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Cora L. B. Marion

Prairie View State College

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Values of Extra Curricula Activities to the
Students of Charlton-Pollard High School
at Beaumont, Texas.

by

Cora L. B. Marion

An Undergraduate Thesis Submitted to the
Faculty of the School of Arts and Science

of

Prairie View State College

Prairie View, Texas

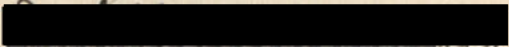
In Partial Fulfillment of the Requirement

for the Degree of

Bachelor of Science in Education

and

Accepted on the Recommendation of


Professor of Education

August 1, 1932

73
32
41
234

1949
3
17

P A R T I.

Preface:

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1. Earliest development

2. Causes of development

3. Why developed slowly

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considered effective mental

side was stressed.

b. Values other than mental not
stressed.

1. Health

2. Social

C. The general value of Extra Curricula
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Purpose of this Thesis

1. To show how Extra Curricula Activities
Aid class room work.

2. To show how extra curricula activities give training in citizenship.
3. To show how extra curricula activities give pupils valuable physical training.
4. To Show how special abilities of students are developed through these Activities.

P A R T III.

Values of Extra Curricula Activities in Charlton-Pollard High School.

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1. Students learn to let group interest guide them.
2. Students learn to make laws.
3. Students learn to obey laws

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1. Girls learn to co-operate
2. Girls learn to be leaders.
3. Girls learn to make laws.
4. Girls learn to obey laws.

c. Boys' Hi-Y Club

1. Boys learn to let group interest guide them.
2. Boys learn to co-operate
3. Boys learn to obey laws
4. Boys learn to make laws.
5. Boys learn to assume leadership.

d. Boy Scout

1. Boys learn leadership
2. Boys learn to make law
3. Boys learn to co-operate
4. Boys learn to obey laws.

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1. Through Foot-ball
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b. Provision for leisure hours through healthful Activities.

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3. Health drills
4. Hiking clubs

C. Students given valuable aid in class-room work through extra-curricula Activities.

a. Aid in Motivation

1. English work is made more interesting
2. Mathematic work made more interesting
3. Historical facts made more interesting.

b. Aid in improving work.

1. By giving students the opportunity to use and practice material learned in English in interesting ways.
2. By giving students the opportunity to build character through what was learned in History.
3. Students are given opportunity to use and practice what was learned in mathematics.

D. Special Abilities developed through Extra Curricula Activities.

1. Through Music Clubs.
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3. Through Tailoring Clubs
4. Through Manual Training Clubs

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A. Effects of Extra Curricula Activities in school.

1. Prepares students for life in a democracy.

- a. By giving students opportunity to learn co-operation
- b. By giving student opportunity to be guided by group interest.

2. Aids in physical development of students.

3. Aids in class-room work

- a. Through motivation
- b. Through helping to improve work.

B. Because of values received, extra curricula activities should play important part in the school life of students.

1. All students should be encouraged to engage in some extra curricula activities.

2. Interest should play an important part in determining the students' choice of activities.

I N T R O D U C T I O N

Within the past two decades an entirely new interest in the extra curricula activities of the youth has been taken by the school. In part, this change in attitude has been caused by the new disciplinary problems brought to the school through the recent great popularization of secondary education; in part by the marked increase in leisure time accruing to youth as a result of our increase in wealth and the application of recently enacted child labor laws; in part by the many new temptations to which young people in the present age are subjected, and in part by the general speeding up that all evolutionary social changes have experienced as a result of the World War.

Fundamentally, the movement is the result of a better understanding of the psychology of adolescence and of the proper means for training youth for citizenship. As a result of many psychological studies, made during the past third of a century, a wider recognition of the vast and far reaching physical, psychological, and social changes which take place with the outset of adolescence has become the common property of the teaching profession. The period of adolescence, we realize, is a period of the utmost significance for the school. New

tendencies to action arise, new emotions begin to sway youth, new ideas as to life begin to formulate and tend to become fixed, serious thought is given to conduct, aspirations and visions of possible usefulness begin to take firm hold. Qualities of leadership emerge, social attitudes and tendencies of importance in after life incline to become fixed, and from impulses to action character is evolved.

