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The Activity Program in a Junior High School

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THE ACTIVITY PROGRAM
IN A JUNIOR HIGH SCHOOL

A Substantial Paper
Presented to
Dr. Wm. H. Zeigel

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
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CHAPTER I

NEED FOR AN ACTIVITY PROGRAM IN JUNIOR HIGH SCHOOLS

This world of ours is a dynamic changing and complex world which presents a great variety of problems to the youth of today. Industrialization with all of its ramifications has created so much leisure time that youth with little direction has turned to various types of delinquency in an attempt to answer his needs. In yester-years, the home or family and the Church controlled youth's activities to a great degree, but with the disintegration of family life and the decline of the influence of the Church, some other agency must provide guidance and leisure time activities. Thus the school must face the problem squarely and provide leadership in a guidance and activity program for its youth.

I. COMPLEMENTARY THEORIES OF RECREATION

A good definition of recreation which is the basis of any good activity program is "what a person finds pleasure in doing when he is not paid for it and does not feel any other kind of obligation to do it".¹

There are two complementary theories about recreation. One is the "relaxation theory" and the other is the "creative function

¹ Gilbert C. Wrenn, Time on their Hands (Washington, D. C.: American Council on Education, 1941), pp. 1-8.

theory" of recreational activities. Both types of activity are necessary in any good curriculum of a junior high school.

Young people need the following opportunities: (1) opportunities to participate in games, sports and other outdoor activities; (2) opportunities for creative experiences, to make something, to find satisfaction in doing something well; (3) opportunities for a fuller social life; (4) opportunities for recreation at home.

The opportunity for athletic participation that most schools offer the average young person has been comparatively small. If a boy has a natural aptitude for some sport, he can develop it through the school team, but such a lad has relatively little need of organized physical recreation. On the other hand, the youngster who would benefit most from practice in games and sports is not likely to add to the school's prestige in this field, and he has consequently been neglected. There has been some improvement in recent years, but we are still far from the point where schools will accept the responsibility of seeing that all their students have an equal opportunity to take part in more physically beneficial forms of recreation.

All students of mental hygiene recognize that youth need creative activities. Two basic youth needs are acceptance and achievement. One young man recently discharged from a prison, held up an officer at gun point for no apparent reason. The

reason that he gave later was this: "Out here I'm a bum, I want to go back to Sing Sing, up there I was on the ballteam."

Creative activities in which every person can achieve some measure of success, can insure that youth do fulfill these two basic needs of acceptance and achievement. Activities can give youth a purpose in life and help them do something worthwhile in their leisure time. They will find something to do in their leisure time with or without the help of the school. Shooting pool, hanging around on street corners, "hot rodding", delinquency, narcotic addiction and sex orgies are all evidences that youth will find something to do. They need help and guidance in their leisure time activities.

Youth is a transition period, and the psychological goal toward which boys and girls who pass through it are groping, is the feeling that they are someone; that they have become unique personalities in the world of adults and have a distinctive contribution to make. For most youth, a sense of uncertainty develops at about this time of life. To youth in school, activities should offer creative opportunities in order that they may have valuable experiences not provided by the conventional school program.

II. FUNDAMENTAL URGES OF YOUTH

McKowan² has summarized several basic urges of adolescence and has pointed out how an activity program could satisfy these

² Harry C. McKowan, Extra-Curricular Activities (Chicago: Macmillan and Co., 1939), pp. 28-45.

urges to some degree. A brief summary of his findings will be given on the following pages.

Curiosity. Centuries ago Plato said, "Curiosity is the mother to all knowledge"; and since that time educators have discovered the tremendous potentiality of a curious mind. One very important function of education is to discover, stimulate, widen and capitalize curiosities. Extra-curricular activities offer opportunities for the student to become curious about himself, his qualifications and characteristics of all types, give him settings in which he can experiment with these through actual participation and furnish situations in which he may further develop and capitalize these to his own immediate and ultimate satisfaction and profit.

The migratory urge. A child often runs away with no apparent rhyme or reason to his non-understanding parents. He may not be dissatisfied to any great extent with his environment, but he craves excitement and adventure. In any case, the desire is strong, particularly in adolescence, due to typical restlessness, a lack of proper coordination, and often, too, because of restraints, restrictions and monotonous routine of home and school. A wise educator recognizes that this urge can be effectively capitalized for a broadened, widened and deepened experience with other things, events, places and persons. In one way, this drive is somewhat akin to curiosity. The individual is interested in the new and novel and craves experience with it, and migrating is one way of obtaining this experience. This trait is recognized and capitalized to some extent in the regular curricular

work of the school, history, geography, science, languages, etc., through which the student learns about peoples, events and things of other times and localities, and projects himself, thus relives like experiences.

The field of activities provides the ideal opportunities for capitalization because the settings are real and the experiences are personal, hence vital. Trips with athletic, debate, and judging teams, music organizations, and dramatic casts, visits to other schools, to exhibits, to historical places, to museums, to the country for collecting different things, all provide an outlet for this urge.

Gregariousness. A student wants to join groups and he will join with or without the sanction of the educative system. Activities provide an outlet for this urge in clubs, honor societies, casts, teams, committees, boards, councils and other groups. These organizations should not become secret societies or cliques. They can be kept democratic in admission and membership requirements and in control. The members love of formality and dignity or "putting on the dog", can be provided through public installations, inductions, and recognitions.

Loyalty. This is the highest development of the social urge. An educator must provide opportunities in which loyalty may grow naturally into support of worthy ideals and ideas. Too often, we as teachers and parents fail to realize that in refusing

to "snitch" or "peach" about the pranks of his group, the small boy is exhibiting a most desirable, profitable and delightful characteristic. His loyalty may be attached to an inferior sort of ideal, but this is not the fault of the loyalty. Our task is to recognize this, detach it from the less worthy, and attach it to a more worthy cause.

Through its activity program, the school offers many excellent settings in which the student may be made to feel that the school is his; naturally he has little interest in being loyal to something that belongs to someone else. The student, through his participation in athletics, dramatics, publications, council, club and other activities, "gives of himself to the school", and "fights for it", and will certainly be benefited by such devotion. The resultant improved organization or activity should return greater educational benefits. By increasing the number, variety and quality of these opportunities so that more students may be included and capitalized, the number of loyal givers and supporters of the school can be increased.

Love of Approbation. Commendation is a most powerful stimulant to worthy emotions, attitudes and actions. Horace Mann, years ago, said, "Judicious praise begets emulation, a goodly seed to sow among youthful students". Some unknown poet has said it in these words, "Praise is to children what the sun is to flowers". A pat on the back or a few words of encouragement often does wonders. Censure discourages undesir-

able actions and praise encourages desirable ones so both should be used in conjunction. One danger to be guarded against is that of giving too much praise. Many a fine youngster has become unduly "cocky" and "conceited" by the unwise and overenthusiastic praise of his teacher, friends or newspapers. Timeliness, appropriateness and reasonableness are essential in bestowing praise.

The activity program gives many helpful individual, group, school and community recognitions that come out of successful membership in an athletic team, student council, traffic squad, dramatic cast, music organization, honor society or various clubs.

Sympathy. Nearly all of our emotions and expressions of benevolence, charity and philanthropy originates in sympathy. It is apparently easy for us to become interested in the welfare of others, to be distressed at their discomfort, and to be pleased with their happiness.

In the activity programs, there are countless opportunities for capitalization, such as promoting and administering student loans; providing clothing, food and carfare; distributing Christmas baskets; caring for the property of absentees; visiting sick classmates, or sending them fruit, flowers, books and magazines; assisting less apt students with their lessons or absentees with their makeup work; and helping in the initiation and promotion of welfare drives and campaigns of all types.

Mastery. Another of the important drives is mastery or the desire to manipulate, control, dominate, influence or master things, persons, materials and processes. Mastery implies success and a reasonable success spurs the desire to repeat the activity. Even a failure to achieve immediate success may stimulate efforts and arouse reserve energies which may not only bring later success but also make the accomplishment all the more attractive when it is achieved. A failure to overcome unsurmountable odds, while it may bring an array of dissatisfactions and disintegrated emotions and stupid actions, is nevertheless important in education because it has, at least, eliminated one possibility from the students schedule of interests and activities. The student who "makes" the athletic squad, debate team, band, dramatic cast or publication staff, who is appointed a traffic officer, program announcer or business manager, or has been elected an officer of his group, or has played intramurals has achieved some mastery and, just as important, is thereby challenged to additional mastery because of the requirements of the particular position he holds. If he fails, he can be led to see new approaches to the solution of his problems, and also, to appreciate the extreme importance of patience, persistence, and self-control. If he finally hopelessly fails in any of his "let-me-try-it" opportunities, and repeated efforts convince him that these do not represent his proper area of activities, he has benefited because he has eliminated some field of endeavor

and can turn his attention to others through which he may really find himself.

Imitation. The child is a hero-worshiping imitator. It is by imitation, far more than by precept, that we learn everything, and what we learn thus, we acquire not only more effectively but more pleasantly. The educator in a good activity program can capitalize on the urge of imitating by providing a desirable environment of ideals, ideas, and attitudes, and encourages the development of an intelligent and discriminating reproduction of them. He discourages blind and slavish imitation by leading the child to appreciate the stupidity and futility of it. He assists him in understanding the influence of self-approval, as well as individual and group sanctions, and also how to evaluate all these as authorities for behavior, either good or bad. He focuses attention on the motive phase of imitation.

The teacher, through his examples, illustrations and demonstrations in ~~dr~~amics, music, parliamentary practice, athletics, and clubs of various kinds contribute substantially to the profitable capitalization of this desire to imitate. As Franklin's favorite statement so aptly states, "None preaches better than the ant, and she says nothing".

Sex. The typical adolescent usually represents a surprising array of irrational, erratic, irresponsible, sentimental and emotionally unstable characteristics, and many of his eccentric-

cities are undoubtedly tied up with sex. He has peculiar likes and dislikes; he is an ardent day dreamer; he is a visionary idealist and sentimentalist; and he often exhibits these in improper perspective and combination. He tries to attract the attention of the opposite sex by his speech, clothes, mannerisms, actions and awkward chivalry, and yet he is usually so self-conscious and "fussed" in the presence of girls as to be extremely ill at ease and emotionally sick. The girl, too, by her "primping", dressing, walking, sitting and speaking, deliberately attempts to appear graceful and charming, and yet often she, too, is ill at ease and self-conscious in the presence of boys.

