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## The development and evaluation of a curricular activity program at Galt Joint Union High School

William Dole Owen  
*University of the Pacific*

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College of the Pacific  
Education Dept.

THE DEVELOPMENT AND EVALUATION OF A  
CURRICULAR ACTIVITY PROGRAM AT  
GALT JOINT UNION HIGH SCHOOL

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A Thesis  
Presented to  
the Faculty of the School of Education  
College of the Pacific

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

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by  
William Dole Owen  
August 1958



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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

That group activities outside the normal curriculum are of inestimable value to the high school student is an established fact. The manner in which these activities shall be made available to him is a subject of continuous educational controversy.

Basically each school must decide whether such activities are to be extra-curricular or whether time is to be provided within the school day.

This was the problem faced by Galt Joint Union High School in September, 1955. This is a high school with an enrollment of approximately 450 serving about 400 square miles of an agricultural area in the southern part of Sacramento County, California. Since Galt itself is a small town of 1300, approximately eighty per cent of the high school student body comes from the surrounding farms, some of them as much as twenty miles away.

Until September, 1955, all activities at Galt High School had been extra-curricular with the resulting activity program being poorly organized and practically non-existent. The few organizations that did exist had to meet at night,



before or after school, during the short noon period, or during regular class time during the day. The only exception to this were three former extra-curricular activities, journalism, student council, and dramatics, which had been incorporated into the curriculum as credit-bearing subjects in 1951-52. Night activities were inconvenient and poorly attended because of the distances students lived from the school. Eighty per cent of the students travel by school buses which arrive just before school opens and leave ten minutes after school closes. Noon periods are thirty-five minutes in length, which gives time only for lunch and very little else. Consequently, the few clubs that did exist, such as Future Farmers of America, Future Homemakers of America, and California Scholarship Federation, had to meet during the day with a consequent loss of class time and a general disruption of the entire school program.

The solution to this dilemma seemed to be to, in some way, incorporate the informal club-activity program into the formal high school curriculum.

#### Statement of the Problem

The basic problem involved in developing the curricular activity program at Galt High School was two-fold:

1. In what ways could the formal curriculum be modified and the schedule be adjusted in order to



incorporate an informal club-activity program without impairing the regular educational opportunities?

2. Could the use of school time for such a program be justified?

### Procedure

This study proposes to answer the above questions by describing in detail the actual method by which the curricular activity program was organized and its evaluation by means of questionnaires from students, faculty, and parents. The following time order was used in carrying out these procedures:

September, 1955: Faculty discussion of activity program resulting in an agreement for a year's trial of the program.

September, 1955: Student questionnaire to ascertain the student opinion on the formation of a school club program.<sup>1</sup>

September, 1955: Faculty questionnaire regarding sponsorship of clubs.<sup>2</sup>

October, 1955: Club program and scheduling began.

May, 1956: Follow-up questionnaire for students to find out if club activities were satisfactory.<sup>3</sup>

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<sup>1</sup>Appendix, p. 79.

<sup>2</sup>Appendix, p. 80.

<sup>3</sup>Appendix, p. 94.



September, 1956: Revision of program.

October, 1957 to February, 1958: Faculty evaluation questionnaires and interviews.<sup>4</sup>

February, 1958: Student evaluation questionnaires.<sup>5</sup>

March, 1958: Parent evaluation questionnaire.<sup>6</sup>

### Limitations and Definition of Terms

Since this study is a detailed description of a method of developing a curricular activity program and the evaluation of same, this study will be limited to the activities at Falt Joint Union High School during the years 1955 to 1958.

The term "curricular activity program" as used in this study means a program of clubs and other student activities which is regularly scheduled during the school day and which provides an opportunity for every student to participate.

The term "formal curriculum" is used to refer to the list of courses which are offered for credit and in which the emphasis tends to be on subject matter rather than the development of the individual.

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<sup>4</sup>Appendix, pp. 105-107.

<sup>5</sup>Appendix, pp. 103-104.

<sup>6</sup>Appendix, p. 108.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

The statement that the value of an activity program is an accepted educational fact is well substantiated. Contrary to popular belief, however, activities other than regular classroom work are not new; in fact, they had their origin in ancient times. "The first examples of student activities date back to Athens and Sparta in Ancient Greece. The activities consisted mostly of sports and public speaking."<sup>1</sup>

Such activities have, however, met with periods of opposition sometimes resulting in complete extinction. Their extensive development has taken place only during the past twenty-five years during which they have progressed to "their present day status of promotion and encouragement."<sup>2</sup> A national survey made by the United States Office of Education in 1930 "reported that in four typical Chicago schools the number of non-athletic activities increased sixty per cent from 1910 to 1920 and three hundred forty per cent from 1920 to 1930."<sup>3</sup> A

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<sup>1</sup>Hughes and E. S. McAllister, "What Extra-class Activities Should Be Included In The Senior High School Program?" National Association of Secondary School Principals Bulletin, 40:99-104, April, 1956.

<sup>2</sup>Ibid.

<sup>3</sup>Nellie Z. Thompson, Your School Clubs: A Complete Guide to 500 Activities For Group Leaders And Members (New York: Dutton and Company, 1953), p. 14.



report by the same office in 1950 "indicated that the organization of student clubs had the most marked growth among student activities between 1930 and 1950."<sup>4</sup> According to one authority,

Extra-curricular activities have been recognized in the schools of the United States for more than one half of a century. They have received enthusiastic support from school people and the public for more than a quarter of a century.<sup>5</sup>

What, then, is the reason for this phenomenon of growth during modern times? Do school activities have value? Are they merely fads or frills? Do they contribute to the educative process?

If an activity program is of educational value, surely it must help to fulfill the basic objectives of education as a whole. Rennecke and Hearn have stated that the "general objectives of general education and extra-curricular activities education are synonymous."<sup>6</sup>

The "Seven Cardinal Principles" of secondary education, the best known list of objectives of secondary education today, are defined as "health, command of fundamental processes,

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<sup>4</sup>Ibid.

<sup>5</sup>J. L. Trump, "Extra Curricular Activities Improve Life Adjustment," Educational Leadership, 11:428-33, April, 1954.

<sup>6</sup>Donald Rennecke and Arthur C. Hearn, "Some Basic Trends in School Activities," School Activities, 26:155-6, January, 1955.



worthy home membership, vocation, civic education, worthy use of leisure time, and ethical character."<sup>7</sup> There is ample evidence to show that activities can be justified under each of these seven basic principles. According to Shannon, "Were it not so, they (school activities) would not have survived and thrived as they have and gained the support of the top philosophers of education which they have."<sup>8</sup>

A simpler and oft-used statement of the aim of education is John Dewey's philosophy that "education is life."<sup>9</sup> If this objective is accepted, then

...the curriculum must be as wide as life itself. It should be thought of as comprising all the activities and experiences afforded by the community through the school whereby the children may be prepared to participate in the life of the community.<sup>10</sup>

From this viewpoint, it would seem that activities are not only an important but an essential part of any school program whose intention is to truly educate. While it is true that many desirable activities can be provided within the

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<sup>7</sup>J. G. Umstattd, Secondary School Teaching (Boston: Ginn and Company, 1937), pp. 19-45.

<sup>8</sup>J. R. Shannon, "An Old Fashioned Appraisal of Activities," School Activities, 20:243-4, April, 1949.

<sup>9</sup>F. Burgar and L. Chastain, "What Are Current Concepts Of The Activity Program? Summary of Presentations," National Association of Secondary School Principals Bulletin, 37:85-90, April, 1953.

<sup>10</sup>Shannon, loc. cit.



classroom, this is often not the case in actual practice.

Within the traditional curriculum, individual differences are cared for by variations in assignments, but a flexibility permitting differences in kind, amount, and depth remains largely in the realm of the ideal in classroom practice . . . . Student clubs provide a wholesome and stimulating environment for the retarded and the accelerated student, the dull and the gifted, the extrovert and the introvert, the eye-minded and the ear-minded, the academically bent and the manipulative, the adjusted and the maladjusted. Young people find, in a worthwhile program of clubs and other activities, the challenges of interests, the inter-personal relationships, the varied experiences which they need for full development.<sup>11</sup>

If schools are to prepare students for life, they must provide them with opportunities not only to learn basic subject matter but also to practice the skills which they will use after graduation.

It seems to be taken for granted that school activities encourage the development of traits of leadership. A conservative point of view would be that school activities serve as a sieve for sorting out pupils who have innate qualities of leadership. In either case, the result is the same: Leaders in school activities are leaders in life; what it takes to succeed in the high school curriculum is not what it takes to succeed in life, and what it takes to succeed in extra-curricular activities seems to be what it takes to succeed in life.<sup>12</sup>

Undoubtedly the development of activity programs has been given impetus by the changes in life during the past quarter century and by the realization on the part of educators that even greater changes may occur during the next twenty-five years.

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<sup>11</sup>Thompson, op. cit., pp. 16-17.

<sup>12</sup>J. R. Shannon, "Student Activities And Leadership," School Activities, 22:183, February, 1951.



Modern development of means of travel and communication is rapidly bringing about a "one world." Automation with the widespread practice of "do it yourself" challenges the high schools to provide for the acquisition of those traits that will enable the youth of today to make wise use of their leisure time tomorrow. A well-directed comprehensive program of extra-curricular activities for high school youth of today will give them the opportunity to acquire many of these interests and abilities. Experience in this democratic method of acquiring competencies in leisure time will go a long way in enabling the youth of today to become better citizens of tomorrow.<sup>13</sup>

The opinion of education leaders of today seems to be summarized in the statement that "a well-planned activity program based upon the needs and interests of the pupils is a vital part of our broad curriculum and should supplement all the objectives of our so-called regular curriculum."<sup>14</sup>

In addition, administrators, teachers, and students all seem to be increasingly interested in activity programs of various kinds. Reporting on a recent survey of four hundred representative high schools across the nation, Miller states:

Replies to questionnaires indicate that almost without exception, school administrators and teachers have a growing interest in co-curricular activities. Furthermore, their attitude reveals not merely tolerance or acceptance, but an active and dynamic promotion of co-curriculum activities in schools across the nation.<sup>15</sup>

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<sup>13</sup>Hughes and McAllister, loc. cit.

<sup>14</sup>Burgar and Chastain, loc. cit.

<sup>15</sup>F. A. Miller, "Co-curriculum Activities," National Education Association Journal, 43:408-9, October, 1954.



Tompkins states, "A high school that has a good program of extra-class activities is usually regarded by pupils and parents as a 'good high school'."<sup>16</sup> Student attitude toward activities is further discussed by Norman:

Any survey made among current high school students on the subject of "What I Like Best About My School" will reveal that most of them will point to some extra-curricular activity. Surveys of graduates also reveal in substantial numbers that they remember and value some extra-curricular activity as having made the greatest permanent and practical contribution to their life needs after school. Studies among school-leavers show that few took an active part in the activity program.<sup>17</sup>

There seems to be no feeling on the part of either educators or students that activities are fads or frills which do not serve educative purposes. As Gillespie says, "What was very definitely a by-product or nuisance value in earlier days has become, as often happens in the manufacturing world, a very important phase of this business of education."<sup>18</sup>

Modern educational literature is rife with lists of aims and values which students may obtain from participation

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<sup>16</sup> Ellsworth E. Tompkins, "Desirable and Undesirable Policies For Extra-class Activities," School Activities, 26: 179-81, February, 1955.

<sup>17</sup> R. B. Norman, "The Pupil Activities Program," School Activities, 25:229, March, 1954.

<sup>18</sup> F. H. Gillespie, "Important By-product Of Education," American School Board Journal, 121:22, December, 1950.



in activities. Those included here are representative of the views of many writers.

McAllister states that activities are "important in contributing to such values as training for leadership, socialization, group experience opportunities, improving discipline, and developing ability to get along with others,"<sup>19</sup> and feels that a "wholesome contribution is made to the development of character, personality, and citizenship in the life of the student."<sup>20</sup>

Norman writes:

Participation in the activities program by pupils offers fine opportunities for direction and development of pupils along lines of social growth, personality, training in leadership qualities, ability to work with others, discovery of abilities and interests, vocational aptitudes, and others.<sup>21</sup>

Van Pool divides these values into two groups, objectives and social outcomes. As objectives he lists the following:

Using leisure time effectively, developing appreciations, enriching personality, achieving self-realization for good purposes, developing personal initiative and personality, learning how to conduct and participate in a meeting, affording opportunity for self-appraisal by individuals, and enabling the individual and group to

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<sup>19</sup>Ellis S. McAllister, "Evaluating The Activities In Utah Schools," School Activities, 27:132-4, December, 1955.

<sup>20</sup>Ibid.

<sup>21</sup>Norman, loc. cit.



capitalize on his interests.<sup>22</sup>

As social outcomes he enumerates:

Providing mental and physical recreation, gaining practice in working with others, developing democratic group responsibility, learning to practice good human relationships, understanding group processes, furthering good pupil-teacher relationships, and increasing social contacts.<sup>23</sup>

A digest of a rather lengthy chapter in The High School Curriculum by Douglass yields the following summary of values to be obtained from student participation in activities:

1. Development of ideals of right conduct, self-control, cooperative efficiency, and fairness.
2. Development of habits of cooperation, self-control, right thinking, and civic righteousness.
3. Development of leadership.
4. Better understanding and appreciation of the necessity for fair ethical cooperation in business life.
5. Development of a sense of individual responsibility for the welfare of group interests.
6. Development of habits of substituting socially ethical behavior for individualistic behavior.
7. Training in situations which are similar to those to be met in later life.<sup>24</sup>

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<sup>22</sup>G. M. Van Pool, "Cherish Your Activity Program!" Clearing House, 29:259-63, January, 1955.

<sup>23</sup>Ibid.

<sup>24</sup>H. R. Douglass, The High School Curriculum (New York: The Ronald Press Company, 1947), pp. 358-376.



In reporting on current concepts of activity programs, Bugar and Chastain state:

It is in the activity program that the school finds an opportunity to plan a curriculum for the student to have life-like situations, to find out about himself and the society in which he lives. Here we have the opportunity to develop character, government, and fellowship. It is in these activities that we develop character and sportsmanship. The student through this program is given an opportunity to exploit his talents and get self-satisfaction in his creative experiences.<sup>25</sup>

With such unanimity regarding the educational value of the activity program and general agreement upon certain inherent values, one might expect to find an established method for implementing it. Such is not the case, however, largely because of the technical difficulties involved. During the recent period of active development of activity programs in the high schools of the nation, various methods have been tried in an attempt to determine the best means of providing the benefits of such a program. Certain common trends, however, can be observed in secondary activity programs during the past twenty years: (1) expansion of extra class activities, (2) wider participation by students, (3) total faculty attention to school responsibility for programming, (4) a tendency to make the extra class activities curricular, (5) increasing use of an activity period within the school day, (6) more evaluation of extra-class activities by schools, and (7) a balanced

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<sup>25</sup>Bugar and Chastain, loc. cit.



program of extra-class activities.<sup>26</sup>

Trends perhaps are also indicated by the changing terminology used in referring to activities--extra-curricular, extra-class, co-curricular, core program, experience curriculum, and curricular.<sup>27</sup>

These terms also indicate the three basic patterns commonly used in providing for student activities: (1) So-called extra-class, extra-curricular, or co-curricular activities take place outside the regular school session, usually before or after school although some may also be noon or evening activities; (2) in the core program, many extra-class activities are consolidated with class projects; (3) an experience curriculum or curricular activity program provides time for activities within the daily schedule.<sup>28</sup>

Although all three methods are currently in use, present practice as reported in educational periodicals seems to indicate a trend toward the third procedure. Morgan states that "adequate time for student activities during the school day is the one indispensable characteristic of any extra-

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<sup>26</sup>L. R. Crum, "Evaluation Of An Activities Program," School Activities, 26:243-7, April, 1955.

<sup>27</sup>E. E. Tompkins, "Relation Of Activities To The Curriculum," National Association of Secondary School Principals Bulletin, 36:13-24, February, 1952.

<sup>28</sup>L. R. Crum, "Organization and Control Of An Activity Program," School Activities, 27:43-6, October, 1956.



curricular schedule which is to serve the needs of all youth."<sup>29</sup> Benerd predicts that the co-curricular program will join the curriculum with provision being made for an activity period within the school day.<sup>30</sup> In an article entitled "Combined Program is Paramount; Combining Extra-Curricular Activities with the Academic Program," Karner states, "Combining the extra-curricular activities with the regular academic program can benefit both--make students' work more interesting, meaningful, and efficient."<sup>31</sup>

Of 10,925 schools reporting in a Biennial Survey of Education in the United States in 1951, sixty-six per cent reported the use of an activity period "as basic time structure for student activities."<sup>32</sup> A survey of current concepts of activity programs in 1953 by Bargar and Chastain reports that "the activity program during the school day met with varying degrees of acceptance as part of the educational curriculum."<sup>33</sup> They further pointed out, however, certain values

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<sup>29</sup>Paul C. Morgan, "Scheduling Student Activities In Secondary Schools," School Activities, 27:241-5, April, 1957.

<sup>30</sup>Gladys Benerd, "Looking Into The Future Of Co-curricular Activities," School Activities, 24:153-4, January, 1953.

<sup>31</sup>E. F. Karner, "Combined Program Is Paramount; Combining Extra-curricular Activities With Academic Program," School Activities, 27:261-2, April, 1956.