It is the writer's belief that the time has come for a more earnest consideration of student activities - both as to guidance and to tolerance - as the central function and duty of the school, and no apology is made for the thoroughness with which this subject is treated.

It is hoped that this copy may be of special interest to those who may choose to read it.

The Extra-Curricular Activities system of which this thesis is not theoretical, but merely practical, has will find nothing really new in this copy. It is, however, an orderly setting forth of things already known things then afresh and usually from another point of view.

The writer feels indebted to the student body of Charleston-Hollard High School for the inspiration given to write a thesis of this sort.

The writer is greatly indebted to Miss Walker also for it was her sympathetic study and critical observation that enabled me to arrange the experiences properly and state them clearly.

P R E F A C E

No attempt has been made to set forth in this copy a novel theory of Extra-curricular Activities. But the best value that is known and used by the Charlton-Pollard High School, as seen by the writer, is here reported in some detail.

It is the writer's belief that the time has come for a more earnest consideration of student activities - both as to guidance and to tolerance - as the central function and duty of the school, and no apology is made for the thoroughness with which this subject is treated.

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Cora L. Bright Marion

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Part IV.

Summary and Conclusion.

A. Effects of Extra-Curricular Activities.

B. Play important part in school life of students.

Total

Classified List Of Pupil Organizations

In
Charlton - Pollard High School:
Beaumont, Texas.

:
:Number en-
:rolled in
:each Activ-
:ity for 1932

1. Music Clubs	: 325
2. Foot Ball	: 31
3. Sewing Clubs	: 125
4. Cooking Clubs	: 90
5. Tailoring Clubs	: 92
6. Basket Ball	: 16
7. Track	: 36
8. Band	: 101
9. Girl Reserve	: 100
10. Hi - Y	: 45
11. Boy Scout	: 18
12. English Clubs	: 156
13. History Clubs	: 26
14. Mathematic Clubs	: 38
15. Tennis Clubs	: 14
16. Parliamentary Law	: 12
17. Volley Ball	: 27
18. Base Ball	: 27

Total

Wilder, Foster, C. E., Extra Curricular Activities
in the High School - Jannson Pub. Co., Richmond Vir. 1923
Jordan, E., Extra Curricular Activities, Thomas I
Crowell Co., New York, 1928.

At the present time there is an intense interest in the activities of our pupils, both from the curricular and extra - curricular standpoint. Educators on nearly every hand are realizing the importance of giving the young people of today a fourfold development, namely: an intellectual, physical, spiritual, and social development. We note that at one time the social and spiritual needs were provided for in the regular curriculum of studies. Some authorities feel that extra curricular activities contribute more to the spiritual and social development of pupils than any other phase of the school.¹

Extra curricular activities may be defined as those legitimate activities not provided for in that portion of the school program known as the curriculum.² The activities have been generally accepted as vital parts of the school program designed to train the youths of today to take their place in the democracy of the world. This present day idea of extra - curricular activities is the result of a changed view point concerning the proper aim of the school.

Baseball which was the first Extra Curricular Activity to be organized in Charlton-Pollard High School made its appearance in the year 1900. There was no other

¹Vide:- Foster, C. R., Extra Curricular Activities in the High School - Johnson Pub. Co., Richmond Vir. 1928 ppl

²Jordon, R., Extra Curricular Activities, Thomas Y Cromwell Co., New York, 1928.

activity added until 1908 when football was introduced as an answer to the popular demand for the new sport. in 1920, basket ball came into its own to take care of the growing demand on the part of pupils for additional activities. It remained for quite a while only as an intra school activity. In recent years the school has joined the Conference of Basket Ball to play all schools in the conference. Volley ball was added in 1926 and has remained an inter class game. Track activities were started in 1920 and has proved to be very popular. Music Clubs were added in the year 1905 to assist in making the Commencement a success. These clubs have grown in popularity each year and now claim the largest enrollment of any extra-curricular activity in the school. Out of the music clubs have grown several glee clubs, choral clubs and quartetts.

A recent organization is the school band which developed in 1929. Out of the band has come one symphony orchestra and several jazz orchestras. The band is composed of 86 instruments.

The Hi -Y, Boy Scouts, and Girl Reserve Clubs were organized in the year 1920 and 1921 respectively.