The activities program provides many opportunities for an intelligent and wholesome satisfaction of the natural desire to be with the opposite sex, through music, dramatics, clubs, societies and social events. These represent fine settings in which grace, charm, chivalry, courtesy and other social amenities may be naturally and effectively taught.

Another factor to consider in justifying the existence of an activity program is that it takes care of individual differences. The activity program in most schools is entirely elective, and offers excellent opportunities for capitalization and recognition of differences; differences in interests, as well as in intensity of them; differences in capacities; as well as possibilities of growth; differences in abilities, as well as possibilities of

development; and in ideals, as well as in qualities of these.

One of the most rapidly developing movements in psychology is in the field of mental hygiene, and a great impetus to this movement has been and is being given by the work of physicians who have called attention to the fact that many of their patients are ill mentally and emotionally rather than physically. The activity program offers opportunities for the fundamental drives to work themselves out in ways that are satisfying to the child and his associates. It represents natural activities and settings, it is a positive program, and it capitalizes basic urges and drives. A busy and happy engagement in attractive and absorbing activities should do much to prevent mental and emotional uneasiness and instability.

III. OTHER VALUES OF RECREATIONAL ACTIVITIES

There are other values of recreational activities besides those given previously. These other values are very aptly summed up by Hurlock³ in her book on adolescent development.

Adolescent recreations encourage relaxation. This is important in modern life, where tension is great. [The adolescent learns to use recreations, whether they be active, such as games and sports, or passive, such as movies or reading, to let off emotional steam.]

Through a trial and error process, an adolescent discovers which

³. Elizabeth Hurlock, Adolescent Development (New York: McGraw-Hill Book Co., 1939), pp. 331-332.

forms of recreation are most enjoyable to him and which are most practical so far as his time, health, and economic and environmental conditions are concerned. Many of the recreations that fit his needs and interests during his youth will continue to be satisfactory as adulthood is reached. This is valuable knowledge in modern times, when the trend is toward an increase in the amount of leisure time.

The favored recreations of both early and later adolescence promote the development of social skills that are essential to good social adjustments in mature life, especially with members of the opposite sex. The youth learns to dance, swim, to play tennis and to play card games of all sorts. These are the recreations that will help him to adjust socially in adult life.

Recreation encourages the development of self-sufficiency in leisure time. In the latter part of childhood, the individual derives his greatest enjoyment from play that includes playmates. Much of the leisure time of adults, through necessity rather than choice, is spent alone. The adolescent should have an opportunity to learn which of the solitary forms of recreation prove to be satisfactory to him and to develop an interest in them that will persist into adult years.

Recreational activities provide wholesome activities for the individual who is too young to get a steady job, and who is old enough to feel the first stirrings of rebellion against parental

domination. Recreation can keep him away from idleness and evil influences in the community.

Adolescent recreation promotes the development of moral standards. The child learns to play fairly, to accept defeat gracefully and to be a good sport. At first, he is supervised by adults but he must learn to continue to have socially approved moral attitudes and his behavior must come up to the standards of the group even after adult supervision ceases.

Adolescent recreations give the individual an opportunity to estimate his abilities in terms of those of his peers, and to rate himself on this basis.

There is a great need in our public schools for an activity program that is planned so that its activities will satisfy the basic fundamental urges of youth. The program should also be so constructed that its purpose is one of guidance in morals and attitudes as well as providing worthwhile entertainment. The values of an activity program are many and most educators will agree that there is a need for such a program in our schools of today.

CHAPTER II

MODERN CONCEPTIONS OF AN ACTIVITY PROGRAM

I. AN OLD CONCEPTION OF EDUCATION

The older theory⁴ of education was largely mental in nature and concern. The mind was supposed to grow like a muscle through exercise and consequently the theory of mental discipline, with its emphasis upon mental wrestling, developed and found a great and ready following, which it still has despite the fact that modern psychology does not accept it. This mental education consists largely of memorization.

Prehistoric man's education was a training in all-roundness; crude and elemental though it was, it included provisions for practical training in the necessary mental, physical, social, spiritual, recreational, moral, civic, and vocational relationships. However, with the later appearance and development of the formalized school curriculum, "education" began to mean the training of the mind, and still later this conception became firmly established, so that even today to many individuals, it means just this and little more. Although the ideals, materials, and settings are different, the modern educational demand for an all-round training is the same as that of prehistoric man, and for the same purpose, more complete and successful living.

⁴ Harry C. McKowan, Extra-Curricular Activities (Chicago: Macmillan and Co., 1939), pp. 6-22.

II. A NEW CONCEPTION OF EDUCATION

The new conception of education according to McKowan,⁵ one of the leaders in the extra-curricular activities field, is that all of the pupil comes to school and all of him should be educated. The child comes to school mentally, physically, socially, and spiritually, thus, the essence of effective education are: knowledge, ideals, and habits.

The term "activity" implies a new conception of the educative process. This "modern conception" of "learning by doing" has been utilized by primitive tribes for years. "Learning about" must be capitalized through "doing". The activities of school must offer most excellent, real, vital, and natural opportunities for this practical training.

III. EDUCATIONAL OBJECTIVES AND PRINCIPLES OF SCHOOL ACTIVITIES IN KEEPING WITH THIS NEW CONCEPTION.

The important purpose of formulating objectives for an activity program is to set guide posts which enable the people concerned to evaluate the program. These objectives as listed by McKowan⁶ are four in number:

1. To help the pupil to understand and practice desirable social relationships.
2. To train the pupil for democratic participation.
3. To discover, explore, and develop desirable individual interests and aptitudes.

⁵ Harry C. McKowan, Modern Conceptions of an Activity Program (New York: McGraw-Hill Book Co., Inc., 1938), pp. 3-7.

⁶ Ibid., pp. 8-13.

4. To motivate and capitalize pupil interest in the school.

The four objectives listed above may be attained if certain basic principles are considered when planning and supervising the activity program. McKowan⁷ in his work on supervision of activities recommends that the following principles be considered when formulating an activity program.

1. The program must provide democratic settings.
2. Opportunities for participation should be unrestricted.
3. Participation in school activities should be limited to regular school members.
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 his activity.
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.

The author considers these principles and objectives to be excellent, real, and vital and will attempt to use them in planning a practical activity program for Mayo Junior High School of Paris, Illinois.

⁷ Harry C. McKowan, Modern Conceptions of an Activity Program (New York: McGraw-Hill Book Co., Inc., 1938), pp. 13-16.

CHAPTER III

POSSIBLE TYPES OF ACTIVITIES

Before setting up a practical activity program for my school, it might be advisable to consider possible types of activities. Perhaps Harry C. McKowan has set forth the best all-around coverage of a program of activities and his overall outline of possible types of activities influenced the author's selection to some extent.

I. HOME ROOM

Purposes of home room. To acquaint the teacher with the pupil. To acquaint the pupil with the teacher. To guide the pupil. To facilitate the handling of routine matters in education.

Administration of home room. The home room should meet at regular times and be scheduled in a regular school period. It should meet whenever convenient, but never the last period of the day. The first period in the morning or the first period after the noon dismissal are the most opportune.

The home room should be brightened up by flowers, plants, pictures, flags, fish, and other things provided for and administered by the children. As the average home room membership is from twenty-five to thirty-five students, there is an opportunity for individual ingenuity and initiative in providing for room decoration. The most

popular plan for membership in a home room is for a semester or school year. In this time, the students may come to look upon their room as their home room and take pride in keeping its appearance clean and bright.

Officers. President, Vice-President, Secretary, and Treasurer are appropriate, and many others may be added to fit the needs of the local school situation. These offices can be about as educative for those who do not occupy them as for those who do. Intelligent fellowship is as important as intelligent leadership.

Committees. There can be standing committees but if they are not permanent, it gives more students an opportunity to participate. Types of committees are program, housekeeping, and welfare. Here is a rather complete list of other possibilities for committees: activity, art, athletic, attendance, banking, bicycle, book, booster, bulletin board, cafeteria, citizenship, competitions, courtesy, current events, debating, devotional, discipline, dramatics, fire, health, inspections, literary, locker, lost and found, newspaper, promotion, publicity, safety, scholarship, seating, service, social, success, suggestion box, supplies, thrift, trip, usher, and welcoming.

Many of the new officers and committeemen will be inexperienced and need training in their duties. Presiding officers, as well as the student body, require instruction in parliamentary procedure; secretaries, in writing minutes; and treasurers, in keeping financial records. Many schools provide very specific training in these

responsibilities.

Home room program. In nearly all of the home rooms, there is presented, usually once a week, a regularly scheduled program designed for purposes of education and guidance. This program should have definite and reasonable educational objectives, be timely and appropriate, represent all presentable and proper phases of education and guidance, approximate reasonable standards, and provide opportunities for wide participation.

Other home room activities and relationships. Home rooms are sometimes assigned certain responsibilities in helping with the regular duties of the school. Home room projects are sometimes initiated and carried out. Sometimes, these are competitions which can be very worthwhile. Home rooms may in some schools help put on assembly programs, exchange home room programs, and practice interroom visitation which brings novelty and variety in the routine of regular home rooms. If the school has a student council with representatives from home rooms, this offers excellent training for democratic government.

Home room failures and dangers. Here is a summary of the dangers that might be encountered in home room operation as suggested by McKowan⁸:

1. Formalization, or having a formal class in a period called "home room".

⁸ Harry C. McKowan, Home Room Guidance (Chicago: Macmillan and Co., 1936), Chapter 15

2. Informalization, a looseness that results in sporadic, non-vital, unorganized programs and activities.
3. Under-emphasis, a failure to recognize, appreciate, and capitalize its opportunities.
4. Blind and slavish copying.
5. Assuming that a plan once made is forever made.
6. A failure to evaluate.
7. Incompetent and unsympathetic sponsorship.

These dangers must be avoided if a home room is to be an educative factor in education.

II. STUDENT COUNCIL

The fundamental purpose of the student council is to train the student for membership in a democracy. The participation of students in a student council brings certain benefits to the student. Some of the most important ones as summarized by Thomasson⁹ are:

1. It capitalizes important fundamental drives for educational profit.
2. It prepares the student for an active life in a democracy.
3. It makes him self-directive.
4. It teaches social cooperation.
5. It increases interest and develops school morale.
6. It fosters sentiments of law and order.
7. It discovers and develops qualities and abilities.

