. How satisfactory is the quality of materials selected for dramatic and speech activities?

(4) z. What is the quality of the dramatic and speech productions? 47

Comments.--The speech activities are emphasized, because they are recognized as one of the best ways of teaching. They are so close to the curricular work that time is given for these activities. 48 The students take part in all the interscholastic league contests, and at least fifty per cent of the students get to participate in plays before the assemblies and the public. These activities lead to the senior commencement which is the new type, the students

47 Ibid.

48 Harry C. McKown, Extra-Curricular Activities, p. 166.
doing all of the participating. No speaker from the outside is brought in.

VIII. Social Life and Activities

Checklist.—Following is the checklist and the rating of each item.

(✓) 1. Provision is made for rooms or space appropriately furnished or readily adaptable for social life and activities

(✓) 2. Informal games and recreation are included in the social program

(✓) 3. Teas, parties, receptions, dances and similar social activities are a definite part of pupil life

(✓) 4. Pupils are instructed regarding appropriate dress and conduct at various social functions such as banquets, teas, receptions, dances, and picnics

(✓) 5. Opportunity is given for association of the two sexes

(✓) 6. Attention is given to developing the art of conversation by all students

(✓) 7. Attention is given to developing desirable social graces by all pupils

(✓) 8. Proper instruction is furnished in social dancing

(✓) 9. Fraternities or sororities or similar exclusive organizations are definitely discouraged

Evaluations.—Below are given the evaluations of the checklist.

(4) w. How adequate and appropriate are the provisions for social life and activities?

(4) x. How extensively do pupils participate in such activities?

(4) y. How adequate are the provisions for securing participation in the more formal social activities by pupils who lack social advantages?

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49Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 44.
(4) z. How well do pupils conduct themselves at social functions?

Checklist.—Following is the checklist and the rating of each item.

1. Has the student been given opportunities that he would not have had otherwise? . . . . Yes
2. Has the student met other members of the school that he would not have known? . . . No
3. Has the student been helped to gain social poise, by having a part in the social life and activities? . . . . . . . . . . . . Yes
4. Is there a definite place and time for social activities in the school program? . . Yes
5. Are the activities well planned in advance? . . Yes
6. Does the participation on the part of the student prepare the student for the social affairs that he will engage as an adult? . . Yes
7. Does the faculty recognize its responsibility in helping the students to play? . . . . Yes
8. Are the social activities on a democratic basis? . . . . . . . . . . . . . Yes
9. Is provision made for the participation of students of different interests and ideals? . Yes
10. Has opportunity been provided to bring the groups of different interests and ideals together? . . . . . . . . . . . . Yes

Ibid.
Since the answers show that the practices conform to the criteria in 9 out of the 10 cases, the score in these practices should be 4.

**Evaluation**—Following are the evaluations of the checklist.

(4) w. How adequate and appropriate are the provisions for social life and activities?
(4) x. How extensively do pupils participate in such activities?

**Checklist**—Below is the checklist and the rating of each item.

1. Has the ability to meet people been developed? ........................................... Yes
2. Do the activities teach party courtesy? ......................................................... Yes
3. Are the activities of sufficient variety to give students of different interests an opportunity to participate? ................................. No
4. Are students given special instructions in social conduct? ............................ Yes
5. Has ample opportunity been given for the association between the sexes? ........ Yes

Since the answers show that the practices conform to the criteria in 4 out of the 5 cases, the score in this practice should be 4.
Evaluation.—Below is the evaluation of the checklist.

(4) y. How adequate are the provisions for securing participation in the more formal social activities by pupils who lack social advantages? 52

Checklist.—Below is the checklist and the rating of each item.

1. Do the two sexes mix readily? ....... Yes
2. Are there certain cliques in the social activities? ............... No
3. Are all activities carried on in an orderly manner? ............. Yes
4. Is there a spirit of cooperation present in the social activities? ...... No
5. Is active participation in the activities evident? ............ Yes

Since the answers show that the practices conform to the criteria in 4 out of the 5 cases, the score in this practice should be 4.

Evaluation.—Following is the evaluation of the checklist.

