

AN EXTRACLASS ACTIVITIES PROGRAM FOR THE  
CAMDEN POINT MISSOURI HIGH SCHOOL

by

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## INTRODUCTION

The term *extraclass activities*, as used in this report, refers to those activities sponsored by the school for which full credit is not given. These activities are often referred to as *extracurricular*. The recent trend is toward use of the term *extraclass activity*. This trend is a result of the broader interpretation of the term *curriculum*. The curriculum now includes all those experiences contributing to an individual's education. This includes the activities which are not a part of the academic classroom work. The term *extraclass* becomes the logical designation for this group of activities.

The trend has been toward more emphasis on the *extraclass activities*. In order to meet the needs of an individual the school should supplement the regular academic work with the additional opportunities necessary to insure his proper development. It is the writer's opinion that to develop such a program calls for a well planned program of *extraclass activities*.

Several sets of objectives of education have been proposed and generally accepted. In general each list is much the same, the objectives being combined or subdivided as the case may be. Of the many lists, The Seven Cardinal Principles of Education have been accepted quite widely. Newer lists are available which may be as good or better but a justification of the *extraclass activities* based on The Seven Cardinal Principles of Education would certainly be worth considering. Such a justification is presented by

J. R. Shannon (29) quoted in part:

Extracurricular activities can be defended on the same grounds as curricular ones. Since the seven cardinal principles are the best-known formulation of the objectives for secondary education, and since the obstructionists are unlikely to be familiar with any more recent formulations, these time-honored pronouncements of 1918 will serve in this appraisal.

Health: Foggy opponents of athletics deride them saying the few players on the field get all the exercise while the thousands in the grandstands exercise their lungs. Evenso, since when has exercising the lungs been regarded as bad hygiene? But health asset are not restricted to athletics. Clubs, musical, literary or dramatic organizations, dances, and school publications may directly or indirectly have some wholesome effect on the physical or mental (especially mental) health of the pupils.

Command of fundamental processes: Where can one find better motivation for acquiring the fundamentals of English than in writing for the school paper?

Worthy home membership: Aside from some clubwork, such as 4-H Clubs, the extracurricular contribution to worthy home membership is only indirect. School activities, however, much more than formal classes, throw boys and girls into wholesome contacts with one another so that harmonies of personality essential for happy marriages can be discovered.

Vocation: Many successful adults have discovered their interests and aptitudes for their work in school activities.

Civic education: School activities are the laboratories for teaching citizenship.

Worthy use of leisure: School activities present a better case under this objective than under any of the other cardinal principles. It is leisure time that activities in most schools occupy.

The extraclass activities could be justified equally well by using any of the other lists of educational objectives.

It is with such a philosophy in mind that an evaluation will be made of the extraclass activities of the Camden Point, Missouri High School. After presenting a summary of the present status a program will be presented which the writer hopes to see developed

in the not too distant future.

This study is being made as a result of a deep feeling in regard to the matter of the value of extraclass activities. The writer graduated from the Camden Point High School in 1937 after having attended the school system for all 12 years. Close contact has been retained with the school since that time. The writer was employed as superintendent of schools in March of 1949, a position which he still holds. After this experience in the community and one year as administrator of the system the writer feels well qualified to consider the problem.

As will be pointed out in a later section the activity program at the present time is very limited. The writer has realized many times during undergraduate college life and other situations a backwardness and lack of leadership and self-confidence which it is felt could have been prevented by the proper opportunities in extraclass activities. It is the writer's ambition that future graduates of the school will have better opportunities for making good life adjustments than has been true in the past.

This plan of action is not presented as being the ideal extra-class program for any situation or for any school other than the one named. There are, of course, many guiding principles which apply in all situations. The ideas for the various activities and their use are not new. They have been collected as a result of extensive reading and the ones which are adaptable to this school have been incorporated into the plan.

The schools of Missouri are to be classified for the coming year according to a new plan of accreditation. Among other factors

to be considered in the classification is the adequacy of the total school program in fulfilling the needs of the community. This classification plan is based partly on the usual objective criteria such as teacher qualifications, course of study, instructional equipment, library facilities, etc. The new criteria of classification are such subjective consideration as philosophy of education, breadth of the education program, etc. From discussions by various state officials it appears that special emphasis is to be placed on the extraclass program. The state department of public instruction requires a written philosophy of education from the local school board. As interpreted by the state high school supervisor, this philosophy must include provision for a wide variety of activities to meet the broad interests of the students. The writer hopes to develop this program in a manner satisfactory to the state department of public instruction.

#### COMMUNITY SURVEY

The Camden Point Consolidated School District was organized in 1920, and immediately thereafter a new building was erected. This would indicate a progressive school-minded community. This attitude exists to the present time. However, it is the writer's opinion that the community has lacked progressive educational leadership to develop the type of school system which they would be willing and anxious to support.

The district has an evaluation of one and one-half million dollars consisting mainly of agricultural resources. A small town of 150 population lies near the center of the district. It is here that the building is located. The farm land is generally

good to very good which makes for a sound economic status for the community as a whole.

The people are not predominantly of any nationality and could probably be identified only as of north European descent. Socially there is very little class distinction except for a small element of transient tobacco tenants.

The community is very actively supporting two protestant churches both of which are making progress under the direction of two young, active and progressive ministers who seem very anxious to cooperate with the school's activity program.

The school is located in the Kansas City trade area, being only 30 miles distant. It is a like distance from St. Joseph, a city of 30,000 population. There can be no doubt that the presence of two large cities has an influence on the community in many ways. A large number of graduates seek employment and attend advanced educational institutions in the two cities. Many of the people in the community turn to the larger cities for recreation as well as business. This familiarity with city life and its attraction for young people present several problems and added responsibilities to the school. Boys and girls must be trained to make the necessary adjustments to a new and different type of life. Extra-class activities afford many opportunities of this type.

At the present time there are few activities outside the school available to the high school boy and girl. Churches have been mentioned and their contribution is a weekly devotional and recreational period on Sunday nights. The 4-H Club is active but the interest tends to die out after the first year or so of high school. This is the extent of the outside organized activity.

## HIGH SCHOOL FACULTY

The high school faculty consists of the superintendent of schools who teaches part time, the high school principal, English and dramatics teacher, social science and physical education teacher, and a part time music teacher.

In preparing this program for next year it is necessary to take into consideration the limitations of the present faculty. The physical education teacher will coach the interscholastic athletic teams and sponsor all activities of this nature. This teacher is new to the system and may in time see the need for other activities which will not be included in this plan. The English teacher is a middle aged woman who is especially qualified to direct any type of speech or dramatic work. During the five years in the system she has earned the respect of parents and students alike through her excellent dramatic productions. The high school principal and mathematics teacher is a loyal supporter and willing helper in all activities and could possibly make an excellent club sponsor. He is very adept at any type of handicrafts and has taught general science for many years. The superintendent teaches biology and agriculture and has coached all athletics during the past year. Experience in Sunday School work, F. F. A., athletics, and military service as an air corps instructor and air crew member provides the background for the direction of various clubs and activities. The band director is available only for music activity for which credit is given with the exception of the summer band program which earns no school credit.