Aside from the benefits received by the student, there are certain benefits that may accrue to the school. A council can help to organize, promote, administer, and supervise the entire activity program of a school.

If a school is thinking about organizing a school council, Thomasson¹⁰ suggests that the following should be considered:

⁹ A. L. Thomasson, "Pupil Government of Champaign Junior High," The Clearing House, 11:222, December, 1936.

¹⁰ Ibid., 11:223

1. The council must be demanded by the school.
2. Participation should be introduced gradually.
3. The council should represent the school as a whole.
4. The average student should feel that he is represented.
5. Both student body and faculty should be fairly represented.
6. The council should not be too large.
7. The council should have definite powers and duties.
8. The council should not be considered a dumping ground.
9. The head of the school should retain veto power.

The local need should determine the type of organization of the council. Before they can be organized there are four types of student councils according to source of membership. These are:

1. Representation of specialized interests.
2. Representation by home room or at large.
3. Representation of school, alumni, and board of education.
4. Automatic election on the basis of records.

Elections are of extreme importance. One of the most important opportunities in the school which may be capitalized for the training in the wise selection of officials is the election of council members.

Internal organization of the council. Officers can be elected to fit the local need but usually a president, vice-president, secretary, and treasurer are the officers elected in most schools.

The most common committees are for assembly, finance, and organization. Other committees may be appointed on the need of the moment. Having committees makes use of interest, ability, and knowledge in both the faculty and the student body and thus makes for closer relationships between the students and teachers.

Although there are and have been successful student courts,

the trend appears to be away from them.

The purposes, powers, rights, duties, privileges, and organization of the council should be set forth in a constitution, which is gradually worked out and formally adopted by the student body.

Scope of activities of the council. Service to the school can be divided into the following duties:

1. Establish and manage employment bureau.
2. Welcome new students.
3. Administer student loan fund.
4. Manage student assistance department.
5. Provide student coaches and helpers for weaker students.
6. Care for property of absentees.
7. Provide for makeup helpers for absentees.
8. Provide special help for teachers and librarians.
9. Supervise sanitation activities and lunchroom program.
10. Manage candy counter, supply store or book exchange.
11. Sponsor safety first campaign.

Care of school and personal property can be promoted by:

1. Teaching respect for all property.
2. Conducting lost and found department.
3. Assuming charge of school trophies.
4. Promoting care of desks, walls, grounds, and school equipment.
5. Promoting respect for neighboring private property.
6. Assuming charge of school bookstore or supply room.

Drives and campaigns that could be used:

- | | |
|------------------|--------------------|
| 1. Better speech | 6. Fire prevention |
| 2. Clean up | 7. Look nice |
| 3. Safety first | 8. Smile |
| 4. Better health | 9. Friendliness |
| 5. Absenteeism | 10. No smoking |
| 11. Courtesy | |

Social training may be fostered by these methods:

1. Schedule, plan and sponsor social functions.
2. Teach party courtesy.
3. Encourage courtesy to teachers and visitors.
4. Promote better lunchroom manners.
5. Teach manners for home, street and theatre.
6. Encourage good manners at athletic contests.

The council can help in matters of discipline by applying these techniques:

1. Make and enforce general rules and regulations.
2. Appoint study hall and library monitors.
3. Encourage good behavior about school.
4. Supervise corridor, stairways and traffic police.
5. Promote proper behavior at assembly and public events.
6. Encourage good conduct before and after school.

The following public functions may be scheduled by the council:

1. Open house.
2. Debate and speaking contests.
3. Programs for assembly, special days, commencement, and P.T.A.
4. Dramatics, movies and pageants.
5. Music productions, concerts, contests and programs.
6. Exhibitions of art, manual training, clubs and hobbies.
7. Field days and May days.
8. Fair, circus, bazaar and carnival.
9. Lectures or outside talent programs.

The following things could be sponsored by the council:

1. School publications.
2. Awards for scholarship, music, citizenship, and athletics.
3. Extra-curricular activities.
4. Interschool visits.
5. School flags.
6. Bicycle parking.

III. ASSEMBLY

The history of assembly development may be divided into three rather distinct periods. The first, now past in most schools,

was that in which the program was of the sermonic and moralizing type. At first, the principal was entirely responsible for this program, but later the teachers were admitted to partial responsibility. In the second period, in which most schools now are, complete faculty domination gives way to student participation in the organization and production of the programs. The third period, which we are now entering, is that of "audience participation", in which very definite attempts are made to have the audience participate in the program rather than merely sit and listen to it.

Objectives of a school assembly have been well summarized by Holmes¹¹ and these objectives are as follows:

1. To unify the school.
2. To educate in the common or integrating knowledges, ideals, and attitudes.
3. To motivate and supplement classroom work.
4. To widen and deepen student interests.
5. To inspire to worthy use of leisure time.
6. To develop the esthetic sense of the student.
7. To instill the commonly desired ideals and virtues.
8. To develop self-expression.
9. To emphasize correct audience habits.
10. To recognize publicly, worthwhile achievement.
11. To promote an intelligent patriotism.
12. To correlate schools and community interests.

Holmes¹² continues by emphasizing certain principles that must be considered in planning an activity program. Some of these principles underlying assembly programs are:

¹¹C. W. Holmes, "Assemblies for Elementary Schools," Elementary School Journal, 26:31, September, 1925.

¹²Ibid., 26:32.

1. Assembly programs should have both educational and inspirational value.
2. The program should be educational and not religious.
3. It should be for the education of the audience rather than the education of the performer.
4. The program should have interesting variety.
5. The entire work of the school should be represented.
6. All programs should be required to attain a minimum standard of excellence.
7. Wide participation in the programs should be encouraged.
8. The number of outside performers should be limited.
9. Demonstration, exhibition and dramatization should be used as much as possible.
10. The assembly should be held in a regularly scheduled period.
11. A full period should be devoted to the regular program.
12. An assembly schedule should be provided for by the central committee.
13. Few or no rigid rules for keeping order in the audience should be set.

IV. CLUBS

This is the age of clubs. Consider for a moment the great number of clubs in any community: commercial, professional, social, cultural, recreational, educational, religious, political, honor, racial, protective, service, and fraternal, and the large part of the community which the total membership of these groups represents. All of these organizations are considered of value in enhancing the intellectual, social, financial, professional, religious, physical and spiritual development of their members or they would not continue to exist. In short, the adult club has become a device that not only

educates but also automatically advances the interest represented.

The school club, while differing somewhat from the adult club in aims, materials, and methods, can nevertheless occupy an equally important place in the lives of the students of the school.

Objectives of these clubs as listed by Meyer¹³ could be: (1) to capitalize gregariousness; (2) to motivate and enrich classroom work; (3) to develop worthy social ideals, attitudes, and habits.

Meyer¹⁴ also lists the following basic principles of club organization and administration which should be considered:

1. The club should be based on definite and worthy objectives.
2. The purposes and activities of the club should be those of its student members.
3. Whenever possible, club activities should grow out of curricular activities.
4. The club program should fit the local situation.
5. Provision should be made for the proper encouragement and limitation of participation.
6. Every student should belong to a club.
7. Club membership should be voluntary.
8. All students should have equal opportunities for joining clubs.
9. The club should be limited in size.
10. The club should be considered vocational in purpose.
11. Normally a club should be scheduled on regular school time.
12. Club meetings should be held upon school premises.
13. Club sponsors should be carefully chosen and assigned.

¹³ Harold Meyer, The School Club Program (New York: Barnes and Co., 1931), p. 73

¹⁴ Ibid., pp. 75-76.

The first step in starting a program of school clubs is to educate the entire faculty in club ideals, material, methods, and procedure. The next step would be to appoint and organize a committee which would make a careful survey of the local situation, thus focusing the attention of the school on the club program. Far too many clubs are started that are unplanned and unorganized. This type of club fails to meet the needs of the student or the school. The last step in initiating a club is to provide definitely for the proper direction, coordination, and articulation of the parts of the club program.

Types of clubs. There are subject clubs such as: agriculture, botany, zoology, home economics, English, French, general science, geography, history, mathematics.

Vocational clubs such as: aircraft, banking, electrical, inventions, journalism, needle work, nursing, radio and textile.

Recreation and esthetic clubs such as: art, band, camera, collectors, debating, dramatics, music, storytelling, travel, woodcraft.

Physical efficiency clubs such as: archery, athletic association, dancing, field and track, first aid, games, hiking and camping, personal and public health, physical education and swimming.

Civic, moral and social responsibility clubs such as: booster, career, citizen, conservation, courtesy, leaders, personality, traffic, and welfare.

The more recent trend concerning clubs is away from an organized school club and toward a more highly developed program of club activities that have been accepted and incorporated in

the regular work of the classroom.

V. DRAMATICS

"From the earliest times, the importance of the drama as a teaching device has been appreciated. The pagan priest, medicine man and voodoo, and the later Christian Church Father, all capitalized the dramatic urge through minstrelsy, dance, song, action and pageantry in illustrating the history or embodying the spirit of their religious tenets and beliefs."¹⁵

Childs¹⁶ states that nearly all of the educators believe that drama offers excellent opportunities for vital education. Dramatics can play an important part in the activity program of a school. Pageants, plays, a circus, the fair, puppet shows, pantomines, and vaudevilles provide worthwhile entertainment, and further the education of both the participants and the students who participate as an audience.

VI. MUSIC

"Music has a definite place in the activity program of a junior high school," states Beattie¹⁷, "and in most schools is a required activity in the regular schedule of school subjects."

¹⁵ J. Childs, Building Character Through Dramatization (New York: Row Peterson and Co., 1934), p. 5.

¹⁶ Ibid., p. 8.

¹⁷ John Beattie, Music in the Junior High School (Chicago: Silver Burdette Co., 1938), pp. 68-72.

Music can, if directed into the proper channels, furnish the proper outlet for self-expression, direct the emotional nature into safe channels, provide opportunities for pleasure, wholesome associations, and develop an excellent means of occupying leisure time."

Often the regularly scheduled chorus, glee club, band and orchestra is formally organized as a club, with the usual officers and committees. This type of organization brings a certain interest, morale, and dignity that is not found in a regular class in music.