(4) z. How well do pupils conduct themselves at social functions? 53

Comments.—We have had no fraternities or sororities; therefore, we have had no opportunity to discourage them.

52 Ibid. 53 Ibid.
The people here do not dance, and their ideals are against dancing; consequently, there has been nothing done in this line. The interests and ideals of the whole student body are somewhat the same; thus, we have to provide activities for only one group.\textsuperscript{54} The high school classes are small, the largest having only 40 members. The social activities are in large part the class activities. These activities are based on the things that are carried on in the community after students have finished school. The school is trying to give students training in the activities that will carry over into later life. Harry C. McKown says:

It is not a question of whether or not the student will dance and will play, but whether the school will recognize its opportunity and obligation to teach him to do better the desirable play he is going to do anyway, and to reveal higher forms of play and make them desirable and attainable. A wise social program is one of the most attractive things about the school. But it must be wise and it must be a program. It requires serious study, whole-hearted cooperation, and intelligent planning. Successful parties do not happen; they are made.\textsuperscript{55}

The school gymnasium is used for most all the social affairs. Places can be arranged for most any type of entertainment. The home economics department is available for the use in the preparation of refreshments.

\textsuperscript{54}Harry C. McKown, \textit{Extra-Curricular Activities}, pp. 270-272.

\textsuperscript{55}\textit{Ibid.}, p. 292.
IX. Physical Activities for Boys

Include here only those physical activities in which pupils engage voluntarily; activities required for graduation or for which graduation is given are not to be considered here, unless this credit is part of a point system of nonacademic credits.\(^{56}\)

Checklist.--Following is the checklist and the rating of each.

(✓) 1. Physical activities are characterized by a diversity of sports and games; health, however, dictates the amount and nature of activity for each pupil

(✓) 2. Each physical activity is under the direction of a competent, trained faculty member

(-) 3. Major attention is given to intra-school athletics or games

(-) 4. Major emphasis is given to those games, sports, or activities which have the greatest carry-over value for the individual

(✓) 5. Provision is made for activities involving team play

(✓) 3. In activities involving team play exploitation of individuals is discouraged

(✓) 7. The physical activities program encourages good sportsmanship on the part of all spectators toward contestants, particularly toward visiting contestants

(✓) 8. The athletic program is not overemphasized; it is simply one of many school activities and is so regarded by pupils

(✓) 9. The athletic program is definitely under the control of the school authorities, not of some out-of-school individuals or organizations

(✓) 10. Provision is made for boys and girls to play together in appropriate activities at designated times

(-) 11. Provision is made for different levels of ability by having separate groups for beginners and for those more advanced\(^{57}\)

\(^{56}\)Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 44.

\(^{57}\)Ibid.
Evaluations.--Following are given the evaluations of the checklist.

(3) x. How adequate are the provisions for voluntary organized physical activities for boys?
(4) y. How extensively do boys participate in voluntary physical activities for boys?
(4) z. How satisfactorily is the physical and emotional health of participants safeguarded, particularly in competitive sports?58

Checklist.--Following is the checklist and the rating of each.

1. Are the activities varied to meet local needs? . . . . . . . . . . . . . . . . . . . . . Yes
2. Is there a capable faculty sponsor in charge? . . . . . . . . . . . . . . . . . . . . . . Yes
3. Is there a definite place in the daily schedule? . . . . . . . . . . . . . . . . . . . . . Yes
4. Is there a place provided for new activities as the demand arises? . . . . . . . . Yes
5. Is the time sufficient for each child to develop in the activity efficiently? . . . Yes
6. Are students grouped according to their abilities? . . . . . . . . . . . . . . . . . . . . No
7. Are the activities planned for the semester? Yes
8. Is the activity democratic—open to anyone interested in the activity? . . . . . Yes

58 Ibid.
Since the answers show that the practices conform to the criteria in 7 out of the 9 cases, the score in this practice should be 4.