<sup>32</sup>Crum, loc. cit.

<sup>33</sup>Bargar and Chastain, loc. cit.



to be derived from this type of program: (1) it usually makes provisions for the participation of all students; (2) it gives opportunity for student planning and a wider choice in the offerings of the activity program; (3) it provides for the large number of students who must rely on bus transportation.<sup>34</sup>

Unfortunately, literature dealing with the specific details of curricular activity programs is sparse and indicates wide variations in practice. Most of the programs surveyed provided for an activity period sometime each day, usually of the same length as a regular class period. Many of the activity periods were combined with homeroom and guidance activities. Credit, in varying degrees, was given in some cases for time spent in activities. The time for scheduling the activity period varied widely, with the first or last periods of the day being those most frequently used. In some cases there was considerable "period juggling" resulting in very complex schedules.

Since this is a descriptive rather than a comparative study, no attempt will be made to relate the experiment at Galt Union High School with other curricular activity programs. The program to be described was not patterned after any other but, based on sound educational principles, was developed to

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<sup>34</sup>Ibid.



fit the needs of a particular school.

### Summary

Although school activity programs date back to ancient Greece, the past twenty-five years has been the period of their greatest development. Authorities agree that activities outside the formal curriculum supplement it and are of importance in fulfilling the general objectives of education. At the present time, there is great interest in such programs on the part of educators and students alike. Educators are in general agreement on the objectives of a good activity program, but there is great variance in the methods which are used to implement them. There is a growing trend toward making activities curricular rather than extra-curricular. There is little literature dealing with the details of curricular activity programs.



## CHAPTER III

### COLLECTION AND PRESENTATION OF DATA

#### Initiation of the Program

This problem had its origin during a faculty meeting at Galt Joint Union High School at the beginning of the school year 1955-56 when the problem of activities was discussed because several of the instructors were concerned about the usual method of taking students out of regular classes for their club meetings.

Four possible solutions were considered at that time. First, the noon period could be lengthened in order that students could eat and still have time for club meetings. Second, buses after school could leave a half hour later so that students could attend meetings during that time. Third, all club meetings could be held after school or at night. Fourth, time for such meetings could be provided during the regular school day.

The principal objection to the first two proposals was that many students would not be participating in club activities during the extra time and consequently there would be the problem of control of these students. It was felt that the advantages gained by a limited number of students would be offset by the disadvantages suffered by many. Although the third proposal involved no problem of control, it would



mean that an even smaller number of students would be able to participate in activities because few who lived outside the town of Galt would be able to attend.

About half the faculty members were in favor of the fourth solution, that is, setting aside time for clubs and related activities during the regular school day. Both the advantages and disadvantages of this program were discussed at some length.

Those favoring this proposal felt that there would be many beneficial results from a well organized activity program in which all students would have the opportunity to develop initiative and responsibility, to participate in democratic procedures, and to practice effective skills in human relationships. They also felt that by broadening the students' horizons of interest the formal curriculum would be enriched and its objectives would be more completely attained.

The principal objections to the plan were that some teachers felt they were not sufficiently qualified to supervise activities and they feared that too much time would be taken from the regular classroom work. They questioned the amount of genuine interest which students would have in such a program and were reluctant to assume responsibility for groups of students who did not sincerely wish to participate.

Since this solution seemed to offer the most promise, however, the faculty agreed to give it a year's trial, and a



committee of three teachers volunteered to organize and develop the program.

This committee decided that first of all they must determine whether or not there was a felt need on the part of the students for an increase in clubs and activities, for an activity program imposed on the students by the faculty would be of no value and would undoubtedly fail. In order to obtain this information, they asked each student to complete a questionnaire<sup>1</sup> listing activities in which they were then participating and other activities in which they would like to take part.

Questions concerning study hall were included for two reasons. First, the committee felt it would be a mistake to insist that every student sign up for some club activity when he might not have any interest. Opportunity can be provided and interest stimulated, but such participation can not be forced. The second reason was that since Galt High School operates on a six period day with each student enrolled in six classes, there were no study halls prior to this time. The committee felt that some students might welcome the opportunity to have additional study time at school, and if so, this might well be included as a purposeful and meaningful activity.

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<sup>1</sup>Appendix, p. 79.



The results of this questionnaire, which will be discussed more completely in Chapter IV, were astounding to many. More than three-fourths of the students expressed a desire for extra study time during the day, and the interest shown in hobby club activities was encouraging.

The faculty was then given a questionnaire<sup>2</sup> to determine the exact number of organizations actually in existence and to find out what activities each instructor could and would sponsor. The result was that a fairly wide variety of new clubs was sponsored by faculty members who felt an interest and were qualified to handle the group.

#### Establishing the Program

Using the results of the faculty questionnaire and the interests previously indicated by the students, a tentative schedule of activities was formulated and submitted to all students.<sup>3</sup> Thus each student was able to select his own activities or study halls, as the case might be. Since there were two different selections to be made each week, or eight each month, the student was assured of a sufficient variety to satisfy his own interests. Using the results of this questionnaire, the committee then set up a definite program of assignments for both students and faculty.<sup>4</sup>

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<sup>2</sup>Appendix, p. 80.

<sup>3</sup>Appendix, pp. 83.

<sup>4</sup>Appendix, pp. 84-86.



To solve the problem of time, it was decided to arrange two activity-study periods a week. By taking fifteen minutes from each of the three 56-minute periods on Tuesday mornings, the first activity period of forty minutes could be developed just before noon. By shortening each of the three afternoon periods on Thursdays by fifteen minutes, the second activity period could be obtained. In this way, all regular class periods would have the same amount of time during the week, none would be shortened more than once, none would be eliminated, and none would be shortened enough to seriously impair the day's work. (This arrangement of periods for the week is shown in Figure 1 on page 23.)

Because of a desire to make the study halls as worthwhile as possible, the program initially included special types of study halls, one for mathematics, one for science, one for English, and so on, with the student selecting the ones he wished to attend. Each of them was supervised by an instructor qualified to assist the student with difficult areas of work in that particular field.

At the end of one semester it became obvious that the students were confused by so much variety, for most of them seldom were in the same room twice. A change was introduced at this point eliminating the special study halls and instituting a plan by which each student always reported to the same study hall. Each homeroom contained students of the same



Period	Monday	Tuesday	Wednesday	Thursday	Friday
I	9:00 to 9:56	9:00-9:40	9:00 to 9:56	9:00 to 9:56	9:00 to 9:56
II	10:00 to 10:56	9:44-10:28  10:32- 11:14	10:00 to 10:56	10:00 to 10:56	10:00 to 10:56
III	11:00 to 11:56	Activity 11:18-11:56 Period	11:00 to 11:56	11:00 to 11:56	11:00 to 11:56
IV	12:40 to 1:36	12:40 to 1:36	12:40 to 1:36	12:40- 1:20	12:40 to 1:36
V	1:40 to 2:36	1:40 to 2:36	1:40 to 2:36	1:24-2:05  Activity 2:09-2:48 Period	1:40 to 2:36
VI	2:40 to 3:36	2:40 to 3:36	2:40 to 3:36	2:52-3:36	2:40 to 3:36

FIGURE 1

TIME SCHEDULE FOR CLASSES  
INCLUDING ACTIVITY PERIODS



grade level, seniors, juniors, sophomores, or freshmen.<sup>5</sup>

Within the clubs every effort was made to develop initiative on the part of the students and to use democratic procedures. The members of each club elected their own officers who were responsible for the agenda and activities of the group. The sponsor acted merely as an advisor; the responsibility for leadership rested with the officers.

In order to give as many students as possible the opportunity to develop qualities of leadership, the student council set up certain regulations which would allow no student to hold more than one major office or two minor offices. Major offices were student body offices and club presidencies; minor offices were all other club offices. In this way no student was overburdened with too much responsibility, and a greater number were able to share in the enterprises of leadership.

At the end of the year's trial period an attempt to evaluate the activity program was made by means of a brief questionnaire which was submitted to the students<sup>6</sup>. As the results indicated that the program on the whole was satisfactory and showed a wide variety of student interests<sup>7</sup>, it was

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<sup>5</sup>Appendix, pp. 87-93.

<sup>6</sup>Appendix, p. 94.

<sup>7</sup>See pp. 32-34.



decided to continue the program the following year.

Continuation of the Program

At the beginning of the school year 1956-57, the second year of the curricular activity program, each student reported to an assigned homeroom where he received a copy of the prepared activity schedule<sup>8</sup> and registered for those activities in which he wished to participate.<sup>9</sup> Since it was necessary to limit the enrollment in some groups and others had certain requirements for membership, California Scholarship Federation, boys' foods, typing, and Future Homemakers, for example, some changes were necessary during the first two weeks. At the end of that time, permanent assignments were made and a master file arranged.

It should be noted that members of the student council were now assuming more responsibility for activating the program so that it was becoming more and more a cooperative venture between students and faculty.

The various clubs and activities which a student might join at this time included the following:

Girls' League	Future Homemakers of America
Boys' League	Future Farmers of America
Fine Arts	Spanish
Rod and Gun	Photography

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<sup>8</sup>Appendix, pp. 97-99.

<sup>9</sup>Appendix, p. 100.



Typing	Dance Band
Pep Club	Publicity
Boys' Cooking	Future Teachers
Travel	Business Leaders of America
Thespians	California Scholarship
Class Officers	Federation
Block "G"	Girls' Athletic Association
Audio-visual	Chess
Dancing	Radio
Drill Team	Model Airplanes

### Regulations Governing the Program

In order to ensure a smoothly operating program, it was necessary to set up certain regulations regarding attendance, change of program, and new students. These regulations were briefly as follows:

1. Roll was taken by all teachers in both activity and homerooms. The names of students absent only during the activity period were referred to the vice principal for further investigation.
2. Official programs had to be presented before a student would be admitted to a club or activity.
3. Changes from one activity to another could be made only by filling out the proper form<sup>10</sup> and obtaining the signatures of both teachers involved. The student was to be

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<sup>10</sup>Appendix, p. 100.



responsible for obtaining these signatures and for presenting the completed form to the director of the activity program so that the proper changes could be made in the master file.

4. Changes in student assignment to activity groups could be requested by the teacher in charge by filling out the change form and presenting it to the activity director.

5. New students would be assigned to a homeroom and would be allowed to join clubs or activities not already filled.

6. Boys who were participating in a sport would be allowed to substitute sports for their assigned study halls during the season of their sport. To eliminate the necessity for many changes in the master activity file, the coaches would publish a list of teams and managers at the beginning of each sport season. Homeroom teachers would then allow boys whose names were on these lists to report for practice during the Thursday activity period provided they were not enrolled in another activity. Clubs would have preference since they met only once a month while the boys' sports program was conducted daily.

#### Evaluation of the Program

At the end of the second year, as the program seemed to be operating smoothly, it was felt that the time had arrived for a more thorough evaluation from an educational



viewpoint. This was done by means of a series of questionnaires<sup>11</sup> which were submitted to the members of the faculty, to the students, and to the parents. These will be examined in detail in the following chapter.

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<sup>11</sup>Appendix, pp. 103-108.



## CHAPTER IV

### ANALYSIS AND EVALUATION OF DATA

#### Analysis of Preliminary Questionnaires

As was stated in the preceding chapter, before the initiation of the curricular activity program at Galt High School, it was necessary to ascertain the student attitude toward such a program. By means of a questionnaire<sup>1</sup>, all the 425 students in school were asked to answer the following questions:

1. In which activities do you now take an active part?
2. In which activities now in operation would you like to take part if they were held during school time?
3. From a list of ten suggested new activities, in which ones would you be active if they were established during school time?
4. What other activities would you be interested in having established?

Table I shows the results of this questionnaire. With the exception of the activities with certain athletic or scholastic requirements and those in which participation was compulsory, these results indicated that there would be an increase in participation in all the established activities. In

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<sup>1</sup>Appendix, p. 79.



TABLE I  
RESULTS OF PRELIMINARY STUDENT ACTIVITY QUESTIONNAIRE

	% Parti- cipating	% Desiring to Parti- cipate
<b>Established activities:</b>		
*Block G	17	20
*California Scholarship Federation	5	8
Chess Club	4	7
#Future Farmers of America	7	7
Future Homemakers of America	9	13
Future Teachers Association	7	12
Girls' Athletic Association	12	20
#Girls' League	40	40
Science Club	7	10
Thespians	7	8
<b>Suggested new activities:</b>		
Dance Club		20
Photography		14
Model Airplanes		4
Art Appreciation		5
Music Appreciation		5
Boys' Cooking Club		7
Spanish Club		6
Travel Club		4
Jazz Band		5
Study Hall		78
<b>Other suggested activities:</b>		
Rod and Gun		11
Checker Club		2
Stamp Club		5

\*Membership limited by athletic or scholastic requirements.

#All boys taking Agriculture required to belong to FFA; all girls in school required to be members of Girls' League.



addition, a considerable amount of interest was shown in other proposed activities. Most surprising to the teachers involved was the fact that 78 per cent of the total student body were interested in having study time during the school day.

As a result of the student interest shown, the committee then proceeded with a questionnaire to the faculty members<sup>2</sup> to ascertain in greater detail the amount of time necessary for already established clubs, to further evaluate the general faculty attitude toward the proposed activity program, and to determine the number of teachers who would be willing to sponsor clubs or activities. The results of this questionnaire indicated that the faculty on the whole were receptive to cooperating in the proposed venture. Fourteen of the twenty-three teachers indicated that they would be willing to sponsor one or more activity groups. Consequently, a proposed program of nineteen clubs or activities plus one general and five specialized study halls was offered to the students.<sup>3</sup> Study halls in charge of qualified teachers were offered in English, science, mathematics, social studies and typing. Because of the interests and preparation of the teachers who were to sponsor clubs, certain changes were made

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<sup>2</sup>Appendix, p. 80.

<sup>3</sup>Appendix, pp. 81-82.



in the list finally offered to the students for registration. Added to the list were the Girls' Athletic Association, Boys' League, Drill Team, and Radio Broadcasting. Art Appreciation and Music Appreciation were combined into one Fine Arts group. The results of the student registration were then used to set up the schedule which has already been discussed in Chapter III.<sup>4</sup> With the exception of the changes necessitated by the abandonment of the specialized study halls,<sup>5</sup> this program continued in operation until the end of the school year in June, 1956.

Near the end of the first year of the program, the committee felt it desirable to again survey student opinion before continuing the program for the ensuing year. A questionnaire<sup>6</sup> was submitted to the students who were asked to answer the following questions:

1. Did you feel that the activity program was worth your time this year?
2. Would you like to see the activity period continued next year?

The results are illustrated by Figure 2. In both cases an overwhelming 95 per cent answered "Yes."

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<sup>4</sup>See pp. 21-22.

<sup>5</sup>See p. 22.

<sup>6</sup>Appendix, p. 94.



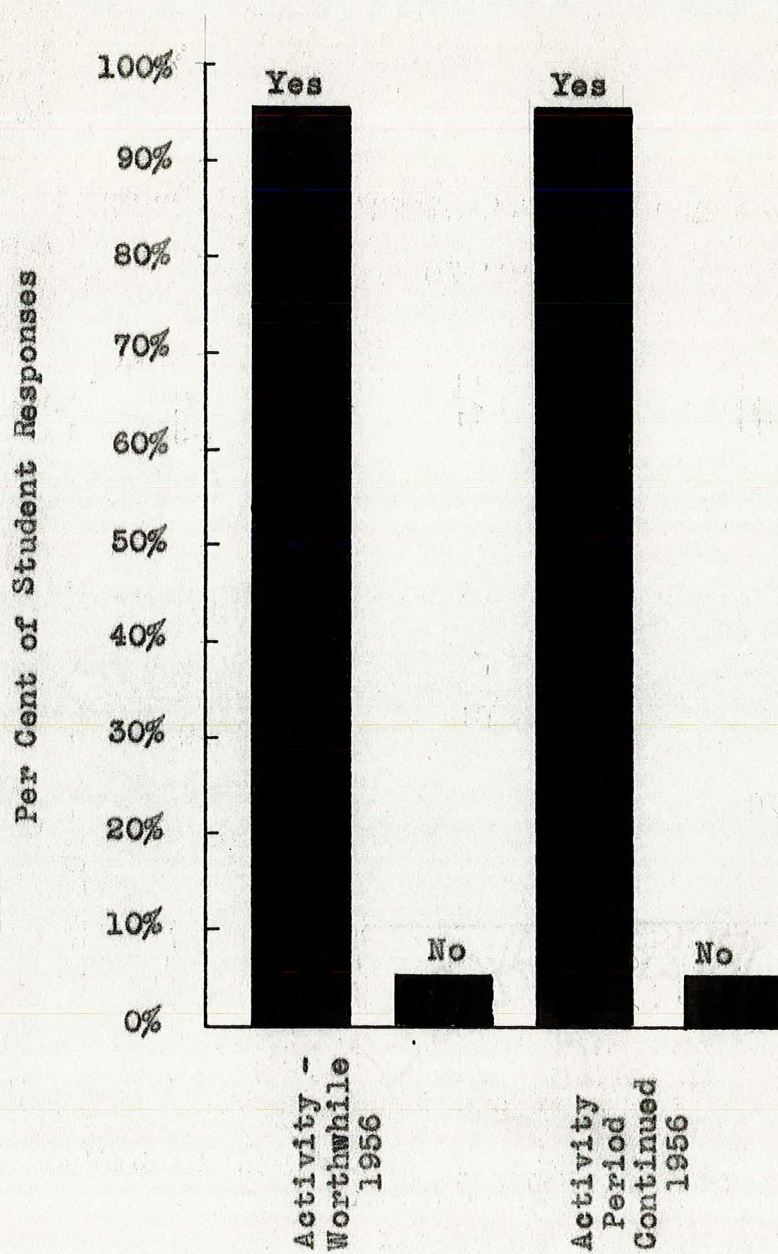


FIGURE 2

STUDENT EVALUATION OF ACTIVITIES AFTER ONE YEAR



In addition, the students were asked to suggest ways of improving the activity program and to indicate which activities they would like to be scheduled into if the program were continued. The results are shown in Table II. When compared with the interest inventory taken at the beginning of the year a remarkable growth in interest in many areas was apparent as can clearly be seen in Figure 3, page 36. The increased interest ranged from 2 per cent to 29 per cent with an average rise of 13.3 per cent. In no instance was less interest shown than had been evidenced at the inception of the program.

