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Extra-Curricular Activities of the High Schools of Tipton County

Robert L. Duncan

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EXTRA-CURRICULAR ACTIVITIES
OF THE HIGH SCHOOLS OF TIPTON COUNTY

These activities are considered as follows relative
to the various kinds of extracurricular activities
listed. As a result of this analysis certain
activities of doubtful value are greatly restricted
in many schools while other activities are more im-
portant than others.

BY
ROBERT L. DUNCAN

In this study, an attempt has been made to
investigate extracurricular activities in the schools of
Tipton County, Indiana. The study was conducted
under the supervision of the author. The study was
conducted in the following manner: a letter request was
sent to the principals of the schools in Tipton County
requesting that they provide the following information:

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Master of Science

COLLEGE OF EDUCATION
BUTLER UNIVERSITY
INDIANAPOLIS

1940

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PREFACE

Most educators are undecided as to the relative values of the various kinds of extra-curricular activities. As a result of this condition certain activities of doubtful value are greatly emphasized in many schools while other activities of more importance are not offered at all.

In this study an attempt has been made to determine what activities both the students and the alumni of several small Indiana high schools consider the most valuable. From the data gathered in this fashion it is hoped that a better balanced extra-curricular activities program may be evolved for the small Indiana high school.

The author wishes to express his thanks and appreciation to all who assisted in the supervision and preparation of this study.

R. L. D.

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INTRODUCTION

It may be observed that in recent years the secondary school curriculum in the United States has shown a remarkable variety of general and specialized subjects. This development has been hastened by a general trend of the American people to seek new horizons by the study of subjects which are new and without which in any respect other of the curriculum.

In this study an attempt is made to set up the traditional curriculum and then compare the curriculum. The study shows in the secondary schools these "extra-curricular" subjects which are

1. Statistics available, Dept. of Education, Bureau of Statistics, John Dewey, Jr., Dept. of Education, The National Bureau of Education, Washington, D. C., 1924, p. 10.

EXTRA-CURRICULAR ACTIVITIES OF THE HIGH
SCHOOLS OF TIPTON COUNTY

CHAPTER I

INTRODUCTION

It may be observed that in recent years the secondary school curriculum in the United States has become a bewildering variety of more or less unrelated "subjects." "This cumbersomeness (of the curriculum) is a natural result of the tendency to meet new demands by the simple process of adding new courses without engaging in any reconstruction of the curriculum."¹

In this study no attempt is made to add to the traditional curriculum and thus increase its cumbersomeness. The study deals in its entirety with those "extra-curricular" courses which have

¹William H. Kilpatrick, Boyd H. Childs, H. Gordon Hullfish, John Dewey, R. E. Raup, V. T. Thayer, The Educational Frontier, New York: D. Appleton-Century Company, 1933, p. 2.

not been taken into the regular secondary school curriculum of most of the high schools.

1. PURPOSE OF THE CHAPTER

It is the purpose of this chapter in the first place to present an accepted philosophy upon which the justification for an extra-curriculum may be based. Following the philosophy for an extra-curriculum is the discussion of the purpose of the study, the limitations to the study, and finally the procedure by which the study was made.

2. DEFINITION OF TERMS

"Extra-curricular activities" is the only term used in this study which may require definite explanation. "Extra-curricular activities may be defined as those legitimate activities of the school not otherwise provided for."² These legitimate activities provide a means to direct pupils in those desirable preoccupations in which the student would probably participate

² Elbert Kirtley Fretwell, Extra-Curricular Activity In Secondary Schools. Boston: Houghton Mifflin Company, 1931, p. 6.

anyway.³ These legitimate school developments also make elevating activities both desirable and possible. Extra-curricular enterprises are not an end in themselves, but are merely a means through which the student may learn to live.

3. THE PHILOSOPHY FOR AN EXTRA-CURRICULUM

Charles Clinton Peters, professor of education in Ohio Wesleyan University, reflected the beliefs of many authorities in education such as Boyd H. Childs and John Dewey when he stated that: "All education must be by experience. Any school that does not consist of giving vital experience to the child is really not functioning as educative."⁴ This statement reveals a modern trend in the responsibility of the school for its students. But no school included in this study conducted any course by the laboratory method--except the science courses. Thus extra-curricular activities, which are

³Thomas H. Briggs, "Extra-Curricular Activities In Junior High Schools." Educational Administration and Supervision, Vol. 8, pp. 1-9.

⁴Charles Clinton Peters, Foundations of Educational Sociology, New York: The MacMillan Company, 1930, p. 39.

conducted almost wholly "by experience," must play a very important part in the education of the student.

According to the report which the United States Commission of Education made in 1890-91 the curriculum of the secondary schools at that time contained the following subjects:⁵ Latin, Greek, French, German, algebra, geometry, physics, trigonometry, chemistry, general history, rhetoric, English literature, and geology. Only physics and chemistry were conducted by the laboratory method. The primary objective of this curriculum was to prepare the pupil for college.

The education of the past consisted largely of accumulated knowledge. Consequently, the pupil was assigned lessons, which he learned, then "recited." When he had recited a sufficient number of facts he was graduated. The more often he was graduated, the more educated he was thought to be. In health, ethical, moral, and emotional activities he had little or no training, since it was assumed that he would be improved in these because of his foundation in the various

⁵Report of the Commission of Education. 1890-91. Vol. 2, pp. 789-790.

knowledges.

The Committee on the Articulation of High Schools and Colleges,⁶ reporting to the National Educational Association in 1911, recommended that the secondary school plan its work so that young people might meet the needs of democracy. "The experimental method is the only one compatible with the democratic way of life."⁷ Since our pupils as adults will live in a democracy, they must have developed within them the abilities to become worthy citizens. Moreover, such abilities must be developed early in their lives so that desirable attitudes and ideals can be established. Since the child spends a great part of his formative years in school, the school should assume considerable responsibility in providing such training. Here again the extra-curricular activities have taken the lead.⁸

It is now generally conceded that adoles-

⁶"The Cardinal Principles of Secondary Education," Report of the Commission of the Re-organization of Secondary Education, Appointed by the National Education Association, Bulletin No. 35, Bureau of Education, Department of Interior, 1918, p. 3, 20-21, 24-27.

⁷William H. Kilpatrick, et al., op. cit., p. 317.

⁸"The Cardinal Principles of Secondary Education," op. cit., p. 20.

cents are much more interested in activity than passivity. In fact, good mental health demands activity.⁹ For this reason many of them were not interested in the old traditional school and dropped out because of this lack of interest.

Today, people are demanding for their children practice in the art of living. This demand is a direct result of recognition of the fact that "knowledge" and "doing" may be two different things and may be entirely independent of each other. For this reason it is imperative that the school provide natural situations and opportunities in which pupils may react in ways that will be helpful to them and to society in general, if they are to learn the art of living in a social order.¹⁰

Even with a crowded curriculum the school has failed to provide for social adaptations and group activity. Because this inadequate, crowded curriculum has seemed too full to be enlarged,

⁹Laurance Frederic Shaffer, The Psychology of Adjustment, Boston: Houghton Mifflin Company, 1936, p. 538.

¹⁰Charles R. Foster, Extra-Curricular Activities in the High School, Richmond: Johnson Publishing Company, 1925, pp. 65-69.

extra-curricular activities are being introduced rapidly.

It is too much to assume that because a student has had the correct education that he will discharge well his duties of citizenship. The school should arrange the situation so that there is a favorable chance for its students to practice the qualities that it accepts as characteristics of a good citizen. Heretofore too much of our citizenship training has been of a formal, uninteresting type. The pupil should not be expected to learn to be a good citizen by being told how or by reading how, but rather he should live the part of a good school citizen and in this way learn to be a good community citizen.¹¹

Another value of extra-curricular activities is their inherent capacity for developing individual personalities. Active participation develops not only leaders but also followers. Usually, many opportunities are presented for individual expression. As a result, the pupil unknowingly

¹¹Charles R. Foster, op. cit., p. 65-66.

¹²Laurance Frederic Shaffer, op. cit., p. 111.

learns to assume his share of the responsibility. Thus the principle of cooperation is not only taught but practiced in extra-curricular activities.¹²

The narrow training offered by the usual rigid, antiquated curriculum is insufficient to meet the varied needs of the students. The curriculum must be elastic in order to provide for individual differences. "Adequate provisions for individual differences...aid the school in...the development of effective, socialized, and well-balanced individuals."¹³ In addition to this axiom, it might be said that extra-curricular activities add the variety necessary to satisfy these needs of individuality.

The educational "Procrustean bed" is obsolete. The curriculum must be made to fit the student and not the student to fit the curriculum.

4. PURPOSE OF THE STUDY

The purpose of this study is to determine:

- (1) why students do or do not take part in extra-

¹²Elmer Harrison Wilds, Extra-Curricular Activities, New York: The Century Company, 1926, pp. 19-23.

¹³Laurance Frederic Shaffer, op. cit., p. 510.

curricular activities, (2) the types of extra-curricular activities that are considered most valuable to meet the present and the future needs of the student, (3) the extent to which Indiana High Schools are administering those activities considered most valuable, and (4) an adequate program of extra-curricular activities for high schools.

5. THE LIMITATIONS

This study has been limited to the present status of extra-curricular activities in Tipton County, an estimate of the present and future values of certain extra-curricular activities, and the types of activities offered in the typical Indiana high school having an enrollment ranging from one hundred to two hundred.

6. PROCEDURE

The questionnaire, survey, and personal interview were the dominant methods used in this study. A critical examination of the available literature in the field was made to ascertain what aspects of the subject had been studied and what results had been obtained.

A survey of the students of the high schools

of Tipton County (not including the Tipton city school) was made, by means of a questionnaire, to learn whether the students were taking part in some extra-curricular activities and whether they were getting the benefits they expected from such participation. If the students were not participating, they were asked to state their reasons for not doing so. The students were asked to check the activities in which they would probably take part if sponsored by the school. They were asked also to list their hobbies and to state whether they thought participation in extra-curricular activities should be compulsory. Their opinions were sought as to whether they believed credit should or should not be given for participation in extra-curricular activities.

Another questionnaire was given to both the seniors and alumni of the Tipton County high schools asking them to rank the ten special types of activities according to their importance in meeting the present needs of the student and according to their importance in meeting the future needs of the student. These activities were rated 1 for very valuable, 2 for valuable, and 3 for no value.

Finally, a random sample of forty schools was

chosen to represent all Indiana high schools having enrollments of from one hundred to two hundred. A questionnaire with a list of ten general headings under which extra-curricular activities might be grouped was sent to each of these schools. The principal of the high school was asked to check each heading under which he could group some activity offered in his high school.

7. SUMMARY

In this chapter an accepted philosophy upon which an extra-curricular activity program may be based has been presented. It may be stated: "All education must be by experience." Similarly extra-curricular activities involve experience and action. Thus they are educative and have a just place in the school.

The study itself is constructed around the results of three questionnaires and an analytical survey of pertinent literature.

CHAPTER II

ANALYSIS OF LITERATURE

1. PURPOSE OF THE CHAPTER

In this chapter an attempt has been made to incorporate certain present day attitudes and policies touching upon extra-curricular activities.^{1,2,3,4,5,6,7}

¹ National Society for the Study of Education. The Twenty-Fifth Yearbook. Part II, p. 11.

² F. Byron B. Cory, "High School Graduates Appraise Extra-Curricular Activities," School Review, Vol. 43, 1935, p. 675.

³ Extra-Curricular Activities for Indiana High Schools. Bulletin No. 100-J. 1928, Indiana State Department of Public Instruction, pp. 7-8.

⁴ Francis H. J. Paul, "Student Organizations and the Development of Character," National Education Association Addresses and Proceedings, 1922, Vol. IX, pp. 1273, 1274.

⁵ Aubrey A. Douglass, Secondary Education, Boston: Houghton Mifflin Company, 1927, p. 493.

⁶ Fowler D. Brooks, The Psychology of Adolescence, Boston: Houghton Mifflin Company, 1929, p. 298.

⁷ Alexander Crippen Roberts and Edgar Marion Draper, Extra-Curricular Activities and Intra-Mural Activities in High Schools, Boston: D.C. Heath and Company, 1928, pp. 22-23.

Contributions considered valuable to this field have been surveyed. A great many of the reports examined have appeared in educational periodicals such as The Twenty-Fifth Yearbook of the National Society for the Study of Education and the School Review and some in books related to the subject. The opinions stated are largely of people in administrative positions in high schools and of recognized professors in colleges and universities such as Leonard V. Koos of the University of Minnesota. It is believed that the literature analyzed is representative of the best opinions and practices in the field.

The digest of literature reported in this study falls under the headings of: ^B (1) values ascribed to extra-curricular activities, (2) obstacles to achievements of these values, (3) the underlying principles to be followed in organizing and administering extra-curricular activities, (4) types found, (5) evaluation of activities, (6) the development of character by means of extra-curricular activity, (7) criteria for judging extra-curricular activity, (8) place

^B Twenty-Fifth Yearbook, op. cit., p. 9.

and value of extra-curricular activity, (9) the teacher's part in an extra-curricular activity program, (10) motivation in extra-curricular activity, and (11) extensiveness of the use of training received in extra-curricular activity.

