

University of Montana

ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

1948

Administration of the Extracurricular Program in Four Schools of Western Montana

Royal Thomas Brown
The University of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

Let us know how access to this document benefits you.

Recommended Citation

Brown, Royal Thomas, "Administration of the Extracurricular Program in Four Schools of Western Montana" (1948). *Graduate Student Theses, Dissertations, & Professional Papers*. 9290.
<https://scholarworks.umt.edu/etd/9290>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

ADMINISTRATION OF
THE EXTRACURRICULAR PROGRAM
IN FOUR SCHOOLS
OF
WESTERN MONTANA

by


Royal Thomas Brown

Presented in partial fulfillment of the
requirement for the degree of
Master of Arts

State University of Montana

1948

Approved:



Chairman of Examining Committee



Chairman of Graduate Committee

UMI Number: EP72599

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP72599

Published by ProQuest LLC (2015). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

TABLE OF CONTENTS

Chapter	Page
Introduction.....	1
I. Objectives Of This Study.....	3
II. History Of The Movement.....	5
III. Previous Studies In The Field Of Extracurricular Activities.....	13
IV. Review Of Literature And Establishment Of Criteria.....	21
V. Method Of Research And Sources Of Data.....	29
VI. Summary.....	33
VII. Analysis Of Questionnaire And Interview Data..	50
VIII. Conclusions And Recommendations.....	59
Appendix A.....	63
Appendix B.....	69
Appendix C.....	70
Bibliography.....	71

LIST OF TABLES

Table	Page
I. Number Of Writers Recognizing Each Value Of Extracurricular Activities.....	14-15
II. Frequency Of Mention Of Certain Classes Of Extracurricular Activities.....	16
III. Tabulation Of The More Common Athletic Activities.....	35
IV. Tabulation Of The More Common Non-athletic Activities.....	37
V. Tabulation Of Other Common Activities.....	39
VI. Tabulation Of Other Activities Mentioned..	41

The writer desires to express his sincere appreciation to Dr. Harold D. Fleming for his invaluable help and guidance in the writing of this thesis.

INTRODUCTION

To train for the wise and wholesome use of leisure is one of the seven cardinal principles of modern education. This problem of training for wholesome play habits in youth for the wise use of leisure in adult life is becoming rapidly more insistent.

Ingenious machines have lifted much labor from the back of the ditch digger, the farmer, and the factory hand. The office man, sitting at the desk all day using only his minor muscles, drives his car or takes the bus to his home, has his supper, and drops into an easy chair for his evening paper. At eight o'clock he goes to his garage and gets his car again, merely to go two blocks to a bridge party. The same ingenious machines that have relieved man and woman of much physical strain and fatigue have brought decreased hours of work and increased income, a condition of human affairs never approached before on so wide a scale. Thus there exists a new leisure.

To train for leisure is one of the principles of general education. It has been asked over and over, "Shall the schools educate for work, or educate for leisure?" Perhaps the schools can start young people along the idea that the off-hours are their real opportunity quite as truly as their work-hours.

The trend toward shorter and shorter hours of toil can only justify itself by bringing about longer and longer hours of activities that are more genuinely valuable and pleasurable than toil. The schools must take the leading role in educating for this leisure.

CHAPTER I

OBJECTIVES OF THIS STUDY

During the past several decades much has been written and said about the normal tendency of students to organize into social groups, engage in competitive sports, and find other outlets for excess energy. At the same time many changes have come about in the school curriculum and in the physical facilities of the school. Because of the need for organization of these tendencies, the schools have organized them into what have been called Extracurricular Activities.

Williams,¹ in his book on secondary schools said:

The early and long-established point of view had been that education is largely, if not solely, the process of acquiring factual information and learning a body of knowledge, and that when this had been done, the individual, by a kind of mental alchemy, automatically became able to solve all kinds of problems involved in life and living.

A more recent point of view, and one that is not so well established, is that the educative process is organic in nature and its purpose is all round development of the student. It is necessary, then, for the individual to be exposed to a rich environment, full of possibilities for stimulation of natural tendencies; the responses to which will result in a much wider group of experiences.