Because of the overwhelmingly favorable attitude toward the whole activity program and the increased amount of student interest in participating in activities, the committee immediately proceeded to set up a program which was in operation during the 1956-57 school year.<sup>7</sup>

#### Analysis of Final Questionnaires

By the time the program had been in operation for the second year and was running smoothly, the need was felt for a more complete evaluation. This was done during the school year 1957-58 by means of the following:

Student evaluation. Each student filled out an activity

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<sup>7</sup>See pp. 25-27.



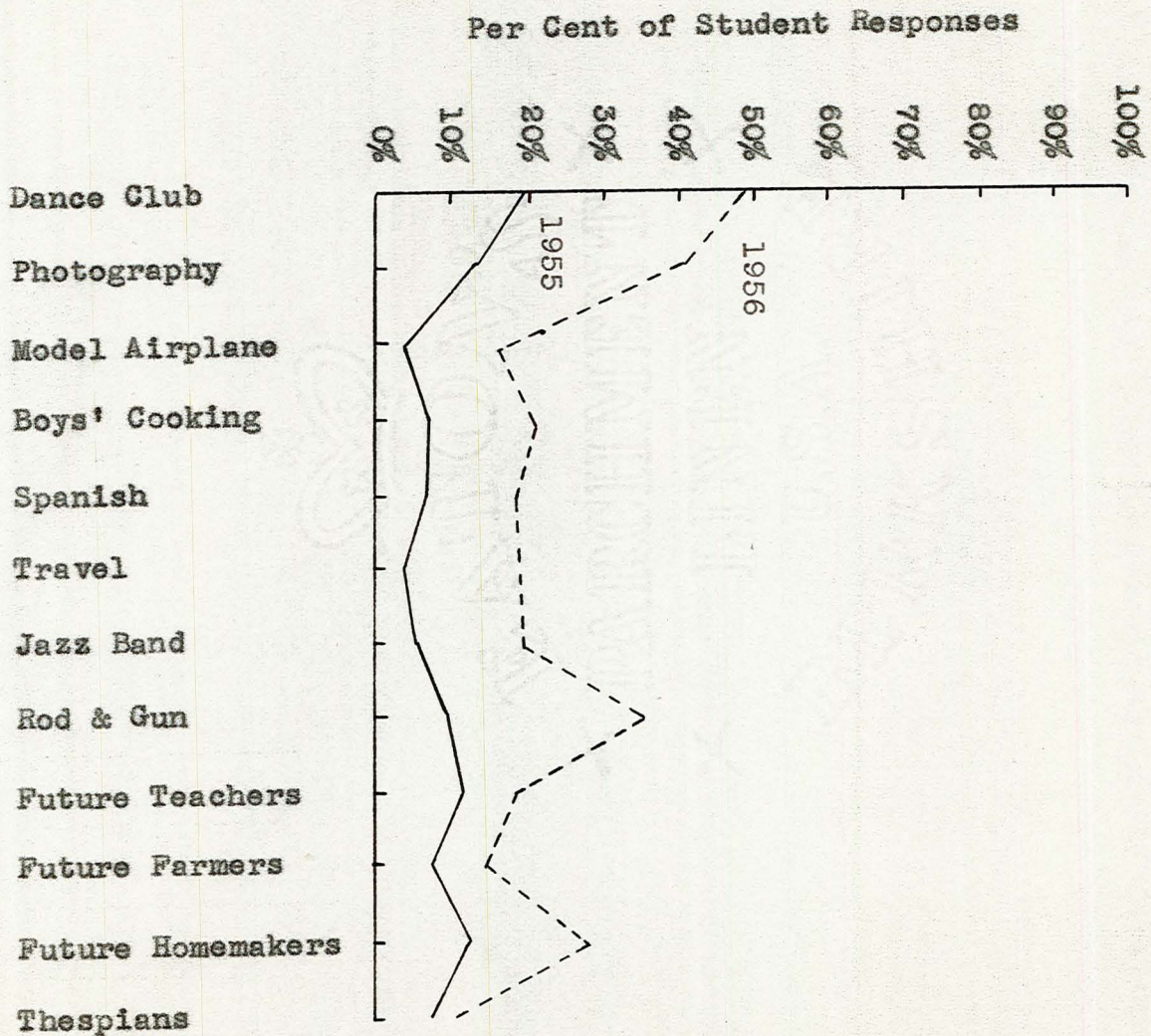
TABLE II  
STUDENT REQUESTS FOR ACTIVITIES AT THE END OF ONE YEAR

	Number	Per Cent
Existing activities:		
Rod and Gun	106	34
Future Farmers of America	41	13
Future Homemakers of America	87	28
Dancing	155	49
Fine Arts	51	16
Spanish Club	53	17
Photography	130	41
Future Teachers Association	55	17
Boys' Cooking	70	22
Model Airplane	44	14
Jazz Band	59	19
Travel Club	53	17
Radio Broadcasting	71	22
Typing	171	54
Thespians	31	10



GROWTH IN STUDENT INTEREST IN ACTIVITIES  
FROM 1955 TO 1956

FIGURE 3





evaluation questionnaire for each club or activity in which he was then participating.<sup>8</sup>

Each student filled out one study hall evaluation questionnaire.<sup>9</sup>

Faculty evaluation. Each faculty sponsor filled out an activity evaluation questionnaire for each meeting of his club or activity for a period of two months.<sup>10</sup>

Each faculty member in charge of a study hall filled out a study hall evaluation questionnaire for each meeting of his group during the same period.<sup>11</sup>

In addition, each faculty member was interviewed by the author to determine the teacher's attitude toward the activity program as a whole.<sup>12</sup>

Parent evaluation. A brief activity evaluation questionnaire was mailed to the parents of each Galt High School student.<sup>13</sup>

### Student Evaluation

A total of 864 questionnaires representing twenty-three

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<sup>8</sup>Appendix, p. 103.

<sup>9</sup>Appendix, p. 104.

<sup>10</sup>Appendix, p. 105.

<sup>11</sup>Appendix, p. 106.

<sup>12</sup>Appendix, p. 107.

<sup>13</sup>Appendix, p. 108.



clubs or activities were received from students.<sup>14</sup> In some cases these represented several sections of the same activity. The questionnaire was, for the most part, of the check list type in order to ensure as complete a response as possible by every student, even those whose writing abilities might be limited. In spite of this, however, all students did not answer all questions. The percentages used in Figures 4, 5, 6, and 7 on pages 39-42 are based on the total of 864 students surveyed rather than on the total number answering any one question.

Of the reasons given for joining a particular group, it seems significant that three-fourths of the students joined because they had an interest in that particular activity and that a majority joined because they expected and wanted to learn something. This would seem to refute the contention of those who regard a curricular activity program as a frill in which students are interested only because it is a means of wasting time and avoiding the acquisition of knowledge.

The success of the program as far as the students were concerned would seem to be evidenced by the fact that three-fourths (76 per cent) indicated that they enjoyed the clubs or activities in which they participated. Only 13 per cent indicated that they did not like their activities. In addition

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<sup>14</sup>Appendix, p. 103.



Per Cent of Student Responses

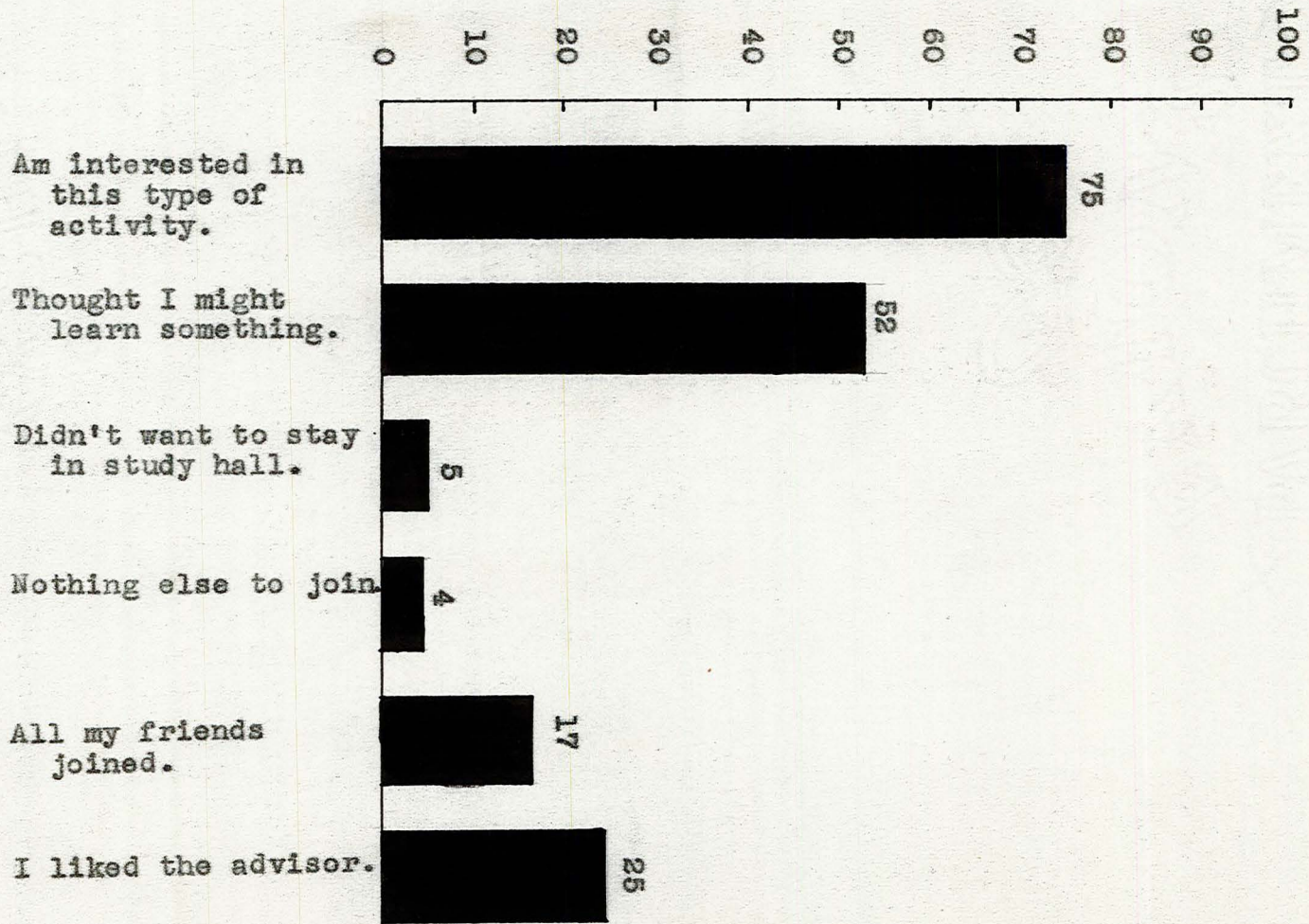


FIGURE 4

STUDENT REASONS FOR JOINING PARTICULAR CLUBS



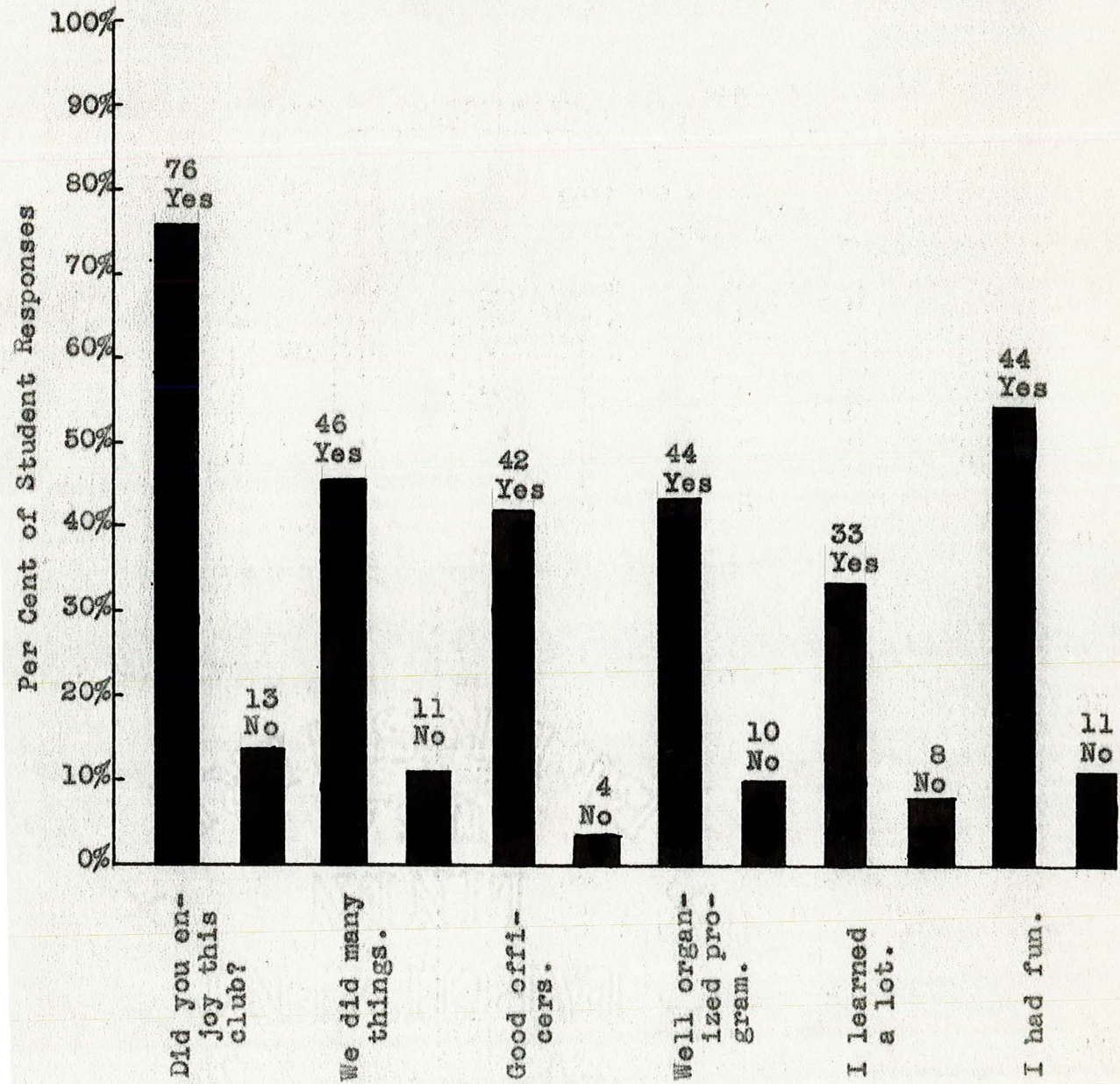


FIGURE 5

STUDENT EVALUATION OF ACTIVITIES, 1958



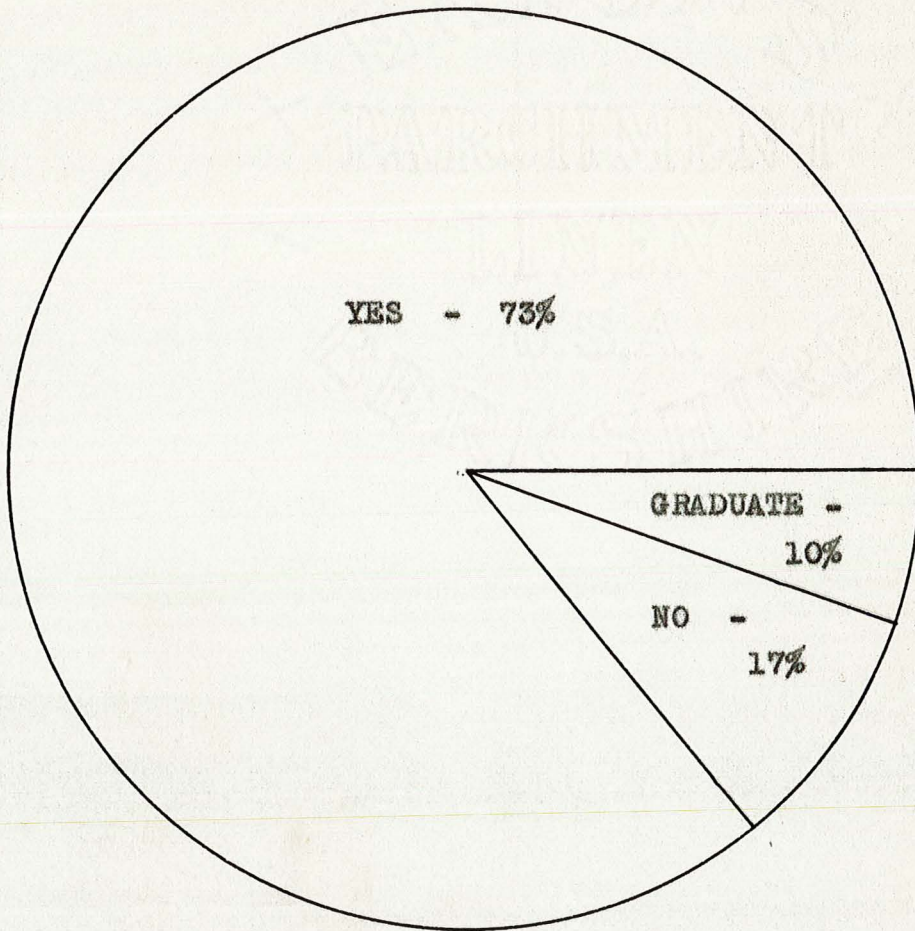


FIGURE 6

STUDENT ANSWERS TO THE QUESTION,  
"WILL YOU JOIN THE SAME CLUB NEXT YEAR?"