According to Foster, "A new realization of the importance of an extra - curricular education came after the World War." It was seen that any number of men were unable to participate in the affairs of the war because

of their lack of physical fitness.³ Had our schools provided for adequate physical activities, this would not have been the case. In an attempt to amend one of the gaps in the educational system, Charlton-Pollard High School organized its first Health Club in 1917.

Another very old activity is the School Annual published by each graduating class. The first copy was issued in 1918 and each succeeding class has published one until 1931 at which time the lack of funds caused it to be discontinued. The Charlton-Pollard News, a student publication was established in 1929. It was launched as a project of the English Department and has remained as such. Numerous minor clubs have been organized and maintained throughout the school to answer the gregarious nature of the early adolescent. Some of these clubs are, History Clubs, Mathematic Clubs, Home Economic Clubs, Tailoring Clubs and Manual Training Clubs.

We learned that extra curricular activities developed slowly because the benefits of those activities in helping to develop the students physically and socially as well as mentally were not recognized. The pupil's school training was only considered effective when the mental side was stressed. Educators had not recognized the fact that the school should be organized as a social

³Foster, C. R., - Extra Curricula Activities in the High Schools - Johnson Pub. Co., Richmond Vir., 1928

community working on a body of facts as a basis for social action. They did not realize that extra curricular activities train students in desirable attitudes and dispositions, and that the school cannot be a preparation unless it reproduces in some manner the conditions of existing society.

Extra Curricular Activities are recognized at present because they give social training and stimulate students to think of the welfare of the community as a whole. They encourage the development of natural abilities, and develop such qualities as leadership, co-operation, initiative, and an intelligent regard for authority. Much attention is given to the students' physical needs through such developmental activities as basket ball, tennis, and track. By so doing, students learn to use their leisure time rightly in doing the things they are going to do anyway to advantage to themselves and to others.

THE PURPOSE OF THIS THESIS: The writer shall attempt to show how the students are benefitted through extra-curricular activities in Charlton-Pollard High School through class room work; by making class room work more interesting and more valuable in connecting it with the students' interest and instinctive tendencies. It is the aim of the writer to show the physical values derived from these activities such as games, clubs and gymnastics; to show the training given in citizenship by teaching students the qualifications of good citizenship, by teach-

ing loyalty and co-operation and to show how special abilities of students might be developed.

HOW EXTRA-CURRICULAR ACTIVITIES AID CLASS ROOM WORK:

These activities motivate and increase interest in the regular work of the school through school clubs and student publications. No other extra curricular activity of Charlton-Pollard High School has enjoyed such phenomenal growth in recent years as its club life. Various factors are responsible for this. In the first place, an intelligent study of adolescence has done much to convince teachers and parents that the desire to participate in organized group activities has too often been stifled or allowed to go wild in the past.⁴ This desire is perfectly natural on the part of the adolescent and it harbors wonderful educational possibilities when properly encouraged and directed. Furthermore, this desire when properly directed into right channels will result in the development of personality and character and it will contribute greatly to genuine socialization. Recognizing the need for these group relations, the school has encouraged the formation of clubs. These clubs have done much in motivating and increasing interest in the regular work of the school.

In the English Clubs, students are given the opportunity to use correct English through the preparation

⁴Terry, P. W., - Extra Curricular Activities in the Junior High School. The Maple Press Co., York, Pennsylvania, pp. 7, 1926.

and execution of songs, games, story telling, and in living, writing and speaking good English. It develops good manners and conversational ability in oral and written expression which is an index to character and training in general.

The Dramatic Club affords the student a suitable opportunity for expression of any talent. Most students need help in discovering and developing this talent. The students learn to express themselves clearly and vividly, to add many words to their vocabulary, to enunciate more clearly, and gain confidence and poise. Students study drama as a means of interpreting life and they play for the joy of playing.

The newspaper is another aid in motivating classroom work in serving as a driving force to the school providing a stimulus for better English usage. It gives an opportunity for self expression, and stimulates initiative in expression. It makes for scope in imagination and poetic writing and gives training that might be carried over into the knowledge of every day school work.