Group singing is one of the oldest and best forms of entertainment. It would be a welcome addition to the music program of a school assembly as it is an activity in which the audience participates to the fullest extent. Other forms of music that might be used are operetta, festivals, and music contests.

VII. LITERARY SOCIETIES, DEBATING AND SPEAKING

Larson¹⁸ suggests that literary societies, debating and public speaking offer opportunities for actual practice of oral expression of various types; enlarge the vocabulary and stock of expressions, help in learning to think logically and quickly, help in acquiring self-control and poise when in front of an audience, discover and develop original abilities and capacities, and widen and deepen

¹⁸ E. L. Larson, "The Literary Society in High School," Education, 53:635-637, June, 1933.

the student's range of interests in the world around him.

VIII. MANNERS AND COURTESY

Manners and courtesy according to McKowan¹⁹ are one of the most important functions of education. The teaching of correct social behavior is difficult because usually it implies changing of habits often firmly established, but it can be done, if three basic principles are followed: the faculty must recognize and accept its responsibility; the students should participate in planning and in executing plans; and opportunities for actual practice must be provided.

Several methods can be utilized in teaching courtesy. "The most important one, by far," contends McKowan²⁰, "is through association and observation. The teachers and administrators must set a good example of courtesy and manners." Other methods are: capitalizing examples in literature and history; by using drives and campaigns; by cooperatively making a list of rules of conduct; by making a definite study of courtesy and etiquette; by assembly programs and dramatizations; and by home room programs.

IX. ATHLETICS

Athletics have five important values which are: physical,

¹⁹ Harry C. McKowan, Home Room Guidance (Chicago: Macmillan and Co., 1936), chapter 19.

²⁰ Ibid., chapter 19

educational and recreational values, as well as fostering school spirit and advertising the school. These values make athletics an important part of the activity program.

There is need for instruction in the real values of interscholastic athletics. One way to encourage the worthy aims of a sound athletic program is to win the cooperation of the local newspaper. All participants in athletics should be required to pass rigid physical examinations. Communities should be discouraged in giving gifts to athletes and coaches. In some schools athletics for girls are neglected, and this phase of the athletic program should be recognized and developed. The athletic program should be well-rounded, broad, comprehensive, with interscholastic athletics at the top.

Intramural programs are of extreme importance. So often, in interscholastic athletics, only a few of the favored students are allowed to participate. In intramurals, every student may and should be encouraged to participate.

Some of the main sports to be considered in an athletic program are: archery, hand ball, gymnastics, tumbling, boxing, soccer, tennis, softball, basketball, baseball, touch football, football, swimming, marching, and various games.

X. SCHOOL TRIPS AND TOURS

The school trip is one of the best educative devices avail-

able to the educator, because it capitalizes one of the strongest urges of youth, "to be on the go".

A trip should never be planned on the spur of the moment but should be carefully and definitely planned. After that, it should be conducted as planned and correlated, whenever possible, with classroom work.

XI. SOCIAL EVENTS

One of the strongest urges of youth is that of play and the social event is an expression of the play instinct. Social events develop the student socially, while affording beneficial and healthful amusement and they also motivate school life and work.

The success of any social event depends in large measure on the preparation which has been made for it. In organizing any social event, the first step is to appoint a social committee composed of both teacher and students. The social committee should then make a study of games, even for dancing parties. Another requisite is to study decorations, costs, refreshments, music and invitations all of which make parties a success. The social committee should also train leaders to "start things" and take the lead in practicing party manners and courtesy. Another problem is to teach correct form in dancing. A social program should be set up for the year. Here is a sample schedule suggested by Meyer²¹

²¹ Harold Meyer, The School Club Program (New York: Barnes and Co., 1931), p. 120.

that could be followed:

April Fool Party	Halloween Party
Athletic Banquet	Hikes
Benefit Dance	International Party
Boat Ride	May Party
Card Party	Mother and daughter
Carnival	New Year's Party
Christmas Party	Old-fashioned Party
Circus	Picnics
Class parties	Skating parties
Club parties	Stunt Day
Columbus Day Party	St. Patrick's Day Party
Country Fair	Teas and Tea Dances
Dances	Teacher-Parent Reception
Farewell Party	Theatre Party
Father and Son	Valentine Party
Get-acquainted Party	Washington Tea Party
Wiener Roasts	

XII. SCHOOL NEWSPAPERS

School newspapers, year books, and handbooks have an important place in the activity program of any school. They tend to unify the school and foster school spirit, while molding and influencing public opinion. No other medium can give authentic news to the students, parents, patrons, and other schools. One

of the best ways to obtain student opinion is through student publications. These publications according to Pierce²² have great potential value in developing self-expression, creative ability, cooperation, tact, accuracy, tolerance, responsibility, initiative and leadership among the student body. Schools need to be publicized or interpreted and school newspapers may give an accurate account as to what is going on in the school.

XIII. HONOR SOCIETIES

Competitive spirit and consequent demand for special recognition early found its way into schools and their activities and one result has been different types of honor societies.

A student who has achieved success and distinction in a particular activity should be publicly honored for it. The most appropriate setting for this recognition is the assembly, where before the entire school he is presented with his award. "Such a ceremony," states Terry,²³ "does at least three valuable things, (1) it gives the student winning the award a very wholesome and well-deserved thrill; (2) it adds importance and dignity to the award and organization sponsoring it; and (3) it helps to motivate other students toward similar achievement."

²² P. R. Pierce, "The Elementary School Newspaper," Elementary School Journal, 31:788-789, June, 1931.

²³ P. W. Terry, Supervising Extra-Curricular Activities (New York: McGraw-Hill Book Co., Inc., 1930), chapter 11.

The National Junior Honor Society grew out of the widespread demand for a national honor society for Junior High Schools and chapters may now be chartered in "schools of good standing".

Four other plans, described by Terry,²⁴ are in use which have been widely copied.

In order to win the Benton Citizenship "B", Benton Junior High School, St. Joseph, Missouri, the pupil must meet three sets of standards, Personal, School Contributions, and Moral, at least twelve weeks apart. These requirements are as follows: (1) an average of "M" in his subjects; be recommended by one teacher and endorsed by four others, including his home room teacher and club sponsor; (2) one additional endorsement and no objections from any teacher; (3) one additional endorsement and no objections.

Upon meeting the first requirement, he is given a Benton Citizenship "B" Certificate with this award duly credited; in a similar manner, his second award is also credited. After he has won the third award, he is given a small "B" pin in school colors.

The Ben Blewitt Junior High School of St. Louis, Missouri, has a somewhat similar plan. In order to belong to the "B Club", the pupil had to attain marked success in scholarship, citizenship, and extra-curricular activities. In this plan, one emblem

²⁴ P. W. Terry, Supervising Extra-Curricular Activities (New York: McGraw-Hill Book Co., Inc., 1930), chapter II.

is awarded each year, the first being a bronze pin, the second, a silver pin, and the third, a felt monogram.

In the Junior High School, Corry, Pennsylvania, a student may earn, on the basis of good records in scholarship, citizenship, character, health and school activities, a first term award of a four-inch felt "C". In successive semesters, he may win the remaining initials of the school until he has the complete "C.J.H.S." emblem. In addition to individual honors, the home room winning the highest percentage of recognitions is awarded the honor banner for the term.

The award system of the Lincoln Junior High School, Canton, Ohio, is based upon achievement in Citizenship, Scholarship, and Athletics. The citizenship award is won by a rating of "A" in all traits; the scholarship, by marks of 85 or better; and the athletic, by a certain number of points in various types of participation.

XIV. SCHOOL BANKS AND BANKING

The values of a thrift program are four in number: (1) it teaches the student to save systematically; (2) it teaches the student to spend conservatively; (3) it teaches the student to invest wisely; and (4) it teaches the student to give constructively.

No one can say which type of banking system is the best, but perhaps a bank in the school, which most nearly represents the actual banking procedure, has considerable merit. On the other hand,

it is probably true that in this type there is neither the systematic drive for savings nor the regularity of deposits which comes through the use of the passbook system which the teacher administers weekly.

XV. HANDLING THE ACTIVITY FUND

The financial problems of activities usually center around securing funds, caring for them, and expending them.

Since many of the activities are not self-supporting, and since most school authorities are hesitant about using public funds for such purpose, it has been necessary for schools to seek other sources of income. As a result, there have developed numerous methods of raising money with athletics the chief source of income. Other means of raising money listed by Mock,²⁵ are as follows:

1. An activity fee is charged all students. In many schools this is undesirable, because some students are unable to pay.
2. Membership fees are charged in certain organizations.
3. Season tickets covering all activities are sold.
4. Admission is charged for athletic games, plays, musical programs, etc.
5. Commissions are received for taking magazine subscriptions.
6. Profits from the cafeteria are used (in Illinois this would conflict with State Aid).
7. People are asked for contributions and donations.
8. Food sales, chili, oyster, pie and box suppers are held.
9. P.T.A. contributes funds.
10. Popularity contests are conducted at a penny a vote.

²⁵ Albert Mock, A Manual of Extra-Curricular Activities (Indianapolis: Published by the author, 1946), pp. 12-13.

11. Carnivals are one of the best money makers.

12. Raffles are conducted for various kinds of articles.

For many years, the care of the activity funds presented many problems. As long as each activity had charge of its own funds, some groups had a surplus, while others could never pay expenses. Thus athletics was frequently an asset, while the school band was usually a financial liability. Sometimes the weaker groups incurred indebtedness beyond their ability to pay, and yet the school could not be held responsible.

Without any adequate accounting system, it was easy for funds to disappear. Funds accumulated by the use of school facilities were often spent foolishly without any return to the school. In some instances, when the school tried to get control of the funds to prevent irregularities, students went out on strike. Gradually there evolved certain procedures which prevented or solved most of the problems.

One of the most effective methods, according to Mock,²⁶ has been the establishment of a general or activity fund to which all sources of income contribute and from which all expenses are paid. An agreement with the bank by which no check would be paid unless it bore the O.K. of the principal, has done much to guard against undue expenditures and prevent irregularities in the use of funds.

Recently some states have passed legislation requiring each school to have a bonded treasurer, some teacher to be responsible

²⁶ Albert Mock, A Manual of Extra-Curricular Activities (Indianapolis: Published by the author, 1946), p. 14.

for all money that comes to the school from other than public sources. While such laws prevent most of the problems that once arose, the extensive accounting system required makes it necessary to lighten the load of the teacher in charge.