The faculty has a very cooperative spirit and has shown by untiring effort a deep interest in the individual welfare of each student.

The plan at the present time is for the addition of a commerce teacher for the year of 1951-52. Commerce for the next year will consist of typing offered by extension from the University of Missouri.

#### PHYSICAL FACILITIES

The school building consists of nine classrooms and a gymnasium. The building houses the high school of about 50 students and the elementary school of about 120 students. The site consists of about seven acres which includes a suitable area for a football field but does not include a desirable baseball diamond.

At the present time there are no community facilities which could be used to extend the activity program.

#### BOARD OF EDUCATION

The board of education is made up of six members. During the past year they have shown complete harmony and by their official actions deserve to be labeled progressive broadminded school laymen who have the students' interest and welfare at heart. They have given the superintendent free rein and much encouragement in the development of this plan which they will support to the fullest possible extent. In the past year all recommendations in this regard have been warmly accepted.

## PRESENT PROGRAM

The following description of the present program is in terms of what was done during the school year of 1949-50.

1. Assemblies: There was no regular assembly period or schedule of assembly programs.

2. Girls' athletics: The girls participated in interscholastic basketball and tennis. Basket ball is a traditional sport but tennis was introduced for the first time.

3. Boys' athletics: The boys' athletic program was limited to basketball most of which was played on the interscholastic level.

4. Dramatics: Speech and dramatics included a carnival, an all-school play, and participation in the Platte County One Act Play and Speech Festival.

5. Music: The music program was made up of band and chorus. These are considered a part of the academic curriculum since full credit is given for all phases.

6. School publications: The senior class published a monthly newspaper. The student council published a yearbook.

7. Social affairs: Social activities have included the following: two parties for each class, two all-school parties sponsored by the student council, a Christmas party given by the faculty and the junior-senior banquet.

8. Student Council: A council was organized early in the year. The student council had previously held membership in the National Association of Student Councils.

9. Class activities: All classes were permitted two parties. The junior class presented a play and the junior-senior banquet.

The senior class presented a play, initiated the freshmen, had a sneak day, and participated in graduation exercises.

#### EVALUATION OF THE PRESENT PROGRAM AND FUTURE PLANS FOR THE EXTRACLASS ACTIVITIES

Before embarking on a detailed evaluation and plan for the Camden Point High School a review of literature will be presented which will help to develop the philosophy and guiding principles for the development of such a program.

The value of the school activities in the development of personality is emphasized by J. R. Shannon (28):

In school activities many pupils get their first tastes of real success in a big way and learn that they can do things which society prizes.

Statistical evidence, as well as theory, supports this conclusion. Dr. Sidney K. Smith, a psychiatrist at the University of California, reported some corroborative evidence. Of the first 300 who came or were sent to Dr. Smith for psychiatric attention, 199, or almost an even two-thirds, were not engaged in any kind of campus activities, and 259 were non-fraternity men, whereas only about half the total enrollment of men in the university were non-fraternity.

At least five researches by the present author add further corroborative evidence. He first studied the post-school careers of the leaders, scholars, and a random group of pupils who had graduated during a six year period from a single city high school. At the time these alumni had been out of school for a period of ten to fifteen years the leaders---those who had been prominent in school activities as high school pupils---far surpassed the other groups in four out of six measures of success and at least equalled them in the other two.

Two-follow-up studies of graduates of the same college were similar. One was restricted to 39 alumni who were listed in "Who's Who in America", a valid indication of post-school success. It showed that the vast majority of the illustrious men had been prominent in campus activities but not particularly outstanding in scholarship. A companion survey compared highly successful graduates, average ones, and failing ones from the same college over a period

of 45 years and showed the relative success of the members of the three groups was in direct proportion to their success in campus activities but not of their success in scholarship.

A third study of groups of graduates from the same college over a period of 11 years evaluated their success after they had been out more than 20 years. The groups compared were debaters and a random group two and one-half times as large from their same graduating classes. The debaters excelled their fellow graduates pitifully.

The next survey was restricted to athletes and non-athletes in 10 small high schools. The teachers, coaches and principals had rated all boys on a personality rating sheet without knowing comparisons would be made between groups. Again, it was the same story; athletes were ahead of their fellows.

These studies show a strong relationship between participation in extraclass activities and various factors indicating success. Many other studies have been made in this direction, most of which show this same relationship. These studies often leave the impression that it is because of these activities that the individual gained fame and success. This no doubt is true in many cases but it must be remembered that extraclass activities have a tendency to be of a selective nature as found in a study by W. J. Hayes and reported by J. D. Anderson (3) in a summary of the factors influencing participation:

1. Extraclass activities are selective as to intelligence and social status. The greater number of students who are participants in extraclass activities with the exception of athletic activities, are of superior intelligence and come from families having the highest social status in communities.

2. Participation in community activities and school extraclass activities are inversely related.

3. High school students who have to attend to home duties or work for wages after school participate less in extraclass activities.

4. High school athletic activities are less selective with regard to intelligence, social status and nationalities than the other extracurricular activities.

5. In the first two years of high school, girls participate more than boys in the extraclass activities suggesting a relationship between amounts of participation and sex maturity.

6. Nationality bears a relationship to participation. Among the nationalities studied, children from American homes belong to the greater number of student organizations.

One of the claims for extraclass activities by nearly all those who advocate more and better activities is the value to an individual for life adjustment. Writing in the Journal of Educational Psychology, H. P. Smith (31) points out that a study of the relationship between scores on the Bell Adjustment Inventory and participation in extraclass activities indicates that those engaged in more activity made higher scores on the Bell Adjustment Inventory.

Dwight Davis (7) in the American School Board Journal sets up the criteria for extraclass activities:

From the standpoint of sound educational philosophy the best extracurricular offering in the best schools will meet the following criteria:

1. Diffusion not concentration: The principle of reasonable and sane diffusion, applied to an extracurricular program consistent with the major needs of a student body, constitute some of the best insurance available against the too frequent practice of unjust pyramiding.

2. Selectivity not promiscuity: Would it not be wise procedure sometime to survey scientifically the outside, vital interests and/or hobbies of the student body? Such an investigation would be certain to throw light on the extracurricular problem of the school and reveal points of strength and weakness that could come out in no other way.

3. Inclusion not exclusion: No student, irrespective of race, creed or color, wealth, social status, or popularity should be barred from taking part in any extracurricular activity sponsored by a public school.