The Mathematic Clubs motivate the class work by creating and promoting interest in mathematics, by furnishing incentives for further study, and by supplying material not possible to be given in regular class-room work.

Through History Clubs, interest is created in his-

torical facts and an opportunity is offered for the students to widen the historical interests, and to acquaint themselves with men who had to do with the development of our country and government.

Clubs have aided in improving classroom work by supplementing the work of the class-room. They have aided in carrying out in a better atmosphere suggestions made within the class-room itself. Clubs allow the students to present information which they are interested in and they stimulate a keener interest in the work.

English clubs improve class-room work through dramatization, songs, travel, talks in English and illustrations which bring out the use of good English.

Work is improved through History Clubs by allowing the students to take charge of all special programs as: Thanksgiving Day, Armistice Day, Christmas Day, Negro History Week, and many other important events. Classroom work is also improved by the study of maps, records, and documents in History Clubs.

CITIZENSHIP TRAINING GIVEN THROUGH EXTRA-CURRICULAR ACTIVITIES: Training students in citizenship is best accomplished by having them to become members of an organization that will prepare them to meet the real situations of life. Teaching co-operation making the student more self-directive; giving him opportunities for developing leadership and initiative, and introducing him to a democratic form of government. Extra Curricular

Activities includes actual student participation in school government, athletics, club work, etc., and the opportunities offered for training in citizenship. To insure highest values certain principles should be followed in organizing them. Education should be effected to take care of a real rather than an imaginary problem.⁵

In Charlton-Pollard High School, students are given training in citizenship through the following organizations: Student Council, Girl Reserve, Boy Scouts, Hi-Y, and Parliamentary Clubs.

Concerning Student Councils McKown says, "Any plan which enables the student body to co-operate with the principal and all the faculty in meeting the problems of the school falls within the Student Council."⁶

The Student Council represents all members of the school and heads all student organizations. Through this council students learn to make laws by controlling and assuming responsibility for formulating general rules and regulations, conducting assemblies, holding general elections and by co-operating in matters of discipline. Students learn how to vote by selecting members who are to hold the different offices and learn what their Qual-

5. Douglas, A. A., Secondary Education, Houghton Mifflin Co., Dallas, 1927. pp. 439.

6 McKown, H. C., Extra Curricular Activities, The McMillan Co., New York, pp. 39-65

ifications should be, and learn the rules and regulations pertaining to the laws of the government. They are trained to make laws by making citizenship cards, by making pledge cards and codes. These consist of such laws as, the law of team work, duty, self control, loyalty, and many others.

Through the Student Council, students learn to obey laws by carrying out the duties of the council and by carrying out the different rules and regulations made by the council. Training in citizenship is given students through another channel, that is, by letting their group interest lead them. This is done through a constrictive. This training is given through assemblies that inspire the worthy use of leisure time and through assemblies that instill the ideals and virtues needed by the students.

Training in citizenship is also given through the Girl Reserve. This organization is a branch of the Y. W. C. A. and is located in the school under the direction of a teacher sponsor. The secretary of the Y. M. C. A. keeps in direct contact with the sponsor and she meets the group for conference the fourth Tuesday in each month of the school year. Their program is outlined by the secretary and it provides for those things that will suit the particular needs of the girls as learning new skills in doing desirable things; talking things over together; taking part in dramatics and athletics. These activities develop co-operation and they aid in discovering new appreciations of beauty. The girls learn some-

thing of the duties of citizens by voting and holding offices, and by organizing clubs and other activities. They learn to obey laws by carrying out the rules and regulations of the organization. In this organization the girls learn how to let group interest guide them and how to accomplish group purposes.

Training in citizenship is given through the Boy Scouts and Hi-Y organizations. Boys are trained to be loyal and trustworthy in all affairs and to be obedient, kind and cheerful. They are trained to be courteous at all times to members of the group and to their fellowmen.

Through the Hi-Y, boys are trained to make laws by having the opportunity to plan their programs to suit their needs and interests. They learn something of the duties of citizens by voting and holding offices. They learn to obey laws by carrying out rules and regulations and by obeying the codes, slogans and creeds of the organization.