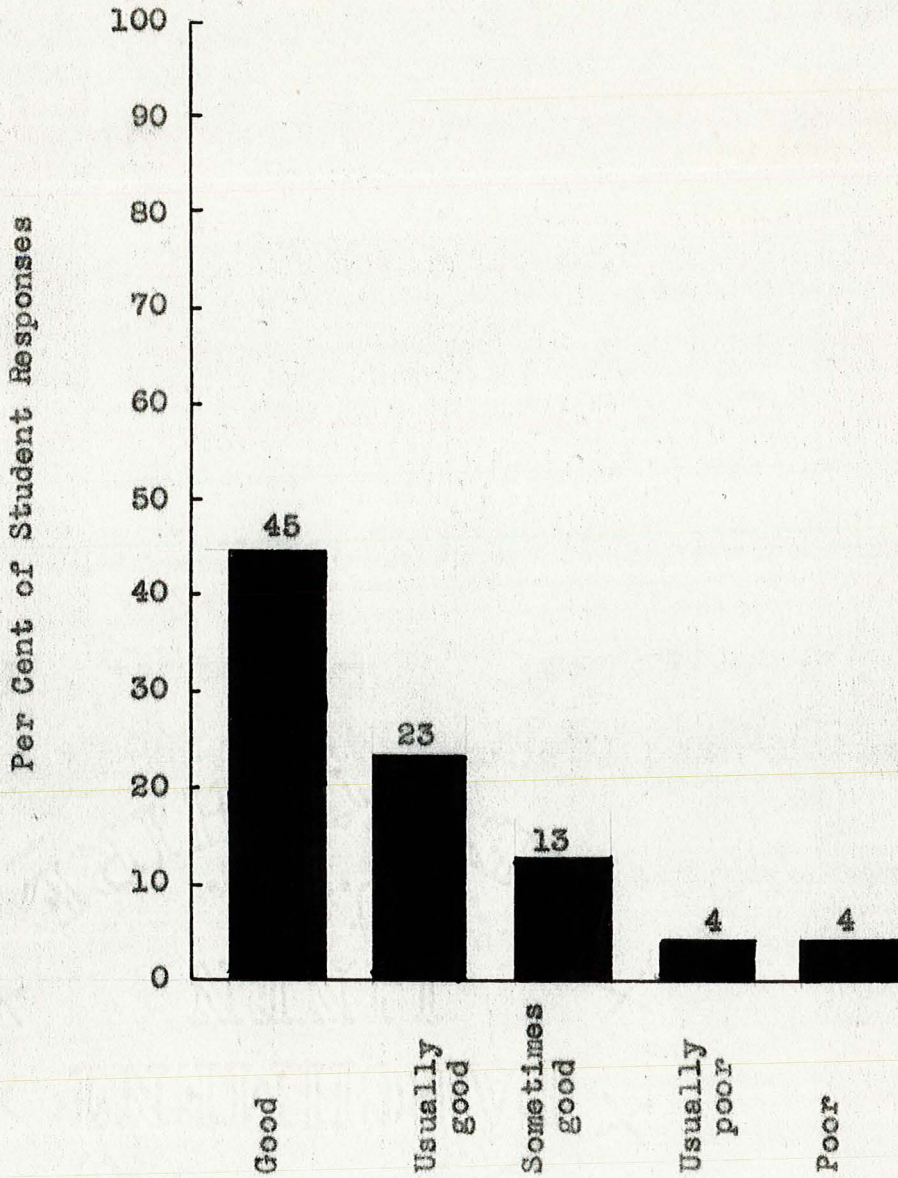


FIGURE 7

STUDENT EVALUATION OF INTEREST SHOWN  
BY OTHER CLUB MEMBERS



73 per cent indicated they would like to join the same club the following year. Of the one-fourth who indicated they would not join the same club, 10 per cent were to graduate, leaving only 17 per cent of those who could be expected to be in school the following year who would not reenroll in their current activity. This would appear to be a further indication that students were in favor of the program as it was then operating.

When asked to evaluate the interest of other students, only 8 per cent indicated that they felt it had been poor.

The results of the student study hall questionnaire are shown in Figures 8 and 9, pages 44 and 45. The reactions to the study periods were again gratifying, for 94 per cent of the 411 students surveyed indicated that school time for study had been of advantage to them. By far the greatest number indicated that they had spent their time studying, reading, or writing compositions. Since 46 per cent also checked the statement "Talked with friends," perhaps it may be assumed that the other statements were checked with equal honesty.

### Teacher Evaluation

Faculty sponsors were asked to complete a questionnaire<sup>15</sup> for each meeting of each club or activity for a period of two

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<sup>15</sup>Appendix, p. 105.



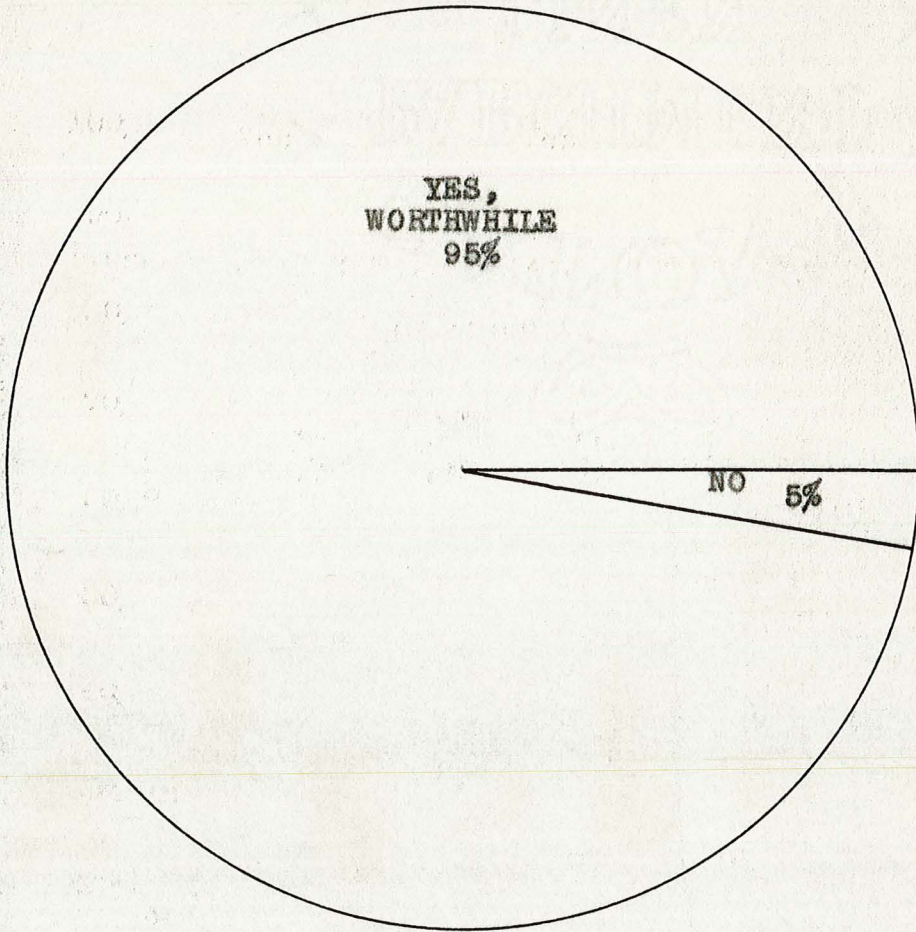


FIGURE 8  
STUDENT OPINION OF VALUE OF STUDY HALL



Per Cent of Student Responses

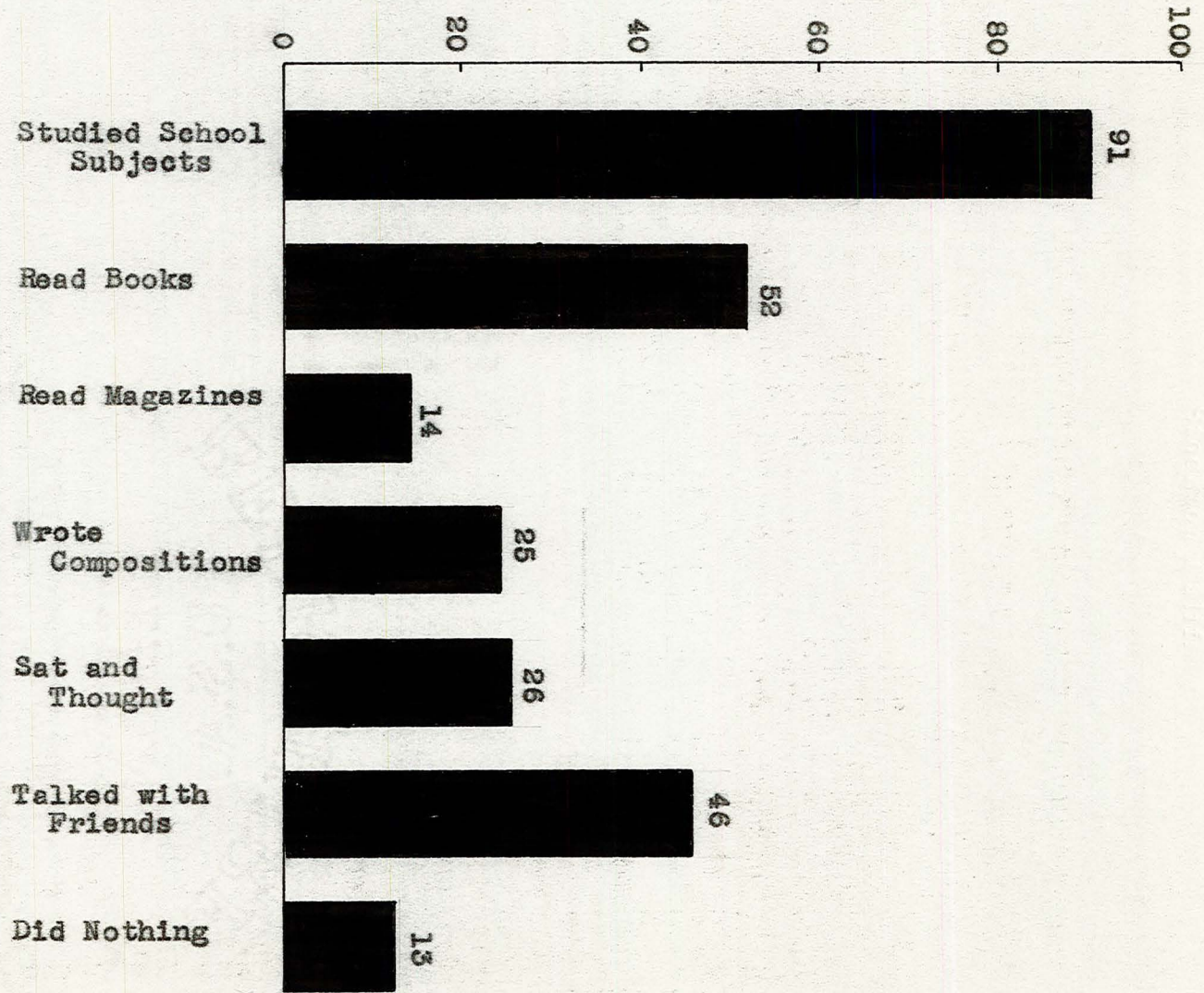


FIGURE 9

ACTIVITIES CARRIED ON IN STUDY HALLS  
AS REPORTED BY STUDENTS



months so that their evaluation would not be based upon any one meeting which might have been unusually good or unusually poor. In other words, an attempt was made to determine what normally occurred during the activity period. Since each club met once a month, the results are based upon two questionnaires per club or a total of fifty-six.

Teachers were first asked to indicate the size of each group. There was considerable variation in size as follows:

Over 40. . . . .	19
31-40. . . . .	12
21-30. . . . .	9
11-20. . . . .	12
0-10. . . . .	4

Teachers were next asked to indicate the number who transferred in or out of each particular club. Three-fourths (75.4 per cent) of the sections reported there were no transfers either in or out. The total number transferring into activity groups was 91 as compared to a total of 79 who transferred out. These figures indicate first that the program was, for the most part, a very stable one and, second, that most students were satisfied with the group in which they were enrolled. Of the changes which were made, it is significant that more students transferred into activity groups than transferred out, particularly since the school enrollment normally reaches its peak in mid-October and then begins to drop as



migrant laborers leave the area. Since these numbers were taken in October and November, the increase in enrollment in activity sections could not be accounted for by a seasonal influx. It can be concluded, therefore, that some students previously in study halls had become interested enough to transfer into activity sections. Of those transferring out, a large number were undoubtedly changing from one activity to another.

Sponsors were then asked to keep a brief running account of the activities of the group during each meeting. As one would expect, with such a wide variety of clubs there was an equally wide variation in the type of activity carried on. Since this survey was taken fairly early in the school year, many groups reported activity of an organizational nature. Officers were being elected, purposes discussed, plans made for future meetings, and committees organized. The respective positions of the sponsor and the students in relation to the club were also discussed in many groups. During November, as the clubs moved into their programs, many activities were reported including projects, demonstrations, movies, slides, recordings, reports, outside speakers, initiations, and field trips. All programs reported seemed to be sufficiently varied to hold the interest of the students and to provide many opportunities for the development of desirable educational objectives.



Since a basic premise of the program had been the development of pupil participation, the stimulation of individual initiative, and practice in democratic group living, the author felt it important to determine how much of the activity in the groups had been sponsor directed and how much responsibility the students had assumed. Figure 10 shows the results of the question regarding this phase of the program. Thirteen per cent reported no direction by the sponsor indicating that these groups had approached the ideal situation in which all activities were planned and carried out by the students. Another 43 per cent indicated that only approximately one-fourth of the club program had been sponsor directed, making a total of 56 per cent in which one-fourth or less of the leadership of the group had been the responsibility of the teacher in charge.

