A DEMOCRATIC PLAN FOR THE COORDINATION AND ADMINISTRATION OF STUDENT ACTIVITIES OF NORTH DALLAS HIGH SCHOOL

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A DEMOCRATIC PLAN FOR THE COORDINATION AND
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OF NORTH DALLAS HIGH SCHOOL

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CHAPTER I

INTRODUCTION

During discussions of democracy, students have often embarrassed teachers by asking, "Why are we not allowed to do that in school?" and the teachers have not always had the answer. Since more demand is being made of the school to teach democracy—and to practice what it teaches—this work is an attempt to show how some phases of the democratic way of living can be incorporated into a student activity program of a high school, and to offer a democratic plan for the coordination and administration of these student activities. Participating in a democratic school-life through extra-classroom activities provides an opportunity for action to become habit, and gives an understanding of such action; thus, it aids in the preservation of our democratic way of life.

The Problem

S. Harry Baker in his *Criteria for the Determination of Effective Secondary-School Management* states:

Management should provide for the careful planning of policies controlling extra-classroom activities, for the efficient execution of these policies, and for necessary controls over them.¹

¹Bulletin of the National Association of Secondary-School Principals, XXIX (May, 1945), II.
In as much as the extra-classroom activities are an integral part of the curriculum, and careful planning is the duty of management, this study was made in order to develop a democratic plan for co-ordinating and administering the student activities in North Dallas High School.

Definitions

Student activities, for the purpose of this study, are the student government groups, the clubs sponsored by the members of the faculty, the assemblies, the student publications, the musical organizations, and the social functions sponsored by the various student groups. As Elbert K. Fretwell, a recognized authority on student activities, puts it:

There is an old saying to the effect that the fragrance of a rose is not determined by what it is called. The educational significance of these activities is not determined by calling them curricular or extra-curricular.2

A democratic plan is one that would incorporate the following characteristics of democracy:

1. People who must abide by a decision should have a part in making that decision.

2. Every privilege carries one or more responsibilities.

3. Each individual should have equal opportunities for the development of his potentialities.

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4. The will of the majority must be respected, while at the same time, consideration must be given to the will of the minority.

5. Members of a democratic society should have ample opportunities to develop initiative.

6. In a democracy there must be intelligent, voluntary cooperation.

7. Democracy provides opportunities to develop honest leadership and fellowship.

Scope

It is not the purpose of this study to evaluate the various activities, because much has been written on the value of student activities to the integrated school program; nor, is it the writer's purpose to criticize the administration of North Dallas High School. The purpose is, however, to develop, by comparison of existing student activities with certain principles to be used as criteria, a democratic plan for the coordination and administration of said student activities.

Sources of Data

The data in this study were secured from four sources. The first source was a report by the Committee on Student Activities of the National Association of Secondary-School Principals. This Committee made a survey of the problems in the field of student activities by canvassing and receiving replies from twenty-six state coordinators on nine basic principles and ten specific and concrete recommendations.
Of the 494 propositions submitted 471 were approved. Twelve, of the 13 disapprovals, were on specific recommendations, and 10, of the 11 no opinions, were on specific recommendations. The committee then went further and worked out, from replies, some specific recommendations for certain activities in answer to the problems brought to light by the aforementioned survey. The second source was professional books and articles written in the fields of administration of secondary schools and school activities. The third source was interviews with the principal of North Dallas High School and with various sponsors of the activities concerned. The fourth source was the writer’s observation and study of the student activity program at North Dallas High School.

**Treatment of Data**

In order to formulate the criteria, books and reports written by various authorities were examined and studied. From these readings the author chose the principles that affect directly the subject of this study. A comparison of the existing activities was made with a proposed plan, measured by the criteria, and the conclusions and recommendations were drawn from that comparison.

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3 "How Democratic are Student Activities in Our Schools," *Bulletin of NASSP*, XXV (Feb., 1941), 45-55.


5 See Bibliography.
CHAPTER II

PRINCIPLES OF ADMINISTRATION OF
STUDENT ACTIVITIES

There are minor disagreements among eminent writers on where the responsibility of student activity lies. Roemer and Allen believe that the ultimate responsibility rests with the principal. ¹ Foster holds that it is the responsibility of the principal or those delegated by him, while Terry states only that the director should be a faculty member. ² McKown says that in many of the larger high schools assistant principals are the supervisors of the extra curricular program. ³ The St. Paul Committee on Duties and Responsibilities of Principals and Assistant Principals reports that in delegating duties, principals must consider carefully the strength and weaknesses of those to whom duties might be delegated. ⁴ However, these same writers agree that if all the criteria of efficient school management are to be met, principals of large high schools must have an assistant, by whatever title one

¹Joseph Roemer and Chas. F. Allen, Readings in Extra-Curricular Activities, p. 23.