**Evaluation.**—Following is given the evaluation of the checklist.

(4) x. How adequate are the provisions for voluntary organized physical activities for boys? \(^{59}\)

**Checklist.**—Below is the checklist and the rating of each item.

1. Are students required to take part in some physical activity? \(\ldots\ldots\ldots\ldots\ldots\) \(\text{No}\)
2. Are the students enthusiastic in their participation? \(\ldots\ldots\ldots\ldots\ldots\) \(\text{Yes}\)
3. Has each student found opportunity to participate in the activity in which he is interested? \(\ldots\ldots\ldots\ldots\ldots\) \(\text{Yes}\)
4. Is there a limit to the number of activities that a student may take part in? \(\ldots\ldots\ldots\ldots\ldots\) \(\text{No}\)
5. Are the students with the greatest ability given first consideration? \(\ldots\ldots\ldots\ldots\ldots\) \(\text{Yes}\)

Since the answers show that the practices conform to the criteria in 3 out of the 5 cases, the score in this practice should be 3.

**Evaluation.**—Following is given the evaluation of the checklist.

\(^{59}\)Ibid.
(3) y. How extensively do boys participate in voluntary physical activities for boys?

Checklist.--Following is the checklist and the rating of each item.

1. Are right habits, attitudes, and ideals developed by participating in the physical activities? . . . . . . . . . . . . . . . . . . . Yes

2. Is cooperation between one another developed? Yes

3. Are disciplinary problems solved by the participation in the activities? . . . . . . . . . . . . . . . . . . . Yes

4. Are right habits of health developed in the physical activities? . . . . . . . . . . . . . . . . . . . Yes

5. Is there evidence that school spirit has improved? . . . . . . . . . . . . . . . . . . . . . . Yes

6. Are the activities with the greatest carry-over values emphasized most? . . . . . . . . . . . . . . . . . . . No

7. Have sportsmanship, leadership and citizenship been built up as the result of these activities? . . . . . . . . . . . . . . . . . . . Yes

8. Has there been an attitude developed toward the improvement of scholarship standards? . Yes

9. Do the activities seem to revive interest in school for the student? . . . . . . . . . . . . . . . . Yes

10. Is an examination by a physician required before participation is allowed? . . . . . . . . . . . . . . . . No

Orbid.
Since the answers show that the practices conform to the criteria in 8 out of the 10 cases, the score in this practice should be 4.

**Evaluation.**—Following is given the evaluation of the checklist.

(4) z. How satisfactorily is the physical and emotional health of participants safeguarded, particularly in competitive sports?\(^{61}\)

**Comments.**—The inter-school activities are over emphasized. The stress is too much on winning and not enough on the development of all the students. But there are sufficient activities to give each student a chance to participate in some organized sport. This has greatly reduced the disciplinary problems of the school.

X. Physical Activities for Girls

Include here only those physical activities in which pupils engage voluntarily; activities required for graduation or for which credit toward graduation is given are not to be considered here, unless this credit is part of a point system of non-academic credits.\(^{62}\)

**Checklist.**—Following is the checklist and the rating of each item.

1. Physical activities are characterized by a diversity of sports and games; health, however, dictates the amount and nature of activity for each pupil

2. Each physical activity is under the direction of a competent, trained faculty member

3. Major attention is given to intra-school athletics or games

\(^{61}\)Ibid. \(^{62}\)Ibid.
4. Major attention is given to those games, sports, or activities which have the greatest carry-over value for the individual

5. Provision is made for activities involving team play

6. In activities involving team play exploitation of individuals is discouraged

7. The physical activities program encourages good sportsmanship on the part of all spectators toward contestants, particularly toward visiting contestants

8. The athletic program is not overemphasized; it is simply one of many school activities and is so regarded by pupils

9. The athletic program is definitely under the control of school authorities, not of some out-of-school individuals or organization

10. Provision is made for boys and girls to play together in appropriate activities at designated times

11. Provision is made for different levels of ability by having separate groups for beginners and for those more advanced.

Evaluations.—Following are given the evaluations of the checklist.

(4) x. How adequate are the provisions for voluntary, organized physical activities for girls?

(4) y. How extensively do girls participate in voluntary physical activities?

(4) z. How satisfactorily is the physical and emotional health of participants, safeguarded, particularly in competitive sports.

Checklist.—Following is the checklist and the rating of each item.