XVI. SUMMARY OF TRENDS IN ACTIVITY PROGRAMS

In recent years, according to Roemer,²⁷ there has been a growing tendency to:

1. Place the activity in the regular daily schedule.
2. Evolve a permanent system of office records and reports.
3. Devise means of measuring the outcomes of the program.
4. Organize a graded course of activities that will lead from grade to grade.
5. Stabilize the program by articulating it with the curricular life of the school.
6. Insist on teachers having definite and specific training in sponsoring the various pupil activities.
7. Centralize all matters of finance through a system of internal accounting under one person, by means of a budget.
8. Eliminate athletic abuses by reducing all the major sports through competition to their rightful place in the program.
9. Organize supervisory programs as in curricular activities.
10. Devise a system of checks and balances through some kind of a point scale, whereby balance and moderation may be secured

²⁷ Joseph Roemer, Basic Student Activities (New York: Silver Burdette and Co., 1935), pp. 9-10.

in pupil participation.

11. Require certain "credit for graduation", thus insuring a minimum social and moral training for all pupils.

12. Employ directors of extra-curricular activities.

13. Do guidance work through the extra-curricular activities.

14. Initiate some research work in the solution of many of the problems.

CHAPTER IV

TYPES OF ACTIVITY PROGRAMS IN OUR SCHOOLS OF TODAY

This chapter is devoted to a study of several types of activity programs now being used in some of our schools. A description of the principle characteristics of each program will be given, and an attempt will be made to evaluate the program in terms of a practical program for Mayo Junior High School of Paris, Illinois.

I. A COORDINATED GUIDANCE AND ACTIVITY PROGRAM IN OLNEY, ILLINOIS

The activity program of the East Richland High School is a relatively short period of 22 minutes, reports Sherwood Dees,²⁸ the principal. It comes after the first period in the morning. The home room for the activity period is made up of the first period classes. The students in the study hall are assigned to home rooms by class and teachers without first hour classes are assigned as supervisors. It has been found that students have a much better attitude in accepting a regular subject teacher as a home room advisor. There is also an advantage that the teacher is aware of some student's problems, such as attendance, academic and social standing, habits and attitudes.

Monday each week is devoted to the directed guidance program

²⁸ Sherwood Dees, "Acoordinated Guidance and Activity Program in High School," Educational Press Bulletin, February, 1950, pp. 19-20

and all guidance material is centered on the student. Each month a topic is adopted for the month and a faculty committee with student help, prepares the material to be used. The guidance director duplicates and distributes the material to each home room. For example, the topic for one month was extra-curricular clubs and the need for each student to participate in at least one club. Another topic was safety, with school bus safety, fire prevention and drill, and traffic safety being considered.

On Tuesday, all boys interested in singing for enjoyment meet, as well as one of the two largest girl's clubs. On Wednesday, the large girl's chorus meets along with one of the two largest boy's clubs. Thursday is a regular club day with five clubs meeting one week and five clubs the next week. Since the student must take his choice of clubs, the problem of a few students belonging to about all clubs and of some not wishing to join any clubs is solved. Club meetings are arranged so one club meets regularly every two weeks. Though the period is short, the club meetings are mostly planning sessions but keep up student participation and interest. Friday, the activity period is used for class meetings, pep meetings, and student assemblies. Teachers leave their home room with a substitute when the club they sponsor meets.

First Semester Program

Activity Period

A Week

<u>Day</u>	<u>Activity</u>
Monday	Guidance Groups
Tuesday	Boys Chorus GAA
Wednesday	Girls Chorus Rifle Club
Thursday	Science Club Thespians Ind. Arts Club Newspaper

Student Council

Friday	Class-Pep Meetings Assembly
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Activity Period

B Week

<u>Day</u>	<u>Activity</u>
Monday	Guidance Groups
Tuesday	Boys Chorus FHA
Wednesday	Girls Chorus FFA
Thursday	Camera Club FTA Pigskin Club FBLA Spanish Club Year Book
Friday	Class-Pep Meetings Assembly

The activity program of Olney, Illinois seems to be typical of the programs now being practiced in a large number of our Illinois schools.

The one criticism that might be offered is that while certain activities meet weekly, clubs only meet twice a month, and little

provision is made to insure the greatest amount of student participation.

The arrangement of activities as to days in the week has many desirable qualities and the practical activity program recommended for Mayo in Chapter 5 of this paper may resemble Olney's program to some extent.

II. STUDENT PARTICIPATION IN THE OAKTOWN HIGH SCHOOL, OAKTOWN, INDIANA

This small high school has an enrollment of 150 students in grades seven through twelve. As in other high schools, the extra-curricular activities consist of class plays, basketball games, class parties, and class sponsored dances. The press club, camera club, athletic club, and others also carry on diverse activities. According to Julian Polk,²⁹ high school principal, the regulation of student activities had always been the autocratic function of the faculty until the schoolyear of 1948-49. It was decided by the faculty then that the students would have a better understanding of the problems involved in administering the activity program if they could regulate their own activities.

The idea was accepted by teachers and students wholeheartedly and delegates were elected to a constitutional convention by each organized class and club. After several lengthy parliamentary sessions, the constitution was written and ratified by the student

²⁹ Julian Polk, "Student Participation on a New Plan," School Activities, February, 1950, p. 185.

body. The constitution required that each candidate for a major office secure the signatures of five students and the signatures of the teachers in whose classes he was enrolled. Competition for the major offices led to campaign speeches in assembly. Those seeking election as class or club representatives had only to file an application to have their names placed on the ballot by the election board.

The United Classes and Clubs of Oaktown High School has been functioning one year. It receives and passes on the applications of classes or clubs to sponsor extra-curricular activities. If students want to have a class party, they must file a detailed application signed by the class or club president and the sponsor. It is not uncommon for the U.C.C.O.H.S. to refuse to approve a proposed party or other activity until some item in the proposal has been changed to conform more nearly to the school conventions. In case of money-raising rivalry, students realize the money-raising potential of the community and therefore, a fair division of money-raising activities is the business of U.C.C.O.H.S. The decisions made by this group have been commendable, and the losers in the cases are satisfied that they have had a fair hearing.

The U.C.C.O.H.S. sponsors two activities of the entire student body, homecoming celebration and honor banquet. The student government follows the pattern of our state governments and levies a three percent tax on all income of the various money-raising

activities. This is used to sponsor the two activities which are a function of the entire student body.

Again according to Polk,³⁰ "Students are learning to govern themselves, to make decision, and to understand their state gross-income tax system. Democracy is at work at Oaktown High School."

One of the objectives of an activity program is to develop citizenship and to have democratic settings for learning situations. The faculty of Oaktown Indiana High School has attempted to meet this objective by allowing the student council to govern all activities. It would be desirable to have a plan similar to Oaktown's form of student council participation in an activity program. An obstacle that would hinder the development of such a program would be that the teachers would not agree as to how the program should be conducted. If a consensus could be reached, it would be very desirable to have such a program at Mayo Junior High School.

III. ACTIVITY PROGRAMS OF SMALL FLORIDA HIGH SCHOOLS

A survey was made of the activity programs in 112 of the smaller high schools in Florida by V. C. Tenny.³¹

According to 85% of the principals, activities are considered an integral part of the curriculum, are correlated with other phases of the curriculum, and are planned for the year in accordance with the pupils' needs and interests. Students, teachers,

³⁰ Julian Polk, "Student Participation on a New Plan," School Activities, February 1950, p. 185.

³¹ V. C. Tenny, "Activity Programs of Small Florida High Schools," School Activities, April 1950, p. 258, p. 264.

principal and often the community join hands in planning the program.

Three-fourths of the schools have had an activity program for the past several years, but the Florida survey showed evidence of increased interest in and expansion of the program and a closer correlation with the curriculum.

A variety of activities attests to the interests and planning of the faculties and students. Statewide over 100 different activities were listed. The average number of activities per school was thirteen. The school with the largest number of activities provides an opportunity for participation in: basketball, baseball, football, softball, tennis, track, swimming, student council, school paper, yearbook, and the following clubs: journalism, hobbies, Beta, Key, handicrafts, photography, visual education, commercial, future teachers, science, Spanish, good books, library, Boy Scouts, Girl Scouts, band, glee, TFA and FHA. The school with the fewest activities had only two, basketball and FFA, both for boys.

More than 50% reported such significant activities as: yearbook, basketball, Boy Scouts, Future Farmer, Future Homemakers, baseball, glee club, student council, and softball. Those less frequently named included: Beta club, Brownies, Boys 4-H, Civics club, Cub Scouts, dramatics, Girl Scouts, Girls 4-H, hobbies, handicraft, Key club, photography, patrol, science, social science, swimming, tennis, track and volleyball.

More than one-half of the schools conduct more than three-fourths of their activities by parliamentary procedure, with this being taught during the school year, either as a class or correlated with another class. Membership fees are low enough to include all worthy members. The students are permitted to choose their own activities.

School assemblies are usually held once each week, lasting from 30 to 45 minutes with more than one-half of the programs rendered by the students. The home room is seldom used as an activity period for it is mainly used in the morning for routine checks. The most common practice is to have clubs meet during the school day, during a period worked into the daily schedule, usually called the "enrichment" or "activity" period.

It was found that teachers are employed with the understanding that they will have an activity or two to sponsor, to be determined by the principal, or by the club, the principal and the teacher concerned.

More than one-half of the schools state that they are keeping accurate records of student activities in the permanent record file of the student concerned. Several schools plan to initiate this plan in the near future.

More than one-half of the schools state that more than three-fourths of their students are engaged in some planned activity. One-fourth of the schools report that all of their students are

participating in the activity program which is a goal toward which all schools should work.

This survey brought forth several worthwhile ideas that could be utilized in an activity program of Mayo Junior High. These are: (1) activities were planned by students, teachers, principals, and sometimes with community help; (2) a great variety of activities were offered, the offerings in most situations, formulated by the needs and interests of the students; (3) the activities were held within the regular school day; (4) teachers were employed with the understanding they would sponsor one or more activities; (5) students were permitted to choose their activities; and (6) credit was being given for activities.

It was stated on page 46 that 85% of the principals thought that activities were an integral part of the curriculum. The teachers and students are the ones more vitally concerned with the "making or breaking" of an activity program. This survey or any survey would be much more valid if the opinions of both teachers and students were studied.