²Chas. R. Foster, Extra-Curricular Activities in the High School, p. 12.
³H. C. McKown, Extra-Curricular Activities, p. 535.

wishes to call him, to whom such duties may be delegated.

All writers that mention it state that the introduction of a program of extra-curricular activities should be gradual. Likewise, any significant changes in an existing program should be gradual or the program may fail to achieve its desired ends.

**Student Council**

The Committee on Student Activities in its chapter on the Student Council states:

> It is the responsibility of the school to create an atmosphere in which these tenets of democracy may grow and develop, and to teach boys and girls how to apply them to the management of the institutions of our democratic society.

> The school program then becomes one of setting up machinery by which youth and adults may work together at the common task of managing the affairs of their common life. In this machinery the student council holds the key position.⁵

As Terry sets forth, "No other agency student council can so effectively promote a comprehensive and varied program of social activities in the interest of the entire student population."⁶

**Homeroom Representation**

Two basic principles agreed upon by the state coordinators

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⁶Terry, op. cit., p. 84.
for the report on student activities are:

(1) Increased attention should be given to providing youth actual participation in civic responsibilities both within the school and through practical contributions to community improvement.

and (2) This school program should be so organized as to permit a maximum degree of pupil leadership in planning and carrying out activities and in evaluating outcomes.7

In order to make student government more democratic, a representative type of government is necessary. That representation in many schools is found in the homeroom. The students of a homeroom meet on a basis of friendliness and helpfulness, and not on a competitive basis as they do in the regular classes, such as English, history, and the like. Because of that friendly atmosphere the representative has a better attitude toward his responsibilities and is able to discuss the issues at hand in a more informative manner. Some teachers object to having students break in on regular class time with student reports, and also, some representatives do not care to miss the lesson, with the result that they do not attend the student council meetings. Homeroom representation brings into play another phase of government, that of giving the homeroom a feeling of being a small political group within a larger group, a feeling that does not

7 "How Democratic are Student Activities in Our Schools," Bulletin NASSP, XXV (Feb., 1941), 47.
exist in a formal classroom. The homeroom, because of its
make-up, is more ideally suited to being the sub-division of
a student government organization. Most of the writers agree
with Baker when he says:

Homerooms should be organized to facilitate the
achievement of their objectives in connection with orient-
tation, guidance, student government, and other assigned
activities. This involves the assignment of adequate
time, the use of the most fruitful classification of
pupils, and the provision of adequate space and equip-
ment.8

Clubs

Regardless of the purpose of the club or the basis on
which it is founded, the club is, as Terry says," . . . a
purely voluntary association of congenially minded individ-
uals who like the same things and who like each other because
of that fact."9 Too often these clubs go their individual
ways without proper control, sometimes getting out of hand
so far that severe action is necessary on the part of the
school administration. All writers agree that the management
should provide for adequate control of activities in the
school. The democratic plan would be for the student council
to exercise that control.

If the Student Council is to be a training school for
democracy; if through the organization of the student
council the student body is to achieve a sense of living

8Baker, op. cit., p. 7. 9Terry, op. cit., p. 240.
in a democracy, the student body through its elected representatives, must learn to study problems, establish policies, and to regulate activities in the light of these policies. Schools that have the most effective student participation in school management decentralize the management of activities, keeping the Council itself as a policy making body. Clubs are organized and managed by the students interested in a special activity, but each club must be chartered by the Council.\textsuperscript{10}

Then, too, a sponsor may become so interested in the club that she will lose sight of the purpose of the club. One example, known to the writer, is a sponsor who has the club's activity outlined for the year, like a lesson plan, which the students who join that club must follow.

\textbf{Assemblies}

Odell says, "They \textbf{should} rather be managed by a committee of teachers and pupils, and much of the time devoted to them occupied by pupils."\textsuperscript{11} Wiley states, "... moreover, unless it is recognized that the assembly belongs primarily to the student group and not to the principal or faculty, the major values of the period will not be realized."\textsuperscript{12} Fretwell expresses his idea on the subject as follows:

The assembly is the 'town meeting' of the school. Problems confronting the school are presented and discussed. Public opinion is formed, and in a democratic school, government is directly affected by this public opinion. The solving of the problems confronting the high school


\textsuperscript{11}Chas. W. Odell, \textit{The Secondary School}, p. 433.

can be an educative process. Principals and teachers can, as a rule, solve these problems and solve them correctly, but in doing so they can rob the pupils of the attitude, the desire, and the ability that comes from sharing in the solution of their own and the school's problems.13

In the National Association of Secondary-School Principals' survey of several hundred secondary schools, it was found that the assembly committee was usually composed of both students and teachers. In twenty-one schools all members of the committee were students; in eleven all were teachers; in sixteen schools the number of members from each group varied. In 186 other schools, which represented over fifty-five per cent of the schools studied, the committee was composed of students and teachers in the ratio of ten students to three teachers. There was a student council representative on the assembly committee of 200 of the 234 schools which have such committees.14 Assemblies arranged through the student government groups are of democratic educational value.