¹ L. A. Williams, Secondary Schools For American Youth (New York: American Book Company), P. 333

Such terms as "allied," "extraclass," "semi-curriculum," and "co-curricular," have been applied to what are here termed Extracurricular Activities, but in the minds of most Educators the meaning has been the same. Activities such as athletics, clubs, music, debate, publications, assemblies, and government are those usually thought of as being Extracurricular Activities. It is the administration of these activities, in four high schools of Western Montana, with which this study is concerned.

There is a great deal of variety in the Program due to the fact that the Extracurricular Program has grown from the demands of the students, the faculty, and the community. Before much can be done to unify and produce a sound Program the Educator must know what is being done at present in the field. What is needed is a clear picture of present administrative practices. The concern of the study, therefore, is with prevailing administrative practices in four Western Montana High Schools.

CHAPTER II

HISTORY OF THE MOVEMENT

Every day activities in the school are becoming more and more a vital part of the life of the student, and the handling and understanding of these activities are demanding greater and greater attention from the administrators of the schools.

The irrepressible urge of youth for social self-expression is a bewildering source of confusion to thousands of teachers and administrative officers. Boards of education wonder how the expenditure of large sums of money for this purpose can be justified in the eyes of a public that is increasingly sensitive to taxation. Parents, to whom education means an extension of the "three R's" are asking what good can come of these new fads and frills.²

It is absolutely necessary that the teachers of youth understand why Extracurricular Activities are necessary and have become an integral part of the present school system. A brief history of Extracurricular Activities in the schools will help the teacher understand this problem.

Terry said:

The meaning of adolescence did not escape the attention of primitive man, for scholars have discovered abundant evidence of the elaborate ceremonies by which prehistoric youth was formally inducted into the responsibilities of manhood and womanhood. Hazing and the rituals of secret societies are the only vestiges of these ancient customs which have survived the

² Paul W. Terry, Supervising Extra-curricular Activities (New York: The MacMillan Company, 1930), P. 3

passing of the centuries. The modern school has little to learn from this source beyond the very significant fact that man was conscious of the need of preparation for the social obligations of maturity even before the dawn of History.³

The first examples of student activities, as looked upon in the modern sense, appeared in ancient Greece. The forerunner of the Olympic Games came at the time when, in both Athens and Sparta, much attention was given to athletic sports, such as wrestling, running, and boxing. The Greeks, however, had a one-sided program due to the fact that they did not have much opportunity for social expression.

According to Terry:

A limited amount of social experience was obtained by the young men of Sparta at public dining halls. The tables, which seated about fifteen each, were organized as clubs, whose members voted on candidates for admission. In the Athenian Universities, more liberal types of activities were provided in the circles of students who gathered around their favorite teachers and in the Heraclids and Theseids which were larger groups of a more general nature. In the latter Greek schools, considerable opportunity was given for the practice of public speaking.⁴

Along with athletic activities in Ancient Greece came the beginnings of student government. The idea was practiced through the use of the military boarding school, where boys and young men congregated. The students, at the age of twelve, were formed into companies and directed by designated older boys, called "Irens."

³ Paul W. Terry, Supervising Extra-curricular Activities (New York: The Macmillan Company, 1930), p. 4

⁴ Loc. Cit.

At the University of Athens the students elected a prefect to keep order in the class, and it was not unknown for the student body to select the head of the institution.

Medieval Europe did not see a great deal of improvement in the movement due to the school's inability to cope with superstition and the strict rule of the Church. But England, as early as 1746, saw both cricket and football being played at Westminster and Charterhouse. Add Aberdeen Grammar School to the above mentioned schools to complete the list of leaders in Student Government ideas during this same period. The English schools were also leaders in the development of debating societies and the establishment of school papers. Eton had a school publication as early as 1786; and Rugby soon followed the example, along with others. Queen Elizabeth ordered the headmaster at Westminster to have a Latin play each Christmas to help the boys in gesture and pronunciation, showing that dramatics and speech played an important part in the school program.