In this survey, it was stated that the membership fees were low enough to include all worthy members. The question immediately arises as to the definition of a worthy member. One of the objectives of an activity program is to offer enough activities to include all members.

IV. ACTIVITY PROGRAMS AND DROP-OUTS

In most of the literature concerning a set of objectives and principles concerning the activity program, there is a definite regulation stating that the program be limited to the students who are still in school. The reason for this is that if a boy or a girl is not in school, then the school has little control over him or her and many serious problems could arise.

Mr. Adolph Unruh³² in his article, "Activities for all American Youth", advances the theory that the school is still responsible for the recreational activities of drop-outs and out-of-school youth.

In Unruh's survey of 32 schools in the St. Louis area, the drop-out rate was 14% compared with a national rate of 55%. This low percentage of drop-outs was contributed partly to the activity program in progress in these schools. In most of the schools, efforts were being made to keep in touch with the drop-outs through activities which included them.

There appears to be a new trend in the activity programs. This movement is toward using clubs, activities, and facilities of the schools, so there is recreation and mingling of both in-school and out-of-school youth.

Drop-outs are very uncommon at Mayo Junior High, because the state compulsory attendance law requires the individual to be in

³² Adolph Unruh, "Activities For all American Youth," School Activities, September, 1950, p. 5.

school until he or she is sixteen years old.

Many of the young people drop out between Junior High School and High School and whatever ties that this group has are still with Junior High School.

I would be admirable to have an activity program that would include these young people, but the problems that would arise, would be greater than the benefits derived from the program.

At the present time, Paris has a recreation center for all youth; and the activity program at Mayo should include only the students that attend there.

V. ACTIVITY CURRICULUM

The activity curriculum has never been accepted in comparison with the almost universal acceptance of the subject matter organization.

There are three features that distinguish an activity curriculum from both the core and subject matter curriculums. These are: (1) the interests and purposes of the children determine the educational program; (2) "common learnings" result from the pursuance of common interests; and (3) the activity program is not planned in advance.³³

The activities of this type of curriculum are planned

³³ B. Smith, William Stanley, J. Shores, Fundamentals of Curriculum Development, (New York: World Book Co., 1950), pp. 412-461.

cooperatively by students and the teacher and may or may not have deliberate social direction. The dominant method used in teaching is problem-solving. As the children's individual needs and interests are met within the program, there is little need for extra-curricular activities. If some students have specialized interests, special subjects are introduced.

This movement started with the John Dewey Laboratory School whose curriculum was based upon the social impulse, constructive impulse, expressive impulse, and the impulse to investigate or experiment.

Meriam's Laboratory School and Ellsworth Collin's experimented with this type of a curriculum, also. More recently there have been attempts to develop the curriculum around centers of interest.

The activity program has been criticized by some educators for sacrificing subject matter and not replacing it with any organization; for lacking continuity of experience; and for not providing social preparation for the future.

Harold Rugg³⁴ made the following criticism of the activity curriculum in several of the better progressive schools of today:

"The young people are not brought face to face with the actual conditions and problems of our culture because of lack of principles of esthetics and design and lack of study by teachers and directors of a new sociology."

³⁴ Harold Rugg, Foundations of American Education (New York: World Book Co., 1947), pp. 20-24.

An activity curriculum would not be advisable for the schools of Paris at the present time. The curriculum now in use is based upon subject matter, and the whole philosophy of teachers, administrators, and community is of a traditional nature.

VI. THE LAWRENCE JUNIOR HIGH SCHOOL STUDY

A study was made by Ralph E. Graber³⁵ concerning the activity program in the junior high school of Lawrence, Kansas. The student body numbered 630 students in the seventh, eighth, and ninth grades. A thirty minute third hour activity period is included in the schedule of classes; also a seventh hour activity period. Athletics, boy's and girl's intramurals, girl's glee club, speech and drama groups, Girl Scouts, bowling in cooperation with local bowling alleys, and opportunity for meetings and practice are included in the seventh period.

Students may participate in the activity or activities of their choice (limit two) during the third period or go to a classroom for study. The committee conducting the study were of the opinion that too many students were in the studyhalls and that the range of activities was too limited.

A desire to determine the interests of the students was foremost in the minds of those conducting the survey so a questionnaire

³⁵ Ralph E. Graber, "How Extensive an Activity Program in the Junior High School," National Association of Secondary School Principals, 36:257-262, March, 1952.

was formulated and presented to the students of each grade through the home rooms. Students were asked to check the activities that they had experience, rating them first, second, third, fourth, etc., in order of their choices.

Another phase of the questionnaire asked students to check the reasons for selecting an activity according to: (1) enjoyment; (2) like the teacher sponsor; (3) your friends are in it; (4) prestige of belonging to the group; (5) request of parents; and (6) desire to be of service or help to others. The third section asked the students to list other activities they would like to have offered in Lawrence Junior High School. The fourth section pertained to study groups. A total of 429 students were participating in various activities while about 200 were enrolled in studyhall.

An analysis of the information made available from the questionnaire seemed to indicate:

1. Most students enroll in activities for fun and enjoyment.
2. The personality of the teacher is a factor in the selection of an activity.
3. Friends in activities influence a choice.
4. The desire for service-type activities lessens as students' age increases.
5. Parents apparently have little influence or interest in the activity program.
6. Approximately two-thirds of the total enrollment are in some activity.

7. Ninth-grade students seem to need more time to study.
8. About 15% of the total studyhall enrollment would choose an activity instead of studyhall if the desired activity were available.

This questionnaire would undoubtedly be useful in trying to improve the activity program of a school. Most people will agree that more students should participate in an activity. The program at Lawrence, Kansas seems very complete, yet one out of every three students does not participate in any activity. If 15% of the 200 not participating, would participate if a desirable activity were offered, this leaves 170 students out of 690 that do not wish to participate no matter what activity is offered.

Every school has the same problem to a lesser or greater degree. It is the task of the administrators and teachers to devise an activity program that will encourage the greatest number of participants. It is also the task of the faculty to constantly evaluate the activity program. Possibly no program can be devised that would encourage all students to participate, but that possibility may serve as a challenge to the program maker.

VII. THE MIDLAND SCHOOLS NEAR DESMOINES, IOWA

In this medium-sized school in a semi-rural area, a functional activity program was created to meet the needs of all students. This program, described by L. S. Flaum,³⁶ had the following char-

³⁶ L. S. Flaum, "The Functional High School Program," Educational Digest, 14:37-39, January, 1949.

acteristics:

1. Requirements for courses for individual students were abandoned, however, a basic core in social-study experiences and communication skills in language arts was retained. Experience areas within the core were flexible and based upon ability and need.
2. Classes were developed as laboratories, with research and study material available in the particular area.
3. Studyhalls were eliminated in favor of supervised study within laboratory-type class.
4. Extra-curricular activities were incurriculized as functional experience areas within the program.
5. A four-year seminar guidance program was developed.
6. The school in all of its aspects was vitalized with the activity principle in action.

Careful individual guidance was necessary to guide the student functionally within areas where he could do his best work. Conferences with guidance personnel or class sponsors and teachers were constant and regular.

Activities were integrated into the school program, with regular class time assigned and regular academic activity credit was received for them. Each student made a choice and registered for an activity each semester. Activities were developed from the major interests of the student body.

These activities met for two periods a week. They were valuable in developing skills and behaviors, hobbies and talents, which could become vocational interests of adult life.

The seminar guidance program for each student was planned on a year basis. The seminars consisted of small groups meeting with their guidance advisors on problems common to a particular group. All library facilities were in the room for immediate research and fact findings.

Freshman seminars were orientation seminars centered around problems of personal hygiene, community relations, etiquette, and use of study and recreation time, while second year students considered problems of personality and achievement records which employers demand. After the second year, the guidance seminars were divided into special interest categories.

This functional program appears to be geared to the needs of the individual student and yet does not lose contact with the social living aspect of a curriculum.

Mayo Junior High School of Paris, Illinois has a curriculum based upon subject matter, which has been and is at the present time taught in the traditional "page to page" manner. Two of the practices of Midland's activity program could be incorporated into a practical program without making any radical changes. It would be desirable to have clubs and activities in the regular academic program with credit being given as in the regular school subjects. This would increase participation in the various clubs or activities.

The other practice that might well be advantageous for use

in the Mayo activity program is the seminar guidance program in use at the Midlands schools. At the present time, very little guidance and counseling is being done at Mayo Junior High. Each student has a file in which achievement test scores, mental ability tests, and health records are kept, but these are seldom used. Provision for guidance and counseling should be made in the activity program if it is to achieve the objectives set up for it.

VIII. IOLA JUNIOR HIGH SCHOOL, IOLA, KANSAS

"For the past eight years," states the principal, H. E. George,³⁷ "the Iola Junior High School has had a voluntary activity period after regular class periods in the afternoon." Hi Y, Girl Reserves, Junior Red Cross, Junior Council, mixed chorus, stitch and stir, newspaper club, dramatic club and museum club meet regularly, but pupils who do not wish to participate may go home or wait for either the boys' or girl's intramurals athletic programs which begin immediately after the club activity period ends.

Eighty-nine percent of the pupils take part in club and athletic activities. One pupil may hold only two major offices; he or she may be president of only one organization. Each teacher sponsors some club or activity. Each sponsor meets with his officers or cabinet during the first week of school, and together,

³⁷ H. E. George, "Council Work Starts in the Junior High School," School Activities, 14:226, February, 1943.

they draft a tentative program for the school year. Later all faculty sponsors meet and present their tentative programs. Co-operative programs are suggested and scheduled. Activity ticket programs, assembly programs, and special school functions are added. Conflicts are then eliminated and a master schedule is made. A bulletin is mimeographed containing lists of officers, committees, and schedules for all organizations.

The pupils come to the meetings voluntarily, the attendance is checked, and members of clubs attend regularly. Many of the clubs even have waiting lists.

One of the best chances to put democratic teaching into practice is found in the school activity program. The following example was cited, by George,³⁸ "When the junior council presents an entertainment picture show, the picture machine operators committee handles the films; the stage committee clears the stage, adjusts shade, and is responsible for house lights; the council secretary and treasurer sell tickets and take charge of the money; the usher committee takes tickets at the door; the safety patrol has charge of disciplinary problems; the council talent chairman has stage numbers ready for the time that the reels are being changed; special class committees have charge of refreshments; the council president is in charge of the whole program and calls on the principal only in case of an emergency."