2. VALUES ASCRIBED TO EXTRA-CURRICULAR ACTIVITIES

The National Society for the Study of Education selected thirty-eight authors to study forty articles written about educational subjects. Articles which were general in scope were intentionally selected. These authors made note of all references to extra-curricular activities. Later they classified them according to values claimed for student participation in activities and obstacles to such participation. The number of times the values ascribed to extra-curricular activities are found in these forty writings is shown in TABLE I.⁹

The values claimed for student participation in extra-curricular activities are numerous and extensive in scope. Only those values which were mentioned five times or more were selected. These

⁹ Ibid., p. 9.

TABLE I. VALUES RECOGNIZED IN EXTRA-CURRICULAR ACTIVITIES¹⁰

Values	Number of times mentioned in 40 writings
1. Civic training	37
2. Socialization	23
3. Social-cooperation	19
4. Actual experience in group life	17
5. Training in ethical living	11
6. Training for citizenship in a democracy	16
7. Training for leadership	22
8. Improved discipline and school spirit	21
9. Ethical and recreational training	15
10. Health	10
11. Intellectual development	7
12. Recognition of interest and ambitions	10
13. Exploration	5
14. Improved scholarship	8
15. Constructive influence on instruction	6
16. Recognition of adolescent nature	24
17. Relation of school and community	7

¹⁰ Twenty-Fifth Yearbook, op. cit., p. 11.

were divided into two groups. In one group were placed those which mention some 'civic-social-moral quality or relationship while the other contained more or less miscellaneous values. All but one of the thirty-eight authors mentioned one or more of these civic-social-moral qualities.¹¹

Because of the variation in terminology encountered in the analysis of the literature, the classifications of these values overlapped. But, regardless of classification, it was evident that these authors expected much of extra-curricular activities in the preparation for group life.¹²

There is, indeed, a marked degree of coincidence between the nature and scope of values claimed for these activities and the aims and function of secondary education.¹³ The great variety of values listed as civic-social-moral are easily identified with civic-social-moral aims often proposed as aims of education. Other aims of education may readily be identified with such values as ethical and recreational training,

¹¹
Ibid., p. 10.

¹²
Ibid., p. 10.

¹³
Ibid., p. 10.

health, and recognition of vocation. In fact, every value mentioned in TABLE I may be readily associated with some accepted aim of secondary education. However, this coincidence should not be surprising: it is only logical and natural. The less formal agencies of the school, the extra-curricular activities, should be directed toward the same goal as the more formal agency of the school, the curriculum.¹⁴ This does not mean that each activity should contribute to each of the aims and functions of secondary education in the same proportions. Activities will vary in this respect as does the curriculum. But all activities should be directed toward that same general goal. "All the agencies of education should aim at common ends."¹⁵

5. OBSTACLES TO PARTICIPATION

It seems that some of the authors whose materials are represented here are somewhat over-ardent in the matter of values ascribed to extra-curricular activities. Nevertheless, there are

¹⁴ Ibid., p. 12.

¹⁵ Stated by Leonard V. Koos, Twenty-Fifth Year-book, op. cit., p. 12.

TABLE II. OBSTACLES TO PARTICIPATION IN
EXTRA-CURRICULAR ACTIVITIES¹⁶

Obstacles	Frequency
1. Extent of participation (too little or too much)	22
2. Anti-social practices	16
3. Inadequate supervision	14
4. Economic consideration	11
5. Outside interference	5
6. Duplicating activities	4
7. Central control	3
8. Conflicting schedules	2
9. Unsatisfactory facilities	2

certain difficulties in the way of achieving these values. The analysis, however, disclosed an awareness of these obstacles as noted in TABLE II.¹⁷

Perhaps a more extended discussion would give a clearer conception of TABLE II. In item one,

¹⁶ Twenty-Fifth Yearbook, op. cit., p. 13.

¹⁷ Ibid., p. 13.

individual pupils participate too little or too much; in item two, secret societies and cliques have sometimes developed; in three, teachers are unwilling to sponsor the activities, or are unconvinced of their value, or tend to dominate or neglect; in four, the activities are too costly, or there is waste of or inadequate accounting for funds; in five, outside interests, like those of spectators or alumni, sometimes demand anti-educational lines of emphasis; and in seven, there is lack of centralized policy and control. The significance of the remaining two items is apparent without further discussion.¹⁸

F. Byron B. Cory in an article in the "School Review" lists eleven reasons given by 266 high school graduates from Creston, Iowa for not participating in extra-curricular activities. This list worked out by Cory is shown in TABLE III.

Some of the obstacles listed in both TABLE II and III duplicate but TABLE III appears to be the more comprehensive.

¹⁸
Ibid., p. 13.

TABLE III. REASONS GIVEN BY 286 HIGH SCHOOL GRADUATES FROM CRESTON, IOWA FOR NOT PARTICIPATING IN EXTRA-CURRICULAR ACTIVITIES¹⁹

Reasons	Average Percentage of Graduates Giving Reasons
1. Lack of time	19.2
2. Lack of initiative	6.0
3. Lack of knowledge and enthusiasm	5.3
4. Lack of money	4.9
5. Poor health	4.1
6. Distance from school	4.1
7. Lack of ability	3.8
8. Lack of interest	3.0
9. Conflict in schedule	3.4
10. Poor conduct in school	3.0
11. Physical handicap	2.3

There is no exaggeration when it is stated that this is a formidable array of hindrances, the overcoming of which demands no mean order of constructive ability and effort.

¹⁹ F. Byron B. Cory, op. cit.

4. UNDERLYING PRINCIPLES AND OBJECTIVES

A very good outline of principles and objectives underlying the formulation of the program of extra-curricular activities for the secondary school is found in a bulletin published by the Indiana State Department of Public Instruction. From this, one may see not only how important it is that students have an opportunity to accomplish certain desirable objectives, but also how essential it is for them to be well guided and sponsored if they are to realize these objectives in their activity experience. The principal thought of the outline is as follows:²⁰

A. Underlying Principles:

1. A recognition of individual differences in children and of a program to meet their needs.
2. The best preparation for life is living, and the best training for citizenship in a democracy is citizenship in a democracy.
3. Equalization of opportunity whether

²⁰
Extra-Curricular Activities for Indiana High Schools. Op. cit.

a student is notably dull, studious, clever, rich, poor, handsome, or ugly.

4. Extra-curricular activities are educative only when they develop qualities that make for complete citizenship.

5. Extra-curricular activities should grow out of curricular activities and should help to motivate them.

6. Extra-curricular activities should have a distinct moral value.

B. The Justification of Extra-Curricular Activities:

1. Modern educational psychology emphasizes the instinctive basis of education; gregariousness, cooperation, emulation, rivalry, and altruism are especially strong in the period of adolescence.

2. The sociological objectives of education are: Vocational, Avocational, Domestic, Civic, Social, Ethical, and Religious efficiency.

C. Principles of Education Underlying Extra-Curricular Activities:

1. Two theories involving the objects of education:

- (a) Knowledge constitutes education.
- (b) Knowledge and practice must go together.

2. Objectives:

- a. To prepare students for life in a democracy.
- b. To make students increasingly self-directive.
- c. To teach cooperation.
- d. To increase the interest of the school.
- e. To foster sentiments of law and order.
- f. To develop special activities.

3. Underlying or Basic Principles:

- a. The student is a citizen of the school.
- b. The school must have an instructional program.
- c. The extra-curricular activities should be given school time.
- d. The entire school should participate.
- e. The activities should be considered in the regular program of

the teachers.

f. The teacher-sponsor must be an adviser and not a dominator.

5. TYPES OF ACTIVITIES FOUND

It is generally known that student activities include such a wide variety of classes and types that it is almost impossible to classify them. The wide range of interests may be observed in TABLE IV, which represents a distribution of classes of activities mentioned in the forty references studied. The numbers represent the number of times each class of activity and related interest was mentioned. The total number of activities mentioned in the forty references was 848, averaging more than twenty per reference. This is a large average, considering that few of the writers have in mind anything like a complete list.²¹

It is obvious that this method of classification does not disclose the types of organizations represented in secondary schools. These types of organizations also range widely from small, scarcely organized, informal groups to

²¹ Twenty-Fifth Yearbook, op. cit., p. 19.

larger and more ramifying organizations, such as, athletic associations, student councils, and student-body organization.²²

These large groupings, however, do not show sufficiently the extremely wide variety of interest represented. In the total of 848 activities encountered during this canvass there were 231 more or less different sorts of activities.²³

A careful examination of the list shown in TABLE IV will show that some activities are more appropriate for the junior high school years, others for the senior high school years, and others are suitable for both.

The number of times these activities were mentioned in the articles that were surveyed does not indicate their relative importance. It does indicate, however, that authors are conscious of the importance of activities which are not included in the curriculum.

²² Ibid., p. 19.

²³ Ibid., p. 19.

TABLE IV. FREQUENCY OF MENTION OF TYPES OF
ACTIVITIES FOUND IN LITERATURE²⁴

Activity	Frequency
Literary	41
Forensic	45
Journalistic	45
Dramatic	32
Foreign Language	38
History	9
Geographical	14
Mathematics	14
Scientific	55
Musical	79
Arts and Crafts	50
Industrial	26
Home Economics	37
Commercial	16
Physical and Athletic	163
Civic, Social, and Moral	174
Miscellaneous	10

²⁴ Ibid., p. 20.

²⁵ P. Jones, Jr. 1917. 22-23, p. 575.

6. EVALUATION OF ACTIVITIES

In TABLE V, Cory offers a series of most worth while activities which he found in his Creston high school study.

TABLE V. MOST WORTH WHILE ACTIVITIES AS STATED BY 366 CRESTON, IOWA HIGH SCHOOL GRADUATES²⁵

Activity most worth while	Average Rank*
Business and Commerce	3.5
Instrumental duet	3.4
National Honor Society	3.3
Vocal duet and ensemble	3.2
Manual-training club	3.1
Vocal solo	3.0
Band	3.0
School paper	3.0
Operetta	2.9
Class Plays	2.9
Student Council	2.9
Track	2.9

*4.0 is the highest possible score and 1.0 is the lowest.

²⁵F. Byron B. Cory, op. cit., p. 678.

What do high school graduates think of extra-curricular activities and their relative values after they have entered adult life? In the study made in Iowa by Cory each graduate was asked to rank the various activities in which he had participated according to his opinion of their value by the following key: little, some, much, great. The average index of worthwhileness was figured for each activity. The indices for activities considered most worthwhile are shown in TABLE V. It is interesting to observe that all the activities ranking at the top are those which help to give the individual self-confidence in doing things better, and consequently have an important carry-over into adult life. The activities that ranked low are those that are seldom used by the pupil after reaching maturity.²⁶

7. DEVELOPMENT OF CHARACTER BY MEANS OF EXTRA-CURRICULAR ACTIVITIES

"Character is the outgrowth of the moral principles that guide us in our practical responses to life situations. In the ultimate

²⁶ Ibid., p. 677.

analysis the basis of character must be instilled by the home at the earliest possible moment."²⁷ The development of character must take its origin in the inculcation of right principles, but it also requires opportunity for practical application of such principles under wise guidance and in the proper atmosphere. Knowledge of the right does not insure its performance. It takes practice to make right performance habitual, and only as it is habitual can we rely upon its being the response to a given situation.²⁸

It is in activities outside the classroom in which the teacher gains one of his greatest opportunities to influence the character of his students.²⁹ It is this that makes it so necessary that teachers acquaint themselves with the motives that prompt students to organize into groups for the satisfaction of varying interests.³⁰

We cannot ignore the fact that it is natural for students of high school age to form organi-

²⁷ Francis H. J. Paul, op. cit., pp. 1273, 1274.

²⁸ Ibid., p. 1273.

²⁹ Ibid., p. 1273.

³⁰ Ibid., p. 1273.

zations, whether good or bad in the ultimate effect on their characters. It is our responsibility to determine which type of organization, the good or bad, shall prevail.³¹

8. CRITERIA FOR JUDGING EXTRA-CURRICULAR ACTIVITIES

From a general survey of the literature it seems that extra-curricular activities are justifiable in two respects. First, they offer the school its best opportunity to help pupils to do better certain desirable things that they are going to do anyway; namely, take their place as members of social units, and exercise those fundamental qualities of society--leadership, initiative, cooperation, and intelligent obedience. Second, they offer a ready channel through which the school may lead the spontaneous interests of the adolescent to higher types of activities and make them both desired and possible.

To evaluate and be fair in the evaluation is exceedingly difficult. The wealth of literature has made it necessary to select only certain types

³¹

Fowler D. Brooks, op. cit., p. 238.

of extra-curricular activities, to seek criteria for judging these activities, and then to apply the criteria to the activities studied.