4. Participation not "spectatoritis": Participation, as a criterion, doesn't necessarily carry with it the implication that every student must swamp himself with

innumerable activities, none of which interest him vitally; neither does it suggest the exclusive use of a few selected students in more difficult activities. Such a philosophy would defeat its own ends. The principle does, however, commit itself to the position that every student embrace at least one activity which he feels has significance for him.

5. Voluntarism not regimentation: In this day of education for participation in the democratic way of life, administrative tyranny in the execution of extracurricular activities is decidedly out of line. Executing compulsion --never! Complete student freedom in selection--always! Understanding guidance and direction--by all means!

6. Educationalism not fiscality: Educationalism as a criterion postulates the position that the sole justification for any extracurricular activity sponsored by the school is in terms of its educational utility for the individual student, not by its financial pull for an impersonal student-body treasury.

7. Co-educational not "for boys only": Wide awake board members and the superintendent should see to it that the extracurricular activities "for ladies only" should get just as square a deal as those "for boys only".

In a discussion of school morale and its relation to the extraclass activities, the following statement is made by Glicksberg (14):

On examining the organization of a school, it will be found generally that its morale is directly proportional to the range of activities in which students participate wholeheartedly and in large numbers.

The plan for Camden Point High School submitted herewith is the result of extensive study by the superintendent of schools as well as much discussion with the faculty individually and in faculty meetings. Several phases of the program have also been discussed with the board of education as well as with individual students, student organizations, and parents.

It is the writer's opinion that any such program as this must be preceded by complete understanding on the part of the faculty, students, and parents. This not only helps the plan

itself but is also a means of building confidence and support from the community.

### Activity Coordinator

The success of any plan depends upon its execution. The purpose of the school is "education" as interpreted in its broadest sense. If all activities are to work toward a single goal they must be coordinated. Aside from this it is necessary that one individual be in constant touch with and know the activities and plans of all different groups.

The high school principal has been appointed the activities coordinator. Following in part a plan explained by Klinge (18) this coordinator will be responsible to the superintendent and will give assistance to all student groups in activity planning. The coordinator will be responsible for the scheduling of events. The various activities carried out during school time will have a place in the daily schedule. In scheduling other activities an effort will be made to avoid interference with regular school work.

The coordinator will also handle all activity accounts, the officials of the various organizations reporting to him. The payment of all bills will be made through the office of the principal. The principal has taken care of the activity funds in the past but had had no special responsibility in the direction of extraclass activities.

### Assemblies

The assembly should be a period of profitable experience to the students and faculty. There are many desirable types of

program but the selection of material to be presented should be guided by a philosophy of the assembly which will ensure a worthwhile experience. McKown (20) puts it this way:

The main value of the assembly is educational. It should inspire a worthy use of leisure time by means of good demonstrations. It should instill the common ideals and virtues indirectly, by dramatization, rather than by sermonizing and moralizing about them. It should supplement classroom work; develop self-expression; widen the interests of both students and teachers; correlate the interests of the school and community; and be a place for the recognition of worthy achievement. Good organization and administration are necessary for the accomplishment of these ends.

The assembly programs the past year have been very inadequate. There was very little long range planning except the scheduling of free films.

Beginning with the coming school year the assembly programs will follow this general plan:

- (a) A regular assembly will be held every two weeks.
- (b) One assembly each month will be presented to grades one to twelve. Each high school class and grade room will be responsible for one of these programs.
- (c) The other assemblies will consist of band concerts, outside speakers, an awards assembly, a student council program, a 4-H Club program, and the remaining periods will be special assemblies of films pertaining to vocational guidance.

The free films used in the assemblies last year will be replaced this year by an audio-visual program coordinated with the classroom instruction.

The activity coordinator will be in charge of all assembly programs. As the quality of the assembly programs improve it is the plan to increase the schedule to one each week. An assembly



committee of students, either as a part of the student council or under the direction of the coordinator, will be considered.

### Athletics

Athletics occupy the major portion of the activity program in many high schools. The success of the athletic teams very definitely affects the morale of the student body. The rivalry between towns creates an intense interest in any athletic contest. This attitude on the part of the public puts extreme pressures on the school administration to produce winning teams at any cost to the educational aims of the school or the health of the participants.

The physical education phase of the curriculum has as much justification as any other part. It is just as essential that a person's body be properly developed as it is his mental functions. This does not mean that everyone should be a "bone crusher", but that a strong mind deserves a strong body. The physical education program stops here for many persons, but actually the other benefits are equally important. Where else in the curriculum is a person as emphatically taught to be a good loser, and even more important, a good winner? It has been the writer's experience that the playing field affords a wonderful place to teach a boy to control his temper and become a good sport. Lectures on sportsmanship can run on forever but will not have the lasting impression of some situation on the playing field. A ball game lost because of an uncontrolled temper or maybe a kind word from an opponent just badly beaten in a contest is very effective.

In a report of the committee on interscholastic athletics

of the American Association for Health, Physical Education and Recreation (6) the following cardinal athletic principles were proposed:

To be of maximum effectiveness the athletic program will:

1. Be closely coordinated with the general instruction program and properly articulated with other departments of the school.

2. Be sure that the number of students accommodated and the educational aims achieved justify the use of tax funds for its support and also warrant their use of other sources of income.

3. Provide that the time and attention which is given to the collection of such funds is not such as to interfere with the efficiency of the athletic program or of any other departments of the school.

4. Confine the school athletic activities to events which are sponsored and supervised by the proper school authorities so that any exploitation or improper use of prestige built up by school teams or members of such teams may be avoided.

5. Be planned in such a way as to result in opportunity for many individuals to explore a wide variety of sports and to set reasonable season limits for each listed sport.

6. Be controlled in such a way as to avoid the elements of professionalism and commercialism which tend to grow up in connection with widely publicized "bowl" contests, barnstorming trips, and interstate or inter-sectional contests which require excessive travel expense or loss of school time or which are claimed to be justified by educational travel values.

7. Be kept free from the type of contest which involves a gathering of so-called "allstars" from different schools to participate in contests which may be used as a gathering place for representatives of certain colleges or professional organizations who are interested in soliciting athletic talent.

8. Include educational exercises to reach all non-participating student and community followers of the school team in order to insure a proper understanding and appreciation of the sports skills and of the need for adherence to principles of game ethics.

9. Encourage a balanced program of intramural activity in grades below the ninth to make it unnecessary to sponsor contests of a championship nature in these grades.

10. Engender respect for the rules and policies under which the school conducts its program.

If the physical education program is to meet one of its major objectives taken from the seven cardinal principles of education it must provide for training in the use of leisure time. The traditional interscholastic sports have very little to offer to the average person after graduation. A very small percent may join teams for a few years and many will become excellent spectators but this leaves many with no knowledge of games in which they might participate. There are many games such as ping pong, tennis, golf, etc. which are readily available to those who care to play. More emphasis will be placed on developing games with carry over value to post-school years.