1. Are the activities varied to meet local needs? Yes

2. Is there a capable faculty sponsor in charge? Yes

3. Is there a definite place in the daily schedule? Yes

\[\text{Ibid.}\]  
\[\text{Ibid.}\]
4. Is there a place provided for new activities as the demand arises? Yes

5. Is the time sufficient for each child to develop in the activity efficiently? Yes

6. Are students grouped according to their abilities? No

7. Are the activities planned for the semester? Yes

8. Is the activity democratic; open to anyone interested in the activity? Yes

Since the answers show that the practices conform to the criteria in 7 out of the 8 cases, the score in this practice should be 4.

Evaluation.--Following is given the evaluation of the checklist.

(4) x. How adequate are the provisions for voluntary, organized physical activities for girls?65

Checklist.--Following is the checklist and the rating of each item.

1. Are students required to take part in some physical activity? No

2. Are the students enthusiastic in their participation? Yes

3. Has each student found opportunity to participate in the activity in which he is interested? Yes

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65Ibid.
4. Is there a limit to the number of activities that a student may take part in? . . . . . . . . No

5. Is the student with the greatest ability given first consideration? . . . . . . . . Yes

Since the answers show that the practices conform to the criteria in 3 out of the 5 cases, the score in this practice should be 3.

Evaluation.—Following is given the evaluation of the checklist.

(3) y. How extensively do girls participate in voluntary physical activities?

Checklist.—Below is the checklist and the rating of each item.

1. Are right habits, attitudes, and ideals developed by participating in the physical activities? . . . . . . . . . . . . . . Yes

2. Is cooperation between one another developed? Yes

3. Are disciplinary problems solved by the participation in these activities? . . . . Yes

4. Are right habits of health developed in the physical activities? . . . . . . . . Yes

5. Is there evidence that school spirit has improved? . . . . . . . . . . . . . . . Yes

5. Are the activities with the greatest carry-over values emphasized most? . . . . . . . No
7. Have sportsmanship, leadership and citizenship been built up as the result of these activities? Yes

8. Has there been an attitude developed toward the improvement of scholarship standards? Yes

9. Do the activities seem to revive interest in school for the students? Yes

10. Is an examination by a physician required before participation is allowed? No

Since the answers show that the practices conform to the criteria in 8 out of the 10 cases, the score in this practice should be 4.

**Evaluation.**—Following is given the evaluation of the checklist.

(4) z. How satisfactorily is the physical and emotional health of participants safeguarded, particularly in competitive sports? 67

**XI. School Clubs**

**Checklist.**—Following is the checklist and the rating of each item.

(✓) 1. School clubs under proper sponsorship are organized whenever there is sufficient pupil demand

(✓) 2. Membership in clubs is voluntary

(✓) 3. Pupils are encouraged to become active members in either school or community clubs

(✓) 4. Clubs are so conducted as to reveal and develop additional interests and abilities of pupils

67 Ibid.
5. The school club program encourages self-expression in a variety of ways, such as musical, artistic, athletic literary, forensic, inventive, and constructive

6. Clubs seek to develop hobbies and other leisure or avocational interests

7. Every club, through a school assembly program or other appropriate means, enables the school as a whole to know the nature of its activities

8. Provision is made for different levels of ability by having separate groups or clubs for beginners and for those more advanced.

Evaluations.—Following are given the evaluations of the checklist.

x. How adequate are the provisions for attaining conditions or results such as the above?

y. How extensively do pupils participate in the club programs?

z. How actively do pupils participate in the work of the various clubs?

Checklist.—Following is the checklist and the rating of each item.

1. Is the club program headed by a capable sponsor? . . . . . . . . . . . . . . . . . . Yes

2. Is the program dignified by a definite place in the daily schedule? . . . . . . Yes

3. Are the club offerings varied to meet local needs? . . . . . . . . . . . . . . . . . . Yes

4. Is each club sponsored by a competent faculty member trained, interested, enthusiastic, cooperative? . . . . . . . . . . Yes

Ibid.  Ibid.
5. Is membership limited to bona fide students of like interests and ability to profit? No

6. Are self-perpetuating organizations excluded from the sponsored list? No

7. Are definite and worth-while purposes required before clubs are chartered or approved? No

8. Are offerings limited to local facilities and actual needs? No

9. Are all offerings authorized by local school authorities? Yes

10. Is there general participation by the student body? Yes

Since the answers show that the practices conform to the criteria in 6 out of the 10 cases, the score in this practice should be 3.