The criteria are in general of two kinds. The first group of criteria seeks the contemporary opinion as to whether the activities satisfy the present needs of the students. The second group seeks the same opinion as to whether the activities contribute to the training of the student for adult life.³²

9. THE PLACE AND VALUE OF EXTRA-CURRICULAR ACTIVITIES

With the development of the modern high school, there have come many additions to the early curriculum as originally planned. These additions are the natural growth in educational procedure and are the results of changed social conditions. In order that one may distinguish these more recent acquisitions, they are commonly referred to as extra-curricular activities. It is granted that the school must take up the training for good citizenship when the home fails

³²

F. Byron B. Cory, op. cit., pp. 677-681.

to do so. Thus our high schools should be centers of training, not only for the future, but for the immediate present as well. Any type of activity, therefore, which affords opportunities for development of essential abilities in the individual so that he may get the greatest possible value out of life would seem justifiable.

Extra-curricular activities should come as a result of a felt need rather than through the presentation of a definite program to the student body by some over-zealous teacher or principal. Corollary to the above statement, every activity should have the approval of the administrative head of the school.

10. THE TEACHER'S PART IN THE PROGRAM

No one person, be he superintendent, principal, or teacher, can make a success of a student activity program without the cooperation of his fellow teachers. The undertaking involves every person in the organization. The main responsibility, however, rests with the principal. It is his duty to initiate and direct in a general way the whole program.

The weight of contemporary philosophy underlying the extra-curricular activity program seems to substantiate the thought that social and moral training resulting from the program are as important as the intellectual results.³³ But all of these values can be achieved only when the entire faculty cooperate. Such a philosophy pictures every teacher as a general educational officer whose full time and energy, within reason, are devoted to the social and moral, as well as the instructional work of the school.

Under such an organization it becomes the duty and privilege of the teacher as sponsor of a club, as adviser to a class, or in any similar capacity, to participate in the fullest and richest life of the school and thus come to know the students intimately.

11. MOTIVATION IN EXTRA-CURRICULAR ACTIVITIES

An important principle in extra-curricular activities is that of the motive drawing the pupil into participation. The first factor involved is

33

Alexander Crippen Roberts and Edgar Marion Draper, op. cit., p. 22, 23.

usually the desire of the pupil to escape from the study hall or classroom routine. In the old district school this resulted in the "spelling bees," "ciphering matches," etc. But closely associated with this idea is the "play motive" which influences children to a very large extent and adults in a lesser degree.³⁴ This play motive involves the original tendencies of imitation, curiosity, invention, and combativeness. Both child and adolescent desire in increasingly earnest fashion, to carry on serious life affairs similar to those of their elders. Thus they wish to run a paper, put on a play, debate, or win a contest. The child also wishes to act on his own initiative and without domination if possible. This must be recognized by all teachers. The failure to recognize this is at the bottom of several school problems.³⁵

The social urge for work and play in cooperation with others is strong among adolescents. This motive, which may develop into a gang spirit,

³⁴ Riverda Harding Jordon, *Extra Classroom-Activities*, New York: Crowell Publishing Company, 1928, pp. 3-5.

³⁵ Ibid, p. 3.

with careful direction becomes the basis of health-
ful group activities and school spirit.³⁶

Another powerful motive among most adoles-
cents is the desire for distinction and attention.
To play on a winning team, act in a play, appear
as an orator--all appeal most strongly to the youth
and make him willing to undergo long training and
make great sacrifices.³⁷

In addition to these natural tendencies are
those motives which develop from well organized
school activities. There is the altruistic motive,
the patriotic motive, the feeling that it is good
to make a sacrifice for the cause without hope or
expectation of substantial recognition.³⁸

12. EXTENSIVENESS OF USE OF TRAINING RE- CEIVED IN EXTRA-CURRICULAR ACTIVITIES

How extensively are the activities offered
by the schools used by the individual after gradu-
ation? This question is answered in TABLE VI.
The reported ranks were averaged. It was found

³⁶ Ibid., p. 4.

³⁷ Ibid., p. 4.

³⁸ Ibid., p. 5.

TABLE VI. EXTENSIVENESS OF USE OF TRAINING RECEIVED IN EXTRA-CURRICULAR ACTIVITIES AS STATED BY 266 CRESTON, IOWA HIGH SCHOOL GRADUATES³⁹

Activity	Average Score*
Business and commerce	3.3
Homemaking	3.0
Manual-training clubs	2.7
National Honor Society	2.9
Science club	2.5
Student council	2.7
Natural dancing club	2.5
Declamation	2.6
Band	2.6
Glee Clubs	2.5
Instrumental duet and ensemble	3.1
Instrumental solo	2.9
Vocal solo	2.9
Vocal duet and ensemble	3.0

*1 is very little, 2 some, 3 much, and 4 very much.

³⁹

F. Byron B. Cory, op. cit., p. 679.

that business and commerce ranked first. All phases of music ranked fairly high. Latin clubs, most of the athletics, Hi-Y, Pep clubs, aeroplane, camera, and travel clubs ranked below 3.0 and are not reported in TABLE VI. These findings show that more emphasis might very well be placed on the activities which carry over and assist in making adult life richer and fuller. The school should teach the pupil to do better the desirable things that they are going to do in their adult lives. It was found that high school activity training was not so well suited to adult need as it might have been.⁴⁰ Are there not other activities which might be provided by the school that would be more helpful to the graduates in adult life?

15. SUMMARY

The digest of literature reported in this chapter has been discussed under the following headings:

1. Values ascribed to extra-curricular

⁴⁰

F. Byron B. Cory, op. cit., p. 680.

activities.

- a. Extra-curricular activities point directly toward the accepted aims of secondary education.
2. Obstacles to achievements of these values.
 - a. Anti-social cliques sometimes develop.
 - b. Unwilling and poor sponsors.
 - c. Sometimes too costly.
 3. The underlying principles to be followed in organizing and administering extra-curricular activities.
 - a. Preparation for life.
 - b. A recognition of individual differences.
 - c. Equalization of opportunity.
 - d. Develop qualities of a good citizen.
 - e. Grow out of curricular activities.
 - f. Should have a moral value.
 - g. Justified by psychological and sociological laws.
 - h. Teaches to live in a democracy.
 4. Types of activities found.
 - a. There were 231 different sorts of activities mentioned in forty references.

5. Evaluation of activities.
 - a. Alumni rate activities highest which give self confidence.
6. The development of character by means of extra-curricular activities.
 - a. It takes action and practice to make right performance habitual.
7. Criteria for judging extra-curricular activities.
 - a. Does the activity satisfy the present needs of the student.
 - b. Will the activity contribute to the training of the student for adult life.
8. The teacher's part in an extra-curricular activity program.
 - a. The main responsibility of an extra-curricular program rests with the principal.
9. Motivation in extra-curricular activities.
 - a. The play motive.
 - b. The social urge.
 - c. The desire for distinction and attention.
 - d. The altruistic motive.
10. Extensiveness of use of training received

in extra-curricular activities.

- a. Activities which carry over and assist in making adult life richer and fuller should be emphasized.

All of these points are included in one form or another in surveys analyzed in the CHAPTERS III, IV, V, and VI of this study.

CHAPTER III

TIPTON COUNTY HIGH SCHOOL STUDENTS AND EXTRA-CURRICULAR ACTIVITIES

1. INTRODUCTION

Tipton County is located in the very heart of the Central Till Plain thirty miles north of Indianapolis. The county is largely agricultural, with several small industries based upon agriculture. Three railroads cross the county. There is a total population of about ten thousand living in the county out side of the county seat. This study does not include the county seat. About thirty-five per cent of the county population live in the four incorporated towns. However, several students are transferred from Howard and Grant counties.

Tipton County has an assessed per capita valuation of 1,358 dollars while the entire state has an assessed per capita valuation of 1,207 dollars. Thus it may be assumed that the schools

in Tipton County have access to more revenue than the average school of the state.

This chapter is based upon the replies to questionnaire "A" shown in the appendix. Questionnaire "A" is constructed to obtain data showing the extent of obstacles to participation and what students expected to receive from participation in extra-curricular activities. From the same source it was determined in what activities students would probably take part if sponsored by the school. The opinions of the students were secured with respect to compulsory participation in activities and whether or not credit should be given for taking part in school activities. Finally the students were asked to list their hobbies.

The data are first presented in tabular form. The figures which follow the tables merely present the tabular data in graph form for the purpose of making the results more vivid.

2. PURPOSE OF THE CHAPTER

It is the purpose of this chapter, by using the data obtained from questionnaire "A", to show the extent of obstacles to participation and what

students expect to receive from participation in extra-curricular activities. From the same source it is also the purpose of this chapter to determine in what activities students would probably take part if sponsored by the school; what the opinion of the students is with respect to compulsory participation; whether or not they believe credit should be given for student participation in extra-curricular activities; and what their hobbies are.

3. PARTICIPATION OF TIPTON COUNTY HIGH SCHOOL STUDENTS IN EXTRA- CURRICULAR ACTIVITIES

The data for TABLE VII were obtained from 471 students of Tipton County high schools, 339 of whom were from the country and 132 from the small towns in the county. The data shows consistently that town students participate more freely in extra-curricular activities than country students.

Replies were received from 471 students of the ninth, tenth, eleventh, and twelfth grades of the Tipton County high schools. In answer to the question, "In how many extra-curricular

TABLE VII. PARTICIPATION OF TIPTON COUNTY HIGH SCHOOL STUDENTS IN ACTIVITIES¹

Number of Activities	Country	per cent	City	per cent	Total	per cent
None	225	66.3	57	43.1	282	59.8
One	66	19.6	29	21.8	95	20.2
Two	15	4.4	23	17.6	38	8.1
Three	22	6.4	11	8.5	33	7.0
Four	7	2.1	10	7.4	17	3.6
Five or more	4	1.2	2	1.6	6	1.3
Total	339	100.0	132	100.0	471	100.0

activities (such as Hi-Y, Girl Reserve, Annual staff, basketball, tennis, etc.) do you take part?" It was learned that 282 or 59.8 per cent took part in no activity. Of the 471 students, 339 are from the country, and of these there are 225 or 66.3 per cent who take part in no activity. There are 132 students living in the four towns and of these there are 57 or 43.1 per cent who take part in no activity.

In view of the foregoing facts, one may raise the question: How important are the factors,

¹See Questionnaire "A" in appendix.

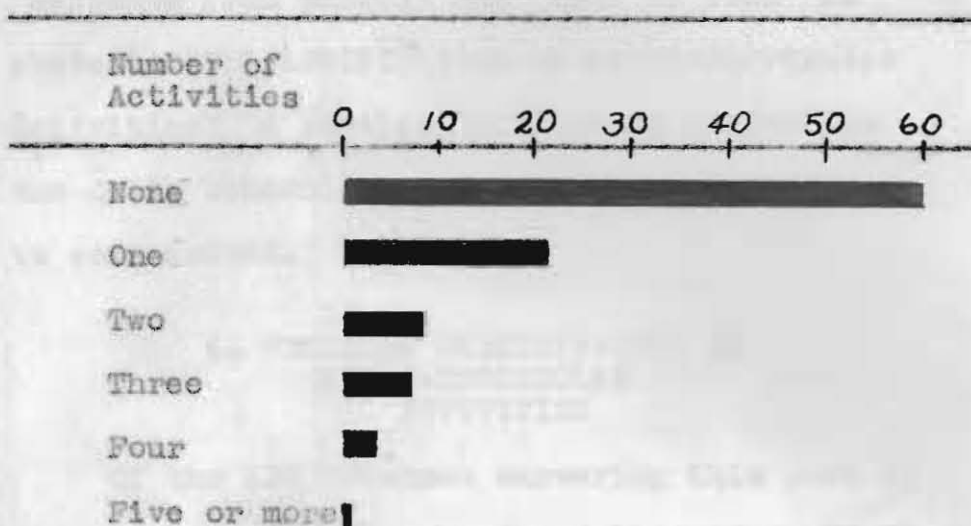


FIGURE 1. Participation of Tipton County High School Students in Activities

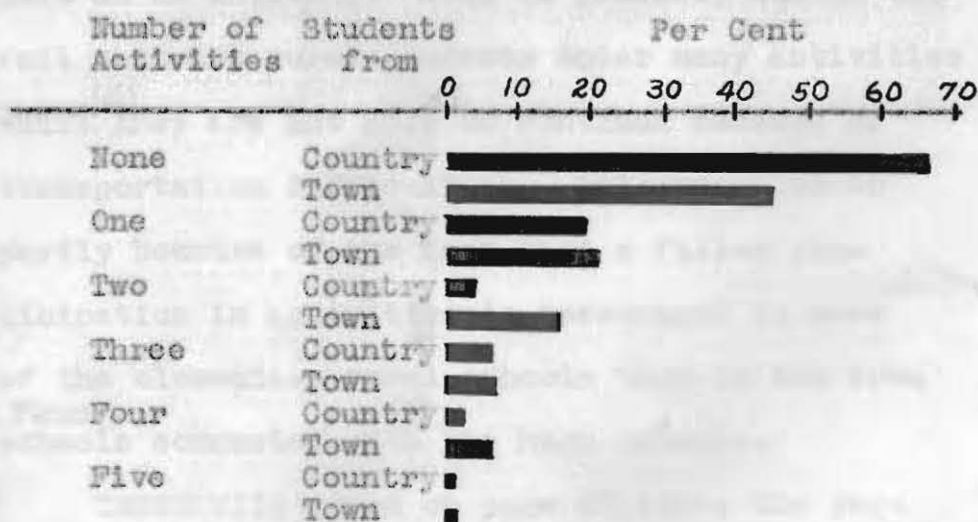


FIGURE 2. Participation of Country Students of Tipton County High Schools Compared With the Participation of Town Students.