At the inception of the program, many teachers had feared that only a limited number of students would actively participate in any activity program even if it were carried on during school time and that many who enrolled would really do nothing. Consequently, after two years of trial, teachers were now asked to indicate how many of those in each group actually participated. Figure 11 demonstrates the results of this question. There was wide variation from one group to another, ranging from 100 per cent to 48 per cent, but on the whole participation seems to have been good. Although no single factor can be found to account for the variation, it



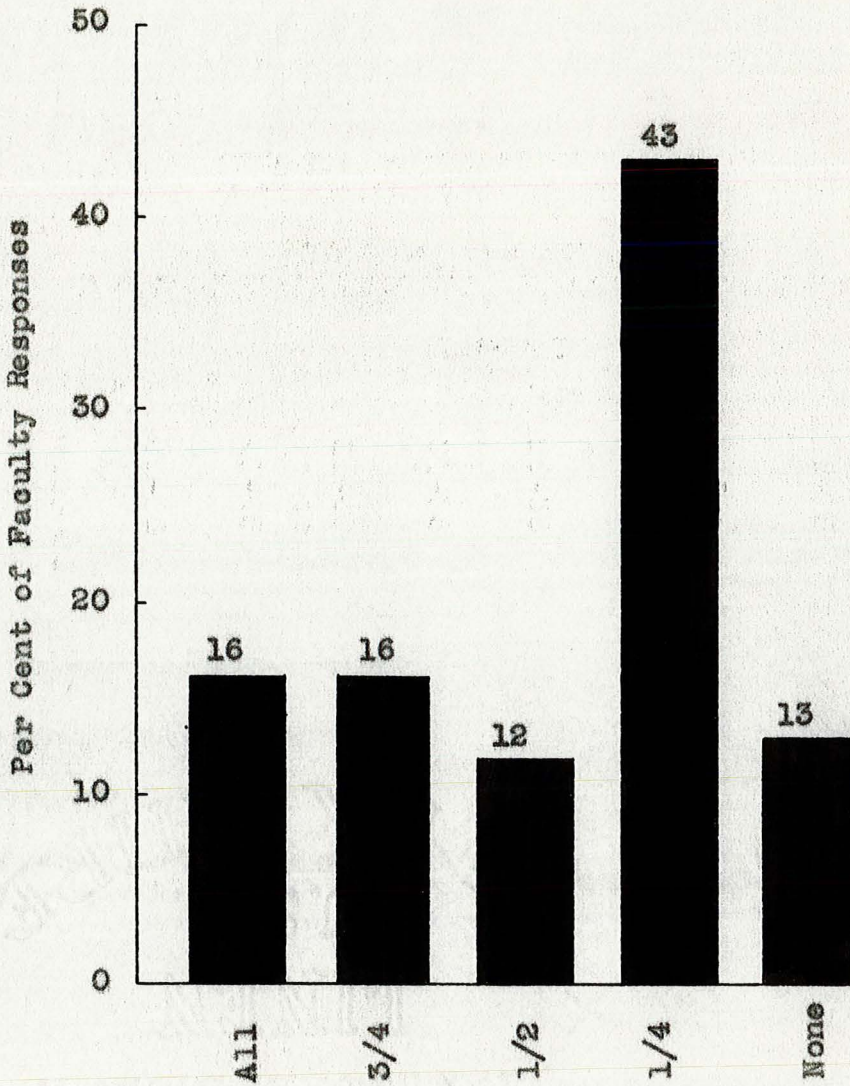


FIGURE 10

AMOUNT OF CLUB PROGRAM DIRECTED BY SPONSOR



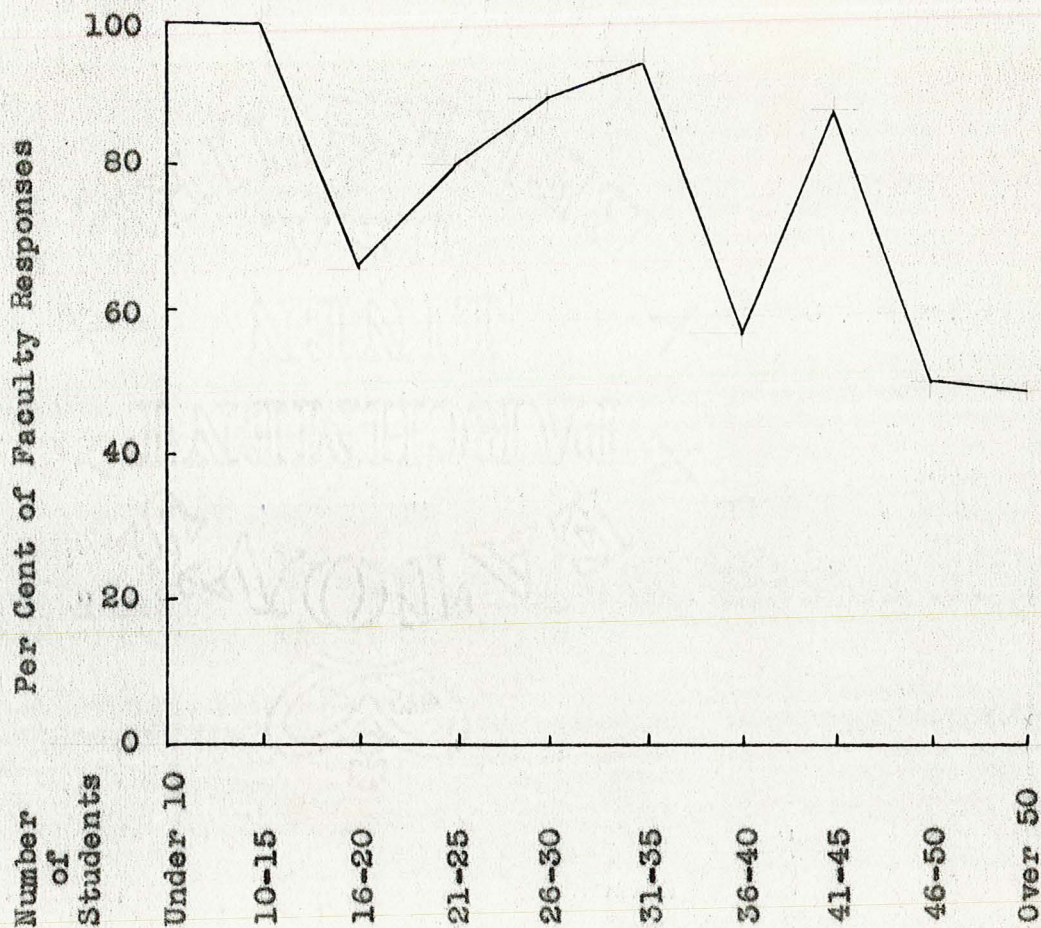


Figure 11

PERCENTAGE OF STUDENT PARTICIPATION IN CLUBS  
AS REPORTED BY SPONSORS



must be noted that the participation was poorest in those groups which were exceptionally large.

Sponsors were next asked to state their feeling about the general student reaction to the club activities. Figure 12 clearly shows that teachers felt that more than half the students were genuinely interested and that only 13 per cent had no interest in the program.

In addition to the survey of faculty opinion on the activity groups, each teacher was asked to complete a separate questionnaire<sup>16</sup> for each study hall under his supervision. This was a continuous process over the same period of two months. The statistics given in Figures 13 and 14, pages 53 and 54, are a summary of the reports made during this period. The purpose of the questionnaire was to determine the effectiveness of the study hall. Did students come prepared to study and did they actually do so? Was it necessary for the teacher in charge to spend all of his time being a disciplinarian, as some teachers had feared? Students had been assigned to study halls according to grade level, seniors together and juniors, sophomores, and freshmen in similar groups. The results showed that, although the average size of the senior study halls, twenty-six, was larger than any of the other three groups, more of the seniors had brought materials and more of them had studied than any of the other groups. Juniors were second in both preparation and study, indicating that

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<sup>16</sup>See Appendix, p. 104.



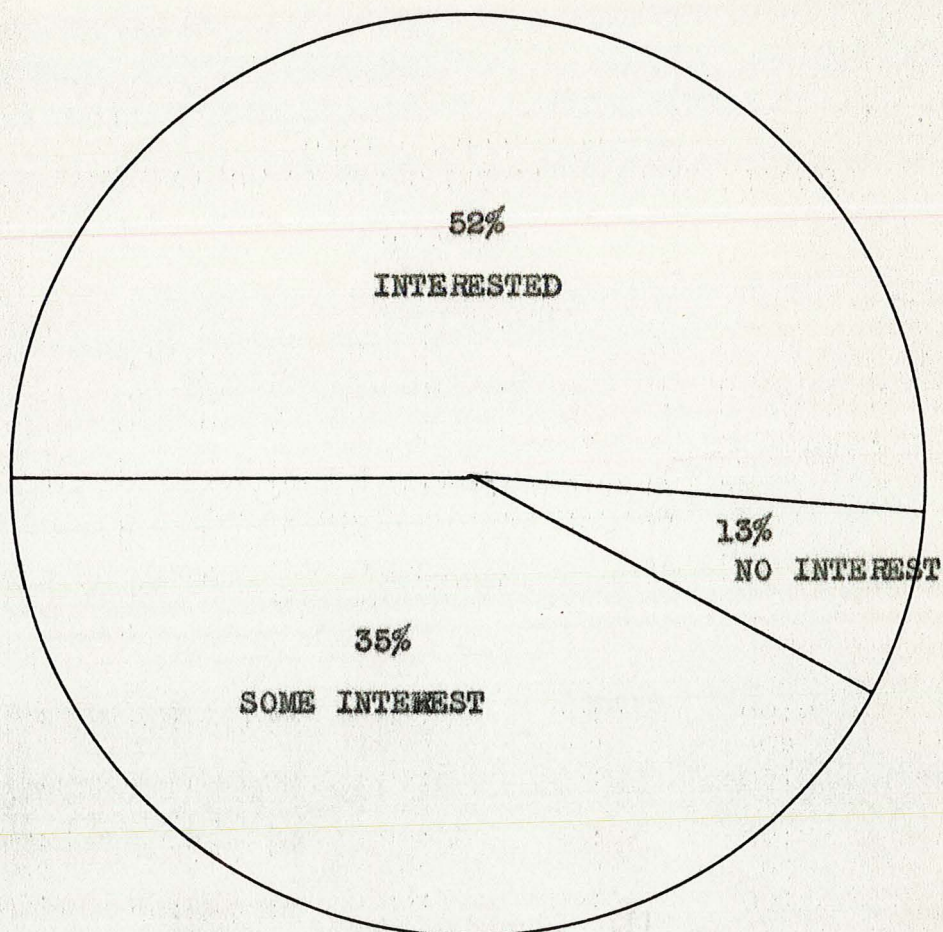


FIGURE 12

FACULTY ESTIMATES OF STUDENT INTEREST  
IN CLUB ACTIVITIES



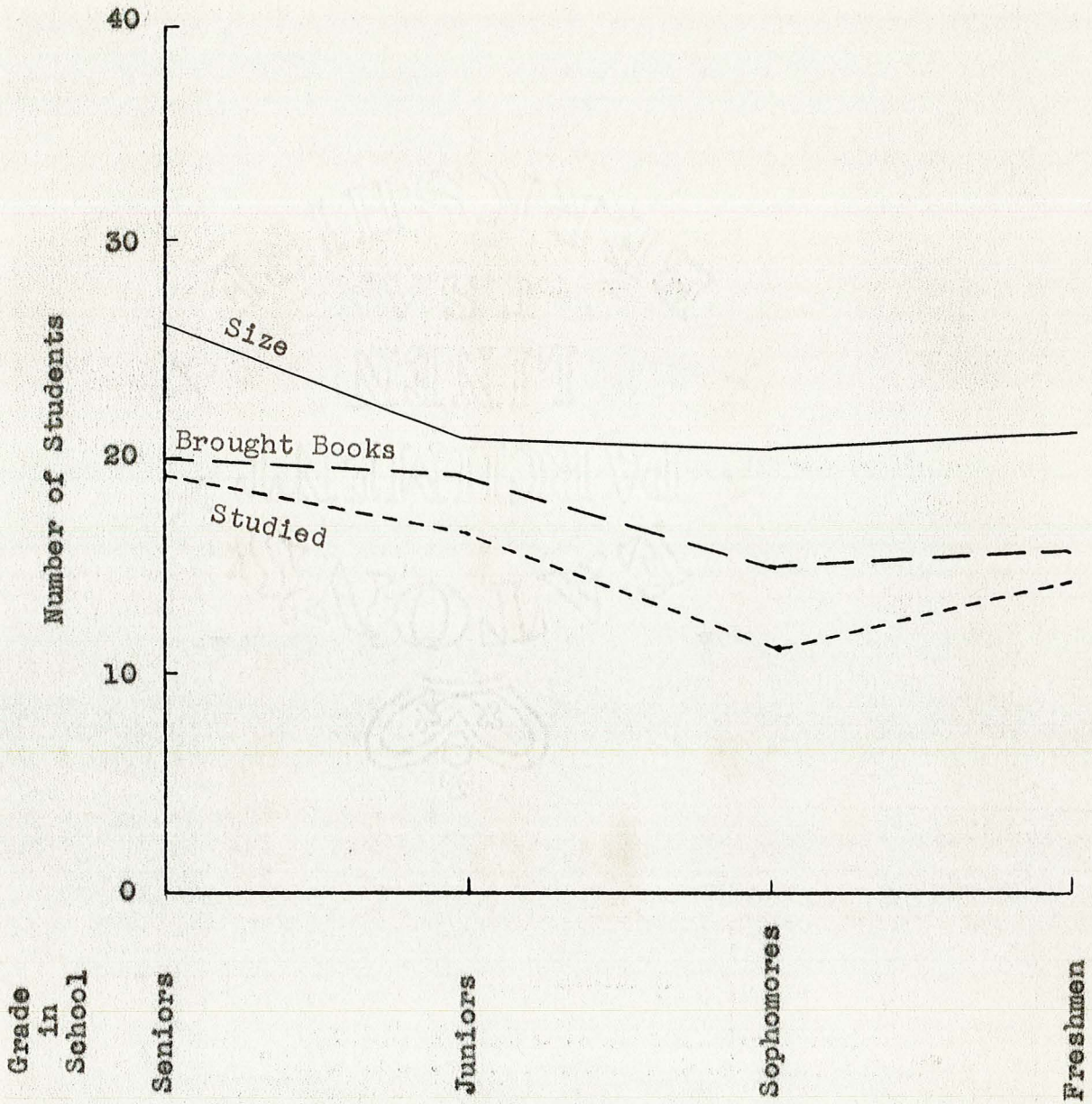


FIGURE 13  
FACULTY STUDY HALL EVALUATION  
BASED ON AVERAGES OF REPORTS



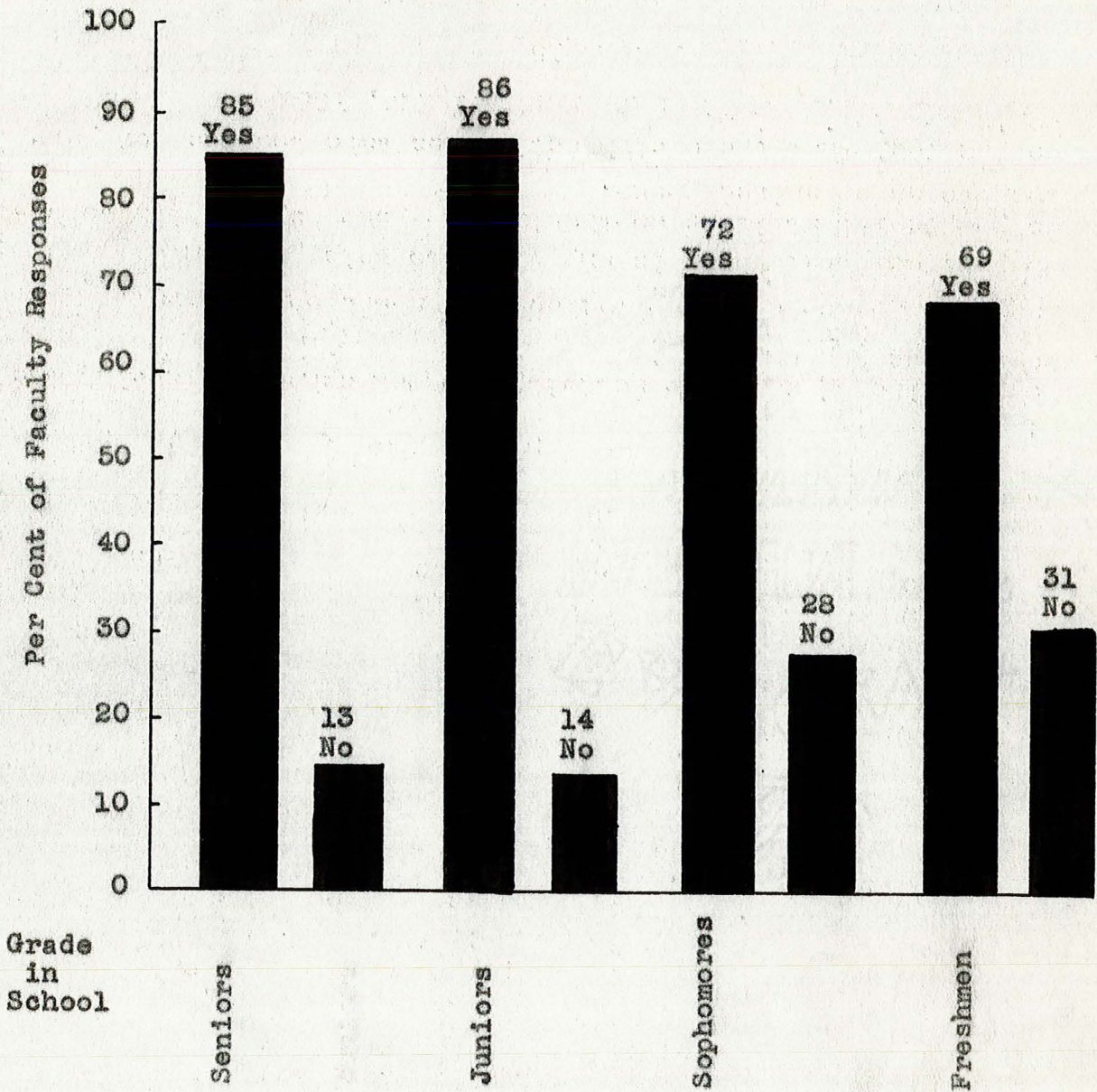


FIGURE 14

FACULTY RESPONSE TO THE QUESTION: "DID YOU HAVE TO REMIND STUDENTS THAT THIS WAS A STUDY PERIOD AND NOT A VISITING PERIOD?"



maturity and the development of study habits might have some influence on the effectiveness of the study time. A large percentage, ranging from 86 per cent to 69 per cent, of teachers in all groups indicated that they had had to remind students that the period was for study and not for visiting.

Teachers were also asked to indicate how they had spent their own time during the study period. The results from 120 questionnaires were as follows:

	Number	Per Cent
1. Read. . . . .	23	19
2. Prepared lessons. . . . .	41	34
3. Corrected papers. . . . .	44	37
4. Helped students . . . . .	51	43
5. Observed students . . . . .	72	60
6. Reprimanded students. . . . .	55	46
7. Walked around the room. . . . .	45	37
8. Other . . . . .	28	23

While it is obvious that no teacher had spent all his time being a disciplinarian, it is equally obvious that a large part of the teachers' time had been employed in either watching students or reprimanding them as well as in walking around the room. Since all of these activities might be considered disciplinary in nature, it would appear that the true purpose of the study period was not being fulfilled.