**Student Publications**

The value of student publications has been treated at length by many writers. Some publications in this study are mentioned separately because of their individual function in


the school. In large high schools the newspaper is valuable as an integrating force. It is one of the best means of interpreting the school to itself and to the public. It is written by and for the student body. In order to integrate life in the school as much as possible, every student should have access to the paper. If the paper is to fit into student life as the city newspaper fits into community life, ways and means must be found to accomplish that objective.

Many colleges and many large high schools use handbooks to acquaint the new students with the aims of the school, the organizations, and school life in general. There is no better way to acquaint students faster, and incidentally, more correctly, than a pocket size booklet to which the student can refer as often as necessary.

Fretwell, quoting from his survey of the high schools of Philadelphia, Penna., after giving the contents of the handbook, said:

This handbook should be prepared by the Students' Association with the aid of all club officers, the teachers, the principal and his office staff, and with the special aid of the director of student activities.\(^{15}\)

There is some doubt as to the educational value of the annual. Some schools are changing to a special edition of the newspaper. Various authors have written on the evils connected with producing an annual. Annuals or no annuals is not the question here. All the writers that mention annuals in their works on student activities agree that if they are to exist they should be the work of the pupils, rather than of the teachers or professional printers or engravers.

The existence of other publications can be substantiated only if they fall within the same principle.

**Intramural Athletics**

There is no need to de-emphasize inter-school athletics if a program of health, physical education, and intramural athletics is properly organized. The need for such a program can be expressed by saying that about five per cent of the students go to the game to play, while about ninety-five per cent go to it to watch. The problem is one of management.

The Committee on Student Activities suggests:

A Board of Control for Intramurals with status parallel to the inter-school board will not only be of assistance in planning and executing the program, but will give it a place of importance in the school.¹⁸

Some of the other writers advocate that the development of managerial systems permits the boys to receive training in organizing the work, supervising and officiating at games, and assisting the director in his duties. With the nearly total elimination of inter-school competition in athletics for girls, there is a great need for an intramural program for them. This, of necessity, must be organized and managed as part of the whole program, and not as a separate program (from management standpoint) from the boys. The more the students are connected with and concerned in the intramural program, the better the chance will be for its success.

Jacobson and Reavis conclude that the whole project could be well centered in the student council, with pupils carrying out the details of the organization and management under faculty supervision.\footnote{Paul B. Jacobson and Wm. C. Reavis, *Duties of School Principals*, p. 329.} In large school systems where there is an administrative official known as the Director of Athletics, or similar title, the management of athletics is largely out of the hands of the individual school. Not much educational value for the majority of the students can be derived from such a program with centralized control. An intramural program must then be initiated from the student body of individual schools.
Musical Organizations

The public performances of the musical organizations are outgrowths of the study of music by the various groups. In some schools the musical organizations study music as a subject for which credit is given. In other schools the organizations are non-credit activity. Regardless of the type of study-unit, all public performances require time to develop a creditable program, therefore, the times for public performances must be scheduled far enough in advance so that adequate preparation can be made.

Social Functions

The social functions, such as parties, picnics, and dances are a necessary part of social education. All authors agree that any functions that are held under school auspices should be under control of the school. The scheduling of such functions is necessary in order to prevent conflicts and overloading the school with too many such functions that would cause the student body to lose sight of the main purpose of school, and also cause unfavorable criticism from the public. This chore of scheduling could be given to a student committee, not only to relieve the faculty administrative staff, but to give the students ample opportunity to administer their own social life.
Activity Finance

The administration of activity finances has been a very definite problem of many schools. The writers in the field of school administration and in the field of extra-curricular activities agree that there should be a close supervision of all extra-curricular activity funds and accounts. The majority of the authorities in the student activities field believe that, in order to secure wide participation, the costs of the activities should be kept as low as possible. The committee on student activities proposes that a finance committee of the student council operate the system of extracurricular financing, with the supervision of the director of student activities. One method that has gained prominence in the college field and that is fast becoming a common practice in high schools, is the use of the activity ticket. Various studies have been made that prove the efficiency of a student activity plan.

Summary

From the foregoing explanations of the various activities, the following is a list of principles that will be used as criteria for the comparison of existing student activities of North Dallas High School:

1. A large high school must have a capable faculty member designated as director of student activities.
2. All changes in the administration and coordination of student activities must be gradual.