Luther was determined that schools should be established in every parish; and at the same time he saw full well the need for a program that would prevent the decay of the student's health through a one-sided program of studies. In his famous "Letter to the Mayors and Aldermen of the Cities of Germany" he outlined the course of study and methods to be used in these schools. He believed in gymnastics

because they were good for both the body and the soul.

He said:

It was well considered and arranged by the ancients that the people should practice gymnastics that they might not fall into reveling, unchastity, gluttony, intemperance, and gaming. Therefore, those two exercises and pastimes please me best, namely, music and gymnastics, of which, the first drives away all care and melancholy from the heart, and the latter produces elasticity of the body and preserves the health. But the great reason for these pastimes is that the people may not fall into gluttony, licentiousness, and gambling as is the case at courts and in cities. Thus it goes when such honorable and manly exercises are neglected.⁵

President W. A. Stearns of Amherst College reported to the trustees in 1855:

No one thing has demanded more of my anxious attention than the health of the students. The waning of the physical energies in the midway of the college course is almost the rule rather than the exception among us, and cases of complete breaking down are painfully numerous.⁶

Again in 1859 President Stearns spoke out, and this time he got action; a new gymnasium was constructed. He urged:

By the time Junior year is reached many students have broken down in health, and every year some lives are sacrificed. Physical training is not the only means of preventing this result, but it is among the most prominent of them. If it could be regularly conducted, if a moderate amount of exercise could be secured as a general thing in every schedule, I have a deep conviction, founded on close observation and experience, that not only would lives and health be preserved, but

⁵ Emmett A. Rice, A Brief History of Physical Education (New York: A. S. Barnes and Company, 1927), P. 73.

⁶ Ibid., P. 206.

animation and cheerfulness and a higher order of efficient study and intellectual life would be secured.⁷

These leaders in education realized that there was a very real need for some type of relief, or diversion, from the continuous schedule of studies. Yet, even today there are some few schools that have no Extracurricular Program beyond that received by the few that are able enough to represent their schools in interscholastic athletic contests.

As early as 1683 English schools had adopted the prefect system, with Winchester College leading the way.

Terry said:

A system that gave more independence to the student officers, called monitors, was in use at Westminster in 1630. The monitors had charge of the hall, church, school, fields, and cloister; and over the monitors was a chief called the monitor monitorum. In 1832, a decidedly more modern type of government was put into operation in the Hazelwood School, near Birmingham. It included laws, which were enforced by a court, and a council in charge of the whole.⁸

The development of the Extracurricular Program in America was much slower and necessarily much later. The first record of sports participation between schools was in 1859, between Exeter and some unnamed school. The first record of an interscholastic contest was between Exeter and Andover in 1879.⁹

7 Loc. cit.

8 Terry, op. cit., P. 7

9 Loc. cit.

Early developments in America came in the fields of forensics, dramatics, and clubs, as had been the case in England, and again Exeter and Andover led the way.

Out of the literary societies developed the secret societies; the earliest on record is the Golden Branch established at Exeter in 1818. From the development of the literary societies came the school paper; one of the earliest of these was a paper published by the Public Latin School of Philadelphia in manuscript form. The Excelsior, published by the Hartford Public High Schools was probably the first printed student paper.

A form of student government was quite slow in getting started in America when compared with other phases of the Program. Terry stated:

The first descriptions appeared at the beginning of the nineteenth century. In 1832, a kind of honor system in which at the daily assembly the pupils handed in notes recording the rules they had violated the preceding day, was in use in the Hartford Female Seminary.¹⁰

A system of study hall government was seen in action at Mount Vernon as early as 1833, but was not developed to the high degree that it later attained.

The Hartford Public High School had a student court in use at this time, over which a teacher presided, who

¹⁰ Ibid., P. 9

passed judgement upon offenders brought before him by the students.

In many schools the athletic program has been termed Intramural Sports or Intramural Athletics. The word "intramural" is derived from the Latin words intra, meaning within, and muralis, meaning wall. Today, the use of the word "intramural" links it with activities confined to one particular school, and carried on between individuals or teams coming from the one school.