Approximately two and one-half months after the faculty questionnaires had been completed, the author interviewed each teacher in order to determine in a more informal manner his reactions to the activity program as a whole. The questionnaire in the appendix<sup>17</sup> lists the basic questions to which the author attempted to obtain answers during the interview.

Of the twenty-three faculty members, only three felt that the program had been of great value, while the remaining twenty felt that it had been of some value. It seems significant, however, that not one teacher felt that the program had been of no value at all. Eleven teachers felt that the particular club or clubs which they had sponsored had been worthwhile; five were less enthusiastic but indicated that their clubs had been at least partially worthwhile. Only one teacher felt that his activity had been a waste of time, perhaps because his group had been so large that any real organization or individual participation had been almost impossible. Six teachers had sponsored no clubs but had been in charge of study halls during each activity period.

Since one of the questions raised by teachers before the initiation of the activity program had been, "Will this be of sufficient value to justify taking time for it from our regular class periods?", it seemed important to determine

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<sup>17</sup>See Appendix, p. 107.



their feeling about it at this time. Nine teachers felt that the learning values justified the expenditure of school time. Eight more felt that this was justified at least part of the time but that certain improvements could be made. Five teachers, or 22 per cent of the faculty, felt that the students' time could better be spent in regular classes. Most teachers, even those answering "yes" or "no," gave qualified answers. That is, they felt that parts of the program were worthwhile while others were not, that for some students the program was beneficial and for others a waste of time. Comments such as these were typical:

Some clubs are more worthwhile than others.

For success in our present society it is necessary to develop well rounded personalities.

Mostly this time is well spent by the top students in our school; by others, no!

If activities are to be held at all, then class time should be provided.

Theoretically speaking, the values are worthwhile, but I feel that a re-evaluation of the program should be made. There seems to be an imbalance in the enrollment of activities, but I think this type of activity within the framework of the school day has merits.

It has value for small groups.

The learning values are there, but I feel the student hours spent on activity are not proportionate to the student values received.

Though there are about fifty students who do not desire to participate, there are 450 who derive positive benefits. These activities tend to broaden a student's outlook, to



aid in giving a sense of "belonging," and to provide variety to the curriculum menu, a good policy at any time.

There were many suggestions concerning improvements which might help to make more positive the values which most felt were inherent in the program. Most frequently mentioned were the need for smaller groups of interested students and the need for better planning and organization on the part of both teachers and student leaders.

The part of the program about which teachers were most concerned and which undoubtedly influenced their opinions regarding the clubs and activities was the study hall. In this area only thirteen, or 56 per cent, of the faculty indicated that they were in favor of study halls and even these made numerous criticisms. The general feeling of the faculty seemed to be that for many students study hall had been a waste of time and that teachers had found it necessary to serve as policemen. There were numerous suggestions as to ways in which the study hall program could be improved such as the following:

1. All study halls should have uniform rules regarding the bringing of materials, talking, etc.
2. These rules should be enforced and some penalties assessed those students who refuse to cooperate.
3. Students should be assigned to the study hall of some teacher who has them in class.



4. Physical recreation should be provided for those who have no desire to study.
5. Study halls should be smaller.
6. Students should be segregated into academic and non-academic or college preparatory and non-college preparatory study halls.
7. Students should be taught how to study.

### Parent Evaluation

While students and teachers had been thoroughly surveyed to obtain their evaluation of the curricular activity program, there was yet another group whose opinions should be of value, the parents of the students. Brief questionnaires,<sup>18</sup> along with stamped, addressed envelopes, were mailed to all parents along with the regular superintendent's news letter. of the 378 questionnaires distributed, 115 were returned with the following results:

	Yes	No
1. Do you like to have our activity program scheduled during the regular school day?	91	11
2. Has your son or daughter talked much about our club program?	73	30
3. Do you feel that there is any value in this program?	95	8
4. Do you feel that it is worthwhile for your boy or girl to belong to an organized group?	98	6

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<sup>18</sup>See Appendix, p. 108.



Yes No

5. Do you feel that these activities  
take too much of your boy's or  
girl's time? 9 86

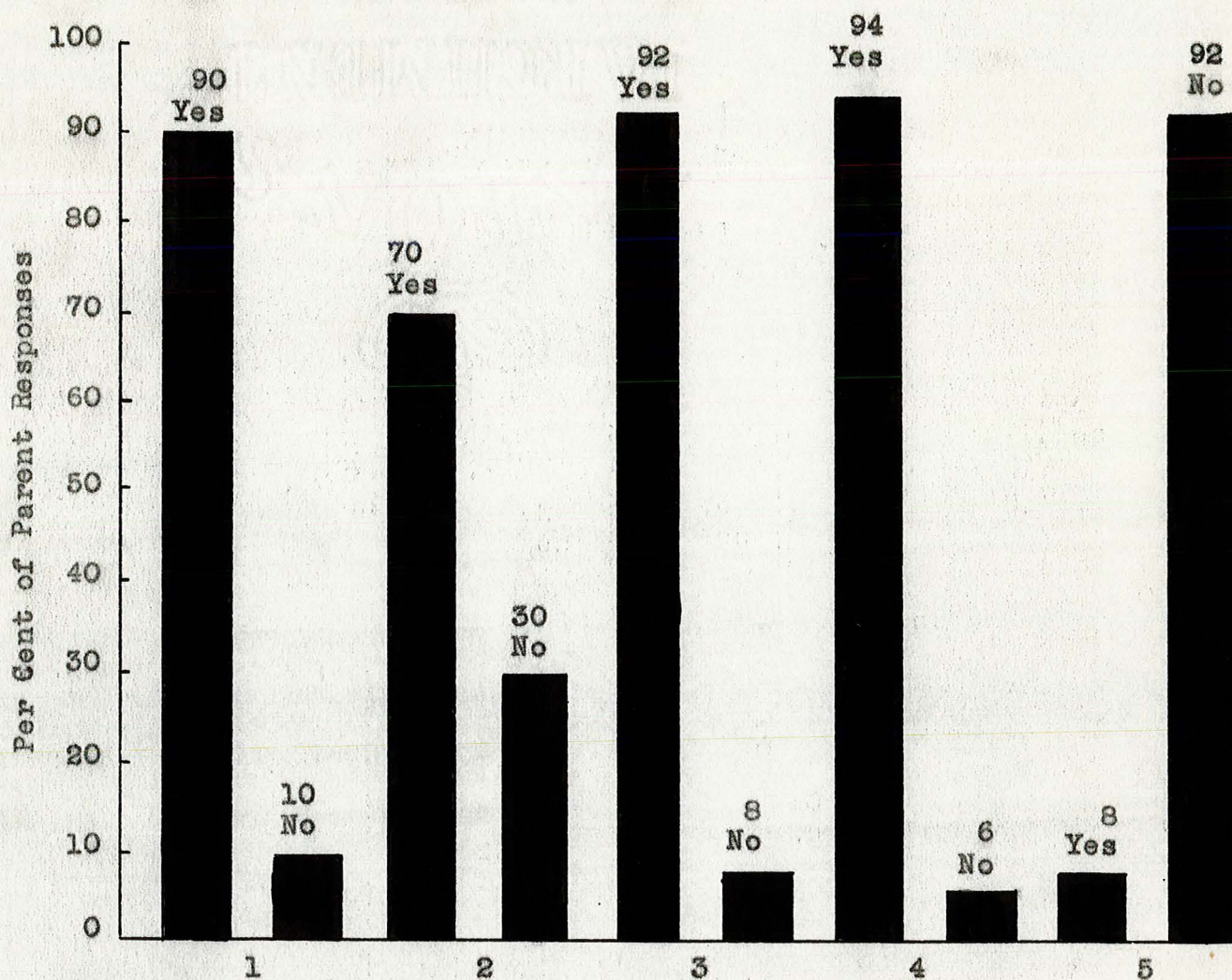
These results are presented graphically in Figure 15. It is obvious that most of the parents responding were definitely in favor of the program. It seems logical to assume that the number who did not respond were indifferent and had no strong opinions one way or the other. Had they been strongly opposed to the program, they would undoubtedly have taken this opportunity to so inform the school authorities.

Parents were also asked to make a brief statement, anonymously if they wished, giving their honest opinions of the activity program. Most parents who returned the questionnaire took advantage of this opportunity, and the comments were most helpful.

Among those who did not like the program, the only apparent objection was that it took time from the school day which the parents felt should be devoted to the formal curriculum.

In the comments of those who liked the program, the author repeatedly found mentioned the fact that the children who lived on farms and rode buses to school would not be able to participate in clubs or activities held outside of school time. These parents were grateful that their children were





1. Do you like to have our activity program scheduled during the regular school day?
2. Has your son or daughter talked much about our program?
3. Do you feel that there is any value to this program?
4. Do you feel that it is worthwhile for your boy or girl to belong to an organized group.
5. Do you feel that these club activities take too much of your boy's or girl's time?

FIGURE 15

PARENT EVALUATION OF ACTIVITY PROGRAM, 1958



having an opportunity to participate in activities often restricted to those who live in or near town.

These parents, however, noted other worthwhile aspects of the program as well. The following comments are typical:

The opportunity of belonging to a club may only come to most students in their school. Without these contacts of companionship, sharing, and responsibility made through organized groups, too often they become anti-social now and are as adults.

I feel it gives my child an opportunity to develop a worthwhile hobby as well as learning to work with others.

It gives each child an equal chance to take part and makes it seem more important as part of the school day.

I think it breaks the monotony of regular classes and should be an incentive to use regular study and free time to the fullest.

The value derived from an organized club which the pupil is really interested in and takes an active part in is immeasurable.

These things in my opinion round out the complete high school program.

It gives the child a chance to take a greater part in what is happening around him. It better prepares them for the outside world.

It gives the pupil an opportunity to learn of things not taught in regular classes.

The club helps hold their interest in school.

It helps my children to gain responsibility.

It permits the students to plan and carry out the plans. It enriches the study program. It permits students and teachers to become better acquainted. It affords opportunities for living cooperatively in a busy world and will in the long run be of lasting value.



If you are trying to help the kids to a better future, I think it is a good idea.

Each group my children have been in has given them a chance to feel important.

The activity program is a very important part of the school curriculum. Taking part in an organized group helps the teen-ager from a social standpoint, helps him in self-expression, and to develop more interests and knowledge. Many of the activities give the student information on his future occupation, an opportunity to meet students from other schools and see how other community problems are handled.

"The world is so full of a number of things." Any effort to give kids a push to realize this and learn about new things and form interests and develop hobbies is very important. This more or less controlled method of offering these things seems a good one. All individuals will not necessarily profit, but rather more than if offered otherwise, I should think.

#### Evaluation of the Program

The preliminary questionnaires, while they were of importance in setting up the program, are of little value in our consideration of the success or failure of the activity program. They indicated that both students and faculty were sufficiently interested to warrant the inauguration of such a program.

For the purposes of this study, the final questionnaires are the most important because it is here that an attempt has been made to find the answer to the question, "Can the use of school time for such a program be justified?" Everyone concerned with the program in any way, students, teachers, and parents, were questioned in order to obtain as complete a



picture as possible.

By far the greatest number of the students felt that the program, including the study hall, had been worthwhile to them and that they would like to have it continued. While only about one-fourth of the parents responded to the request for their opinion, 90 per cent or more of those answering were definitely in favor of the program.

Teachers, perhaps because they were more critical, were not so enthusiastic as either of the other groups. While they felt, for the most part, that the club activities had been of educational value, they also indicated that there were areas where improvement was desirable. In contrast to the students, they were most critical of the study hall part of the program and in some cases were dissatisfied with the entire activity program because of the inclusion of the study halls. Their criticism, however, was largely constructive, aimed at improving rather than eliminating the program. In spite of their realization of its shortcomings, a majority of the teachers felt that the program had been of value to the students.

There were some factors which influenced the success of the activity program which could not be covered by the surveys by questionnaire. One element which is very important in such a program is its administration. It is essential that the program be well organized so that neither students nor teachers are confused. Details of administration must be



simplified as far as teachers are concerned if their cooperation is to be maintained. Paper work must be kept to the minimum consistent with adequate organization. It is suggested that a student group, such as the student council, working under the supervision of a seriously interested teacher should be able to handle much of the necessary detail of registration, attendance, program changes, etc. The teacher in charge should preferably be one with a good sense of organization and a thorough knowledge of both the school and the faculty.

It is impossible to over-emphasize the importance of complete cooperation on the part of the faculty. Clubs which are very successful under the leadership of an inspiring sponsor can be complete failures when placed under the leadership of an inexperienced or disinterested teacher. Teachers who regard the activity program as a part of the curriculum and are convinced of its importance to the students are likely to carry on a successful program. Those who regard club activities as "extra" work and feel that they are an imposition are apt to find that the activities which they sponsor are unsuccessful.

A related factor, over which the school has little control, is the effect of changes in faculty personnel. During the first two years of the activity program at Galt High School there were few changes in personnel. At the end of that year, however, eight teachers, or almost a third of the faculty,



left Galt to accept positions in other schools. Several of them had been key figures in the development of the activity program, one of them having served as its director. Several of the eight new teachers were just entering the teaching field, and none had had any previous experience with or training for a program of this sort. As a result, some phases of the program were not as effective during the third year as they had previously been because these faculty members were themselves going through a period of adjustment and education.

It is suggested that any school carrying on a curricular activity program should (1) set up its organization in such a manner that responsibilities can easily be transferred, and (2) provide some method of indoctrinating new teachers not only with the mechanical aspects of the program but also with its underlying philosophy.



## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

In September of 1955 the faculty of Galt Joint Union High School was faced with the problem of how to make it possible for more students to participate in extra-curricular activities. Because eighty per cent of the students came to the school by bus, night activities were poorly attended and those held during the day seriously interrupted classes.

Since there was ample evidence in educational literature to support the opinion that extra-curricular activities are an essential part of the educative process, the faculty decided to attempt to incorporate the activity program into the curriculum as part of the regular school day. This was done by a faculty committee who first surveyed students and teachers to determine the interest in such a program and then organized a year's trial program. This program included clubs, activity groups, and study halls; all groups met during a forty minute period regularly scheduled twice a week.

At the end of the first year, a survey indicated that 95 per cent of the students were in favor of the continuation of the program. Consequently, a more permanent program was organized and continued in operation during the succeeding two years.



During the third year of the activity program a process of evaluation was carried on by means of various surveys of the students, faculty members, and parents.

### Conclusions

At the time of the inauguration of the curricular activity program at Galt High School, two questions were uppermost in the minds of the faculty. They were as follows:

1. In what ways could the formal curriculum be modified and the schedule be adjusted in order to incorporate an informal club-activity program without impairing the regular educational opportunities?
2. Could the use of school time for such a program be justified?

The first of these questions proved to be quite easy to answer. By taking fifteen minutes from each of the three 56-minute periods on Tuesday mornings, one activity period of forty minutes was developed just before noon. By shortening each of the three afternoon periods on Thursday by fifteen minutes, the second activity period was obtained. In this way, all regular class periods had the same amount of time during the week, none was eliminated, and none was shortened enough to seriously impair the day's work. In fact, less time was lost in this way than by having class interrupted by club meetings held while regular classes were in session. This



plan proved to be so satisfactory that no changes were made during the three-year period.

The evaluation during the third year of the program was made in an attempt to answer the second question. The answers to questionnaires during this period showed that the program had been successful and worthwhile. Students were the most enthusiastic in their responses. Seventy-five per cent of them indicated that they liked the program and felt it had been of value to them. While only about one-fourth of the parents responded, more than 90 per cent of those who did endorsed the program and praised the school for offering their children opportunities for individual expression and diverse educational experiences. While teachers had many criticisms of the program, particularly of the study halls, their criticisms were primarily constructive. While admitting that the program had its shortcomings, a majority of them felt that it definitely had been worthwhile from an educational point of view. The opinion of all three groups involved that this had been of educative value to the students certainly seem to justify its inclusion in the school curriculum.

#### Suggestions for further study

Since the weakest feature of the activity program seemed to be the study halls, it is suggested that means of making them more effective should be investigated.



It is also suggested that some means of providing for continuity in the program despite changes in teacher personnel should be explored.

The limits of this study did not permit a determination of the value of the program to the students after leaving high school. At a later date, a follow-up study among graduates to determine whether or not the activity program had been of value to them in educating them for life would appear to be worthy of consideration.



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**APPENDIX**



## STUDENT ACTIVITY QUESTIONNAIRE

In order that we may have a planned activity program, please fill out the following questionnaire.

The following activities are now in operation on our campus. Check in the first column those in which you now take an active part. Check in the second column, those to which you would like to belong or in which you would take an active part if they were held during school time.

Block "G"			
California Scholarship Federation			
Chess Club			
Future Farmers of America			
Future Homemakers of America			
Future Teachers Association			
Girls' League			
Science Club			
Thespians			

The following activities have been suggested as possibilities. Please check those in which you would be active if established. List any others which you would be interested in having established.