3. A student council is the most effective body to use for the promotion of student activities.

4. Homeroom representative type of government is the most democratic.

5. All clubs must be chartered by the student council.

6. Assemblies belong to the students and should be arranged and executed by the student groups.

7. All student publications should be the work of the students.

8. Ways and means must be found so that every student has access to the school paper.

9. Handbooks should be prepared by the students, with the aid of certain faculty members, for the use of orienting the students.

10. An intramural program should be managed by the student government, supervised by the faculty.

11. The public performances of musical groups should be scheduled far enough in advance to allow for adequate preparation.

12. All social functions should be scheduled by a student committee.

13. Activity finances should be kept as low as possible.

14. A student finance committee should operate the activity finance system, supervised by the director of student activities.

15. An all-inclusive activity fee is the most effective.
CHAPTER III

ORGANIZATION OF EXISTING ACTIVITIES
OF NORTH DALLAS HIGH SCHOOL

North Dallas High School, in the year of 1947-1948, had a student population of 1263. The Principal had two administrative assistants. One, a dean, whose chief duties were checking absence, making attendance reports, and checking detention hall attendance. Detention hall is a disciplinary period after regular school hours. The second was the Senior Counselor, who checked credits and advised seniors on the requirements for graduation. There was no assistant principal nor a faculty member hired or designated as a director of student activities.

Student Council

The Student Council of North Dallas High School is organized into two sections known as the Upper Council and the Lower Council. The members of the Lower Council are elected by the first period classes. The first period study halls each select two representatives, all other classes elect one.

The Lower Council elects fifteen members, eight seniors, five juniors, and two sophomores, to serve in the Upper Council with previously elected members. Each member elected to
the Upper Council is a member of that body for the remainder of his school life. The Upper Council elects the student officers; the president, who must be a senior; the vice-president, who also must be classified as a senior; the secretary and the treasurer, who may be seniors or juniors. A faculty member is the sponsor of the council. The student council has no constitution or by-laws under which to operate, depending solely on the sponsor's word for constitutional authority. The members of the Upper Council must be passing in their major subjects in order to hold office. If an officer fails any subject, another officer is elected by the group from within the Upper Council. There are no standing committees. The student council projects are usually suggested by the sponsor and are often something to be purchased. The funds for the project usually come from dances and other fund-raising activities.

Homerooms

The homerooms have no representation to the student council, that representation being handled by the elected members of the scheduled first period classes. The homerooms meet for two half-hour periods per week, one taken up almost wholly by the school banking program, with the other half-hour period left for counseling and guidance by the homeroom teacher. In most homerooms officers are elected, but function very seldom. The students would rather do home-work than have any organized program.
Clubs

There are sixteen clubs in the school program, none of which is chartered by the student council because there is no requirement. Most of the clubs have been organized for years. One has been in existence since the opening of the school twenty-five years ago. Few of them have written constitutions that define their purpose of existence. Several are outgrowths of activity and interest in an academic subject. Some are purely social. Dues range from twenty-five cents to fifty cents per semester. Extra funds are raised by dances, which are open to members and guests. The guests are quite often ex-students and non-members of the school.

Assemblies

The assembly programs are arranged by the speech teacher who is given time off from her teaching schedule for such duties. There is no student committee to arrange or help arrange the programs. However, the president of the student council usually presides over the assemblies, getting the program from the teacher in charge just before time for the assembly each week. Sometimes there is a special master of ceremonies for certain portions of the program. In such cases he is introduced by the student council president.

Student Publications

The bi-weekly newspaper, The Compass, is an outgrowth of
the journalism classes. The student council sponsors the subscription drive. Each first-period representative of the lower council acts as subscription agent who turns the fees over to the faculty member in charge of the publication. Another publication is the Senior Pub, published once a semester by the senior journalism students about their classmates. This booklet is wholly a student project except for occasional editorial advice from the journalism teacher. The profits from this project are used to help defray the expense of the senior festivities. The Viking is the traditional annual. An intensive drive is made every year to put over The Viking, the format and publication of which is largely the work of a faculty committee appointed each year by the principal. Each member of the committee chooses student members to help. The student staff this year numbers forty. The group of students who work with the faculty member designated as business manager help to get advertising, give receipts for subscriptions, and help deliver the books. Some of the photography is done by the students under the sponsorship of another faculty member. The format and publication are the work of The Viking editorial staff sponsor and his student committee. The sponsor does most of the planning and arranging of the layout of the book. Another publication, printed every two years, is the Student Directory, containing
the name, address, and telephone number of every student in
the school at the time of publication. This directory is
sponsored and sold to the students by the student council.