The cooperative spirit and willingness to serve school and

³⁸ H. E. George, "Council Work Starts in the Junior High School," School Activities, 14:226, February, 1943.

community that is built in this junior high council carries over to the senior high group.

There seems to be a trend running through the description of the Iola Junior High activity program that suggests an "iron fist in a velvet glove" type of democracy.

The principal undoubtedly created the program and put it into operation. These questions should be answered in evaluating this program: (1) What part did the teachers have in putting together the program? (2) How did the teachers feel about staying "after school" to sponsor an activity? (3) If an activity is worth having, why isn't it worth having in regular time? (4) What provision is made for allowing pupils who have no money to participate in activities?

Too many school programs are introduced in glowing terms about guidance and democracy in action, when in reality nothing is really being done to promote democratic living. Almost every written account of an activity program in operation has been written by the principal of the school. This question continually presents itself: Can an activity program be so constructed that a teacher would write about it, praising it for its value as a teaching aid? This question which has no immediate answer, should be one criteria for evaluating a program of activities. In chapter five of this paper, I will attempt to illustrate how citizenship can be furthered through an activity program.

IX. THE HINSDALE TOWNSHIP HIGH SCHOOL PROGRAM

"The teachers of the Hinsdale Township High School, Hinsdale, Illinois, returned one week early at the beginning of the 1943 school year for the purpose of studying the problems concerning the teachers," reports the principal, H. F. Mossman.³⁹

The main problem to be solved was the formation of an activity program which would satisfy the needs of students, faculty and community. The result was that it was decided by students, teachers, and administrators that the activity program be incorporated into the regular class schedule.

Students were not forced to participate in the activities that were scheduled for the third period in the morning. The idea being that activities should develop from a felt need or interest on the part of a sufficient number of students. Those not wishing to participate in an activity reported to a studyhall.

The following program was formulated:

Monday

Student Council	Managing Board of school papers
Model Construction Club	Debate
Red Cross Group	A song's starter club
Boy's intramural groups	Dramatic group
Girl's reserve interests club	

Tuesday

Student Council Work	Administrative Work and Details
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³⁹ H. F. Mossman, "A Daily Activity Program," School Activities, 15-16: 147-150, January, 1944.

Wednesday

Girl's Reserves

Hi Y

Thursday

Student clubs

Friday

Assembly

All teachers either sponsor an activity or have charge of a studyhall during the activity period. Students may join an activity at any time, but "shopping around" is discouraged.

New activities may be initiated at any time if enough students were in favor of the activity. Students were limited in the number of activities they could participate in by having to make a choice automatically.

This program has one feature that is very commendable. The activity program was planned jointly by students, teachers, and administrators. The whole philosophy of our educative system has shifted from the "authoritarian" to the philosophy of "experience", from the "mechanistic" to the "organistic", and Hinsdale High School has kept in step.

There are far too many activities scheduled for Monday and too few for Tuesday, but if the students, teachers, and administrators have cooperatively formulated the program for Hinsdale High School, the activities fit the local needs.

The studyhall or activity participation is a common way of handling student participation in most schools. It might be more advisable to require a certain number of activity credits before a student could be promoted.

The third hour period in the morning gives the impression that the activity period might just have been "stuck in" there as that was the least inconvenient time in relation to the other regular subjects. The first period in the afternoon would appear to be a better time from the standpoint of the students and activities.

X. TRENDS IN ACTIVITY PROGRAMS OF THE SCHOOLS REVIEWED IN THIS CHAPTER

1. There has been a trend toward allowing all people concerned, students, teachers, administrators, and parents, have a part in planning the activity program.
2. A trend toward allowing the student council or student government to sponsor and supervise activities.
3. To have the greater majority of the activities in the regular curriculum during regular school time.
4. To give credit for activities just as in academic subjects.
5. To have no membership fees and to reduce the hidden costs of activities. In the "Principal Findings of the 1947-48 Basis Studies" of the Illinois Secondary School Curriculum Program Bulletin, this fact was reported: The only factor that had any bearing on "who" did, or "who" did not participate in the activity program was the accident of birth in an economic sense. In the light of this finding, it could be concluded that if the program of activities cost the student nothing, many more students would participate and non-participation would be less of a problem.

CHAPTER V

A PRACTICAL PROGRAM OF ACTIVITIES IN TERMS OF MY SCHOOL

I. INTRODUCTION

Paris is a typical midwestern city of ten thousand inhabitants, located in eastern central Illinois, near the Indiana border. There are a few industries located in Paris, but most of the people depend directly or indirectly upon farming for their incomes. Mobility of population is a universal result of this industrialized and mechanized era and the schools of Paris have the problem of educating children of transient families who work at Newport, Indiana or Tuscola, Illinois for a short time and then move on to other states.

There are five elementary schools with grades one to six, and a junior high school for grades seven and eight, in Paris. The average yearly enrollment in the junior high school is from 280 to 300 students. There are few drop-outs, as the State Compulsory Attendance Law compelling young people to attend public school until they are sixteen years of age, keeps the greater majority of the students in school.

Drop-outs between junior high and high school are of a much larger number, but this problem is left unsolved as neither the high school nor junior high officials assume the responsibility for this situation. The community doesn't appear to be concerned either, so many of the youth are left to their own devices.

Mayo Junior High School is centrally located, about one block from the Paris business district, thus, traffic is a hazard to the safety of the students. The Mayo Junior High School building also houses an elementary school, grades, one to six, which makes the entire enrollment approximately 600 children. There are about 22 rooms at Mayo with a small assembly hall upstairs and a small gymnasium downstairs attached to the regular school building. The lunchroom facilities are in the basement.

The playground area is small, crowded, and inadequate. With any games using a round ball, there is the constant danger of retrieving the ball through morning and noon time traffic.

The high school athletic field is located $\frac{1}{2}$ mile from Mayo on the same street and can be used to reduce the crowded playground conditions. There is the safety hazard of walking to and from the athletic field that must be considered.

Transportation does not present the problem that it might in consolidated units, as Paris School District No. 95 is located within the city limits. In the past, a special bus has been chartered for athletic trips, trips to music and debate contests, and excursions involving large numbers of students. When a home room, class or club decides to take a trip or an excursion, the teacher and parents cooperatively provide the transportation facilities. These cooperatively planned excur-

sions include a rock hunt, visit to the water works, court house, fire station and city jail, milk farm and parties at the skating rink.

There are eighteen teachers employed at Mayo Junior High. Fifteen of these teachers have taught for more than twenty years and have very definite ideas about an activity program. It is the author's opinion that they hold these two basic ideas: activities should be strictly supervised by the teachers; and the activity program should not "run away" with the regular academic school program.

Every teacher sponsors some activity or club and most of them believe in the value and necessity for an activity program. No radical change could be made that would achieve any success, unless the teachers helped plan it. Other schools have cooperatively planned and expanded their activity programs with the students eventually taking over and planning and supervising the program. This is an ideal plan, but at Mayo it wouldn't function with the present faculty. In a practical program, it would be a goal to strive toward, but the teachers would have to believe and want student control of the activity program before it could be inaugurated.

In the present activity program of Mayo Junior High, home room periods are placed during the first period of the morning and are of thirty minutes duration. Clubs meet every Tuesday and

Wednesday and there are study halls on Monday, Thursday and Friday.

Clubs now being sponsored are: athletic, speech, girl's chorus, boy's chorus, G.A.A., journalism, service, and boys patrol. Assemblies are held from time to time when a need for one is felt by the principal or if a teacher has arranged for one through the principal. Intramurals for boy's athletics meet one day a week and the G.A.A. meets one day a week after school. Interscholastic athletics include basketball, softball and track.

The approximate cost of the 1952-1953 activity program at Mayo Junior High was \$2,254.90. This cost has been broken down into the following activities:

Athletics (Interscholastic competition, intramurals, and G.A.A.)

Balls	\$ 30.10
B. B. equipment	376.30
Track equipment	123.22
Stop watch (boys)	27.94
Stop watch (girls)	23.66
Tape - oil - linament	6.80
Tickets	10.18
Mileage on trips	48.80
Transportation to contests	502.67
Officials	118.00
Intramural	30.16

(Banners and Pins)

G.A.A. Emblems and pins.	\$ 60.10
Varsity letters	86.40
Banquet	15.00
Individual awards	<u>12.60</u>
Total	\$ 1,471.93

Music

Girl's chorus pins and music	\$ 33.29
Boy's chorus pins and music	26.10
Transportation	<u>40.80</u>
Total	\$100.19

Clubs

Service club pins	\$ 17.28
Journalism pins	14.20
Varsity club emblems	<u>20.00</u>
Total	\$ 51.48

Honor Societies

Honor roll pins	\$ 28.05
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School trips

Eighth Grade Trip	\$580.50
Seventh Grade Trip	<u>50.80</u>
Total	\$631.30

Total cost \$2,254.90

There was no record of the cost of operating the home room, emblems, dramatics, social events, newspaper and the school

bank and banking. These activities were either financed as a regular part of the academic school program or were financed by sponsor and parents.

II. A SUGGESTED ACTIVITY PROGRAM

Students, teachers, principals, and town's people should cooperatively plan the activity program for Mayo Junior High School, in order to make the program more practical and workable. The following section is an attempt by the author to formulate a practical program of activities for Mayo Junior High. This will be a recommended, tentative program that could and would be changed if the need to do so arose.

Home room. Each teacher will sponsor a home room in which the students meet ten minutes after taking up every morning. This period will be for the clearing up of routine matters such as: attendance, etc. The regular home room or activity period will be the first period in the afternoon and will last fifty minutes.

Assigning the students to home rooms has always been a problem. Some parents and students prefer one teacher to another or one home room to another, while others think that favoritism is being practiced. A good plan, that will be used to avoid adverse criticism, is to have the whole class listed alphabetically. The next step is to assign each home room a letter and go down the alphabet, letting the names fall where they will. This method should satisfy all complaints of favoritism.

The schedule for the regular home room period in the afternoon will be as follows: Monday, guidance or any other sort of home room activity; Tuesday, Wednesday, and Thursday, will be club periods, with a schedule worked out so that two clubs do not conflict; Friday, will be assembly day for the entire student body, who will meet in the gymnasium as the assembly hall is too small.