The same general philosophy is emphasized in the proceedings of the National Association of Secondary School Principals (4):

Basic to any consideration of acceptable standards in interscholastic athletics for secondary schools is this statement of guiding principles for the administration and the development of a program of athletics for the youth of our schools:

1. Athletics are to be an integral part of the secondary school program and should receive financial support from tax funds on the same basis as other recognized parts of the total educational program. As a part of the curriculum, high school sports are to be conducted by secondary school authorities and all instruction provided by competent, qualified and accredited teachers so that desirable definite educational aims may be achieved.

2. Athletics are for the benefit of all youth. The aim is maximum participation--a sport for every boy and every boy in a sport--in a well balanced intramural

and interscholastic program with emphasis on safe and healthful standards of competition.

3. Athletics are to be conducted under rules which provide for equitable competition, sportsmanship, fair play, health and safety. High school sports are for amateurs who are bonafide undergraduate high school students. These youth must be protected from exploitation and the dangers of professionalism. Preseason, post season, post schedule, allstar games or similar types of promotions are not consistent with this principle. It is necessary to develop a full understanding of the need for observance of local, league, sectional, state and national standards in athletics.

Girls' Athletics. The past year the girls' interscholastic athletic program was much too intensive. The effect of basketball on girls of high school age is questionable. In the writer's opinion the game itself is too strenuous for high school age girls. Worse than the game itself is the emotional strain of an intensive schedule which includes several games per week. There is certainly a point at which irreparable damage can be done.

During the past year the varsity high school team, consisting of nine girls, played 24 games. This included two games per week and in three different weeks in which tournaments were played included as high as four games per week under the most strenuous conditions. It so happened that of the nine girls only one was above the sophomore class. An experience from the past season will illustrate the effect of this strenuous schedule. In a pre-season tournament the team had advanced at least one game beyond their expectations. The semi-final game was lost by one point to a superior team. Several of the girls went to the dressing room crying hysterically. When questioned, these girls felt no resentment at losing the game but were just letting off steam built up over a period of several successive games. This nervous strain

must certainly be injurious to such young girls.

The playing of single games on a weekly basis should not be too harmful. This opinion is born out in a discussion by Rhonemus (25) in an article entitled "Competitive Athletics in Girls Physical Education. Miss Rhonemus says:

It does not appear that there is marked criticism of inter-high school contests. These do not appear to be unduly stressed or publicized. Trips between schools are not long, and while it is certain that in some cases only the squad members receive any real athletic training, there is at present, strong justification for the situation.

High schools in smaller towns cannot provide equipment for extensive instruction in physical education. In these schools there usually is opportunity for a fairly large percentage of the student body to practice or play competitive basketball. In winter the inter-school games and tournaments furnish what is often the main public entertainment for their respective communities. For this reason even considerable publicity and pep squad activity seem justified. In the larger places on the other hand, where facilities for fairly extensive physical education programs are available, it should be possible for school not only to maintain a basketball squad but also to give adequate attention to general physical education needs. The need served by these teams and the fact that they are not accompanied by too much publicity or other undesirable features, certainly warrant their maintenance. Yet, in order that the greatest good may be done for the greatest number, the overall demands for physical education in high schools and in higher institutions should preclude allover emphasis on any sport.

The author of this article also stressed the value of including in the physical education program games and sports which have a carry over value. This would include the teaching of suitable games as well as the desire to play.

The Missouri State High School Activities Association does not recognize girls' basketball except to say in the bylaws that all school teams will abide by a given set of rules.

Camden Point High School is a member of the Platte County

Activities Association. At the writer's suggestion the county association agreed to reduce the amount of girls' basketball and as a result voted to play only a single round robin schedule. A schedule has been drawn up for next year which limits the games to one per week except for tournaments, and these will be limited to one preseason tournament and the Platte County Conference Tournament. This will be about 15 games including tournaments as compared to the state's limit of 16 games exclusive of tournaments. The state limit for girls' tournaments is four as compared to the two which will be entered next year. This plan has the wholehearted support of the board of education and, insofar as it is possible to determine, the support of the parents who seemed to be "burnt out" on basketball last year.

The rules and regulations of the Missouri State High School Activities Association will be abided by with emphasis on the scholarship and citizenship requirements.

Tennis was introduced the past year for the girls and two interscholastic matches were held. With the aid of a qualified coach next year this game will be developed to provide opportunity for more interscholastic competition as well as worthwhile recreational activity within the high school and the community. The girls' athletic teams will be coached by a man but a woman teacher will always accompany the team as sponsor.

Interscholastic competition always gives experience to a few and nothing to the remainder. A plan to help remedy this situation will be presented in the section pertaining to intramural sports.

Boys' Athletics. In many small schools the boys' physical education program is more adequate than the girls. This may be due to several reasons but the main one is probably that the coach in most small schools is a man and specializes in boys' activities and probably knows very little about girls' physical education. The opportunity presents itself more readily to boys to play than it does to girls. It is accepted that boys must and will play but the notion still exists that girls are not so inclined toward such activity.

The situation at the Camden Point High School in regard to boys' basketball is the same as with the girls. For the good of the school, academically as well as for other equally worthwhile activities, too much time is spent on this one sport. The past year the varsity team played 26 games including four tournaments.

That boys are probably able to stand the physical strain was found in a research by Bradshaw (5). A survey of the participants in the National High School Basket Ball Championship Tournament held at the University of Chicago indicated that the participants suffered no ill effects 20 years after having played. The tournament at that time was played in two days involving three games in one day. Summarizing the survey Mr. Bradshaw states: "Statistics actually prove that as long as a boy has no organic weaknesses at the time of participation, tournament play does not cause permanent injury organically or physically."

Eliminating the factor of physical well being there still remains the matter of the academic school work. A basketball trip, involving both the boys and girls teams, usually includes about

75 percent of the student body. When such trips as this are made during the week the school work tends to be disrupted for the preceding and the following day. In a large school where the players make up only a small percent of the enrollment this might not be the case but in a small school everyone seems to be involved.

The boys' basketball schedule is to be reduced in line with the girls. The boys also compete in the Platte County Activities Association and will play a single round robin schedule with additional games limited to approximately one per week. The boys will be limited to entry into two tournaments in addition to the state sub-regional elimination tournament sponsored by the Missouri High School Activities Association.