**Intramural Athletics**

There is no planned program of intramural athletics. The athletic portion of the health and physical education classes is more dependent on the weather than on planning. This is largely due to the physical layout of the school. There is only one gymnasium, which is used by the girls exclusively during the regular school hours. After school hours the gymnasium is used by the basketball team except for a month or two in the spring. The boys' physical education classes are restricted to the playing field behind the school in fair weather and to the auditorium during inclement weather. There is a boys' sports class, a part of the health and physical education program, in which a student may register only on consent of the teacher in charge of the particular sport, *i.e.*, football aspirants register on consent of the football coach; basketball and track candidates with the consent of the respective coaches. These sports classes are devoted to the development of teams for inter-school competition. The responsibility for the inter-school program is in the hands of a director of athletics who sets up the yearly schedule for the entire city. The athletic director notifies
the various coaches when and where their teams will play. The principals of the schools concerned are usually notified through routine administrative channels. Any change in the schedule is made by the director of athletics.

Three per cent of the receipts from ticket sales in the schools is turned to the individual school for use at its own discretion. Five per cent of the receipts is set aside for injuries for each school. The injury fund is usually not sufficient to cover all injuries to athletes during the school year. The other 92 per cent is controlled by the director of athletics and is used for purchasing equipment and maintaining the stadium and field house.

**Musical Organizations**

Students in the musical organizations of North Dallas High School are given one half credit per year for their study of music. The choruses are scheduled on the program of classes. The most desirable chorus is the A Capella Chorus, where members are chosen because of their ability. This chorus is invited to sing for various civic functions and service clubs.

The band is also a scheduled subject. Most of the boys are in the cadet R.O.T.C. and get military credit for their band playing; not music credit. Some boys, not in military, and all girls who are members of the band, get music credit. There are often last-minute military formations at which the
military portion of the band must play. The military band must drop whatever concert music it is preparing and practice marching and marching music for the event. In one week this past fall, the band had to prepare for a football game, a concert, and the military members in addition, had to prepare for an inspection and parade. With so many functions it is impossible to make adequate preparation in a short time.

**Social Functions**

The various social functions of the school are scheduled on the principal's calendar of events. Most activities are held in the school building with the sponsor and appointed chaperones attending. A few social functions that are not held in the school are attended by the sponsor and necessary chaperones, sometimes teachers, other times parents of students attending functions. The clubs, in planning their social calendar, have their sponsors confer with the principal to obtain the available dates. This is usually done in the first month of the school year, the principal's busiest time. Some dates are traditional, such as, the Valentine Dance of one of the clubs and the Sadie Hawkins Dance of another. Most dates, however, are set on the policy of "first come, first served," with the principal attempting to please everyone.

**Activity Finance**

The financial support of each activity is handled by the
activity concerned, except the athletic program. Football, basketball, and the other sports are supported by money from the athletic fund of the Dallas Schools. This fund derives its money from admissions to the games, and is controlled by the director of athletics.

The sources of the various clubs' finances are dances and dues. The school paper depends wholly on sales for its financial support. The Senior Pub has paid advertising but most of the money comes from subscriptions. The annual, The Viking, has sales, advertising, and pictures of individuals, activity groups, and classes which enable it to be published without a deficit.

The financing of the musical organizations is done by an appropriation from the school administration, one pay assembly per school year, old paper drives, and a donation from the annual P.T.A. carnival. The appropriation from the school administration is for the purchase of music, the repair of school owned instruments, and the occasional purchase of new instruments. The other means of revenue are used to build up the fund for new band uniforms.

There is hardly a week during the entire school year without a sales or fund-raising campaign of some kind going on in the school.
Summary

Table 1 is a graphic summary of this chapter. It shows the presence of the principles of coordination and administration in the present organization of student activities according to the opinions of three disinterested persons (faculty members of North Dallas High School) who read this chapter. The left column under the heading, "Principles of Coordination and Administration," are the principles set forth in Chapter II. Under the columns sub-headed "A," "B," and "C" are the opinions of the three people as to whether the principle is present in a high degree, present, or not present. "Not present" is interpreted as meaning that there is no person, committee, activity, or publication in the existing program. "Present" means that there is some coordination and administration by the students in that activity. "Present in a high degree" is interpreted as meaning that the activity is run wholly by the students, and the faculty sponsors serve in a supervisory capacity only.