The Parliamentary Law Club which is a recent organization in the school was established in November of the year 1929. In this organization students have an opportunity to learn some of the fundamental requirements of citizenship, As co-operation and how to vote. The Parliamentary Law Club gives the method of organizing and conducting clubs, the duties of officers, names of ordinary motions, and a systematic rule with reference to each motion.

Students take part in activities which give training and practice in making and obeying laws. They are given the opportunity for actual practice in solving social and political problems. Students develop personally and finally begin to understand the meaning of fair play, unselfish service, and consideration for the rights of others. Through this organization, students get training in citizenship by working together harmoniously and advantageously for the good of the group or for the community in which they live.

PHYSICAL VALUES GIVEN THROUGH EXTRA CURRICULAR

ACTIVITIES: These activities promote health in various ways. Many physical values are derived through such activities as track and group games. Track is important in that it gives boys the opportunity for plenty of exercise in running and jumping which develops strong muscles and healthy bodies. Track, which is an outdoor event, allows for more breathing than some games and is rough enough to strengthen the nerves and insure personal courage. These exercises aid in bringing to maturity those desirable moral qualities which come from systematic and hard work. They afford plenty of physical exercise thereby assisting the student to become strong and healthy in body and mind. There were 36 boys who enrolled in this organization during the year of 1932.

In the group, games such as Foot Ball, Basket Ball, Base Ball, Volley Ball, and the Hiking Clubs, the boys

receive physical, moral and social training. These games aid the students in developing strong and healthy bodies. They afford plenty of recreation which makes the student feel well and aids him in developing good carriage, easy co-ordination in motion and locomotion. They give vigor and strength and help to develop the muscles.

Through "Pep" meetings which are provisions for healthful leisure hours, the student is enabled to throw off excess energy. These meetings permit the students to concentrate their energy on the particular things that train them to work co-operatively and to spend their leisure hours to an advantage.

Physical benefits are derived from the Hiking Clubs under the supervision of a teacher sponsor. Members of this club take hikes to the open country, play games, and engage in swimming contests. These games and contests give exercise to the entire. They present excellent opportunity for the development of mental alertness, promptness of decision, and general intellectual initiative.

Tennis involves the use of every muscle of the body and makes for strength and rigor. Through group games several essentials are stressed among which are endurance and fair play. The chief aim of these games however, is to develop and maintain, now and later, a high level of vitality to run this human engine joyously, beautifully

and efficiently.

SOCIAL VALUES DERIVED FROM EXTRA-CURRICULAR ACTIV-

ITIES: The assembly is the meeting place of the entire school and when conducted by the students, it offers wonderful educational possibilities. It is in the assembly that policies affecting the whole school are discussed. It is in the assembly that public opinion is discussed. Practically everything that is done in the high school is somewhere in the course of its development dependent on public opinion in the school. Public opinion is variable, fickle, and sometimes blind, but it is always powerful. It is the business of the school to guide the formation of intelligent public opinion in discussions in the home rooms and in class meetings.

The assembly serves as a means of exploring various phases of school life; the assembly serves to widen or deepen interests; the assembly aids in developing appreciation; the assembly serves as a means of forming public opinion.

The Assembly program can explore new fields of interest for a majority of the students. Each home room is responsible for the program on a certain day of the school month. The assembly schedule is made in advance and placed on the bulletin board. This is done so the rooms will have ample time to prepare a program. Those

students possessing special talent appear on the assembly programs. Very often musicians outside of the school appear on these programs and may explore and present some phases of music so attractively that the students will be encouraged to appreciate the better type of music.

Negro History Week, Good English week, Negro Health Week, National Music Week, are all given prominent places on the Assembly program.

In observance of Book Week, the senior English Club, with the assistance of the librarian, conducts very appropriate programs. These programs have to do with the regular routine work of the library and they stress especially the physical use and misuse of books. They have served to widen and deepen the interest and appreciation of individual responsibility for library activities. Some of the worse offenders have somehow caught better library manners.

The assembly is used very effectively in developing student appreciation for arts; not simply fine arts, but all the arts.

Race appreciation is taught through the presentation of pictures of noted men and women of the race. Appreciation for music is taught through programs presented by the various music clubs. Appreciation for other arts are taught very much in the same manner by other clubs.