The present program limited to basketball leaves the fall and spring season without interscholastic athletics. At the present time part of the county schools play 11 man football and part play 6 man. Football was discontinued several years ago at Camden Point because of the low enrollment. The enrollment has reached a point equal to other schools who are apparently carrying on a successful six man schedule. The plan is to introduce six man football for the 1951-52 school term. This is being done to fill the now existing gap during the fall months. Of secondary importance contributing to the decision is the fact that this is the only school in the county not participating in some type of football. It is not wise to just "keep up with the Joneses" in school activities but in many cases it is very essential in maintaining school prestige and student morale, to say nothing of the enrollment.



The spring program in 1951 is to include interscholastic track and tennis. Track has been chosen because of its popularity with all schools. Its very nature permits an individual to excel directly from his own efforts. Track permits many individuals to excel who have failed to make other athletic teams. The success of these otherwise left-out boys often solves many personality maladjustments and in time many school problems.

Tennis will also be offered to boys next year as an interscholastic sport. The past year the boys have shown considerable interest in the game. Tennis has been added because of its carry over value and because of its social nature. Very few sports taught in high school do anything to improve the boy and girl relationships. The writer feels that a knowledge of a game such as tennis is as essential as social dancing for the proper social adjustment of young people.

Intramural Athletics. The writer believes that most school administrators would agree with him in the belief that too much emphasis is put on interscholastic athletics. That this probably happens more often in the small schools was found by Shepherd (30) in a study of the rural high schools and high schools in third class cities. The interscholastic sport of basketball and football were the major portions of many schools extraclass activities.

There are many reasons for this tendency to overemphasize interscholastic sports. Referring again to the cardinal athletic principles (6) the emphasis is on increased participation by the masses and less specialization of the few especially talented individuals. It is not necessary to eliminate the interscholastic sports to attain these goals. It has been pointed out that inter-

scholastics serve a very definite purpose. Scradler (27) in an editorial points out the dangers of the continuation of the swing in this direction stating in effect that every administrator and board of education should stop and reexamine their objectives or take time to form some objectives based on sound theories of physical education.

In realization of this trend which reached the intolerable limit in this high school during the school term of 1948-49, action has been taken to correct the situation. As was pointed out in the previous section on interscholastic athletics, new sports have been added and are in the plans for the not too distant future.

A beginning of an intramural program was inaugurated last year. The student council sponsored boys' and girls' intramural basketball tournaments. These tournaments included the junior high school as well as the high school. Boys and girls brackets were drawn up with classes playing one another with combinations of younger groups and older groups to balance the competition. These tournaments proved to be real centers of attraction for both students and parents. Regardless of how poor a player may be, he still likes to participate and to his parents it is a genuine thrill. This did much for the school morale and was a good activity for improving public relations.

The intramural program for next year will serve another purpose in addition to those mentioned previously. One of the headaches of last year was what to do with students during free time at school. The buses are scheduled in such a way that both morning and evening there is a different group in the building for a

period of 45 minutes. The morning group is not so difficult, most students being in a frame of mind to study. For the afternoon group school is out and study hall is unsatisfactory. Last semester the students were encouraged to plan recreational activities. Equipment was purchased which made it possible to play ping pong and other games such as cards, etc. This soon developed into a situation in which a few of the dominating personalities were playing and the rest were looking on. By the end of the semester the students realized that organization was necessary.

Using a plan described in School Activities by Dimond (8) a plan of various intramural sports and games will be developed. Each of the groups, morning and evening, will be organized into leagues and playoffs will be run according to a schedule. Some of those suggested by the students are basketball, softball, checkers, ping pong, shuffle board, volleyball and tennis.

A survey of the more talented individuals will be made in order to establish a set of rules for the formation of teams to prevent the "loading" of any one team. For the games such as basketball, rules will be made making it necessary to play all members of the team to prevent the poorer players from being left out.

It is the writer's opinion that more co-educational activities are needed. This theory will be followed in the intramural program to the extent that no segregation will be made except in those games such as basketball where the rules are quite different. The volleyball, tennis, etc., will be run on a co-educational basis. After the barrier is broken down and co-educational activities are taken for granted an experiment will be made with basketball.

There will be no time available at noon to play off the games between morning and afternoon winners. Time will be given for this during one of the regular activity periods.

A system of simple awards will be developed to encourage participation. The expenses involved in the program will not be extensive and will be met by the proceeds of the intramural basketball tournament, the finals of which will be held at night.

### Clubs

A survey of students by Adubato and Friedman (1) as to why students join clubs is a very good summary of the benefits to be derived from club participation. When asked why they were members of clubs and what value they received the leading response from 77 per cent of those asked was "enjoyment". Next was "social acceptance", and next was "a sense of accomplishment". Other values were named but these were outstanding contributions.

Since the abandonment of vocational agriculture in 1942, and consequently the F. F. A., the school has not actively sponsored any type of interest or hobby club. The above mentioned values cannot be obtained by merely setting aside a meeting time and announcing to the students that they are to join one of a list of sponsored clubs. The club must fill a need which the student can be brought to realize and understand. Some of the ground work was laid last year by informal discussions carried on by the superintendent with various classes and groups of students as well as with the faculty. The clubs recommended here are the bare minimum which could possibly meet the needs of most students and probably

the maximum number from the standpoint of sponsors available and size of the student body. To organize a club for every interest would spread the students out so thin that many clubs would not have enough members to realize the objectives of a club program.

Photography Club. The writer, through the medium of a biology class, aroused interest in photography by using a small collection of pictures in the study of biology. Students were encouraged to take pictures and all were acknowledged and discussed by the class. It was discovered that two members of the class were previous members of a photography club and could develop their own film. The sports events also provided a stimulus for photography. One individual with a flash camera, who incidently was unable to make the basketball team, did an excellent job of getting action shots of team play, awarding of trophies, etc. These pictures were used in the annual. To see the work of a fellow student appear in a bound annual has given others a desire to learn the same "trick". With this build up the time seems ripe for the organization of a photography club.

The physical facilities can be readily made available for a dark room. The equipment will be purchased from the activity fund which will be repaid from the annual fund. The annual will use pictures made from those taken by the students. In the past many of these pictures have been taken by a commercial photographer. The members of the club will be expected to furnish their own cameras and buy their own film. The club will attempt to be self-supporting through the sale of pictures such as action shots, group pictures, etc. to the fellow students for a reasonable price.

The sponsor will not be a photography expert but with the assistance of two experienced members and available manuals it is felt that much can be accomplished. Tant (35) writing in *School Activities*, outlines the development of a photography club which began with a very inexpensive developing set and a sponsor who knew nothing about photography. The results were much better than had been expected, this being due in part at least to the necessity for the students to work out their own techniques.

Science Club. The subject-related clubs will be limited to the science club until others are deemed wise by indications of student interest. The science club has been chosen because of previous student interest on projects not required in the regular class. General science and biology make up the science curriculum and are offered to the freshmen and sophomores, respectively. The principal has indicated a desire to organize such a club and is well qualified to sponsor it. The scope of materials to be included is as broad as the students' interests in the different phases of science.