A president, vice-president, and secretary will be elected for the home room. A treasurer could be elected but I would recommend that all finances be closely supervised.

Each teacher has different ideas as how to conduct a guidance program in the Monday home room period. The testing program will be alike in all home rooms with achievement tests, mental ability tests, and aptitude tests kept in each student's file in the home room.

Aside from the common records and information in each student's file, I would like to recommend the following guidance program: The best way of instilling the proper principles of conduct and behavior habits is for the teacher to set a good example in his conduct. Most students have a sense of fair play and if the teacher has a reputation for being fair and just, that is one of the best guidance aids available. After establishing a sense of fair play, the teacher should teach the students how to conduct meetings by the correct parliamentary procedure. The

president of the class then takes over the Monday meetings. Discussion topics and activities for future meetings can be discussed and committees appointed to prepare the future programs. Some topics that could be used are: (1) how to get along with teachers; (2) lunchroom manners; (3) how to behave when young people get together; (4) how to study; (5) why schools have rules and regulations; (6) why practice good behavior? For variety, a piano can be wheeled in and an old-fashioned "sing" can be held. Every class has talent and with a little encouragement the students enjoy having a variety program. Another type of entertainment that is enjoyed by most seventh and eighth grade students is square dancing. They are in the handholding stage and very few of them like the closer contact that ballroom dancing or popular dancing requires.

Short skits and plays can be both entertaining and educational for the students and especially the teacher. Last year, one of the students portrayed me in a "take off" on the typical school teacher in a classroom. It was very enlightening because before that I didn't realize how stern and uncompromising I appeared at times. The teacher that listens more, thinks more, and lets the students plan and carry out their own activity program in home room can do more actual guidance work than the teacher who does all of the talking, planning, and deciding, and thinks that he has a guidance program. The student is the one that has the problems in school, and given the opportunity to plan and decide things for

himself with a little help when needed, most students can solve most of their problems themselves.

Student Council. At the present time, Mayo Junior High School has no student council. The organization that approaches nearest its duties is a Service Club, whose job it is to direct traffic in the halls and stairways; to supervise the lunchroom program; and to set up chairs in the gymnasium. It in reality is little more than a monitorial and janitorial type of service.

A student council is badly needed. The teachers will have to see the need for one and want one before it can be introduced. Assuming that they would see the necessity for the student council, I would recommend that it have the following qualifications: elections for the offices of president, vice-president, secretary, and treasurer will be held with the entire student body voting; a student who wishes to place his name on the ballot must have an endorsement by five students and with no objections by any teacher. Campaign speeches may be given in the assembly period. As this is an excellent opportunity for teaching proper voting techniques, the election equipment will be borrowed from the Board of Education and regulation booths, pencils, ballot receptacles with locks be set up on election day for the students.

After the major officials are selected, each home room

should select two representatives to be on the Student Council.

The activities of the Student Council will include: service, or being responsible for the duties previously held by the service club; discipline, or having committees devise ways and means of helping the student body develop better behavior patterns; social training; govern all extra-curricular activities including organization and participation in clubs; and sponsor public functions, such as open house, programs for assemblies, musical programs, a carnival, and talent programs.

The Assembly. The assembly program will be held every Friday afternoon in the gymnasium from 1:10 until 2:00.

The responsibility for providing the program will be placed upon the Student Council.

There are three types of programs that might be presented. These are: guidance, educational, and entertainment. These should be interchanged so as to give the students a variety.

In planning the guidance programs there are several things that the council members could do. They could call upon different students or teachers to give short talks, or have round table or panel discussions on the problems and solutions to the problems that confront students of Junior High age. A play or a skit showing the wrong way and the right way to react to certain situations often conveys more ideas than a million lectures. Movies

could be shown or outside people such as the fire chief, police chief, sheriff, state patrolman, FBI officer, or an ambulance driver could be asked in to give short talks.

Educational type assembly programs have great value. In any city of today there are many people who have traveled to the far corners of the earth and taken pictures of the countries through which they have traveled. Refugees from the war-torn countries of the world have come to the United States and a few have settled in almost every city. These people are usually willing to share their experiences and culture with the students if asked to do so. Care should be taken in selecting these speakers because some of them have little to offer. Movies of various kinds may also be used for an educational type program.

The last type of assembly program that could be used is for entertainment. The home rooms could furnish the talent, or the various clubs could provide a program. Group singing is an old time recreation that should be used more. Students love music and the experience of participating in programs, both as a performer, and as an audience, is of great value.

Clubs. People like to belong to organizations and school clubs answer that need. Club days at Mayo Junior High School are Tuesday, Wednesday, and Thursday.

The clubs that will be in operation are: athletic club,

service club, speech and debate club, dramatics club, G.A.A., boy's patrol, science club, girl's chorus, boy's chorus, browsing or library club, social studies club, journalism club, and boy's hobby club. The number of members that a club has will be decided by the sponsor.

Assuming that the student council will be created, I would recommend that they have sponsorship or jurisdiction over the clubs. If some group or teacher wished to start a new club, the situation should be talked over and voted upon in council meetings.

Fees for membership will be slight and will be set by the organization of the various clubs, if they meet with the approval of the student council. Membership will be optional with a study hall provided for those who do not wish to belong to any club.

The following tentative schedule will be used: Tuesday, girl's chorus, speech club, dramatics club, athletic club; Wednesday, boy's chorus, G.A.A., journalism club, science club, social studies club; and Thursday, browsing and library club, service club, boy's patrol and boy's hobby club. There will be conflicts but the students will have to make a choice as to which club they wish to belong. The council will meet every Monday, during the home room period.

Dramatics. The dramatic activities will be carried on under the supervision of the Dramatics Club and its sponsor.

the Winter, volleyball and basketball games will be played. In the Spring, a Field Day or track meet will be held for all students.

Last year, after the regular basketball season, an intramural double elimination basketball tournament was held. The regular or varsity basketball players were not allowed to participate. Every boy in the school participated as a player, coach or official. The students ran the whole tournament. Referees, scorers, times, clock operators, and announcers were all students. Each home room team had its own colors and cheerleaders. I have never seen so much interest and enthusiasm. Pennants were given for First, Second and Third and Consolation, so almost every home room received a pennant. It was much more beneficial than interschool competition because everyone had a chance to be "someone". Little "Johnny", who couldn't be waterboy on the varsity team, had a chance to run up and down the floor and hear his name over the loud speaker. Some of the boys grew two or three inches right before my eyes. As for the girls, instead of only four varsity cheerleaders, thirty-six girls were given a chance to lead the cheers. This same tournament will be held this year.

The boy's intramurals will have the gymnasium every Tuesday and Thursday after school hours, and the Girl's Athletic Association or G.A.A. will have the gymnasium every Wednesday. The girls play softball, soccer, basketball, and volleyball.

Last year, we held a track meet or "Play Day" for all students. In reality, there were four track meets in one. The teams were chosen on the basis of home rooms. Seventh grade boys competed against seventh grade boys and seventh grade girls competed against seventh grade girls. The eighth grades were organized the same way. The loud speaker was brought out from high school and everything was done as in a regular track meet. The teachers ran all of the events and I believe that it proved a very educational experience for all of them. A sixty year old lady teacher that has sat stern and stiff for years cannot help but unbend when helping measure the shot put. Students realized for the first time that teachers belong to "Ecco Homo", too.

Small trophies were given for First Place in each division and everyone went home tired and dusty, but with a sense of closer relations for having shared the experiences of "running off" a track meet.

This "Field Day" will have an important part in the activity program.

The regular varsity athletic program will not be changed much. Softball will be played in the Fall, basketball in the Winter, and track in the Spring.

School Trip and Tours. The eighth grade class will take a

trip to either Chicago or Springfield with all expenses paid. This will be decided on by majority vote of the eighth grade students. The same day that the eighth grade goes on their "trip," the seventh grade will have a class picnic and roller skating party at Twin Lakes. The boy's patrol will take a trip sponsored by the Chicago Motor Club.

Social Events. This will be the responsibility of the student council. I would recommend a carnival, several square dances, a Halloween party, a skating party, G.A.A. banquet and a boy's athletic banquet. There will be a slight charge for the skating party and carnival, but the other events will be free of charge.

School newspapers. The school newspaper will be under the sponsorship of the journalism club. The paper will come out once a month, will be given to the students free of charge.

Honor societies. There will be a chapter of the National Junior Honor Society installed at Mayo Junior High School. For scholastic honors, anyone maintaining a 4.5 average (A=5, B=4, C=3, D=2, F=1) for one quarter, will receive a bronze pin; anyone who maintains the average for two quarters, will receive a silver pin; and anyone maintaining the average for three quarters, will receive a gold pin.

Some other honor society that rewards citizenship, character,

and service should be sponsored, but it would have to come in gradually.

School Banks and Banking. This will be under the sponsorship of the arithmetic teacher and incorporated in the regular classwork. The weekly passbook system will be used.

Honor Day. Honor Day will be held in the gymnasium in the Spring to pay homage to those who have done something out of the ordinary for themselves and the school.

The program will be as follows: patrol boys will be given their pins or bars if they have already received their pins. They will be commended on a job well done. The boy's and girl's choruses will receive their pins. The outstanding students in journalism will receive pins. The students maintaining the correct grade average will receive scholarship pins; the G.A.A. members will receive "beanies" for seventh graders, and pins for eighth graders. All student council members will receive letters. Boys who lettered in basketball or track will be commended; any person who did outstanding work or performed outstanding service will be mentioned and honored.

Handling the Activity Fund. Mayo Junior High School doesn't have the following or the facilities for athletics, so most of the activities will be financed by the educational fund and a budget amounting to \$3,000.00 will be recommended.

About the only activity that would bring in money is the basketball games. That return, after paying the officials will be slight. Teachers on duty at the games will sell and take tickets and the money taken care of by the principal of the school.

III. SUMMARY

I have attempted to present a practical program of activities for Mayo Junior High School of Paris, Illinois. I have taught there for seven years, so I feel that I have some understanding of the capabilities of the teachers and the needs of the school. This is a practical program, which might not be at all desirable for another school, but I believe that it would be a good program for my particular school. Using the four objectives and fourteen principles given on pages fifteen and sixteen as criteria, the program could be analyzed and given a true evaluation after being in operation for one or two years.

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