In promoting constructive activities, the school news-paper has a wonderful opportunity. It keeps the students in touch with what the school in general is doing. Each home room is asked to contribute a bit of news to every issue of the paper. All home rooms have a reporter who is responsible for the news from his room. The paper fosters clean athletics and it presents the news of the sporting page so that the whole school sees the educational idea in all school sports.

The patrons of the school and tax payers need to know what is going on in the high school so by careful planning the school through its newspaper makes known its educational policy to its patrons.

The school is an educational institution and its news-paper is a real educative experience for the group producing it. Every one connected with its production is taught to be accurate, simple, concise, and clean in his news-paper articles. He must be interested in his newspaper article and he must master such fundamentals as spelling, sentence structure, and paragraphing. He is taught to distinguish between the useful and the useless for news purposes. The interest which the writer has helps to carry him through the hard practice of learning to write by writing.

The newspaper writer learns how to carry out instructions, to know something of human nature, to be

diplomatic in interviews and to respect confidence. He also learns how to carry out responsibility, willingly assumed and to form an intelligent opinion.

The value of journalistic work in the high school lies not only in developing a kind of writing ability and in furnishing satisfying practice of certain qualities of character, but in presenting a favorable opportunity for the student to learn how to read newspapers. A knowledge of the problems involved in producing a paper enables the reader to have a keener appreciation of successful achievement.

SPECIAL ABILITY DEVELOPED THROUGH EXTRA-CURRICULAR ACTIVITIES: The desire for activity is one of the strongest impulses of the youth and the proper gratification of this desire affords a high degree of satisfaction. Activity is both a principle and a necessity of the child's nature and all that is required to secure such activity is to provide occasions for it.

Charlton-Pollard High School, realizing that some of its students possessed special ability, proceeded to find the ones especially endowed.

Any student is admitted for a try out in all phases of music. When he finds himself, he is put and kept put in a prescribed course. In these music clubs have been found the soloist, accompanist, chorus girl and boy, and the director. Whenever this trait is found, the student is allowed to develop it under a skilled instructor.

Education is not fitting one for life as once explained, but education is life. There is nothing more essential to human than properly prepared foods. A healthy body gives a healthy mind. Poorly prepared food or an unbalanced ration will ward off health and impair the mind. Through the organizations of Home Economic Clubs, girls are drilled in the selection and preparation of simple and fancy cooking. Many of the girls have found themselves and are now following the trade as director or service maid.

Boys in the school are given a chance to find themselves through tailoring clubs. This club was organized because it was found that boys who finished the prescribed course of study were greatly handicapped. Those who were not able to attend college were unable to find jobs that would afford a living. The boys were unable to fill those jobs that were available because they had no training along certain lines. To overcome this, the club was organized. Boys are now giving training in tailoring, laundering, hat cleaning, hat blocking, and are giving a unit of cooking. Now boys find little trouble in securing and holding jobs.

The manual training club has done its share in developing special abilities of the students. Boys have developed into good carpenters and cabinet makers.

SUMMARY AND CONCLUSIONS: Extra Curricular Activities are of great value in Charlton-Pollard High School. They improve the classroom work when properly connected with students' interests and instinctive tendencies.

These activities develop students physically through games, walks and hikes. They aid in social training as well.

The youths are prepared for life in a democracy by having actual contact with it. They become acquainted with the obligations and responsibilities one must have from their membership in a democratic state. Extra Curricular Activities establish an opportunity for cooperation, self control, and self reliance by enabling the students to see that they form an important part of the school community. Students are given an opportunity to lead group activities and thus have the chance to become self-directive.

Through these activities, students are brought from the place where they are unable to control themselves to the point where they are masters of themselves.

Because of values derived through extra curricula activities, they occupy an important place in the school. These values are taught from a moral, physical and social point of view. All students are encouraged to engage in the activity from which most benefit will be derived.

These activities assist in fulfilling the democratic ideal of equalization of opportunity. This ideal condition is provided for all students alike whether dull, studious, clever, wealthy, or poor.

Associated with this idea, we find that extra curricular activities develop qualities of leadership, initiative, co-operation and an intelligent regard for authority. They teach the student to do better the desirable things of life.

The writer has attempted to give some values derived from extra curricula activities in Charlton-Pollard High School at Beaumont, Texas.

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