Franck (12) summarized the values of science clubs as follows: opportunity to specialize, vocational and educational guidance, leadership and self-expression, closer contact between teacher and pupil, school spirit and cooperation, and democratic procedures and feeling of belonging.

The details of organization and plans of activities will be left to the club members. Assistance and suggestions may be obtained from The Science Clubs of America, 1719 N. St. N. W. Washington, D. C.

The science teacher will make a constant effort to coordinate the class work with the club activities.

Dramatics Club. The organization of a dramatics club would seem to be a natural step following the past several years' accomplishments of the various dramatic events. This could be called a subject related club since a course in dramatics has been offered. This course will be replaced by a speech course next year. The organization of this type club will aid both the teachers and students in planning such programs as the all-school fall carnival and the all-school play presented in the spring. The tentative calendar calls for the carnival the last of October. This will provide an activity for the club soon after its organization. The climax of the club's activity will be the production of the one-act play for the county spring festival. This festival is commonly referred to as a contest but technically is not since each school is rated and not ranked, nevertheless it is quite a drawing card for the public and is the highlight of the spring activities in the county. Competition or not, the school receiving the highest rating seems to feel that they have "won".

The "C" Club. This is a club made up of the boys who have earned athletic award letters. The basketball boys sponsored a grade school tournament last year. This club was not formally organized, but after sponsoring an activity of this type the boys realized the value that could be derived from an organization.

This club will be sponsored by the coach and because of its selective nature an attempt will be made to keep it on the level of an honorary organization. The earning of an athletic award

should be looked on as an honor and should be the result of faithful practice, self-sacrifice and commendable performance as an athlete.

One of the major objectives of this organization will be an effort to improve the sportsmanship of the players and the spectators. In the past year the student body has shown an excellent attitude toward opponents and officials. A few instances of poor sportsmanship have been shown among the spectators. It is hoped that an increased emphasis within the student body will spread to the community as a whole.

Other objectives of the club will be to aid in advertising of sports events, sponsor projects such as the purchase of bleachers for the stage, and sponsor social affairs to aid in the development of a well rounded individual.

Projectors Club. The school purchased a 16 m.m. sound projector last year. Two boys were trained to be very competent in its operation. The boys found other boys to be interested and they were consequently made assistants. This group of boys would like to organize a club and were very enthusiastic after reading accounts of other similar clubs.

The purpose of the club will be of a service nature to be rendered to the school. It will be from this club that any teacher may secure an operator by making an advance appointment with the secretary of the club.

The meetings the first weeks of school will be frequent and consist of training new members. After the first training phase is completed emphasis will be placed on the care of equipment,



program management, etc. This club will be in charge of the movies shown at assemblies, making all plans and, presenting the program to the school.

Arrangements have been made with a local man to give special instruction in the operation and care of the equipment. This man follows this as a hobby and runs the show in the local theater on Saturday nights.

This club is to be sponsored by the superintendent who has several years experience in operation and also has taken a course in audio-visual aids to instruction.

#### Home Room

The term "home room" has a meaning in this school which arouses immediate wrath on the part of the faculty and a look of skepticism on the part of the student. This adverse attitude is due to its very unwise introduction and operation during the school term of two years ago. The superintendent was a very strong advocate of basketball and coached the basketball team. The basketball practices began shortly after noon and continued until school was out at 3:30 p.m. Those not participating in basketball spent this time in the "home room". The teachers each had a home room consisting of a variable number of students, often as few as two or three. The superintendent insisted that all students remain in their respective home rooms thus occupying all the teachers. The faculty seemed to think the groups could have been combined into one small study hall. The students realized the fallacy of the system and the over emphasis on basketball.

Plans for the future will take the form of class meetings in which the functions of the home room are gradually introduced as the faculty can be made to see their value. Information regarding the true functions of the home room will be made available to the faculty and the matter will be given time in faculty meetings in an attempt to "sell" the home room to the only people who can make it work, the teachers.

To give this class meeting more meaning than just an occasional set together to discuss a party or other activity, a regular schedule will be set up calling for a meeting every two weeks. Since the time cannot all be spent discussing class activities, the students and teachers will become interested in finding something different to do. This regular schedule will serve another purpose. It is often the case that many class decisions regarding major activities are made in hurry-up meetings between periods or at noon when many times the best thinking is not done because of the hurry. This regular meeting of each class will give an opportunity for the student council representative to report and be instructed as to the thinking of the class about pending matters before the council.

Many of the functions which are vital to the home room in the large school are not necessary in a school of such a small enrollment. The entire student body can be gotten together with very little loss of time. Special assemblies will be held the first few weeks of school to explain school rules and regulations and discuss student activities. The group is still small enough to reach all individuals and to give opportunity for student discussion of any matters needing explanation.

## Class Activities

The activities of the individual classes are probably controlled by tradition more than any other part of the extraclass activities. It is agreed that one of the major functions of education is to aid in the social adjustment of the adolescent child. This, more than any other reason, justifies the social activities carried on by the various classes. School regulations limit all classes to two social functions per year. This has been the custom for many years. Since the classes are small and often unevenly distributed between boys and girls there is little opportunity for worthwhile social experience. It was with this in mind that the superintendent suggested that the student council sponsor two all-school parties. The all-school party was a great success and improvement over the class party, giving a much broader social experience.

The writer feels certain that the student council will agree, if not request, to sponsor a quarterly party for the high school. When this is done the class parties will be limited to one per year.

The junior class, according to custom, will present a play to raise funds for the traditional junior-senior banquet. These both being worthwhile activities require no explanation or justification. The banquet in the past has been held in one of the larger cities and consisted of the meal, a very short program, and generally a show for those who cared to attend. The junior class for next year is planning to have the banquet at the school. This is possible because of the kitchen which is being installed this summer for the hot lunch program. This raises the question of a program for

the remainder of the evening. This will be developed in the section on social affairs along with the activities for all-school socials.

The senior class begins the year with the freshmen initiation. The past year this took the form of a week of hazing, ending in an all-school party on Friday night. The announcement has been made to the incoming senior class that this activity will be limited to Friday and Friday night.

The seniors are permitted a "sneak day" which takes the form of a trip to Kansas City for the day and night. The sponsor of the class is in charge of this trip and the date is approved by the superintendent.

The senior play is one of the outstanding events of the year. The only change will be the scheduling of the play in the fall rather than in the spring during the rush of other senior activities.

Class night is a foreign term to the school. The senior class will also make up the speech class. The class and the teacher have agreed to tentative plans for the introduction of this event, to be held during senior week.

The graduation exercises, including baccalaureate and commencement, are very rigidly controlled by tradition. The baccalaureate sermon rotates between the churches and occurs on Sunday morning. The commencement is held in the high school auditorium near the end of the week. The class assists in the selection of the commencement speaker. The speaker is paid from senior class funds.