"distance from school" and "lack of time" as obstacles to participation in extra-curricular activities? A regular "activities period" in the daily schedule would remedy this condition to some extent.

4. FRESHMAN PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Of the 138 freshmen answering this part of the questionnaire it was found that 95 or 69.2 per cent took part in no activity. Of the country students 68.1 per cent took no part in any activity while 72 per cent of the city students took part in no activity. This is probably due to the fact that the rural students enter many activities which they are not able to continue because of transportation difficulties. This may also be partly because of the fact that a fuller participation in activities is encouraged in more of the elementary rural schools than in the town schools connected with the high schools.

TABLE VIII found on page 47 lists the percentage of both country and town students who took part in no activity, one activity, two activities, and three or more activities.

TABLE VIII. PARTICIPATION OF 72 FRESHMEN
IN EXTRA-CURRICULAR ACTIVITIES²

Number of Activities	Per Cent
None	
Country	68.1
Town	72.0
Both Country and Town	69.2
One	
Country	22.7
Town	14.0
Both Country and Town	20.3
Two	
Country	44.6
Town	10.0
Both Country and Town	6.1
Three or more	
Country	4.6
Town	4.0
Both Country and Town	4.4

²See Questionnaire "A" in appendix.

TABLE IX. PARTICIPATION OF 96 SOPHOMORES
IN EXTRA-CURRICULAR ACTIVITIES³

Number of Activities	Per Cent
None	
Country	71.5
Town	58.2
Both Country and Town	67.6
One	
Country	15.7
Town	20.0
Both Country and Town	16.0
Two	
Country	6.5
Town	12.7
Both Country and Town	8.3
Three or more	
Country	6.5
Town	9.1
Both Country and Town	7.2

³See Questionnaire "A" in appendix.

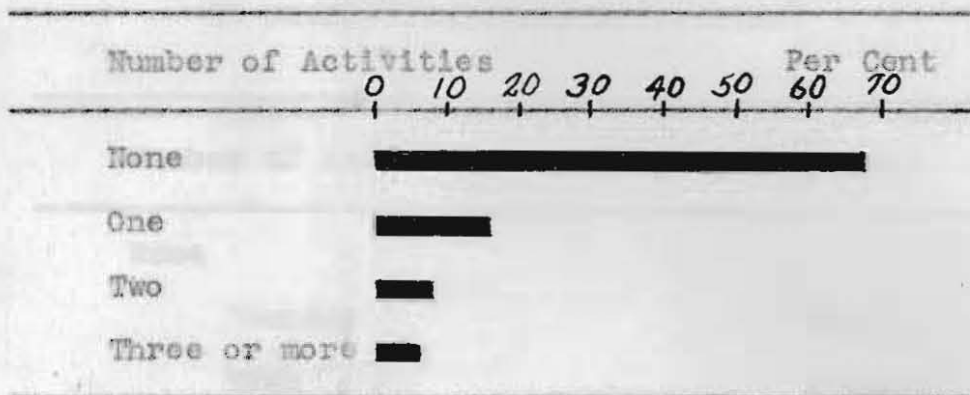


FIGURE 4. Participation of Sophomores in Extra-Curricular Activities.

only 8 per cent take part in three or more activities. This indicates that extensive participation in extra-curricular activities is postponed beyond the second year of high school.

6. JUNIOR PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

The answers of 134 juniors concerning the extent of their participation in extra-curricular activities indicate a very great tendency for town students to participate more freely than country students. Of the junior country students, 55 per cent took part in no activity while only 16.5 per cent of the town students took part in

TABLE X. PARTICIPATION OF 134 JUNIORS
IN EXTRA-CURRICULAR ACTIVITIES⁴

Number of Activities	Per Cent
None	
Country	55.0
Town	16.5
Both Country and Town	44.1
One	
Country	24.0
Town	34.5
Both Country and City	26.9
Two	
Country	12.1
Town	22.6
Both Country and City	15.1
Three	
Country	6.4
Town	11.3
Both Country and Town	7.8
Four or more	
Country	2.5
Town	15.1
Both Country and Town	6.1

⁴ See Questionnaire "A" in appendix.

TABLE XI. PARTICIPATION OF 103 SENIORS
IN EXTRA-CURRICULAR ACTIVITIES⁵

Number of Activities	Per Cent
None	
Country	66.7
Town	14.6
Both Country and Town	52.4
One	
Country	10.7
Town	17.8
Both Country and Town	12.6
Two	
Country	5.3
Town	28.5
Both Country and Town	11.6
Three	
Country	5.3
Town	17.8
Both Country and Town	8.7
Four or more	
Country	12.0
Town	21.4
Both Country and Town	14.8

⁵ See Questionnaire "A" in appendix.

TABLE XII. OBSTACLES TO PARTICIPATION IN
EXTRA-CURRICULAR ACTIVITIES AS
STATED BY 282 HIGH SCHOOL STUDENTS⁶

Obstacle	Frequency	Per Cent
(a) Lack of time	111	39.3
(d) Distance from school	94	33.3
(f) Not eligible	78	27.6
(b) Not interested	46	16.3
(g) Not invited	44	15.6
(c) Lack of money	16	5.7
(j) Parents object	10	3.5
(e) Do not like present members	6	2.1
(h) Poor health	2	.7
(i) Do not like to mingle with members	2	.7

frequently mentioned reasons. This also agrees with the data found in TABLES, XII, IX, X, and XI which show that country students take part in activities only about one fourth as often as city students.

In part (f) 78 students stated that they

⁶ See Questionnaire "A" in appendix.

for, first, by a rather limited offering of extra-curricular activities which has failed to appeal to the forty-six who stated that they were not interested and, second, by the fact that in some activities such as "Hi-Y" and class plays membership is dependent upon invitation.

9. VALUES STUDENTS EXPECT FROM PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

From TABLE XIII it appears that the greatest value students expect to receive from participation in extra-curricular activity is increased interest in school life. Since 146 of the 189 who replied to this part of the questionnaire indicated an increased interest in school life, it seems that this item alone is worthy of consideration by school administrators who wish to develop a school spirit that helps make the school efficient.

The next three highest ranking expected values--"ability to get along with people," "making more friends," and "training in cooperation"--fall into one group, social values. Evidently students think that among the other things they are supposed to learn in high school

TABLE XIII. VALUES HIGH SCHOOL STUDENTS EXPECT TO RECEIVE FROM PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES⁷

Value	Frequency
(e) Adds interest to school life	145
(a) Ability to get along with people	115
(f) Makes more friends	115
(c) Training in cooperation	112
(j) Helps use leisure time	76
(i) Better one's health	49
(b) Training in leadership	39
(h) Helps one choose life's work	25
(d) Makes school work easier	14
(g) Gets higher grades	8

is something about how to be a successful member of society, and that extra-curricular activities furnish such an opportunity.

Very few students seem to think there is much relation between participation in extra-curricular activities and higher grades, as

⁷See Questionnaire "A" in appendix.

leisure time. Since the amount of leisure time has increased and probably will continue to do so, this phase of training must be emphasized.

It is difficult to know exactly what the forty-nine students who said that taking part in some activity bettered one's health had in mind, but they were probably thinking of athletics and sports.

Students thought they did not receive as much training in leadership as in cooperation. Only thirty-nine thought that their activities contributed to their ability to lead, contrasted to 112, who claimed training in cooperation. Of the 189, twenty-five indicated they had received help in choosing their life's work. If more activities which deal with vocational subjects were sponsored, perhaps this number would be increased.

10. STUDENT'S OPINIONS ON COMPULSORY PARTICIPATION

In TABLE VII it was revealed that 59.8 per cent of the 471 students who replied to the questionnaire were not taking part in any extra-curricular activity. In TABLE XIV 62.9 per cent of the 471 students who expressed themselves on the question of compulsory participation say that

TABLE XIV. STUDENTS' OPINIONS ON COMPULSORY PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES⁸

Reply	Frequency	Per Cent
Yes	296	62.9
No	175	37.1

pupils should be required to take part in some activity. This indicated that many who are not identified with any organization or activity think that participation should be required.

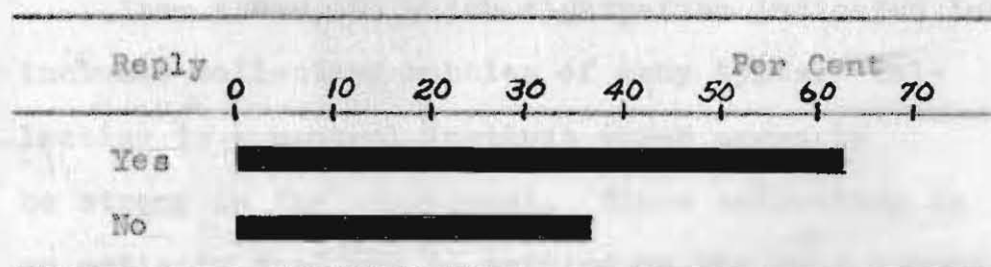


FIGURE 9. Students' Opinions on Compulsory Participation in Extra-Curricular Activities.

⁸See Questionnaire "A" in appendix.

11. STUDENT HOBBIES

To this part of the questionnaire 458 students replied. They were asked, "What are your hobbies?" and were requested to list two. The most frequently mentioned hobby as shown in TABLE XV is "Reading." All of the high schools included in this study have fairly good libraries.

The second most frequently mentioned hobby or interest is that of "Swimming." Of the 458 students eighty-five indicated that they were interested in this. Tipton County has many gravel pits and natural swimming holes. There are also excellent artificial pools in all of the surrounding cities.

Item three, in which eighty-five indicated interest, includes collective hobbies of many types. Collecting is a natural instinct which seems to be strong in the adolescent. Since collecting is an activity that can be carried on the year around and throughout the entire life of an individual it seems that this is significant.

Dancing appeals to the social interests of students and is mentioned by sixty-seven as a hobby. Since religious taboos regarding dancing are gradually disappearing in these school communities, dances sponsored by the schools are becoming less ob-

TABLE XV. HOBBIES OF 458 TIPTON COUNTY
HIGH SCHOOL STUDENTS⁹

Hobby	Frequency	Rank
1. Reading	97	1
2. Swimming	85	2
3. Collecting	84	3
4. Dancing	67	4
5. Basketball	65	5
6. Hiking	56	6
7. Sports	54	7
8. Baseball	50	8
9. Tennis	40	9
10. Music	40	9
11. Photography	35	10
12. Hunting	34	11
13. Aircraft	32	12
14. Fishing	32	12
15. Bicycle Riding	30	13
16. Auto Driving	23	14
17. Skating	22	15
18. Drawing, Designing, and Painting	15	16
19. Radio	14	17
20. Scrapbook	14	17

⁹See Questionnaire "A" in appendix.

jectionable.

Items five, seven, eight, nine, and seventeen, might all be discussed under the general classification of "play and sports." The play instinct is also strong in the high school age group. TABLE XV shows more interest expressed in this group of hobbies if added together than in any other. This causes the question to be raised, "What should the high school do to meet this demand?"

Hiking, hunting, and fishing might be called "primitive sports" and a strong interest was indicated in these.

Music is strong in its appeal and forty indicated that it was their hobby. For many years all Tipton County high schools have had choruses, glee clubs, bands, and orchestra work. All schools have music teachers, and three have band instructors. Two schools furnish free private band lessons. Many more than forty students are interested in music, but most of them do not consider music a hobby.

Photography was mentioned thirty-five times as a hobby. Since photography is a hobby that can be carried on permanently, it has favorable possibilities as a school activity.

Skating has recently become quite popular with the high school groups. So popular in fact that some organizations have sponsored skating parties to raise funds. Many other interesting hobbies were mentioned but most of them could not be classified.

12. ACTIVITIES IN WHICH STUDENTS ARE INTERESTED

Of the thirteen activities listed in this part of the questionnaire "Mixers" and "Dances" proved to be the most popular. The younger students seemed to favor the whole school party and the older students the dances. The social urge is strong in people of the high school age and the desire to associate with other, especially of the opposite sex, is indicated here. Over 315 of the 464 who checked this part of the questionnaire were interested in school dances. In many instances the ability to dance is an entree, and it may be asked, "What is the school's responsibility in regard to teaching students to dance?"

"Hiking club" ranked second with a frequency of 204. Since this is an outdoor activity and appeals to many students, it might be investigated

TABLE XVI. EXTRA-CURRICULAR ACTIVITIES IN WHICH 464 TIPTON COUNTY STUDENTS INDICATED THEY WOULD PROBABLY TAKE PART IF SPONSORED BY THE SCHOOL¹⁰

Activity	Frequency	Rank
(g) Mixers (whole school parties)	315	1
(d) School Dances	285	2
(f) Student Hiking Club	204	3
(b) Camera Club	180	4
(i) Hobby Club	163	5
(k) "Amateur Hour" program	160	6
(a) Radio Club	148	7
(l) School Publications	125	8
(m) Honor Societies	62	9
(e) Student Government	48	10
(h) Oratory Club	38	11
(c) Thrift Club	32	12
(j) Bible Study Club	23	13

as a possible activity for students who live at a great distance from school. Small groups of rural students might be interested in forming

¹⁰ See Questionnaire "A" in appendix.