The apparent disagreement of "C" with "A" and "B" about the promotion of activities of the student council is explained by "C" as follows: "The student council does sponsor the sale of The Compass and The Student Directory but they feel it is more of a chore handed them from previous years than a bona-fide duty of administration of a phase of their life."
**TABLE 1**

**PRESENCE OF THE PRINCIPLES OF COORDINATION AND ADMINISTRATION IN EXISTING STUDENT ACTIVITIES**

<table>
<thead>
<tr>
<th>Principles of Coordination and Administration</th>
<th>Present in a High Degree</th>
<th>Present</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>A large high school has a director of student activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student council promotes student activities</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Homeroom representative type government</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Clubs chartered by student council</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Assemblies arranged and scheduled by students</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Student publications by students</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Every student has school paper</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Handbooks available to students</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>An intramural program managed by students</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Music groups scheduled in advance</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Social functions scheduled by students</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Activity functions scheduled by students</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Has a student finance committee</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>All-inclusive activity fee</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
If the student publications had been listed separately, "A," "B," and "C" stated that the Senior Pub would have been placed in the column "present in a high degree," while The Viking would have been placed in the "not present" column.
CHAPTER IV

A PROPOSED PLAN FOR THE COORDINATION OF
STUDENT ACTIVITIES

Starting with the present situation of the student activities, and using the principles of administration as guiding rules, a proposed plan for the student activities is set forth.

Realizing that all changes must be gradual, this plan is not to be an ultimate plan, but one which can be visualized and understood by the student body. Each part of this plan can be expanded as the students' experiences in the coordination of the activities grow. A plan that can be developed into full action within three or four years, a student's usual period in high school, will have a much better chance of success than one which would take six or eight years to develop. After some experience in the management of their own affairs, the students will develop their own plans for the coordination and administration of their activities.

The present student council can take the first step of the reorganization as a project, that of developing and publishing a handbook. As the handbook is edited the proposed reorganization of the student council can be included so that next year the organization will be as stated.
Because the activity of a school is not exclusively the activities of the students concerned, it is proposed that a school council which includes teachers, not just a faculty advisor, be set up. This school council should consist of teachers and students in a direct proportion to their number in the school. For example, if there are 1200 students in 40 homerooms, there should be one student representing each homeroom of 30 pupils, and one teacher representing each 30 teachers. In addition to this representation, an advisor would be included, either a director of activities employed as such, or a teacher acting in such capacity for the principal. The student representatives to the council would be elected by their homerooms, not by their first period classes. This would provide the homeroom with a feeling of being a political subdivision of the school, and give the homeroom officers opportunities to function in the meaningful activities. The teachers serving in the council could be elected by the faculty or appointed by the principal. The former would be more democratic, but the latter may be more efficient, because the principal could then appoint those who have had training and experience in activities, thus giving the council added proficiency. An upper council, a smaller group to act as an executive committee, would be chosen from the school council to serve for a year. This upper council would be
elected in the same manner as the executive committees are
elected in regular parliamentary procedure.

The homeroom representatives would be chosen at the
earliest practicable time in the fall, or in the case of
a representative chosen in the fall who would graduate in
January, another would be chosen immediately after en-
rollment for the spring term. In order for the homeroom
representative to function to his fullest, and for the
homeroom to be an integral part of the school government,
the homeroom should meet often enough to accomplish this
end, or at least four times each week. The fifth day’s
period would be taken up by an all-school assembly.

In the handbook the council will set forth the rules
concerning the organization and chartering of the various
clubs. A committee can be appointed by the president to
investigate and draw up such rules to be effective the
following year. These rules should require a presentation
of a constitution and an application for a charter to the
council. Any proposed changes in the constitution of a
club would have to be approved by the club charter com-
mittee before the proposed change is made. Each year,
thereafter, the members of a chartered club could commu-
nicate their desire to continue the club to the club char-
ter committee by presenting a letter accepting the consti-
tution unanimously. Such action would necessitate the
reading of the club constitution so that the present members would learn the aims and purposes of the club.

With a reorganized council, there would be questions of interest to the student body which could be brought before it in a general assembly. An assembly committee would be appointed by the president. This committee could have, if the council so desired, a faculty member to act as a consultant or specialist. The logical teacher for this purpose is the speech teacher, who could or could not be one of the faculty representatives on the council, depending on how these representatives are chosen. The assembly committee could become of such importance and honor that it may be wise to have the members elected by the student body from the members of the council. There would have to be certain qualifications set up for the offices, because it is a foregone conclusion that all students would not be able to function efficiently on the committee. Some of the qualifications would be knowledge, and, or, experience in stage craft, public presentations, music, dramatics, and public speaking.

A section of the handbook should be devoted to an explanation of the various publications. Also, the qualifications necessary to become a member of an editorial staff should be included. For example, the staff of The Compass must be students of the journalism two classes, while, obviously, the staff of The Senior Pub would be members from
the 4A class. The Viking (the annual) staff officers can be reserved for upperclassmen, with certain minor staff positions open to underclassmen who qualify. This system would give underclassmen opportunities to learn the work of publishing an annual, and at the same time, give the lower classes representation.