Attempts to change or alter this procedure in past years have caused more loss of good will than could be gained in the added value of all-class participation commencement programs. In small classes the talent fluctuates from year to year. The student program might work well one year and be a complete failure the next.

### School Publications

A school newspaper can be an instrument of great value to the school. If the publication is of high quality and serves the purpose for which originated it is an excellent public relations medium. Schools are judged too often by the tangible products. Since the school paper is a tangible product, it becomes an important point in the evaluation of the school by the public. The school paper should also aid in interpreting the school to the students. Fretwell (13) says:

In promoting constructive activities the newspaper has a favorable opportunity to interpret the school to itself. By its news it can explore for the members of the school what the school is doing and in editorials it can show what the news means. The paper, by focusing approval on right actions, can aid in developing right standards of conduct. It can give the kind of food for thought that makes for intelligent cooperation and for the correction of school abuses. Practical advice, not necessarily too directly given, may be part of a vigorous editorial column. The paper cannot only foster clean athletics, but it can present the news of the sporting page so that the whole school sees the big educational idea that is, or ought to be, in all school sports.

The "Pointer", the school newspaper, could hardly be called a success during the past year. Part of the 1950 graduating class had taken typing, being the only class to which it has been offered. As a feeling of duty, loyalty, or possibly an opportunity to

legally kill some time, this class requested permission to publish a monthly paper. Permission was given since two members of the class had previous experience on the staff of the "Pointer". The superintendent, as sponsor of the senior class, became the sponsor of the paper. The staff was organized, subscriptions sold, and the monthly copies were published very faithfully the first semester. After the first semester grades were received, four of the seven seniors were in doubt about graduation. This class being one of those unusually low in ability, the paper suffered. A few more issues were published but not on time and of an inferior quality. Due to this irregularity, student interest decreased and subscriptions fell off.

The plan is to drop the paper for the first semester next year. This is necessary because of no typist to do the work. Typing is to be taught by extension from Missouri University so qualified typists will be available by the second semester. If student demand justifies and the typing class desires to carry it on as a class project the paper will be published under the sponsorship of the English teacher. The following year, according to present plans, the faculty will include a commerce teacher who will take over this responsibility. The English teacher has plenty to do without the paper because of the dramatics she coaches.

The Annual is a student council project. Two years ago a contract was made with a firm for 100 books for about \$170.00. Thirty-five books were sold at \$2.00 each. Advertising was sold to local and nearby merchants. After all bills were paid the project lost only \$10.00.

The past year a contract was let to another firm to supply 35 books for \$8.00 total, additional books cost 90 cents each. The company received the proceeds from the advertising which they sold. The books were superior in quality and physical structure and of the same size as the previous year. These books were offered for sale for \$1.00 each. This project cleared only a few dollars but the opinion of the faculty and students was that the investment of time and effort was well rewarded by the public acceptance of the annual and the pleasure of having rendered a very worthwhile service to the school.

The Annual will be continued in much the same manner next year. More emphasis is to be put on the school's activities both in and out of the classroom. As McKnown (20) points out: "The function of the yearbook is historical in nature and history is not much concerned with imaginative writing. It is concerned with facts, in this case, with school facts." In line with this philosophy the Annual will make an effort to summarize the year's activities by means of pictures and short summaries of historical facts.

One major change in the Annual will be in the schedule. The common practice seems to be to include only those activities which occur from September up to the deadline in March or April. The Annual will include those activities which take place in the spring by using one of two plans: material gathered from March first on will be included in the Annual for the following year or the Annual will be published during the summer and the deadline will be June first. The choice of plan will be left up to the Annual staff.

The writer hopes to have introduced another publication in the form of a student handbook. This publication will be introduced sometime after the student council becomes a functioning body and can assist in making the numerous rules and regulations. The handbook will also contain information in regard to activities, grades, graduation requirements, and textbooks, to mention a few of those named by McKown (20) as being most often mentioned in a study of 212 high school handbooks.

### Student Council

The Camden Point High School has a student council. The council was a member of the National Association of Student Councils for the school year of 1948-49. The joining of the National Association seemed to be the only activity attempted by the council. Students who were not members of the council had forgotten that it ever existed and the memory was quite vague to the members.

An effort was made during the past year to continue the student council. The advisability and purposes of the council were discussed with the students. After this groundwork a council was formed as follows:

- (a) Two representatives were chosen from each high school class. To qualify, a grade average of "C" was required.
- (b) The junior and senior classes were permitted to select a candidate each for the presidency.
- (c) After several days of campaigning, an all-school election was held to elect the president.
- (d) The remaining officers were elected by the student council from their own membership.

Activities carried on by the council included:

- (a) The annual.



- (b) Intramural tournaments.
- (c) Purchase of ping pong table and building of a tennis court.
- (d) Campaign to keep the building clean.
- (e) Giving two all-school parties.

The council did not function as it should for the following reasons:

- (a) The necessary groundwork was missing. The students did not realize the function of a student council.
- (b) No regular meeting time was scheduled.
- (c) The sponsor was very weak.
- (d) Lack of student leadership. The president was a poor leader.

The writer plans to increase the prestige of the council by suggesting several changes in the general setup of the selection of members, etc. Before developing a plan for this council it will be helpful to consider some principles outlined in the Student Council Handbook for 1949 (32):

Factors hindering council development:

1. Failure to get total school participation.
2. Failure to attack problems that are real to youth.
3. Failure to have faith in young people.
4. Failure to give the council a position of importance in the school.
5. Failure to measure results.
6. Misunderstanding by teachers and administration.

A good council to function must have the following:

1. It must include everybody.
2. It must give everyone a feeling of partnership.
3. There must be many opportunities to serve.
4. There must be opportunity and machinery for legislation by the ordinary citizen of the school.
5. There must be ample opportunity for discussion by the ordinary citizen of the school.
6. It must allow for mistakes.

The high school classes range in size from 11 to 17. This size group makes an ideal basis for the selection of representatives. Aside from the convenience of size, this unit is the most satisfactory, quoting from The Bulletin of the National Association of Secondary School Principals (37):

In this form, the school is organized into home rooms and each home room elects a representative to the student council. Of 165 council constitutions examined in this survey, the home room representation, with its variations, is the most widely used. Its popularity is undoubtedly due to the fact that it more nearly represents the school as a whole. By and large, this form is the most easily administered and in all probability the most democratic.

The present council has no constitution or by-laws. A plan for the organization of the council will be set forth here, based upon recommendations from various sources which are adaptable to the situation. The plan is presented as briefly as possible. The remainder of the details will be worked out by the new student council.