Dance Club	Any other:
Photography	1.
Model Airplane	2.
Art Appreciation	3.
Music Appreciation	4.
Boys' Cooking Club	5.
Spanish Club	6.
Travel Club	
Jazz Band	
Study Hall	



## FACULTY ACTIVITY QUESTIONNAIRE

Name of club or organization:

Sponsor answering questionnaire:

In an effort to collect accurate information concerning the activity or club you sponsor, we are asking the following questions:

1. How many meetings, or how frequently, does your group meet throughout the year? (Do not include committee meetings in this answer.)
2. When do you meet? in class time; noons; night-time; other:
3. What is the length of time required for your meetings?
4. What would be the specific effect on your group meetings if an activity period is established?
5. Could you get the work of your organization accomplished without the necessity of an activity period?
6. Any comments to help the committees in their work?
7. Please list any club activities that you would be interested in advising.

Please return to Business Office Monday, September 26, 1955.



## ACTIVITY QUESTIONNAIRE

Name \_\_\_\_\_

Grade \_\_\_\_\_

Sign for ONE activity for each Tuesday and ONE for each Thursday.

## 1st Tuesday

\_\_\_\_\_ Girls' League

\_\_\_\_\_ Boys' League

\_\_\_\_\_ Block "G"

\_\_\_\_\_ G.A.A.

## 1st Thursday

\_\_\_\_\_ FTA Executive Council

\_\_\_\_\_ Girls' League Executive Council

\_\_\_\_\_ Math Study Hall

\_\_\_\_\_ English Study Hall

\_\_\_\_\_ Typing Study Hall

\_\_\_\_\_ Social Science Study Hall

\_\_\_\_\_ Home Room--General Study Hall

## 2nd Tuesday

\_\_\_\_\_ Future Farmers of America

\_\_\_\_\_ Future Homemakers of America

\_\_\_\_\_ Fine Arts (Art and Music Appreciation)

\_\_\_\_\_ Dancing - Section A

\_\_\_\_\_ Spanish Club

\_\_\_\_\_ Photography - Section A

\_\_\_\_\_ Math Study Hall

\_\_\_\_\_ English Study Hall

\_\_\_\_\_ Typing Study Hall

\_\_\_\_\_ Science Study Hall

\_\_\_\_\_ Home Room--General Study Hall

## 2nd Thursday

\_\_\_\_\_ G.A.A. Executive Council

\_\_\_\_\_ Math Study Hall

\_\_\_\_\_ English Study Hall

\_\_\_\_\_ Typing Study Hall

\_\_\_\_\_ Science Study Hall

\_\_\_\_\_ Social Science Study Hall

\_\_\_\_\_ Home Room--General Study Hall



## 3rd Tuesday

\_\_\_\_\_ Future Teachers of  
                   America  
 \_\_\_\_\_ Photography - Section B  
 \_\_\_\_\_ Boys' Cooking  
 \_\_\_\_\_ Model Airplanes  
 \_\_\_\_\_ Math Study Hall  
 \_\_\_\_\_ English Study Hall  
 \_\_\_\_\_ Typing Study Hall  
 \_\_\_\_\_ Science Study Hall  
 \_\_\_\_\_ Social Science Study Hall  
 \_\_\_\_\_ Home Room--General Study  
                   Hall  
 \_\_\_\_\_ Jazz Band

## 3rd Thursday

\_\_\_\_\_ Band Executive Council  
 \_\_\_\_\_ Thespian Executive Council  
 \_\_\_\_\_ Math Study Hall  
 \_\_\_\_\_ English Study Hall  
 \_\_\_\_\_ Typing Study Hall  
 \_\_\_\_\_ Science Study Hall  
 \_\_\_\_\_ Social Science Study Hall  
 \_\_\_\_\_ Drill Team  
 \_\_\_\_\_ Home Room--General Study  
                   Hall

## 4th Tuesday

\_\_\_\_\_ C.S.F.  
 \_\_\_\_\_ Rod and Gun  
 \_\_\_\_\_ Travel  
 \_\_\_\_\_ Dancing - Section B  
 \_\_\_\_\_ Radio Broadcasting  
 \_\_\_\_\_ Math Study Hall  
 \_\_\_\_\_ English Study Hall  
 \_\_\_\_\_ Typing Study Hall  
 \_\_\_\_\_ Science Study Hall  
 \_\_\_\_\_ Social Science Study  
                   Hall  
 \_\_\_\_\_ Home Room--General Study  
                   Hall

## 4th Thursday

\_\_\_\_\_ Class Officer (9 10 11 12)  
 \_\_\_\_\_ Math Study Hall  
 \_\_\_\_\_ English Study Hall  
 \_\_\_\_\_ Typing Study Hall  
 \_\_\_\_\_ Science Study Hall  
 \_\_\_\_\_ Social Science Study Hall  
 \_\_\_\_\_ Home Room--General Study  
                   Hall



TENTATIVE ACTIVITY PERIOD SCHEDULE

Based on Two Periods per Week

## Tuesdays

1st:

Girls' League--alternate  
with G. A. A.  
Boys' League (Block "G")

2nd:

Future Farmers  
Future Homemakers  
Fine Arts  
Dancing-A  
Spanish  
Photography-A  
Study Halls  
Math  
English  
Typing  
Science  
Social Science

3rd:

Future Teachers  
Photography  
Boys' Cooking  
Jazz Band  
Model Airplane  
Study Halls  
Math  
English  
Typing  
Science  
Social Science

4th:

C.S.F.  
Rod and Gun  
Travel  
Dance Club-B  
Study Halls

Thespians--Evening meetings

Science Club--2nd and 4 Thursdays 7:00-9:00 p.m.

Chess Club--every noon

## Thursdays

1st:

F.T.A. Executive  
Girls' League Executive  
Testing Program  
Counseling  
Drill Team  
Home Ec Conference  
Study Hall

2nd:

G.A.A. Executive--try-outs  
and tournaments  
Girls' League--special  
committee  
Testing  
Counseling  
Home Ec Conferences  
Study Halls

3rd:

Drill Team  
Counseling  
Testing  
Home Ec Conference  
Thespian Executive  
Study Halls

4th:

Reserved for class meetings  
Rehearsals for plays, skits,  
etc.



## ACTIVITY SCHEDULE

1st Tuesday:

Girls' League (G A A)  
Boys' League

Reed  
Sposito

1st Thursday:

Drill Team  
F T A Exec.  
Girls' League Exec.  
Math Study  
English Study  
Typing Study  
Science Study  
H. R.

EW 3  
7  
3  
15  
10  
EW 2  
Ag 2  
23  
EW 1  
25  
12  
Ag 1  
24  
EW 4

Sposito  
Olson  
Reed  
Wolcott  
Schall  
Lo Forte  
Wheeler  
Posey  
Nottoli  
Lane  
Sobey  
Silva  
Lukes  
Andrews  
Selover

2nd Tuesday

Rod and Gun  
F F A  
F H A  
Dancing  
Fine Arts  
Spanish Club  
Photography  
English Study  
Typing Study  
H. R.

Lib  
Ag 2  
19  
Mus  
EW 3  
12  
27  
15  
10  
28  
23  
25  
EW 4

Wheeler  
Selover  
Posey  
McLaughlin  
Sposito  
Olson  
Silva  
Owen  
Schall  
Lo Forte  
Eaton  
Nottoli  
Sobey  
Littleton



2nd Thursday:

G A A Exec.	Gym	Sposito
Math Study	3	Wolcott
English Study	15	Schall
Typing Study	10	Lo Forte
Science Study	EW 2	Wheeler
Social Science Study	28	Eaton
H. R.	Ag 2	Posey
	23	Nottoli
	EW 1	Lane
	25	Sobey
	27	Owen
	Ag 1	Lukes
	24	Andrews
	EW 4	Littleton

3rd Tuesday:

Dancing	Mus	Sposito
F T A	EW 3	Olson
Photography	27	Owen
Boys' Cooking	18	McLaughlin
Model Airplanes	Cafe	Wolcott
Jazz Band	Mus	Littleton
English Study	15	Schall
Typing Study	10	Lo Forte
H. R.	EW 2	Selover
	Ag 1	Lukes
	24	Andrews
	EW 4	Lane
	23	Morse

3rd Thursday:

Drill Team		Sposito
F H A Exec.	19	McLaughlin
Band Exec.	Mus	Littleton
Thespian Exec.	15	Schall
Math Study	3	Wolcott
English Study	EW 3	Olson
Typing Study	10	Lo Forte
Science Study	EW 2	Wheeler
Social Science Study	28	Eaton
H. R.	Ag 2	Posey
	23	Nottoli
	EW 1	Lane
	25	Sobey
	12	Silva
	Ag 1	Lukes
	24	Andrews
	EW 4	Selover



4th Tuesday:

Rod and Gun	Lib	Selover
Boys' Cooking	18	Wheeler
Dancing	Mus	McLaughlin
C S F	27	Sposito
Travel	12	Owen
Radio Broadcasting	EW 1	Silva
	15	Lane
English Study	EW 3	Schall
Typing Study	10	Olson
H. R.	28	Lo Forte
	23	Eaton
	25	Nottoli
	EW 4	Sobey
	24	Littleton
		Morse

4th Thursday:

Senior Class Officers	28	Eaton
Junior Class Officers	13	Lo Forte
Sophomore Class Officers	15	Schall
Freshman Class Officers	7	Reed
Math Study	3	Wolcott
English Study	EW 3	Olson
Typing Study	10	Silva
Science Study	EW 2	Wheeler
Social Science Study	12	Morse
H. R.	Ag 1	Posey
	23	Nottoli
	EW 1	Lane
	25	Sobey
	27	Owen
	Ag 1	Lukes
	24	Andrews
	EW 4	Littleton



NEW HOME ROOM ASSIGNMENTS  
March 1, 1956

Thursday during Activity Period ALL students will report to their new home rooms with study materials.

The H. R. teacher will have a program for each student.

Students should make out a copy for themselves and return the teacher's copy.

The remainder of the period will be spent as a study hall.

Please call to attention of the students the new room assignments, not only for H. R. but for clubs and activities.

THESE REGULATIONS ARE STILL IN EFFECT.

All changes must be made through Miss Schall. H. R. teachers will be notified by note when a student has a change of activities.

All requests for changes must be written by the teacher or sponsor involved. Students may request these changes by contacting the club or activity sponsor, but I will not schedule a student in a club unless the sponsor approves, nor will I take him out of a club without the sponsor's OK.

(Some sponsor's have been accepting students in an activity or a club or permitting them to withdraw without having the change go through the Master File. Please be sure you let me know of any changes you desire. This file must be correct if this plan is to work well. Any change must be recorded in my file and with the H. R. teacher.)

H. R. teachers who have students who say their schedule is in any way different from the activity on your copy should check with the students:

1. Was the change made through Miss Schall? (If it was, you may call me.)
2. If not, they must see the sponsor involved and get the necessary OK to check out of or into a club.



3. There are no Math, English, Science, or Social Science study halls.
4. Typing is regarded as an activity. (Mr. Lo Forte, sponsor.)

Please check the faculty bulletins for withdrawals. I will not send you additional notices of these.

Mr. Wolcott will be free during most activity periods to "chase down" if necessary students who ditch. Please take careful roll. We know of several who are habitual wanderers.

If you have any questions, please contact me.

Celia Schall



## INFORMATION CONCERNING HOME ROOM ASSIGNMENTS

(Read material down to \* on morning reports.)

During activity period today the change of home rooms will go into effect. This means that students will have a new home room assignment for the remainder of the year. Clubs and activities are unchanged, except for some room numbers. There will be no English, Math, Science, or Social Science study halls. These are replaced with the Home Room system. Home Rooms are to be considered STUDY halls; students should always take study materials with them when scheduled for home room.

Students will report to home room on days assigned in that room. On days when the student is scheduled for a club or activity, he should report directly to that club or activity as was the custom in the past. (Requests for students will be made as in the past--from teacher to teacher.) Roll will be taken by the club sponsor and the student marked absent if not present. Home Room teachers, who have a copy of each student's schedule, will not mark attendance for those students attending club meetings, but only for students scheduled for home room.

Students must go to rooms assigned during the activity periods or they, of course, will be marked absent. We plan to strictly check on those students who are not in their assigned places.

Today will be considered an EXTRA Thursday. The first Thursday will be next week. All students will report to the home room assigned today during the activity period after 5th period. There they will receive a copy of their schedule. The rest of the period will be spent in study.

Students who did not find their room assignments or who were absent yesterday may get them from the bulletin boards in the main hall or outside room 15 or ask your 1st period teachers.

\* \* \* \* \*

(Teachers may send over-flow students to the Library today. Please take care of AS MANY AS POSSIBLE at desks, tables, chairs; make out one pass for the remainder and send them to the Library. I know that few of the rooms can take care of all those assigned. We are counting on absences and activities to take care of this later.

Today Mrs. Olson will be in the Library. Mr. Lo Forte, will you please stand by in room 13 in case we need it too?



Try to send students who will be orderly in passing through the halls and send the entire group at once. Before you send them, however, be sure that they all understand the new home room system and that they have a copy of their new schedule.)

CHANGE IN HOME ROOM ASSIGNMENTS:

EW 3	Morse	Selover
12	Reischek	Silva
Typing	Lo Forte	(Morse on the 4th Thurs.)



TEACHERS' HOME ROOM ASSIGNMENTS  
March 1, 1956

	<u>Tuesday</u>	<u>Thursday</u>
EW 4	Pollicita	Owen
EW 3	Morse	Silva (to typing on 4th Thurs.)
EW 2	Patterson	Wheeler
EW 1	Baxter	Lane
28	Eaton	Littleton on 4th Thurs.
25	Sobey	Sobey
24	Reed	Gray
23	Nottoli	Nottoli
15	Schall	Olson
12	Recksiek	Selover
3	Andrews	Wolcott on 2nd Tues.
Ag 2	Posey	Posey
Typing room		Lo Forte (Silva on 4th Thurs.)
Dance, drill team		Sposito
F H A, Cooking		McLaughlin

Those people in charge of each home room may work out a schedule between themselves, but probably will want to divide just about as I have done it above.



ACTIVITIES

Revised March 1, 1956

1st Tuesday:

Girls' League (G A A)

Reed  
Sposito

Boys' League (Block G)

1st Thursday:

Jazz Band

Mus

Littleton

Drill Team

Gym

Sposito

F T A Exec.

13

Olson

Girls' League Exec.

19

Reed

Boys' Cooking

18

McLaughlin

2nd Tuesday:

Rod and Gun

Mus

Wheeler

F F A

Ag 2

Selover

F H A

19

Posey

Dancing

Gym

McLaughlin

Fine Arts

Ag 1

Sposito

Spanish Club

13

Olson

Photography

27

Silva

Owen/Andrews

2nd Thursday:

Jazz Band

Mus

Littleton

G A A Exec.

Gym

Sposito

Student Council

13

Morse

Boys' Cooking Plan.

18

McLaughlin

3rd Tuesday:

Dancing

Gym

Sposito

F T A

13

Olson

Photography

27

Owen/Andrews

Boys' Cooking

18

McLaughlin

Model Airplanes

Cafe

Wolcott

Jazz Band

Mus

Littleton



3rd Thursday:

Drill Team	Gym	Sposito
F H A Exec.	19	McLaughlin
Band Exec.	Mus	Littleton
Thespian Exec.	13	Schall

4th Tuesday:

Rod and Gun	Mus	Selover
Boys' Cooking	18	Wheeler
Dancing	Gym	McLaughlin
C S F	27	Sposito
Travel	13	Owen
Radio	Ag 1	Silva
Radio	19	Lane
		Schall

4th Thursday:

Senior Class Officers	27	Eaton
Junior Class Officers	13	Lo Forte
Sophomore Class Officers	19	Schall
Freshman Class Officers	Ag 1	Reed
Boys' Cooking	18	McLaughlin

HOME ROOMS

<u>Room</u>	<u>Tuesday</u>	<u>Thursday</u>
EW 4	Pollicita	Owen
EW 3	Morse	Silva(to 10, 4th Thurs.)
EW 2	Patterson	Wheeler
EW 1	Baxter	Lane
28	Eaton	Littleton, 4th Thurs.
25	Sobey	
24	Reed	Gray
23	Nottoli	
15	Schall	Olson
12	Reischek	Selover
3	Andrews (Wolcott,	2nd Tues.)
Ag 2	Posey	
Typing	Lo Forte	Silva, 4th Thurs.
Dance, Drill	Sposito	
FHA, Cooking	McLaughlin	



## ACTIVITY PERIOD QUESTIONNAIRE

We are trying to find out whether or not we should have an activity period next year. Please tell us below how you feel about it:

1. Did you feel that the activity period was worth your time this year?

Yes

No

2. Would you like to see the activity period continued next year?

Yes

No

3. Your comments for improvement of the activity period:

Check below any activities you would like to be scheduled in next fall if the activity period is continued:

Rod and Gun  
Future Farmers  
Future Homemakers  
Dancing  
Fine Arts  
Spanish  
Photography  
Future Teachers  
Boys' Cooking  
Model Airplane  
Jazz Band  
Travel Club  
Radio Broadcasting  
Typing  
Thespians  
Other:



## PROCEDURE FOR ACTIVITY SIGN-UP

1. All students report to assigned home rooms on first Thursday, September 6th. Home room assignments will be given to students at time of enrollment on first day of school.
2. Each student will receive a copy of the activity schedule and a blank registration slip.
3. He will choose the activities he wishes and fill in the registration blank in pencil.
4. Home room teachers will check each activity program to see that it is correctly filled out and to see that students are signed up in activities for which they are eligible. (Attach written permission for Boys' Cooking.)
5. Home room teachers will collect registrations and send them immediately to room 15.
6. Programs will be checked for permanent assignment. Upper classmen will have preference if enrollment must be limited.
7. Two copies in ink will be made of the final assignment and both returned to the home room teacher. One of these the teacher will keep; the other will go to the student. (The original will be corrected and filed in a master file.) Enrollment tallies will also be made and groups evened as much as possible.
8. All students will report to their home rooms on the second Tuesday, September 11, where home room teachers will give them their copy of their activity program. Students who are enrolled in a club or activity on this day will then be excused to attend that meeting.
9. Activity teachers must require that each student show his program before he can be allowed to be present for the club or activity.
10. Lists of students assigned to each club or activity will be made as soon as possible. Until they are completed, activity teachers must require that students show their programs.