An intramural program of athletics would be one of the hardest programs to arrange because of the lack of facilities of the school. With only one gymnasium, and that used in the fall and winter by the basketball team after school and by the girls for regular gym classes during school hours, an intramural program of indoor games that are played during those months would be next to impossible to arrange. However, on days when there is a basketball game, the team usually does not use the gymnasium, and at such times a limited program could be scheduled. There is an indoor swimming pool, useable the year round, in which a water sports program could be arranged. Tennis courts, at a park just behind the school, may be used for a tennis tournament. There are two outdoor volleyball courts and two outdoor basketball courts which can be utilized in fair weather. There is a large lunchroom in which table-tennis could be played with the use of folding tennis tables. A softball diamond could be constructed in the park adjacent to the school property for a softball
tournament in the spring. The money for the equipment would, of course, come from the budget of the health and physical education department of the system, which should be given a percentage of the receipts from the interschool sports competition. The entire intramural program would be administered by an intramural committee of the student council and supervised by the health and physical education staff. The various teams would be made up from homerooms with the "varsity" players barred from active participation other than that of officiating. (The coaches would not want them to play, and it would give the non-varsity players a chance.) If the teams were made up of only health and physical education class members, the military boys would not have a chance to participate, and the health and physical education classes are classified according to grade in school, giving the senior classes the advantage.

The scheduling of the musical organizations' public performances should be arranged far enough in advance to allow creditable programs to be developed. This can be done by the assembly committee with the advice of the directors in charge of the organizations and on the initiative of committeemen who are members of the organizations. The cadets who play musical instruments should have a military band that would play for all military events. Another band should
be scheduled so that it could devote its entire time to music activities that are not military in nature, and so that girls and other boys not in military may have an opportunity to belong to a musical group of that kind. Cadets who play in the military band would do so in lieu of being in a company and they would get military credit. If they wished to play in the other band also, they would get music credit as do the non-military members.

The social functions would be scheduled by the student council, or a committee of the student council, on a calendar of events. This would relieve the principal of those duties and at the same time give the students a chance to administer their own social life in school. The council would establish a code of ethics concerning the conduct of social functions. Members of the organization sponsoring the dance or affair would be held responsible for the conduct of all those in attendance. The council would be advised by the director of activities so that the over-scheduling of social events would not occur. The expenses of the events would be borne by the activity fund. A few special functions could be financed independently of the activity budget. An example would be the senior prom, the receipts from which go to defray the expenses of the senior festivities.

The financial arrangement of the student activities would
require a thorough survey and study of the amounts necessary for each activity. This study could be a project for the members of the council who study accounting. The results of the study could be used as a basis for setting up a financial plan. To relieve the school from the many sales and promotion campaigns an activity ticket plan would be a necessity. The survey would show if the plan was feasible and not prohibitive in cost. An expensive ticket would exclude some students from everything. A reasonable fee and probably, an installment payment plan could be devised. Only one sales campaign each semester would be held. One each semester would be necessary because of January graduation and enrollment. The fall activity ticket would include admission to 10 football games, all dances, all intramural events, the senior play, and subscriptions to The Compass and The Senior Pub. The spring activity ticket would include admission to 10 basketball games, all intramural events, all dances, the senior play, and subscriptions to The Compass, The Senior Pub, and The Viking. The students who graduate in January would be offered The Viking subscription independently of the activity ticket so that they would have one reserved for them in the spring. (This practice is now in effect.)

Because of the centralized control of the athletic program of the Dallas Schools, it may be necessary to omit the athletic events from the activity ticket.
Summary

Table 2 is a graphic summary of this chapter. It shows the presence of the principles of coordination and administration present in the proposed plan of student activities according to the same three persons whose opinions are tabulated in Table 1 on page 26. The interpretation of each of the three columns under the headings, "present in a high degree," "present," and "not present," is the same as in Table 1.

All the principles of coordination and administration would not be present at the initiation of the plan, but, rather, would become present as the students developed their own plan and expanded their administration to more activities.

The student council and its committees would have no authority to appoint a director of activities. That authority is in the hands of the Board of Education of the Dallas Independent School District. In the tentative plans of the Board of Education there is a proposal to have assistant principals in all high schools of Dallas. When that proposal is put into effect the assistant principal could be assigned as director of student activities. Or, if the principal so desired, routine administrative duties could be assigned to his assistant, and the duties of the director of student activities could be retained by the principal. Then, that principle of coordination and administration would become present in a high degree.
## TABLE 2

**Presence of the Principles of Coordination and Administration in Proposed Plan**

<table>
<thead>
<tr>
<th>Principles of Coordination and Administration</th>
<th>Present in a High Degree</th>
<th>Present</th>
<th>Not Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>A large high school has a director of student activities</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student council promotes student activities</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeroom representative type government</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clubs chartered by student council</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assemblies arranged and scheduled by students</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student publications by students</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every student has school paper</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handbooks available to students</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intramural program managed by students</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music groups scheduled in advance</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social functions scheduled by students</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity finances kept low</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a student finance committee</td>
<td>x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All-inclusive activity fee</td>
<td>x x</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
The speed with which the principles would become present in a high degree would depend on the ability of the student council and its committees to comprehend their responsibilities and carry out their duties, of the student body to give intelligent cooperation to the project, and of the faculty to understand the position of the student council and give it sincere guidance.