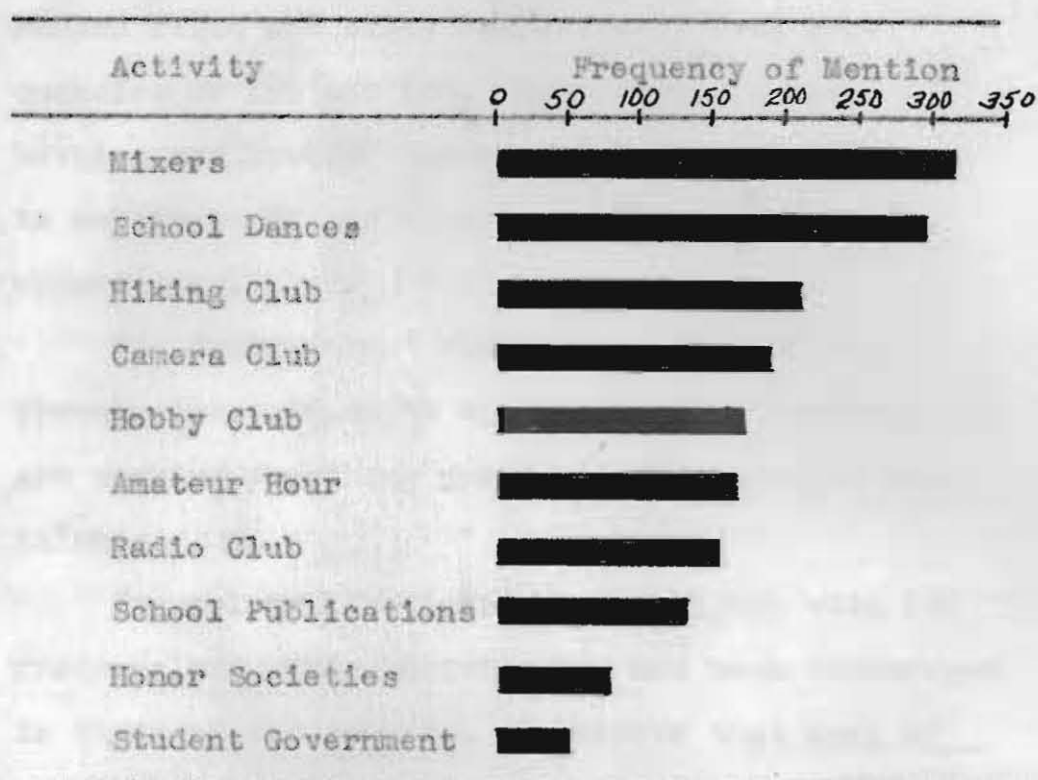


FIGURE 10. Extra-Curricular Activities in Which 464 Tipton County Students are Interested.

hiking clubs in their own communities.

A "camera club" appealed to 180. This is a hobby that can become a permanent part of the recreational program of an individual. The high school must not only meet the present needs of the students but also prepare and train them to take their places in a changing world in which leisure time is rapidly becoming more abundant.

"Hobby clubs" and "amateur hour" programs

ranked fifth and sixth respectively with frequencies of 163 and 160. Many students have hobbies and special talents which they would like to cultivate if the school would provide the opportunity.

The "radio club" ranked seventh with 148 frequencies. Students with mechanical inclinations are seeking something upon which to exercise their talents.

"School publications" ranked eighth with 125 frequencies. This activity has not been encouraged in three of the schools. I believe that many of the students were uncertain as to the meaning of the term.

"Honor societies" ranked ninth, indicating a mild interest in scholarship, probably among the better students. "Student government," "oratory club," "thrift club," "Bible study club"--received 58, 39, 32, and 28 votes respectively. These are considered insufficient to warrant further discussion at this time.

13. STUDENTS' OPINIONS ON CREDIT FOR EXTRA-CURRICULAR ACTIVITIES

It has been indicated that in TABLE VII 59.8

per cent of the 471 students who replied to the questionnaire were not taking part in any extra-curricular activity. In TABLE XVII 63.8 per cent of the 455 students who expressed themselves on the question of credit for participation in activities say that credit should be given for participation in activities. This indicated that many who do not participate believe that credit should be given. Many, however, who participate in many activities did not believe that credit should be given.

TABLE XVII. STUDENTS' OPINIONS ON CREDIT FOR PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES¹¹

Reply	Frequency	Per Cent
Yes	290	63.8
No	165	36.2

The results of the questionnaire were as follows:

¹¹ See Questionnaire "A" in appendix.

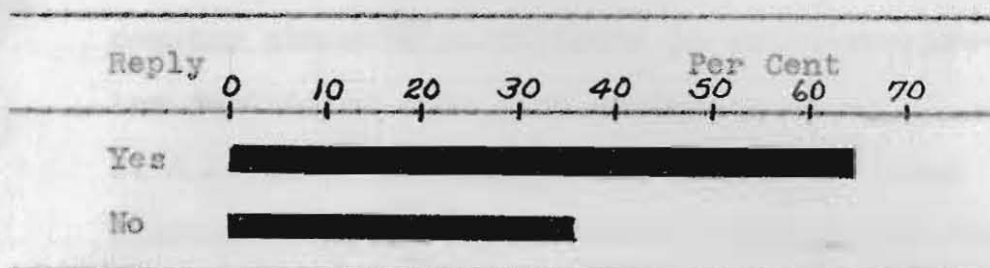


FIGURE 11. Students' Opinions on Credit for Participation in Extra-Curricular Activities.

14. SUMMARY

Chapter VII is the presentation of the data secured from questionnaire "A". By using questionnaire "A" data were obtained showing the extent of obstacles to participation and what students expected to receive from participation in extra-curricular activities. From the same source it was determined in what activities students would probably take part if sponsored by the school, and what the opinion of the student body was with respect to compulsory participation, and what their hobbies were.

The results of the questionnaire were as follows:

1. Town students participate more freely in extra-curricular activities than do country students.

2. A slightly higher percentage of freshmen country students participate in extra-curricular activities than town students.
3. A larger percentage of the sophomore town students than of the sophomore country students participate in extra-curricular activities. There seems to be a tendency to postpone extensive participation in activities beyond the second year.
4. More town juniors are engaged in activities than country juniors. In the number of activities in which they participate they also lead.
5. One third of the members of the senior classes are not participating in an extra-curricular activity. Of the town seniors 14.5 per cent, in contrast with 66.7 per cent of the country seniors, are not engaged in extra-curricular activities.
6. The 282 Tipton County high school students who did not take part in any activity gave the five important obstacles to their participation in extra-curricular activities the following percentage votes: (1) lack of time, 39.3 per

cent, (2) distance from school, 33.3 per cent, (3) not eligible, 27.5 per cent, (4) not interested, 16.3 per cent, (5) not invited, 15.5 per cent.

7. The frequencies of votes on the values which 189 Tipton County high school students expect to receive from participation in extra-curricular activities show that the objectives of socialization, exploration, the development of broad interests, health, training for leisure time interests, and guidance are considered important values.

8. Fully 62.8 per cent of the Tipton County students believe that there should be compulsory participation in extra-curricular activities. This indicates the attitude of pupils today toward the value of such participation.

9. The hobbies listed by 458 students indicate how popular the various hobbies are for these particular high school groups. Obviously some of these hobbies are stimulated through the extra-curricular program, while some which are not now stimulated seem to invite stimulation because of their supposed importance in adult life as well as in adolescent development.

10. The frequencies of interest in certain activities point definitely to the responsibility to be assumed by the school in sponsoring those activities. The activities in which great interest is manifest seem to fall within the social-civic group and the group which emphasizes individualistic avocations or hobbies.

CONCLUSIONS

The results of the study indicate that the school should assume a greater responsibility in sponsoring social-civic activities and individualistic avocations or hobbies. The school should also provide a more varied program of activities to meet the needs of the students.

The study also indicates that the school should provide a more varied program of activities to meet the needs of the students. The school should also provide a more varied program of activities to meet the needs of the students. The school should also provide a more varied program of activities to meet the needs of the students.

REFERENCES

1. The study was conducted at the University of Illinois, Urbana, Illinois.

CHAPTER IV

TIPTON COUNTY HIGH SCHOOL SENIORS EVALUATE EXTRA-CURRICULAR ACTIVITIES

1. INTRODUCTION

Questionnaire "B" was used to secure the data for this chapter. The questionnaire was given only to the seniors since it was felt that only they were qualified to express themselves.

In this questionnaire is placed a list of ten general headings under which all types of extra-curricular activities may be grouped. These general headings are arranged so that the student may rank each one according to their importance in meeting both the present needs of the student and according to their importance in meeting the future needs of the student. These headings are rated 1 for very valuable, 2 for valuable, and 3 for without value.

2. PURPOSE OF THE CHAPTER

It is the purpose of the chapter to present the

data secured from questionnaire "B" which was given to 103 Tipton County seniors. In the questionnaire these seniors ranked the following types of extra-curricular activities as to their value in meeting the present needs of the students and as to their value in meeting the probably needs of the students as adults: (1) Play and Sports, (2) Departmental Clubs, (3) Social Activities, (4) Auxiliary Clubs (Hi-Y, etc.), (5) Hobby Clubs, (6) Civic Interest Clubs, (7) Publications, (8) Auditorium Activities, (9) Honor Societies, and (10) Thrift Clubs.

(d) 3. EXTRA-CURRICULAR ACTIVITIES RANKED BY 103
TIPTON COUNTY SENIORS AS TO VALUES
IN MEETING THEIR PRESENT NEEDS

(e) As expected, students gave the best score to "play and sports" as the activity that most surely satisfies their present needs. This type of activity tends to give participants self-confidence and results in satisfaction. These same students, however, scored this same type of activity next to the lowest as to its value in meeting their probable needs in adult life.

It is significant to note that "departmental clubs" were ranked last, both, as to their value in meeting the present needs of students, and the prob-

able needs of adults.

TABLE XVIII. CERTAIN TYPES OF EXTRA-CURRICULAR
ACTIVITIES RANKED BY 103 TIPTON
COUNTY SENIORS AS TO VALUES IN
MEETING THEIR PRESENT NEEDS

Type of Activity	Average Score*	Rank
(a) Play and Sports	1.17	1
(g) Publications	1.25	2
(i) Honor Societies	1.54	3
(c) Social Activities	1.56	4
(j) Thrift Clubs	1.75	5
(d) Auxiliary Clubs (HI-Y, etc)	1.76	6
(h) Auditorium Societies	1.83	7
(e) Hobby Clubs	2.07	8
(f) Civic Interest Clubs	2.11	9
(b) Departmental Clubs	2.23	10

*1 is the best score possible, 3 is the lowest score possible.

¹

See Questionnaire "B" in appendix.

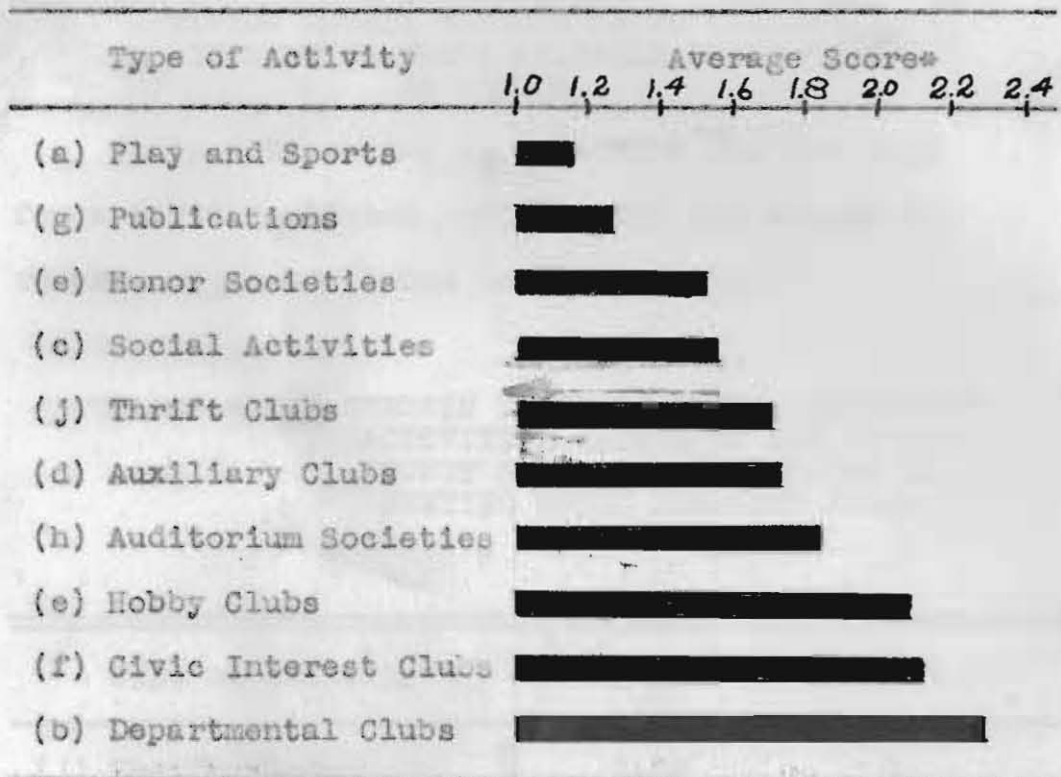


FIGURE 12. Certain types of Extra-Curricular Activities Ranked by 103 Tipton County Seniors as to Values in Meeting Their Present Needs.