## PROCEDURE FOR ADMINISTERING ACTIVITY SCHEDULE AFTER SIGN-UP

1. All teachers, both activity and home room, will take roll which will be collected with the absence slips for the next class.
2. Absences from activity period will be checked against the day's absentees, and those who are absent all day will be marked off. A list will be made of those names remaining and kept permanently for checking by the vice principal.
3. No changes from one activity to another will be made without the signature of the teacher the student is leaving and the signature of the teacher the student is going to.



The student will be responsible for obtaining these signatures on the proper form and presenting that form to the person who is responsible for taking care of the activity scheduling.

4. The home room teacher will be notified of changes so that he may revise his copy of the student's program.
5. Teachers may request that students be changed out of their club or activity by filling out the change form and presenting it to the person in charge of scheduling. Changes in home rooms should not be necessary.
6. Students should be informed that home rooms are for study purposes and that they must bring study materials with them.
7. Requests for students must be made in accordance with school policy.
8. Students must report directly to that activity for which they have been enrolled. Those who do not report to the proper activity will be marked absent and will have to account to the vice principal for their absence.
9. Students should be encouraged not to lose their schedules. They may be taped in their lockers or in their binders. If a schedule is lost, a copy may be made by consulting their home room teachers.
10. New students will be assigned to a home room and will be allowed to join clubs or activities not filled. The new student will bring a copy of his activity program to his home room teacher. Activity and club sponsors for new students will receive a schedule change slip in their boxes.
11. Boys' Sports. The coaches will publish a list of teams and managers at the beginning of each sport season. Home room teachers may allow boys whose names are on these lists to report for practice on Thursday activity periods PROVIDING THEY ARE NOT SIGNED UP FOR ANOTHER ACTIVITY. Each home room teacher will indicate on his program copy the days the student is to be excused for practice during the sport season in which the boy participates. This will eliminate the necessity for those changes going through the master file for each boy each season. (This means that clubs will have preference since they meet only once a month, and the boys' sports program is conducted daily.)



ACTIVITY SCHEDULE  
1956-57

1st Tuesday:

Girls' League (all girls in school belong)	Aud.
Boys' League (all boys in school belong)	Gym

1st Thursday:

Dance Band (Must play band instrument)	Mus.
Publicity Meeting (all club and student body publicity chairmen only)	27
Treasurers' Meeting (all club and student body treasurers only)	EW 1
Pep Club (open to all students who are interested in improving school spirit)	Aud.
Boys' Cooking Prep. (A) (See note below)	18
Typing (open only to typing and shorthand students)	10

2nd Tuesday:

*Future Home Makers (open to any girl who has taken or is taking homemaking)	19
*Future Farmers (open to boys who are taking Ag.)	Ag 2
Fine Arts (open to any student who is interested in Art or Music)	Mus.
Spanish Club (open to students who have taken or are taking Spanish)	7
Rod and Gun (open to students who are interested in hunting and fishing)	EW 1
Photography (open to students who are interested in photography)	27
Typing (open only to typing and shorthand students)	10

2nd Thursday:

Dance Band (must play band instrument)	Mus.
Girls' League Exec. (must be elective or appointive officer of organization)	Off.
G A A Exec. (must be elective or appointive officer of organization)	Gym
F T A Exec. (must be elective or appointive officer of organization)	EW 1
F H A Exec. (must be elective or appointive officer of organization)	19
Typing (must be typing or shorthand student)	10



3rd Tuesday:

Future Teachers (open to any student interested in becoming a teacher)	Mus.
Rod and Gun (open to students who are interested in hunting and fishing)	EW 1
Photography (open to students who are interested in photography)	27
*Boys' Cooking (A) (See note below)	18
*Business Leaders of America (open to business students)	7
Travel (open to students who are interested in learning about new places and other lands)	19
Typing (open to typing and shorthand students only)	10

3rd Thursday:

Dance Band (must play band instrument)	Mus.
**C S F (membership by invitation only to those students who qualify)	27
**Thespians (membership by invitation only to those students who qualify)	19
Boys' Cooking Prep. (B) (See note below)	18
Band Exec. (must be elective or appointive officer of organization)	Mus.
Typing (must be typing or shorthand student)	10

4th Tuesday:

*G A A (open to any girl interested in sports)	Aud.
*Block "G" (open only to boys who have lettered in a school sport)	Gym
Rod and Gun (open to students who are interested in hunting and fishing)	EW 1
Photography (open to students who are interested in photography)	27
*Boys' Cooking (B) (See note below)	18
Typing (open only to typing and shorthand students)	10

4th Thursday:

Dance Band (must play band instrument)	Mus.
Class Officers Meetings (must be elective or appointive officer of class)	
Typing (must be typing or shorthand students)	10



\*Clubs or activities which require payment of dues or other expenditure of money.

\*\*Honor clubs in which membership is by invitation after certain requirements are met.

Boys' Cooking: This club is only open to boys upon approval of club sponsor. This approval must be obtained from Mrs. McLaughlin in writing before Thursday, Sept. 6. Boys accepted must sign up for Cooking and Preparation (one day of each per month).

Dance Band: Students must be able to play a band instrument and must be able to sign up for at least three of the four Thursday practice sessions a month.

Typing: No student may sign up for more than one typing study hall per week.

No student may sign up for more than one session of Rod and Gun, Photography, or Boys' Cooking-Preparation.

Students should be reminded that their home rooms (whose purpose is a quiet place in which to study) are open every activity period except the first Tuesday of the month, and that they should plan some study time according to their needs. Students not enrolled in an activity club must report to their home rooms with study materials.

Each student should select activities with care as no changes will be made unless he can present a very good reason.

All activities selected by students will be checked by a committee and some changes may have to be made in such cases as these: when too many are enrolled for one activity (upper classmen will have preference) or when a student has signed up for an activity for which he is not eligible.



ACTIVITY SIGN-UP FORM

Print Name (last first)

H. R. No.

Grade

Tuesdays		Thursdays	
1		1	
2		2	
3		3	
4		4	

ACTIVITY SCHEDULE CHANGE

Name of student                      from                      to                      Signatures

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ACTIVITY PERIOD

	1st Tuesday	1st Thurs.	2nd Tuesday
Freshmen		EW 1 - HR 33 Di Girolamo	EW 1 - HR 27 Di Girolamo
Freshmen		EW 4 38 Owen	EW 4 13 Sposito
Freshmen		HR-25 27 Harding	HR-25
Freshmen		HR-23 20 Nottoli	HR-23
Sophomores		EW-2 7 Reyes	EW 2
Sophomores		HR-15 26 Aldridge	HR-15
Sophomores		HR-3 34 Breien	Hr-3 24 Breien
Sophomores		Ag 1 29 Fuller	Ag 1 9 Fuller
Juniors		HR-12 26 Hebert	12-HR 26 Hebert
Juniors		HR-13 25 Dirks	13-HR
Seniors		EW 3 23 Selover	EW 3 Fine Lippert Arts
Seniors		HR-28 27 Mitchell	28-HR 17 Mitchell
Typing		HR-10 34 Beebe	10-HR 36 Beebe
Typing		HR-7 Press Gray Club	7-HR Pep Hat Club ex.
Room 27			Photography Owen
Room 18		Boys' Cooking McLaughlin	
Room 19			
Library			
Gym	Boys' Lgue. Fletcher	Drill Team Sposito	Rod & Gun Selover
Aud.	Girls' League Reed	Pep Club Hat	Spanish Club Silva
Mus.		Music Club Lippert	FHA McLaughlin
Ag. 2			FFA Posey
Room 24			
Office	Olson, Gray Littleton	Olson Reed	Olson, Gray, Reed
Free		Posey Silva	Harding, Dirks Nottoli, Reyes



SCHEDULE - Fall, 1957

2nd Thurs.	3rd Tues.	3rd Thurs.	4th Tues.	4th Thurs.
EW 1 - HR 41	EW 1 - HR 25	EW 1 - HR 34	EW 1 - HR 33	EW 1 - HR 41
Di Girolamo	Di Girolamo	Di Girolamo	Di Girolamo	Di Girolamo
EW 4 39	EW 4 22	EW 4 29	EW 4 20	EW 4 36
Hat	Hat	Hat	Hat	Owen
HR-25 30	HR-25 19	HR-25 28	HR-25 24	HR-25 26
Harding	Harding	Harding	Harding	Harding
HR-23 27	HR-23 9	HR-23 22	HR-23 16	HR-23 27
Posey	Nottoli	Nottoli	Posey	Nottoli
EW 2 10	EW 2 F.N.A	EW 2 11	EW 2	EW 2 14
Reyes	Reyes	Reyes		Reyes
HR-15 30	HR-15 22	HR-15 21	HR-15 19	HR-15 28
Aldridge	Aldridge	Selover	Aldridge	Aldridge
HR-3 36	HR-3 21	HR-3 37	HR-3 30	HR-3 42
Breien	Breien	Breien	Breien	Breien
Ag 1 29	Ag 1 19	Ag 1 30	Ag 1 35	Ag 1 34
Fuller	Fuller	Fuller	Gray	Fuller
12-HR 26	12-HR 17	12-HR 26	12-HR 22	12-HR 25
Hebert	Hebert	Hebert	Hebert	Hebert
13-HR 25	13-HR 21	13-HR 25	13-HR 19	13-HR 25
Dirks	Lippert	Dirks	Dirks	Dirks
EW 3 20	EW 3 F.T.A.	EW 3 27	EW 3	EW 3 31
Selover		McLaughlin		McLaughlin
28-HR 32	28-HR 27	28-HR 32	28-HR 27	28-HR 32
Mitchell	Mitchell	Mitchell	Mitchell	Mitchell
10-HR 40	10-HR 34	10-HR 36	10-HR 21	10-HR 40
Beebe	Beebe	Beebe	Beebe	Beebe
7-HR 1	7-HR	7-HR	7-HR	7-HR 15
Beebe				Beebe
Chess Club	Photography	C.S.F.	Science Club	Senior Off.
Owen	Owen	Owen	Reyes	Silva
	Boys' Cooking			
	McLaughlin			
F.H.A. Ex.	F.B.L.A.	Thespians		Sophomore
McLaughlin	Dirks	Aldridge		Hat Off.
GAA Ex.-Spos.		Drill Team		
Block G-Nottoli		Sposito		
	Travel Club		GAA	
	Silva		Sposito	
Music Club		Music Club	Block G	Music Club
Lippert		Lippert	Nottoli-Fuller	Lippert
				FFA Ex.
				Posey
	Rod & Gun	Audio-Visual		Freshmen Of.
	Selover	Gray		Selover
FTA-Olson Gray	Reed, Gray	Olson,	Olson,	Olson, Gray
Girls'L.-Reed	Olson	Reed	Reed	Reed, Jr. Off.
All-	Posey	Posey	Selover	Sposito
dridge	Sposito			



## STUDENT ACTIVITY EVALUATION QUESTIONNAIRE

1. Name of club (use separate form for each club) \_\_\_\_\_
2. What reasons did you have for joining this particular club? (Check answers below)
  - \_\_\_ a. Am interested in this type of activity
  - \_\_\_ b. Thought I might learn something
  - \_\_\_ c. Didn't want to stay in study hall
  - \_\_\_ d. Nothing else to join
  - \_\_\_ e. All my friends joined
  - \_\_\_ f. I liked the advisor
  - \_\_\_ g. Other (specify) \_\_\_\_\_
3. Did you enjoy this club? Yes \_\_\_ No \_\_\_  
 What are the reasons for your answer? (Check answers below)
  - \_\_\_ a. We did many things      \_\_\_ We didn't do anything
  - \_\_\_ b. Good officers            \_\_\_ Poor officers
  - \_\_\_ c. Well organized program    \_\_\_ Poorly organized
  - \_\_\_ d. I learned a lot            \_\_\_ I learned nothing
  - \_\_\_ e. I had fun                    \_\_\_ I was bored
  - \_\_\_ f. Other (specify) \_\_\_\_\_
4. Will you join the same club again next year? Yes \_\_\_ No \_\_\_  
 If not, why not?
5. What was the most interesting activity in your club this year?
6. What do you think of the interest shown by other club members in this activity? (Check one) Good \_\_\_, usually good \_\_\_, sometimes good \_\_\_, usually poor \_\_\_, poor \_\_\_
7. What other clubs would you like the school to sponsor or include in the club program next year?
8. Please give one suggestion for improving your club:



## STUDY HALL EVALUATION QUESTIONNAIRE

1. Was the study hall of any advantage to you?

Yes \_\_\_\_\_

No \_\_\_\_\_

2. Check the various subjects or problems that you worked on in study hall:

\_\_\_\_\_ a. Studied school subjects

\_\_\_\_\_ b. Read books

\_\_\_\_\_ c. Read magazines

\_\_\_\_\_ d. Wrote compositions

\_\_\_\_\_ e. Sat and thought

\_\_\_\_\_ f. Talked with friends

\_\_\_\_\_ g. Did nothing

\_\_\_\_\_ h. Others (specify) \_\_\_\_\_

3. What suggestions do you have for the improvement of the study hall program?



## FACULTY ACTIVITY EVALUATION QUESTIONNAIRE

1. Name of club (use separate form for each meeting)  
\_\_\_\_\_
2. Sponsor's name \_\_\_\_\_ Date \_\_\_\_\_
3. Total number of members enrolled in this club meeting  
\_\_\_\_\_
4. Number of students transferred into club today \_\_\_\_\_
5. Number of students transferred out of club today \_\_\_\_\_
6. Give a brief running account of the club projects or activities during this meeting:
  
  
  
  
  
  
  
  
  
  
7. What proportion of the club program was sponsor directed?  
All \_\_\_\_\_,  $3/4$  \_\_\_\_\_,  $1/2$  \_\_\_\_\_  $1/4$  \_\_\_\_\_, none \_\_\_\_\_
8. How many of the club members would be considered non-participants? \_\_\_\_\_
9. What, in general, was the student reaction to the club activities? (Give interests, attitudes, etc.)



## FACULTY STUDY HALL EVALUATION QUESTIONNAIRE

1. Sponsor's Name \_\_\_\_\_ Date \_\_\_\_\_
2. What grade level are your students? \_\_\_\_\_
3. How many students were actually in this study hall? \_\_\_\_\_
4. What number of students brought study materials? \_\_\_\_\_
5. What number of students actually studied? \_\_\_\_\_
6. Did you have to remind the students that this was a study period and not a visiting period? Yes \_\_\_\_\_ No \_\_\_\_\_
7. What did you do during this study period? (Check all activities below in which you were engaged.)
  - \_\_\_\_\_ a. Read
  - \_\_\_\_\_ b. Prepared lessons
  - \_\_\_\_\_ c. Corrected papers
  - \_\_\_\_\_ d. Helped students
  - \_\_\_\_\_ e. Observed students
  - \_\_\_\_\_ f. Reprimanded students
  - \_\_\_\_\_ g. Walked around the room
  - \_\_\_\_\_ h. Other (specify) \_\_\_\_\_



## FACULTY ACTIVITY EVALUATION INTERVIEW

1. Do you feel that the activities program has been of great value, some value, or no value?
2. Do you feel that your particular club was worthwhile?
3. Do you feel that the learning values in our activity program are worthwhile and justify taking time from our regular class periods?
4. Have you any recommendations for improving your club or the entire activity program?
5. Are you in favor of the study period?
6. Can you suggest any changes or variations for the improvement of the study hall program?



## PARENT ACTIVITY EVALUATION QUESTIONNAIRE

During the past two years, Galt High School has been carrying out a program of club activities during school time whereby every student is given the opportunity to join one or more clubs. There is a wide variety of different clubs such as Rod and Gun, Photography, Travel, Music, Chess, Art, Dramatics, and Vocational Clubs.

To help us determine the value of this activity program, we are asking teachers, students and parents to give us their opinions. Would you help us by answering the questions below? Please return this sheet in the stamped envelope provided.

Thank you for your cooperation.

1. Parent's name (omit if you wish) \_\_\_\_\_
2. Do you like to have our activity program scheduled during the regular school day? Yes \_\_\_\_\_ No \_\_\_\_\_  
Why?
3. Has your son or daughter talked much about our club program? Yes \_\_\_\_\_ No \_\_\_\_\_
4. Do you feel that there is any value to this program?  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. Do you feel that it is worthwhile for your boy or girl to belong to an organized group? Yes \_\_\_\_\_ No \_\_\_\_\_
6. Do you feel that these club activities take too much of your boy or girl's time? Yes \_\_\_\_\_ No \_\_\_\_\_
7. Please give us your honest opinion of our club activity program:

PLEASE RETURN THIS SHEET AS SOON AS POSSIBLE . . . THANK YOU