Evaluation.—Following is given the evaluation of the checklist.

(3) x. How adequate are the provisions for attaining conditions or results such as the above? 70

Checklist.—Below is the checklist and the rating of each item.

1. Is there a limit to the number of clubs each student might join? No

70Ibid.
2. Are pupils required to become members of some club? ....... No

3. Do the students preside as officers? ....... Yes

4. Do the students work on committees? ....... Yes

5. Do the students plan the program for the semester? ........ Yes

6. Do the members participate freely? ....... Yes

7. Is there suitable pupil member participation in the club programs? ........ Yes

8. Is there provision made for all pupils to participate? ........ Yes

9. Do the programs show that they have a well balanced club? ........ Yes

10. Is there evidence that the club operates to further the interests of the whole school? .... No

11. Do the clubs bring out new talent? ....... Yes

Since the answers show that the practices conform to the criteria in 3 out of the 11 cases, the score on this practice should be 3.

*Evaluation.* Following is given the evaluation of the checklist.

(3) *y. How extensively do pupils participate in the club program?* 

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71Ibid.
Checklist—Following is the checklist and the rating of each item.

1. Do the students look forward to the club meetings? Yes
2. Do the students show enthusiasm in presenting the club programs? Yes
3. Do all students or members feel that they have a definite part in the club? No
4. Are there any signs of trying to put over some ideal or issues? No
5. Do the programs show that students have a well balanced club? Yes
6. Are parliamentary procedures followed in all meetings? Yes
7. Is there opportunity for developing student initiative? Yes
8. Has the interest and courtesy of the members improved during the semester? No
9. Is there evidence of mutual understanding and unity being developed among the members as a whole? Yes
10. Are the clubs free from disorder during their meetings? Yes

Since the answers show that the practices conform to the criteria in 7 out of 10 cases, the score on this practice should be 3.
Evaluation.—Below is given the evaluation of the checklist.

(3) z. How actively do pupils participate in the work of the various clubs? 

XII. Finances of Pupil Activities

Checklist.—Below is the checklist and the rating of each item.

(✓) 1. Both pupils and teachers regard the handling of money and money values for others as a responsibility involving personal honor.

(✓) 2. Both pupils and teachers regard the handling of money values and the proper accounting therefore as valuable business experience.

(✓) 3. All funds or revenues handled by or for pupil activity organizations are considered a part of one general pupil activity fund under the supervision of a treasurer of pupil activity funds.

(0) 4. The treasurer of pupil activity funds and organization treasurers handling large amounts of money are properly bonded.

(0) 5. Officially approved forms and procedures for the accounting of all funds are used.

(✓) 6. Every organization treasurer keeps a correct account with the treasurer of pupil activity funds of all pupil activity money or money values handled for his organization.

(✓) 7. All money is deposited with the school treasurer of pupil activity funds.

(✓) 8. Provision is made for auditing all pupil activity funds at the expiration of each pupil treasurer's term of office; pupils are responsible for making the audit, under the supervision of the school.

(✓) 9. Membership dues and admission fees are low enough to permit practically all pupils to belong to some organization and attend some school games or entertainments to which admission is charged.

(✓) 10. All tickets offered for general sale, in school or in community, by or for pupil activity

72Ibid.
organizations, are printed by authorization of the treasurer of pupil activity funds, and are fully accounted for to him; duplication of such tickets is made difficult

(+) 11. Pupils are led to realize that gaining free admission to games or entertainments by improper means is an evidence of poor citizenship and poor sportsmanship and should therefore not be practiced

(-) 12. Provision is made by the administration, cooperating with pupil representatives, for an equitable apportionment of pupil activity funds to the various pupil activities on the basis of educational values

(+) 13. Means used for raising money are educationally justifiable.

Evaluations.--Below are given the evaluations of the checklist.

(3) w. How adequate is the organization for the proper handling and accounting of pupil activity finances?

(3) x. How extensively do pupils participate in handling and accounting for pupil activity money or money values?