It was interesting to note that the beginnings of athletics in colleges were of intramural nature, and it was not for quite some time that interscholastic competition was very popular. Today, non-intramural athletics has been taken away from the student and is now controlled by the school, or more exactly, the administration of the school. The schools have turned this phase of athletics into a "big business" venture.

Annually the students of Montana meet at Missoula for the Interscholastic competitions. The athletic competitions receive the greatest attention from the people. This is generally true of Interscholastic Meets and has been the result of the earlier developments.

The foregoing historical consideration indicated that the Extracurricular idea is not new in the schools. Almost from the beginnings of civilization man has known of the

need for diversification and relief from monotony, but it has been in comparatively recent times that much has been done to organize and direct this phase of the total Educational Process. Roemer and Allen in their book on Extracurricular Activities said:

It has been shown that when organized on an intrinsic basis a program of extra-curricular activities unifies and harmonizes all the activities of the school.¹¹

This idea was long in coming, but now seems to be quite well fixed in the minds of the men and women who have contributed to the literature on the subject.

¹¹ Joseph Roemer and Charles Allen, Extracurricular Activities in Junior and Senior High Schools (New York: The Macmillan Company, 1926), p. 2.

CHAPTER III
PREVIOUS STUDIES
IN THE FIELD OF
EXTRACURRICULAR ACTIVITIES

At the time I began to teach Extracurricular activities (1924) there were no systematic books dealing with this field and little published periodical literature.¹²

Hugg¹² has pointed out that the Extracurricular Program was quite late in receiving the recognition that it receives today. Prior to 1924 the Extracurricular Program was little known as such. Since 1924 the amount of material on the subject has been enormous.

In 1925 Koos started a study that he finished a year later, in which he was dealing with the values received from the Extracurricular Program. In analyzing forty writings on this subject, Koos found the values, as presented in Table I, mentioned three or more times. In this same study of forty publications he found a total number of 843 activities mentioned, or an average of more than twenty to a reference. These activities were grouped in seventeen groups and their frequency of mention is given in Table II.

These were the beginnings of the investigations in the field, and since that time they have been added to to such an extent that practically every phase of the Program has

¹² Earl W. Hugg, Summary of Investigations Relating to Extra-curricular Activities (Denver: Smith Company, 1930)
pp. 1-3