*1 is the best score possible, 3 is the lowest score possible.

It may be observed that the scores on all activities in estimation of their present value are comparatively good (low). Perhaps this indicates the students' general liking for activities or, perhaps, their lack of ability to discriminate closely.

4. EXTRA-CURRICULAR ACTIVITIES RANKED BY
TIPTON COUNTY SENIORS AS TO VALUES
IN MEETING THEIR PROBABLY NEEDS
AS ADULTS

It is interesting to note that the headings for activities listed in TABLE XIX are almost in reverse of those listed in TABLE XVIII.

TABLE XIX. CERTAIN TYPES OF EXTRA-CURRICULAR
ACTIVITIES RANKED BY 103 TIPTON
COUNTY SENIORS AS TO VALUES IN
MEETING THEIR PROBABLY NEEDS
AS ADULTS

Type of Activity	Average Score*	Rank
(j) Thrift Club	1.39	1
(c) Social Activities	2.06	2
(e) Hobby Clubs	2.07	3
(g) Publications	2.16	4
(f) Civic Interest Clubs	2.28	5
(h) Auditorium Activities	2.33	6
(d) Auxiliary Clubs	2.54	7
(i) Honor Societies	2.61	8
(a) Play and Sports	2.79	9
(b) Departmental Clubs	2.81	10

*1 is the best score possible, 3 is the lowest score possible.

² See Questionnaire "B" in appendix.

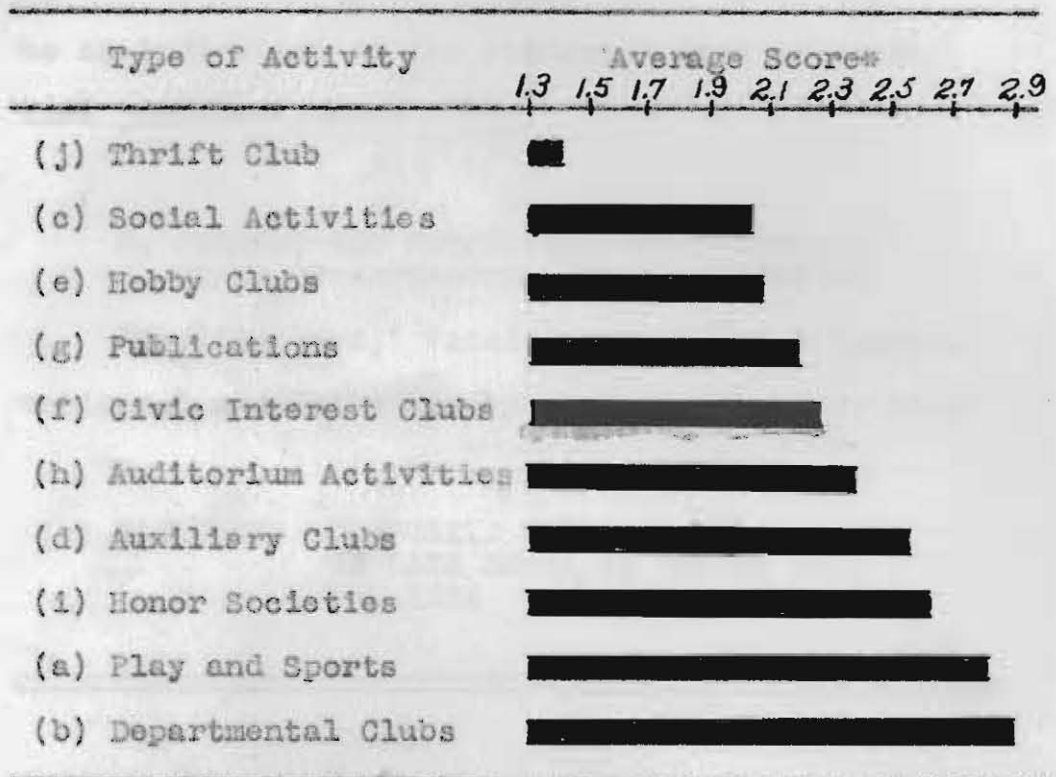


FIGURE 13. Certain Types of Extra-Curricular Activities Ranked By 103 Tipton County Seniors as to Values in Meeting Their Probable Needs as Adults.

*1 is the best score possible, 3 is the lowest score possible.

"Publications" and "social activities" are the only two activities that rank among the upper four in TABLE XIX and also in TABLE XVIII. It may also be noted with one exception that the score on activities as to their value in contributing to

future needs are poor (high). This again may be an indication of the students' lack of critical judgement.

5. PRESENT AND FUTURE VALUES OF CERTAIN TYPES OF EXTRA-CURRICULAR ACTIVITIES

"Thrift clubs," "social activities," "publications," and "play and sports" are the four best

TABLE XX. COMPOSITE SCORING AND RANKING OF DATA SHOWN IN TABLES XVII AND XIX.

Type of Activity	Average Score*	Rank
(j) Thrift Club	1.57	1
(g) Publications	1.71	2
(c) Social Activities	1.86	3
(a) Play and Sports	1.98	4
(h) Auditorium Activities	2.03	5
(e) Hobby Clubs	2.07	6
(i) Honor Clubs	2.07	6
(d) Auxiliary Clubs	2.15	7
(f) Civic Interest Clubs	2.19	8
(b) Departmental Clubs	2.52	9

*1 is the best score possible, 9 is the lowest score possible.

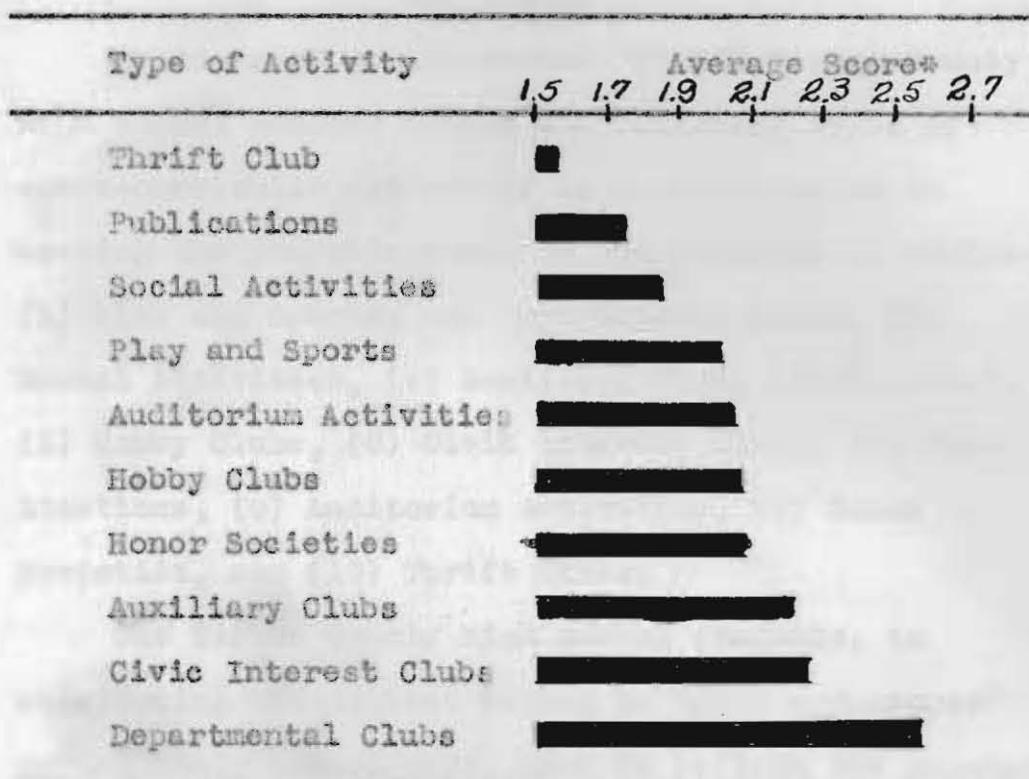


FIGURE 14. Composite Scoring and Ranking of Data Shown in FIGURES 12 and 13.

*1 is the best score possible, 3 is the lowest score possible.

ranking types of activities in TABLE XX, the composite of TABLE XVIII and TABLE XIX. This ranking shows the average estimate of the value of certain types of activities in meeting his present and future needs. It is rather doubtful, however, whether anything can be concluded from a composite table such as TABLE XX.

6. SUMMARY

By means of questionnaire "B" 103 Tipton County high school seniors ranked the following types of extra-curricular activities as to their value in meeting the probable needs of the students as adults: (1) Play and Sports, (2) Departmental Clubs, (3) Social Activities, (4) Auxiliary Clubs (Hi-Y, etc.), (5) Hobby Clubs, (6) Civic Interest Clubs, (7) Publications, (8) Auditorium Activities, (9) Honor Societies, and (10) Thrift Clubs.

The Tipton County high school students, in attributing the highest values to "play and sports" during their school days, seem to reflect the popular attitude toward this activity. However, the fact that they rank this activity next to the lowest in value for adult life seems to emphasize the relative importance of other activities that tend to serve better both present and future needs. Among these that tend to serve both present and future needs might be mentioned "thrift clubs," "publications," "social activities," and "auditorium activities."

CHAPTER V

TIPTON COUNTY TEACHERS AND ALUMNI RANK CERTAIN TYPES OF EXTRA-CURRICULAR ACTIVITIES

1. INTRODUCTION

Questionnaire "C" was used to secure the data for this chapter. Five principals, fourteen teachers, and forty-three alumni were asked to answer this questionnaire just as the seniors had done. Questionnaire "C" is exactly like questionnaire "B" with the exception of the covering letter.

2. PURPOSE OF THE CHAPTER

It is the purpose of this chapter to present the data secured from questionnaire "C" which was given to sixty-two Tipton County teachers and high school alumni. In the questionnaire these teachers and alumni ranked the following types of extra-curricular activities as to their value in meeting the present needs of the student and as to their

value in meeting the probable needs of the students as adults: (1) Play and Sports, (2) Departmental Clubs, (3) Social Activities, (4) Auxiliary Clubs (Hi-Y, etc.), (5) Hobby Clubs, (6) Civic Interest Clubs, (7) Publications, (8) Auditorium Activities, (9) Honor Societies, and (10) Thrift Clubs.

3. PRESENT VALUE OF CERTAIN TYPES OF EXTRA-CURRICULAR ACTIVITIES AS ESTIMATED BY TEACHERS AND ALUMNI OF TIPTON COUNTY

According to the rating of sixty-two teachers and alumni "play and sports" is the most valuable type of activity for meeting the present needs of the high school students. He who is still in the play period of life is by nature active and interested in competition. It is quite logical that this type of activity should be given first place as to value in meeting his present needs.

"Auditorium activities" was ranked second with a score of 1.62. This type of activity was interpreted as including dramatics, debate, etc. Among the aims recognizable in this type of activity are those of recreational and aesthetic participation as well as vocational training.

All agencies of education should be well integrated in their efforts to attain common objectives.

Not only should the more formal agency of the school, represented by the curriculum, contribute to these common ends; but the less formal agencies, represented by the extra-curricular activities, should likewise perform their contributory function.

TABLE XXI. CERTAIN TYPES OF EXTRA-CURRICULAR ACTIVITIES RANKED BY 62 TIPTON COUNTY TEACHERS AND HIGH SCHOOL ALUMNI AS TO VALUES IN MEETING THE PRESENT NEEDS OF THE STUDENTS¹

Type of Activity	Average Score*	Rank
(a) Play and Sports	1.49	1
(b) Auditorium Activities	1.62	2
(g) Publications	1.70	3
(f) Civic Interest Clubs	1.72	4
(c) Social Activities	1.85	5
(d) Auxiliary Clubs	1.87	6
(b) Departmental Clubs	1.92	7
(e) Hobby Clubs	2.00	8
(j) Thrift Clubs	2.06	9
(i) Honor Societies	2.14	10

*1 is the best score possible, 3 is the lowest score possible.

¹See Questionnaire "C" in appendix.