(3) y. How well are the various methods used for raising money for pupil activities characterized by educational values?

(3) z. How well does the handling and accounting of money for pupil activities contribute to the proper education of pupils?

Checklist.--Following is the checklist and the rating of each item.

1. Do you have a student body treasurer? . . . . Yes

2. Is the treasurer office supervised by a faculty sponsor? . . . . . . . . . . . Yes

3. Are there organizations which keep their bank accounts independent of the student body treasurer? . . . . . . . . . . Yes

73 Ibid., p. 47. 74 Ibid.
4. Does the treasurer of each organization list with the principal a financial statement at regular periods? Yes

5. Is each organization required to keep an account record of its expenditures so that the principal may have a full knowledge of the organization if he requires it? Yes

6. Must each organization expenditure be approved by the faculty adviser? Yes

7. Is a properly signed requisition necessary before merchandise or other bills can be contracted? Yes

8. Are the accounts of the students audited at regular intervals? No

9. Are the activities or organizations budgeted? No

10. Is there a definite system of checking on gate receipts to see if cash taken in corresponds with the number of tickets sold? No

Since the answers show that the practices conform to the criteria in 6 out of the 10 cases, the score on this practice should be 3.

Evaluation.—Following is given the evaluation of the checklist.
(3) w. How adequate is the organization for the proper handling and accounting of pupil activity finances?

Checklist.--Following is the checklist and the rating of each item.

1. Is the treasurer a student? ............... No

2. Does the student body treasurer have the custody of the funds of all student activities and organizations? ............... No

3. Does each organization have its own treasurer? ................ Yes

4. Do organization treasurers bank with the student body treasurer? ............... Yes

5. Is consent of a designated student committee required for each expenditure? ................ No

6. Do the students participate in making the budget? ................ No

7. Do the students put on ticket selling campaigns? ................ Yes

8. Do the students solicit ads? ................ Yes

Since the answers show that the practices conform to the criteria in 3 out of the 8 cases, the score on this practice should be 2.

Evaluation.--Following is given the evaluation of the checklist.

Ibid.
(2) x. How extensively do pupils participate in handling and accounting for pupil activity money or money values?  

**Checklist.**—Following is the checklist and the rating of each item.

1. Do students come in contact with business men when raising finances for the activity program? ............... Yes
2. Do students regard the handling of money and the proper accounting thereof as valuable business experience? ....... Yes
3. Are students permitted to solicit money from the general public? ............... Yes
4. Are students required to stay within their budget in all their activities? ....... Yes
5. Do the students come in contact with men outside the school when working in campaigns for raising money? ............. Yes

Since the answers show that the practices conform to the criteria in 4 out of the 5 cases, the score on this practice should be 4.

**Evaluation.**—Below is given the evaluation of the checklist.

- (4) y. How well are the various methods used for raising money for pupil activities characterized by educational values?

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76 ibid. 77 ibid.
Checklist.—Following is the checklist and the rating of each item.

1. Are there special forms for keeping records of all finances? . . . . . . . . . . . . No

2. Are students permitted to make change at the gate during rush periods? . . . . . . . . . . . . No

3. Are students who handle money required to make out forms for the proper reporting of such moneys? . . . . . . . . . . . . . No

4. Are reports required to be typed before handing to proper authorities? . . . . . . . . No

5. Are students required to know the principles of bookkeeping before they are allowed to hold the offices of treasurers? . . . . . . . . No

Since the answers show that the practices conform to the criteria in 0 out of the 5 cases, the score on this practice should be 0.

Evaluation.—Below is given the evaluation of the checklist.

(O) 3. How well does the handling and accounting of money for pupil activities contribute to the proper education of pupils?78

Table 1 on page 95 gives a summary of the evaluations of each of the activities. This is a comparison of the scores when practices were evaluated with the Evaluative Criteria

78Ibid.
set up by the Southern Association of Secondary Schools and with criteria drawn from standard objectives. The scores for each activity are totaled and then divided by the number of evaluations in order to get the average score for that activity. From this table it will be observed that the average score in the two evaluations is the same in 6 of the 12 activities, a difference of .3 of a point on 3 of the activities, a difference of .4 of a point in 1 activity, and a difference of .7 of a point on 3 of the activities.
### TABLE 1

**The Evaluations of the Different Activities of Era High School When Evaluated by the Evaluative Criteria and Criteria Drawn from Standard Objectives**

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<tr>
<th>Section</th>
<th>Title of Measure</th>
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<th>Divisor</th>
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*Evaluative Criteria from Cooperative Study of Secondary School Standards.