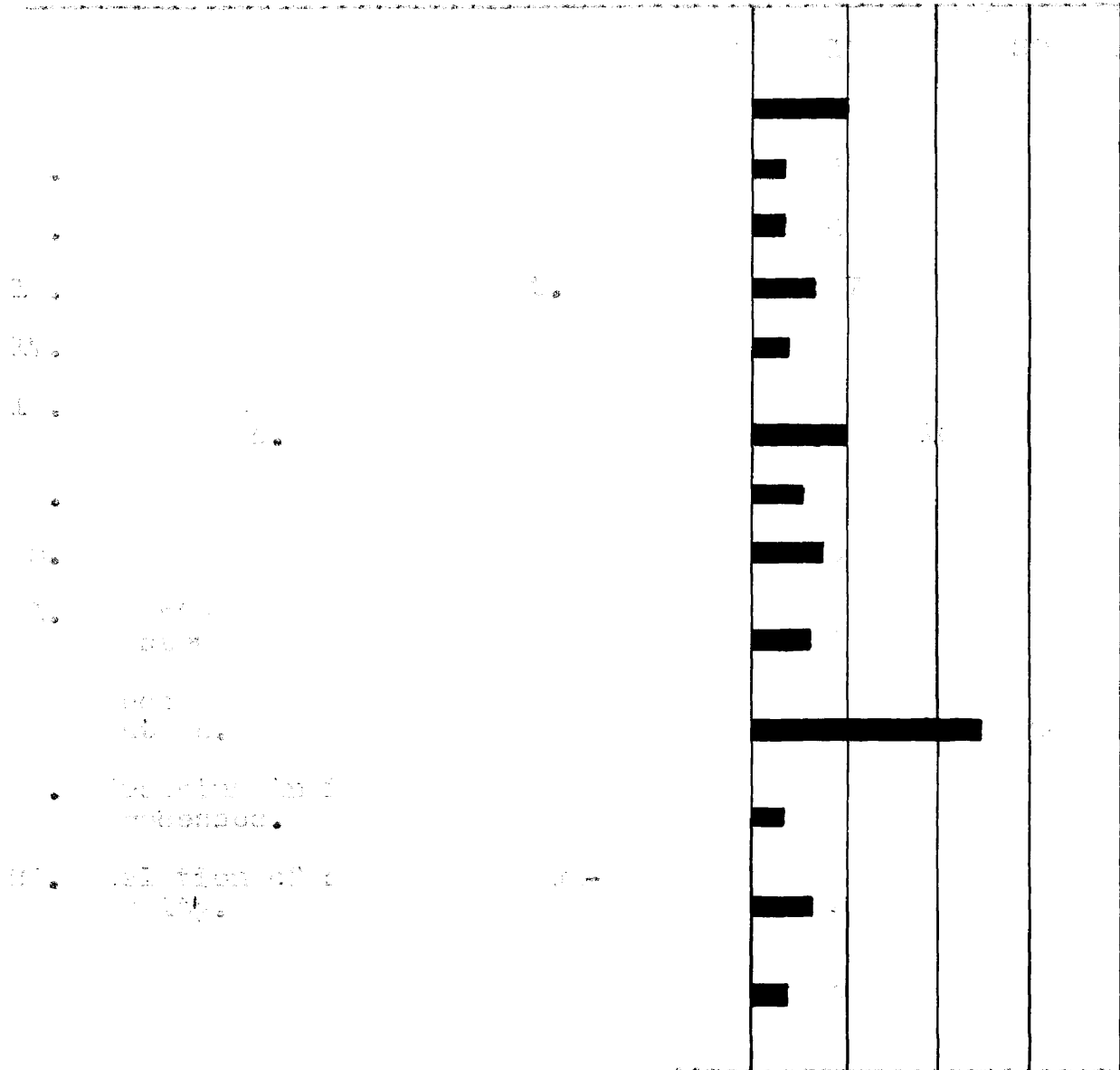
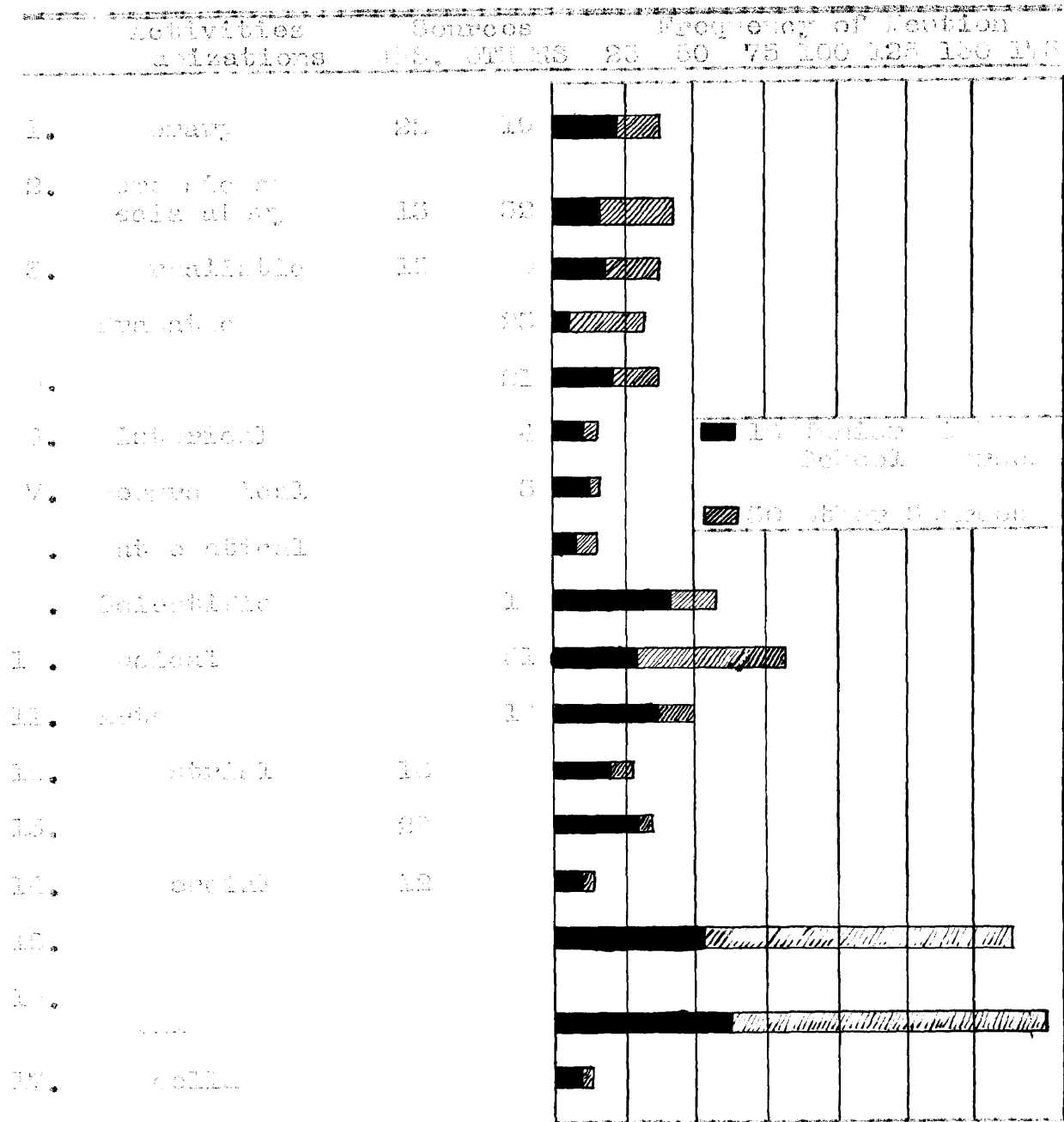