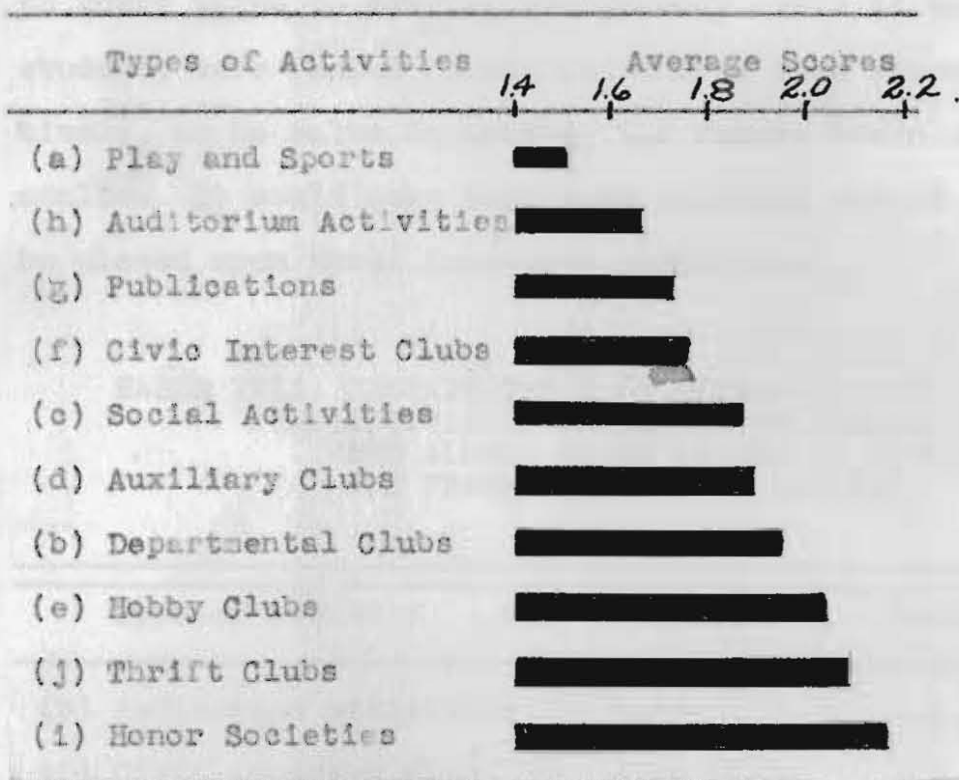


FIGURE 15. Certain Types of Extra-Activities Ranked by 62 Tipton County Teachers and High School Alumni as to Values in Meeting the Present Needs of the Student.

4. FUTURE VALUES OF CERTAIN TYPES OF EXTRA-CURRICULAR ACTIVITIES AS ESTIMATED BY SCHOOL TEACHERS AND ALUMNI

Two striking things stand out in the evaluations by the teachers and Alumni: "first, play and sports" is ranked first in value to meet the present needs of students, and last in value of meeting the probable future needs of the adults; and second, the two types of activities; namely, "hobby clubs" and "thrift clubs" that ranked eighth and ninth respectively as

to their value in meeting the present needs of the student, were ranked fourth and third, also respectively, as to value in meeting the future needs of adults. It would seem that more emphasis should be placed upon these important activities.

(b) TABLE XXII. CERTAIN TYPES OF EXTRA-CURRICULAR ACTIVITIES RANKED BY 62 TEACHERS AND ALUMNI AS TO VALUES IN MEETING THE PROBABLE NEEDS OF ADULTS¹

Type of Activity	Average Score*	Rank
(b) Auditorium Activities	1.44	1
(f) Civic Interest Clubs	1.67	2
(j) Thrift Clubs	1.78	3
(e) Hobby Clubs	1.92	4
(c) Social Activities	1.98	5
(d) Auxiliary Clubs	2.05	6
(b) Departmental Clubs	2.07	7
(g) Publications	2.22	8
(i) Honor Societies	2.39	9
(a) Play and Sports	2.40	10

*1 is the best score possible, 3 is the lowest score possible.

¹See Questionnaire "C" in appendix.

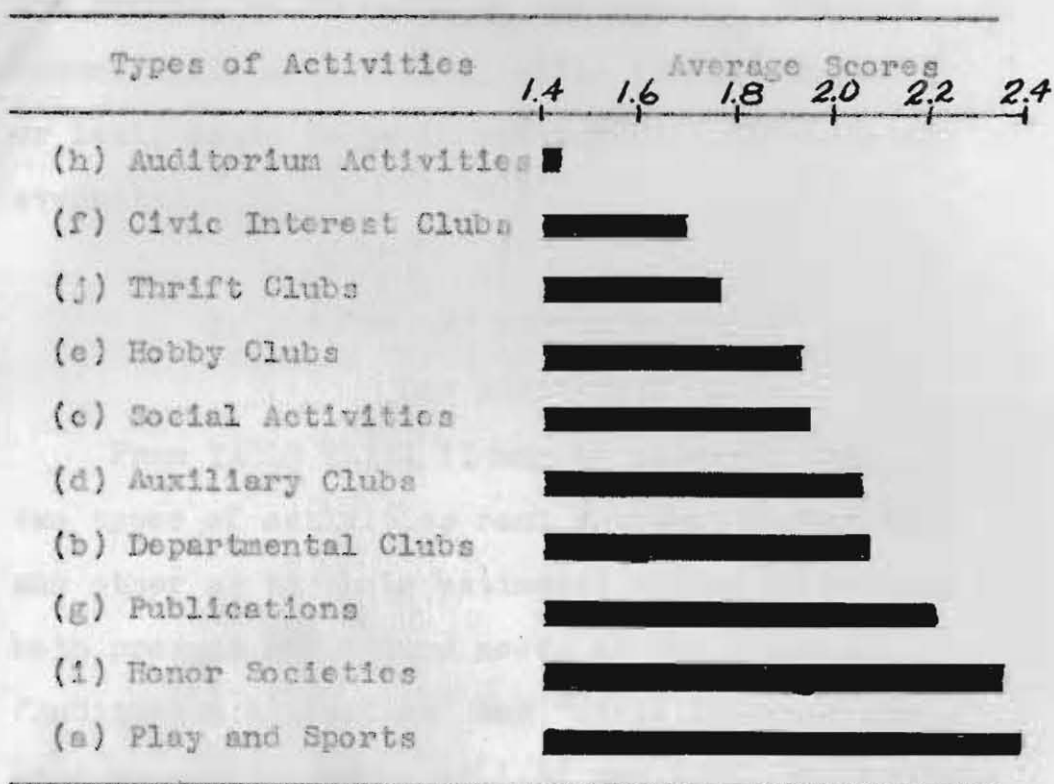


FIGURE 16. Certain Types of Extra-Curricular Activities Ranked by 62 Tipton County Teachers and High School Alumni as to Values in Meeting the Probable Needs of Adults.

"Civic interest clubs" and "social activities" ranked high as to both present and future value.

Another very outstanding observation from TABLE XXII is that "auditorium activities" ranked first as to its future value. It was ranked second as to its values in meeting present needs of the students.

"Honor societies" ranked ninth, or next to

the lowest, as to value in meeting the probable future needs of students, while it ranked tenth, or last, as to value in meeting present needs of students.

5. PRESENT AND FUTURE VALUE OF CERTAIN TYPES OF EXTRA-CURRICU- LAR ACTIVITIES

From TABLE XXIII it may be observed that two types of activities rank somewhat higher than any other as to their estimated values in meeting both present and future needs of the student.

"Auditorium activities" and "civic interest clubs" have composite scores of 1.52 and 1.56, respectively, while the next best score is 1.34, which is given to "social activities."

Since "auditorium activities" are inexpensive to operate, the question may be raised as to the advisability of a more extensive program of such activities for Tipton County high schools and the high schools of the whole state of Indiana.

A similar question can be raised relative to "students government," "student council," or some other form of "civic interest" club.

"Social activities," which the student is

TABLE XXIII. COMPOSITE SCORE AND RANKING
OF SCORES SHOWN IN TABLES
XXI AND XXII

Type of Activity	Average Score*	Rank
(h) Auditorium Activity	1.52	1
(f) Civic Interest Clubs	1.56	2
(c) Social Activities	1.84	3
(a) Play and Sports	1.90	4
(j) Thrift Clubs	1.90	4
(g) Publications	1.93	5
(d) Auxiliary Clubs	1.95	6
(e) Hobby Clubs	1.96	7
(b) Departmental Clubs	1.98	8
(i) Honor Societies	2.25	9

*1 is the best score possible and 9 is the lowest score possible.

sure to find in one form or another, rank third in estimated value in meeting both present and future needs of the students. Since a comparatively high rating is given this type of activity, perhaps Tipton County high schools should sponsor more social activities.

Type of Activity	Average Score*				
	1,5	1,7	1,9	2,1	2,3
(h) Auditorium Activity	█				
(f) Civic Interest Clubs	█				
(c) Social Activities	██████████				
(a) Play and Sports	██████████				
(j) Thrift Clubs	██████████				
(g) Publications	██████████				
(d) Auxiliary Clubs	██████████				
(e) Hobby Clubs	██████████				
(b) Departmental Clubs	██████████				
(i) Honor Societies	██████████				

FIGURE 17. Composite Score and Ranking of Scores Shown in FIGURES 15 and 16.

*1 is the best score possible, 5 is the lowest score possible.

The remaining seven types of activities, with the exception of "honor societies," have scores which indicate that school teachers and alumni believe them of some value in meeting both present and future needs of students.

6. SUMMARY

The sixty-two Tipton County teachers and alumni agree with the students in the importance of "play and sports," "auditorium activities," "publications," and "civic interest clubs," in meeting the present needs of students. They also tend to agree with the high school seniors in ranking "play and sports" last as to value in meeting the probable needs of adults. They seem to follow the students in their high estimates of "civic interest clubs," "auditorium activities," "hobby clubs," "social activities," and "thrift clubs" as valuable in adult life.

APPENDIX B. SUMMARY OF THE CHAPTERS

It is the purpose of this book to show the value of the various activities in the school program.

CHAPTER VI

EXTRA-CURRICULAR ACTIVITIES OFFERED BY INDIANA HIGH SCHOOLS WITH AN ENROLLMENT OF ONE HUNDRED TO TWO HUNDRED STUDENTS

1. INTRODUCTION

In order to determine how Tipton County schools compare with other schools of similar size in the state it was thought desirable to send questionnaires to a random sample of these schools.

Questionnaire "D" is a list of ten heading under which all extra-curricular activities may be grouped. The principal of the school was asked to check each heading under which an activity offered in his school might be grouped. Each principal was also asked to state whether or not his school had an activities period.

2. PURPOSE OF THE CHAPTER

It is the common belief that there is very little variation in the extra-curricular activities

offered by many of the small Indiana high schools. Thus it was felt that forty high schools would give an accurate view of the activities offered by the small Indiana high schools. Questionnaire "D" was sent to individuals who were qualified to represent forty small high schools selected at random. Thirty four answered the questionnaire.

There seems to be very little relationship between the activities offered by the small high schools and the estimated present or future needs of the student. Questionnaire "D" seems to justify the criticism that there is no objective or logic to the extra-curricular program in most of the schools as it exists today.

3. EXTRA-CURRICULAR ACTIVITIES OFFERED BY 34 SMALL INDIANA HIGH SCHOOLS

"School publications" were ranked high by both the alumni and seniors in meeting the present needs of the student, yet less than 50 per cent of the small schools have publications of any kind.

The "hobby clubs," "civic interest clubs," and "thrift clubs" were ranked high by both the alumni and the seniors in meeting the students probable needs as adults; yet less than 15 per cent of the

TABLE XXIV. EXTRA-CURRICULAR ACTIVITIES OFFERED BY 34 SMALL INDIANA HIGH SCHOOLS¹

Type of Activity	Number of schools offering activity	Rank
A. Play and Sports	34	1
H. Auditorium Activities	34	1
C. Social Activities	34	1
D. Auxiliary Clubs	33	2
B. Departmental Clubs	24	3
I. Honor Societies	19	4
G. School Publications	14	5
F. Civic Interest Club	5	6
E. Hobby Clubs	3	7
J. Thrift Clubs	2	8

small schools have any of these activities. TABLE XXIV shows the activities ranked according the number of schools offering them.

It is probably true that most principals permit extra-curricular activities to develop without any thought as to their present or future value to the student.

¹See Questionnaire "D" in appendix.