- (a) Two representatives from each of the four classes. There will be no grade restriction.
- (b) The president will be elected at large from the junior or senior class, each class nominating one candidate. Any member of these classes may be nominated by a petition signed by 10 high school students.
- (c) The election of the vice-president will be in the same manner as the president.
- (d) The election of president and vice-president will be by ballot in an all-school assembly.
- (e) The remaining offices will be filled by the student council from its own members.
- (f) The sponsor will be appointed by the superintendent.

The first and only project to be insisted on by the superintendent will be a study by the new council of The Student

Council Handbook for 1950 (34). The remaining activities and projects will be determined by the council, the sponsor, and to some extent tradition.

The writer plans to make a copy of this report available to the student council for their guidance, not as a set of must activities, but as a starting point for the development of a more serviceable program of activities.

### Social Affairs

In the writer's opinion this can be one of the most important phases of the activity program. This is probably the point at which the Camden Point High School comes most nearly completely failing to meet the needs of the individual. As was pointed out in the discussion of class activities, the social functions provide the best opportunity for developing wholesome boy-girl relationships.

The faculty, administration, and the board of education must review the policies regarding this important problem. First, a review of past policies is necessary before formulating new ones. The all-school parties referred to will be described as representative of all social functions. The first party was held near Halloween. Each person was to come in costume, and prizes were awarded to the winners. After this the program consisted of a few very childish games, most of which were not adaptable to a group of this size and age. Refreshments were served early and the crowd broke up before 10:00 p.m. The other parties followed the same general plan with an effort to find more suitable games.

There was a small group of students who insisted on turning each party into a dance. This raises one of the major issues which must be squarely faced and intelligently dealt with.

In the history of the school there has never been a dance, labeled as such, held in the building. During the past year there has been growing pressure from the community to permit outside groups to use the gymnasium for dances. The school board has resisted this pressure on the strength of tradition. The board of education is not opposed to dancing. Without exception every member attends other public dances.

At the request of the Band Mothers Club an official policy was established on a temporary basis. The club desired to raise money for band uniforms. The board was approached with a plan including the sponsoring of a series of square dances. The policy established was that any organization affiliated with the school desiring to use the facilities for a non-profit social or to make money to be used for the sponsoring of school activities would be permitted to sponsor dancing in the building. The provision was included, at the superintendent's request, that the sponsoring organization was completely in charge of the affair and responsible for the reasonable care of the building and that the school administration and faculty were guests the same as any other person if they attended. This was included to relieve the school officials of the police duty which is sometimes necessary. For some reason the dances were never held and the issue died out again.

The issue has since been discussed at several board meetings. The unofficial stand of the board is in favor of any dances which

can be controlled and kept on a high level. Some opposition would come from the more conservative elements of each church but since five of the board members and the superintendent are deacons in the local churches the resentment would be of a minor nature. Of the members who have high school age children all are strongly in favor of student dancing at school activities.

The reasoning involved in this decision is very well summarized by Mock (23) in a list of reasons why schools encourage dancing:

- (a) Students will dance and it is better to have them dance under school supervision than to patronize public dance halls.
- (b) It is a wholesome exercise.
- (c) It is the most popular of the social activities.
- (d) Dancing is the most easily supervised of all the social activities.
- (e) All students need the grace and poise developed by dancing.

To add a few objectives or reasons advanced locally:

- (a) Dancing is almost a social necessity in college or city life.
- (b) It will aid in the boy-girl relationships.
- (c) It will do away with the "left out" feeling of the students who do not have the opportunity to frequent public dance halls. Dancing will be taught in physical education classes.

The superintendent has intentionally prevented any hasty approval of school dances because of the large per cent of students who do not dance. The school has had no provision for the teaching of dancing. Those who knew how were the older ones who attend public dances.

In the written policies of the board of education, which are

in the process of formulation, provision will be made enabling the students to carry on social dancing as directed and with the approval of the superintendent of schools.

In order to obtain full benefit from this new activity a plan to get full participation will be followed. A young lady has been employed to teach the intermediate room. This teacher will be given time during high school classes in physical education to teach dancing. This teacher is qualified to do this. Being from the local community, she is highly respected and there can be no question as to the type of instruction received by the students. All physical education students will be required to take these lessons as they would any other physical education.

The school rules and regulations will include specific rules regarding dances but one of the most important will be the limiting of any school dance to the high school enrollment, not outside dates being allowed.

To help inaugurate this activity and "sell" it to the community, articles and editorials will appear in the school notes published in the county newspaper. The program will also be discussed with the parent-teacher association.

## EVALUATION

As the plan progresses it will be wise to evaluate the progress, not so much in terms of just what activities are operating, but in terms of the extent to which the activities are meeting the needs for which they were developed. This evaluation should not be just an annual affair which is done on a given day at some meeting set aside for the specific purpose. Instead it should be a continuous process. The criteria for evaluation should be always in mind and should influence many of the day-to-day decisions which have to be made.

A very acceptable check list has been suggested by Unruh (39) containing criteria for evaluation:

### Criteria of activity program

1. Meets the students fundamental needs.
2. Is inclusive.
3. Is democratic in administration and outcomes.
4. Articulates with the community needs and facilities.
5. Supplements the schools curriculum offerings.
6. Is properly and adequately supervised and sponsored.
7. Provides opportunity to participate.
8. Provides education for leadership.
9. Has guidance values.
10. Serves the function of retention.
11. Is recognized as a part of the school.
12. Is being continuously evaluated.

There are many check lists for the evaluation of extraclass activities, many are made up in great detail with consideration given to many minute details. It is felt that the above list which fits the philosophy of the program will be sufficient to stimulate the proper desire for an adequate program.

## CONCLUSION

The activity program for the Camden Point High School is to be flexible. Those activities discussed and the recommendations made in regard to them will be followed until unforeseen developments make it wise to alter some part of the plan. In the formulation of any adaptations to this plan a guiding philosophy will be followed which calls for the many different objectives discussed for each activity.

The world is at present in need of an understanding of democratic principles. Emphasis is to be put, not on the many wonderful virtues of democracy, but on the many responsibilities which a member of a democracy must share. This activity program, if successfully carried out, will give the student a realization that progress is a result of cooperative effort.

Many worthwhile activities common to schools have been omitted. The program planned includes several new activities of a major and minor nature. Progress cannot be rushed, it will be wise to introduce only those activities which seem to meet a demand from the students.

All activities are to be student controlled. Dictatorial policies from the faculty or administration very quickly kill any student initiative or desire to exert influence through student government.

The officers are to be instructed and trained to conduct their meetings on a business-like basis. The necessary materials regarding parliamentary procedures will be made available for study and periods for discussion will be scheduled for all officers.



This will give all the students an opportunity to realize the values of orderly procedure.

If this study results in citizens who are trained to function in a democratic society it will have been a success.

## ACKNOWLEDGMENT

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