TABLE II

1. FREQUENCY OF MENTION OF CERTAIN CLASSES OF EXTRA-CURRICULAR ACTIVITIES

Table No. 5

by Leonard V. Ross



been undertaken by at least one investigator. Most of the investigations, however, have dealt with either the theories and practices of organization, administration, and supervision of Extracurricular Activities, or the values, justification, and problems in the movement. Almost nonexistent are research studies which evaluate existing programs.

In 1935 Galen Jones¹³ made a study analysing the problem of the relation of the Extracurricular Activities to the curriculum in secondary schools.

This investigation indicated that the newspaper, the music organizations, dramatics, and debating are tending toward a definite curricular status in the American high school. On the other hand, the study indicated that the student council, the assembly, the clubs, and the home-room are either wholly or almost wholly Extracurricular.

By this study it was seen that there was a definite trend toward calling the Extracurricular Program a part of the curriculum.

This study gave another implication:

An implication of major significance, previously presented in several phases of the study, is that extra-curricular activities are dependent for their vitality upon a curriculum which is dynamic and continuously effective in producing the learning

¹³ Galen Jones, Extra-curricular Activities In Relation To The Curriculum (New York: Teacher's College, Columbia University, 1935).

activities by means of which the adjustments to civilized life are achieved.¹⁴

The study revealed the past two decades as having been the most important period in the development and growth of the Extracurricular Activities Program.

William H. Dunn made a study of the school situation and presented the following principles that contribute to the success of a Program:

1. Clubs must provide for individual activity for every member.
2. These individual activities must involve motor activity.
3. Materials for use during club periods must be kept in the room in which the club meets. (To insure the student's being kept busy.)
4. Clubs which are unsuccessful must be discontinued immediately. (A six-week trial period is sufficient.)
5. Club periods should not exceed more than forty minutes in length. (It is better to stop while interest is high rather than let it lag.)
6. Club membership should be voluntary.
7. Pupils should receive guidance in the choice of a club.
8. Provision should be made for transfer of pupils who become dissatisfied with their clubs.¹⁵

Probably the most recent of the studies made in the field was made by the Committee on Curriculum Trends of the North Central Association of Colleges and Secondary Schools.¹⁶ In 1944 this committee attempted to find the status of

¹⁴ Ibid. P. 89

¹⁵ William H. Dunn, "The School Where Clubs Are Trump," Journal Of Education, (41:112, January, 1936).