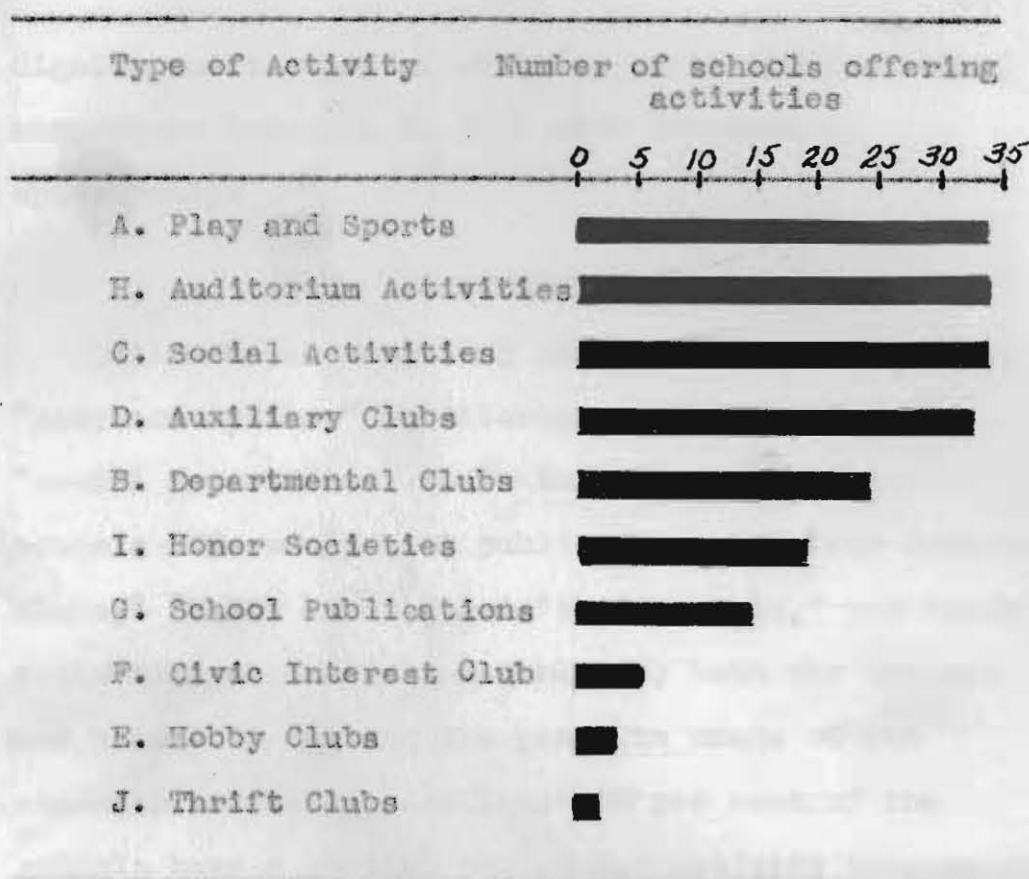


FIGURE 18. Extra-Curricular Activities Offered by 34 Small Indiana High Schools.

To the question contained in the questionnaire "Do you have a special period for activity programs?" Twenty-seven or about 80 per cent answered in the affirmative. This makes it possible for more students to participate, because it partly overcomes the obstacles "lack of time" and "distance from the school," which were listed as two of the main hindrances to students taking part in extra-curricular activities. Having special periods for activities also lends

dignity and a sense of worth to participation and encourages teachers to take more interest in sponsorship.

4. SUMMARY

All schools answering questionnaire "D" offered "play and sports," "auditorium activities," and "social activities." Less than one half of the schools offered "school publications," "civic interest clubs," "hobby clubs," and "thrift clubs," yet these activities were all ranked high by both the seniors and alumni in meeting the probable needs of the students as adults. At least 80 per cent of the schools have a special period for activity programs.

CHAPTER VII

SUMMARY

1. THE PURPOSE OF THE STUDY

The purpose of this study has been to determine student opinion in regard to the reasons students do or do not take part in extra-curricular activities; student and adult opinion in regard to the activities considered most valuable to meet the present and future needs of the students; and to determine the extent to which Indiana high schools are administering those activities considered most valuable. Taking all of this information into account an attempt has been made to formulate an adequate program of extra-curricular activities for the small Indiana high school.

A brief analysis of literature on the subject together with a short introduction was presented to provide a proper setting for the study.

Using questionnaire "A" data were obtained showing the extent of obstacles to participation and what

students expected to receive from participation in extra-curricular activities. From the same source it was determined in what activities students would probably take part if sponsored by the school. The opinions of the students were secured with respect to compulsory participation in activities and whether or not credit should be given for taking part in school activities. Finally the students were asked to list their hobbies.

By means of questionnaires "B" and "C" respectively, 103 Tipton County high school seniors and sixty-two Tipton County teachers and high school alumni ranked the following types of extra-curricular activities as to their value in meeting the present needs of the student and as to their value in meeting the probable needs of the students as adults: (1) Play and Sports, (2) Departmental Clubs, (3) Social Activities, (4) Auxiliary Clubs (Hi-Y, etc.), (5) Hobby Clubs, (6) Civic Interest Clubs, (7) Publications, (8) Auditorium Activities, (9) Honor Societies, and (10) Thrift Clubs.

Questionnaire "D" was answered by thirty-four individuals who were qualified to represent forty small high schools selected at random. This questionnaire contains a list of the ten headings given in the

preceding paragraph. The principal of the school was asked to check each heading under which an activity offered in his school might be grouped. The principals of the schools were asked to state in the last question whether or not they had a special period for activities.

2. SUMMARY OF THE RESULTS FROM THE QUESTIONNAIRES

1. Town students participate more freely in extra-curricular activities than do country students.

2. A slightly higher percentage of freshmen country students participate in extra-curricular activities than town students.

3. A larger percentage of the sophomore town students than of the sophomore country students participate in extra-curricular activities. There seems to be a tendency to postpone extensive participation in activities beyond the second year.

4. More town juniors are engaged in activities than country juniors. The town juniors also lead the country juniors in the number of activities in which they participate.

5. One third of the members of the senior classes are not participating in an extra-curricular activity. Of the town seniors 14.5 per cent, in contrast with

66.7 per cent of the country seniors, are not engaged in extra-curricular activities.

6. The 292 Tipton County high school students who did not take part in any activity gave the five important obstacles to their participation in extra-curricular activities the following percentage vote: (1) lack of time, 39.3 per cent, (2) distance from school, 33.3 per cent, (3) not eligible, 27.6 per cent, (4) not interested, 16.3 per cent, (5) not invited, 15.5 per cent.

7. The frequencies of votes on the values which 189 Tipton County high school students expect to receive from participation in extra-curricular activities show that the objectives of socialization, exploration, the development of broad interests, health, training for leisure time interests, and guidance are considered important values.

8. Fully 62.8 per cent of the Tipton County students believe that there should be compulsory participation in extra-curricular activities. This indicates the attitude of pupils today toward the value of such participation.

9. The hobbies listed by 453 Tipton County high school students indicate how popular the various hobbies are for these particular high school

groups. Obviously some of these hobbies are stimulated through the extra-curricular program, while some which are not now stimulated seem to invite stimulation because of their supposed importance in adult life as well as in adolescent development.

10. The frequencies of interest in certain activities point definitely to the responsibility to be assumed by the school in sponsoring those activities. The activities in which great interest is manifest seem to fall within the social-civic group and the group which emphasizes individualistic avocations or hobbies.

11. The Tipton County high school students, in attributing the highest values to "play and sports" during their school days, seem to reflect the popular attitude toward this activity. However, the fact that they rank this activity next to the lowest in value for adult life seems to emphasize the relative importance of other activities that tend to serve better both present and future needs.

12. The sixty-two Tipton County teachers and alumni agree with the students in the importance of "Play and Sports," "Auditorium Activities," "Publication Activities," and "Civic Interest Clubs," in meeting

the present needs of the students. They also tend to agree with the high school seniors in ranking "Play and Sports" last as to value in meeting the probable needs of adults. They seem to follow the students in their high estimates of "Civic Interest Clubs," "Auditorium Activities," "Hobby Clubs," "Social Activities," and "Thrift Clubs" as valuable in adult life.

13. All schools answering questionnaire "D" offered "Play and Sports," "Auditorium Activities," and "Social Activities." Less than one half of the schools offered "School Publications," "Civic Interest Clubs," "Hobby Clubs," and "Thrift Club" even though these activities were all ranked high by both the seniors and alumni in meeting the probable needs of the students as adults. At least 80 per cent of the schools have a special period for activity programs.

14. Activity programs are given special time in 80 per cent of the Indiana high schools. This makes it possible for more students to participate because it partly overcomes the obstacle "Lack of Time" and "Distance from School," which were listed as two of the main hindrances to students taking

part in extra-curricular activities. Having special periods for activities also lends dignity and a sense of worth to participation and encourages teachers to take more interest in sponsorship.

CHAPTER VIII

RECOMMENDATIONS

1. PURPOSE OF THE CHAPTER

It is the purpose of this chapter to formulate general recommendations for organizing and administering an adequate extra-curricular program for Tipton County. In doing this the information gained from the results of the questionnaires and of the survey of literature was used.

2. ADMINISTRATION

From the answers to the questionnaires it is apparent that there has been no definite extra-curricular program in most of the small Indiana high schools. Obviously the burden of initiating such a program would fall upon the school administrator. Administrators in each locality should observe the activities in which adults residing there are engaged and encourage students to become proficient in them. Teachers should be encouraged

to sponsor activities and should be rewarded by an extra monetary compensation for doing so.

Activities fall naturally into two groups. One group should consist of those activities that meet the present needs of the students. This group needs very little encouragement by the administrator. The other group should consist of activities which will probably meet the students' needs as adults. Each student should be required to take part in some of each during his high school career.

3. A TENTATIVE PROGRAM OF EXTRA-CURRICULAR ACTIVITIES FOR TIPTON COUNTY HIGH SCHOOLS

After a careful study of the literature and the data gathered in the course of this investigation, the following recommendations may be made concerning the types of extra-curricular activities that should be sponsored by the Tipton County schools or any small high school.

A. Activities which meet the needs of the student as an adult:

- (1) Special interest clubs of sufficient number and variety so that each student may belong to one in which he is interested.

(2) Auditorium activities should be fostered to a greater extent.

(3) Civic interest clubs in which students might participate in the procedures of government and group organizations should be formed.

(4) Thrift clubs should be encouraged by the school as a means for coordinating the home and the school citizenship training.

B. Activities that meet the present needs of the student:

(1) School publications consisting of:

(a) A newspaper--to give news,

(b) A handbook--to give the school information,

(c) A yearbook or annual--to give the school history. Any desirable combination of these may be arranged to meet the needs of the small schools.

(2) Social functions consisting of:

(a) School dances and parties,

(b) Formal social functions; for instance, The Junior-Senior Reception.

(3) Play and sports so administered that

the students who need physical training may receive it, with less emphasis on "competitive sports."

(4) Honor societies to provide goals and incentives for the limited numbers of students for whom such organizations provide an appeal.

(5) Departmental clubs to supplement the regular class work for those who have special interests.

(6) Auxiliary clubs; such as, Hi-Y, Girl Reserves, etc., to find a place for students and be open to all students who wish to participate.

It should be borne in mind that there is no definite break between that group of activities which meets the present needs of the students and the group that will probably meet the students' needs as adults. Each overlaps the other. Both the present and the future needs of the students should be emphasized in any activity.

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Underline each word or number that applies to you, (a) boy, girl, (b) freshman, sophomore, junior, senior, (c) age 13, 14, 15, 16, 17, 18, 19, 20, (d) live in town, country.

1. In how many extra-curricular activities (such as Hi-Y, Girl Reserve, Annual staff, basketball, baseball, etc.) do you take part? 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

ANSWER EITHER NUMBER TWO (2) OR THREE (3) BELOW, BUT NOT BOTH

2. If you do not take part in any extra-curricular activity, please underline the reasons why.

- (a) Lack of time
- (b) Not interested
- (c) Lack of money
- (d) Distance from school
- (e) Do not like present members
- (f) Not eligible
- (g) Not invited
- (h) Poor health
- (i) Do not like to mingle with members
- (j) Parents object

3. If you take part in one or more activities, please underline the benefits you expect to get from your participation.

- (a) Ability to get along with people
- (b) Training in leadership
- (c) Training in cooperation
- (d) Makes school work easier
- (e) Adds interest to school life
- (f) Makes friends
- (g) Get higher grades
- (h) Helps one choose his life's work
- (i) Better one's health
- (j) Helps use leisure time

4. Underline each of the following activities in which you would take part if they were sponsored by the school.

- (a) Radio club
- (b) Camera club
- (c) Thrift club
- (d) School dances
- (e) Student government
- (f) Student hiking club
- (g) Mixers (whole school parties)
- (h) Oratory club
- (i) Hobby club
- (j) Bible study club
- (k) "Amateur Hour" program
- (l) School publications
- (m) Honor societies

5. Should pupils be required to take part in some extra-curricular activity (at least one)? Yes No

6. Should school credit be given for extra-curricular work? Yes No

7. What are your hobbies? (list the two in which you are most interested)

1. _____

2. _____

(APPENDIX)
(QUESTIONNAIRE "C")

(113)

*1124 119
sample
by 11/1/48*

Dear Alumnus:

Below is a list of ten general headings under which all extra-curricular activities might be grouped. In the first column rate each group of activities 1, 2, and 3 to indicate (1) most valuable, (2) less valuable, and (3) least valuable in meeting the present needs of the student. In the second column rate each group of activities in the same way to indicate your opinion as to the value of each group of activities in meeting the future needs of the students.

TYPE OF ACTIVITY	Value of activities in meeting the present needs of the students	Value of activities in meeting the future needs of the students
a. Play and sports (Tennis, basketball, etc.)		
b. Departmental clubs (Science, History, Latin clubs, etc.)		
c. Social activities (Parties, dances, etc.)		
d. Auxiliary clubs (Hi-Y, girl reserves, etc.)		
e. Hobby clubs (Stamp club, etc.)		
f. Civic interest clubs (Student government, etc.)		
g. Publications (School paper, annual, etc.)		
h. Auditorium activities (Debate, dramatic, etc.)		
i. Honor societies (National honor society, etc.)		
j. Thrift club (School banking, etc.)		