**Criteria that have been drawn from standard objectives.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize the results obtained in Chapter III, to compare the scores with those of other schools, to draw conclusions, and to make recommendations.

Summary

The activity program as a whole compares favorably with that of other small schools. The general nature of the program compares favorably with that of schools in the upper quartile bracket. The organizations of the different activities are about the same as those of the average school of its size. The score obtained when the activity program was evaluated with the **Evaluative Criteria** is .4 of a point higher than the score obtained when evaluated with the criteria drawn from standard objectives.

School government is on a par with that of other schools. The score is the same when evaluated by the two sets of criteria.

The score for Home Room Activities is below that of the average school when evaluated by the two sets of criteria. The home room work is weak in that the provisions for the activities are not sufficient, therefore diminishing the opportunities for participation.
The scores on school assemblies are above those of the average school. The assembly programs are characterized by student participation in planning the program and in the presentation of the program. The programs are suitable for the occasions and show student initiative and enthusiasm. The scores are the same when evaluated by the two sets of criteria.

The scores on school publication are lower than those of the average school. The lack of sufficient publication to cover the different school interests is the greatest weakness. The score when evaluated by the Evaluative Criteria is .3 of a point higher than when evaluated with criteria drawn from standard objectives.

The scores on music activities are the lowest of all of the activities. The scores on music activities are low in organization, results, and interest. The scores when evaluated by the two sets of criteria are the same.

The scores of dramatic and speech activities are below those of the average school when evaluated with the Evaluative Criteria, but are equal to those of the average school when evaluated with the criteria drawn from standard objectives.

The scores of social activities rank with those of schools above the average. The school is the center of the social life of the community. Practically all parties and social gatherings are held in the school and are supervised by the faculty.
The facilities for the activities are adequate to give all students opportunities to take part. The score is the same when evaluated by the two sets of criteria.

The scores on physical activities for boys and girls are below those of the average school. The activities that are stressed most are activities with the least carry-over. The activities are characterized by development of cooperation, by team work, and by school spirit. The score is the same for the boys' activities when checked by the two sets of criteria, but the score for the girls' is .5 of a point higher when evaluated by the Evaluative Criteria.

The score for school clubs is the same when evaluated by the two sets of criteria. The clubs are on a par with those of the average school.

The greatest difference in scores is that in finance. When evaluated by the Evaluative Criteria the score is 3, and when evaluated by criteria from standard objectives the score is 2.3, making a difference of .7 of one point.

The scores on six of the twelve activities are the same when evaluated with the two sets of criteria. There is a difference of .3 of a point on three of the activities, .4 of a point difference on one of the activities, and .7 of a point difference on two of the activities.
Conclusions

After making this evaluation and comparing the scores, we conclude that:

1. The activity program of the Era High School is on a par with that of 200 selected schools which were evaluated with the Evaluative Criteria, in General Organization, School Assemblies, Dramatics and Speech, Social Activities, and School Clubs, but is below par on the other activities.

2. The results obtained when evaluated with the Evaluative Criteria and criteria drawn from standard objectives compare favorably.

3. The Evaluative Criteria, although subjective in its evaluations, is based on objective principles.

Recommendations

After making this study we recommend the following:

1. The Home Room Organization should be strengthened. This should be the basis for the whole activity program.\(^1\)

2. The Music Activities are the weakest activities in the program. A capable teacher should be placed in charge of these activities in order to develop interest and organizations that will function. This teacher should spend her entire time in this one field.

3. The Physical Activities should be strengthened by placing more activities in the program with a carry-over value.

4. The student should be given more opportunities to take part in the finances of the program. The educational values that will come from this activity are being overlooked.

5. The detailed rating device should be used when it is desired to make a diagnostic evaluation, but the Evaluative Criteria should be used when only a total rating is desired.
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