¹⁶ J. Lloyd Trump, High-School Extracurriculum Activities, (Chicago: University of Chicago Press, 1944).

practice with respect to the management of Extracurricular Activities in the schools of the North Central Association so that an evaluation of the practices might be made.

The status of practice was revealed through the utilization of questionnaires submitted to a large sampling of the schools and through questionnaires and personal observations in five selected schools.

The conclusions of this study were presented in the form of needs:¹⁷

1. Need for more precise definition of the place and function of Extracurricular Activities.
2. Need for increased concern over the management of the Extracurricular Activities Program.
3. Need for continuous evaluation of the Extracurricular Activities Program.

In the period just prior to the last war many studies were made in an effort to determine the value of the athletic phase of the Program. A representative study of this group was the one by Carter and Shannon,¹⁸ which measured the adjustment and personality traits of 100 athletes and non-athletes in ten small Indiana high schools by using the Symonds Adjustment Questionnaire. No significant differences were found in adjustment with respect to

17 Ibid. pp. 171-173

18 C. C. Carter, and J. R. Shannon, "Adjustment and Personality Traits of Athletes and Non-athletes," School Review, (February, 1940), pp. 127-130

personality traits; statistically significant differences in favor of the athletes were found for leadership, sociability, and the average rating. However, such evidence must also be considered indicative rather than conclusive since the number of cases included is small and there is no evidence that the groups were equated.

CHAPTER IV

REVIEW OF LITERATURE
AND
ESTABLISHMENT OF CRITERIA

The supreme mission of secondary education at this time is to help young people find themselves anew in their personal, social, and economic relationships, and to develop a working philosophy of values which will give meaning, zest, and purpose to their living.¹⁹

It has been said that the relations which an individual establishes with his peers during the years in high school carry with them a greater emotional support and satisfaction than any other in his life at this time. Probably the greatest opportunity of the high school to affect the growth and satisfaction of urgent wants of its students has been in the help it has given to each individual to feel himself accepted by boys and girls in his group and the help it has given to make close friendships with at least one or two people.

In the classroom the students have had little opportunity to establish intimate friendships because of the nature of the classroom situation, the atmosphere of competition, and the strict discipline. The majority of the students in the classroom have been interested only in

¹⁹ V. T. Thayer, C. E. Zakry, and R. Kotinsky, Reorganizing Secondary Education (New York: D. Appleton Century Company, 1939), p. 21.

getting their academic studying finished so that they would be able to do something more to their liking. A sound Extracurricular Program has been needed in order to establish the needed friendships.

There has been need for Extracurricular Activities to be varied and closely related to the recreational and avocational interests of the student. A good program of Extracurricular Activities helped to adapt the school to a variety of students and was responsible for making many of them feel that something of interest and value to them could be obtained from participation. The Extracurricular Program, in order to be sound and of the greatest value, must exceed the scope of the curriculum to such an extent that all students may participate in some phase of it that was not represented in the curriculum itself. Every effort should be made to extend its scope to cover all the legitimate recreational and avocational interests of the students.

Part of the success and popularity of the Youth Canteens lay not so much in their having been a great deal different from the other school clubs and activities, but in the amount of youth participation for which provision had been made. One of the needs of the youth was to feel that they were responsible, necessary persons in the social situation of their lives. Sponsors and advisers had succeeded best when they had made themselves progressively unnecessary and

eventually became, to all intents and purposes, mere figure-heads.