Because of the possibility of not including the admissions to athletic events in the activity ticket, "C" felt that the activity fee plan would not be all-inclusive, therefore, the principle would not be present in a high degree.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In comparing Table 1 with Table 2 it should be noted that the majority of the principles of coordination and administration are not present in the existing organization of student activities in North Dallas High School.

There is no director of student activities at present, but if one were appointed, as in the proposed plan, there would be one faculty member who could devote his time to the supervision of the student activity program, thus improving the functioning of such.

The student council, at present, has some administrative functions, that of promoting the sales of the school paper and the student directory. In the proposed plan those functions would be expanded to the point of having the student council as a governing body.

In carrying out a democratic type of representation, the homerooms, and not the first period classes, would play an important part. The homeroom, then, would become a political subdivision of a democratic student government.

The student council would have control of the clubs
through its charter committee, which would examine all petitions for new clubs and check all club constitutions yearly.

The assemblies would be student affairs rather than the affairs of the speech teacher, and the president of the student council, in presiding at assemblies, would cease to be a mere figurehead.

Through the proposed plan the students would have the responsibility for all student publications. With the school paper playing such an important part in the students' lives, it should be put in the hands of all students. If an attitude of the students about the publications being "our paper" or "our book" is to be achieved, the students as staff members must have administrative duties. In a complicated book, such as the annual, students, with proper guidance, could be allowed to use their own initiative and still turn out a presentable publication. There is nothing that will help orient new students more efficiently than a handbook. A pocket size handbook would prevent many mistakes from being made in student-routines, and would save answering the same questions over and over. Through a student council's study of the student activities for the preparation of a handbook, the members of the council, and gradually the student body, would become aware of the complexity of administering student life, would become better acquainted with the various activities, would see the
need for certain rules and regulations, and would develop a better attitude toward school in general.

There is a great need for an intramural program, even though it might necessarily be a limited one. Through it, the majority of the students would learn those qualities of good sportsmanship that only the players on the regular teams now learn. An intramural program would make the health and physical education classes' activities more meaningful.

A student committee in charge of the calendar of events would serve a vital function and would relieve the principal of a difficult task at a very busy time. It would enable the students to administer their own social life, and provide the musical organizations with a schedule far enough in advance to insure adequate preparation for all public performances.

If the student council is responsible for setting up a plan for financing student activities, the student body would become more cognizant of the expense involved and would, in all probability, find ways to keep the expenses at a minimum.

Inclusion of admissions to the athletic events would be an inducement for more students to participate in the activity ticket plan, and consequently, other school events would take on a more all-school atmosphere, because the students would already have their admissions paid to the events.
There should be less sales campaigns and promotion drives so that the financing of school life could be less expensive and could be more efficiently handled. The solution of this problem is an all-inclusive activity ticket.

It is obvious from the comparisons of the two tables that there is a great need for a reorganization of the student activity program in North Dallas High School, so that a democratic plan, such as has been proposed in this study, can be developed.

**Recommendations**

From the foregoing, it is recommended that, in order to be more democratic in the coordination and administration of the student activities, the present plan be gradually re-organized to include the following:

1. A director of student activities,
2. A student council with representation from homerooms,
3. A handbook,
4. Student publications which are the work of the students,
5. A school paper for everyone,
6. Assemblies which are arranged and executed by the students,
7. An intramural program,
8. A calendar of events on which all social functions and public performances of musical organizations are scheduled by a student committee,
9. A student finance committee,
10. An inexpensive, all-inclusive activity fee plan.
It is recommended that a study of the student activities of North Dallas High School be initiated. This study should be made by committees of student council members with certain faculty members acting in advisory capacities. One part of the study should include full information on the various organizations and administrative routines so that the handbook, when published, would include all necessary information for new students. Another section of the study should include the aims and purposes of the various publications, and the qualifications necessary to become members of a publication staff.

It is also recommended that an assembly committee be appointed to arrange and conduct some assemblies, acquainting the student body with the various phases of the project, so that through complete understanding by all concerned their aid may be enlisted.

It is further recommended that a committee be named to study the financial aspects of the student activities so that a simple bookkeeping system can be established through which the students' finance committee may administer the receipts and expenditures of their own activities.

It is finally recommended that an intramural committee be appointed to meet with the proper administrative officials to discuss the possibility of an intramural program at North Dallas High School.
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