A survey of the teaching of civics and government in the state of New York, published in 1936, showed that seventy per cent of the leading officials questioned felt that the students were not being properly trained in the responsibilities of citizenship. They said that the curriculum needed revision and that student government, clubs and societies should be used to help the Program.²⁰

It was recognized that adolescents were filled with a seemingly inexhaustible supply of energy and possessed with a determination to give vent to their over-supply. Opportunities for action in school, for doing something worthwhile, offer youth a desirable outlet for their natural exuberance. High school youths were not mature enough or experienced enough to exercise very wise choice in the kinds of activities to which they directed their energies, yet they found some way to rid themselves of their over-supply of energy.

Extracurricular Activities gave youth opportunities to fulfill their desires for a wholesome life that was happy and worthwhile. Membership in groups, which had to get

²⁰ Richard Welling, As The Twig Is Bent (New York: G. P. Putnam Sons, 1942), p. 125.

something done and in which failure to do it was of concern to and commented on by one's friends, was valuable training for the business of living.

Extracurricular Activities provided opportunities for students to gain educational experience which was not obtainable through their regular classwork. The modern concept of the expanded responsibilities of secondary schools in relation to the needs of youth made it necessary to provide the students, either in class or out, with opportunities to develop personal traits, habits, and attitudes which were not the automatic results of formal, subject-centered courses.

Many student activities called for contacts with community groups and civic organizations. Students thus had a chance to practice and develop the social graces, the techniques of making friends, the manners and courtesies appropriate to public occasions, and similar skills so essential to their social growth and maturation.

Through a hobby club, a science club, a camera club, or through participation in editing the school paper, many youths have had opened to them the possibilities of a career which they had never before considered or felt able to achieve. Perhaps the most important gain which a student obtained through these Extracurricular Activities was a clear and concrete understanding of the relation between learning and living. A sound Extracurricular Activity Program would

help the student understand this relationship, with less effort, and in a shorter time.

Much of the good that was carried to the students in the Program was also carried to the teachers. Through sponsorship of a club or other activity the teacher was able to gain a more complete understanding of the students and did a better job of directing their lives.

The teachers' job in a modernized secondary school was highly complicated and involved. Emphasis in the modern school upon the student's life as a whole and not only upon his intellectual training had added greatly both to the kind and number of activities in which the teachers were expected to engage.

The job of the teacher had been expanded to include helping young men and women learn to live a satisfying life of their own and to contribute to the welfare of the whole society. The traditional formal schooling could do no more than start the process. The formal in-class training was not designed to aid the student greatly in presiding over a body of people, in managing the funds of a civic organization, or in organizing a community campaign. It was part of the job of the teacher and the Extracurricular Program to teach this to the future citizen of the world.

The activities of the school had offered the most convenient point in many schools at which to begin to

reorient the school program. The amount and variety of the activities of the Program depended upon how much the needs of the students had been met.

The Program was adapted to conditions peculiar to each school situation. While there were common factors to be found in most schools, each school had such individual characteristics that no one standard Program could be planned to meet the needs of students in all schools. As a basis for discussing the social program in secondary schools it had been helpful in analyzing certain factors that had influenced the school program. The factors included students, teachers, parents, public opinion, community resources, distances, and legal restrictions.

The Extracurricular Program and other agencies in the community were coordinated in an effort to avoid duplication of effort. Boy Scouts, Girl Scouts, and "Y"s demanded coordination with the Program.

Both variety and flexibility were found in the social program because the schools were endeavoring to meet the needs which differed widely and changed rapidly during the junior and senior high school years.

Williams has given the strongest reasons for a sound Extracurricular Program when he says:

Through the opportunity of meeting youth in situations where they act more in keeping with their true nature than they do in the more artificial atmosphere

of the classroom, the teachers are able to gain an insight into the real and pressing needs of youth which no amount and no kind of office records in the central file would reveal.²¹

Based upon previous studies in the field and upon literature available at Montana State University the following criteria were set up for the administration of the Extracurricular Program in the high school:

1. The Program must be dynamic and flexible.
2. The Program must have variety and exceed the scope of the curriculum in order to reach all students.
3. The students should not be restricted in their desire to participate in the Program, but the Guidance service of the school should endeavor to assist students in their selection of the number and type of activities.
4. Neither teachers nor students should be coerced into participating in the Program.
5. A record of the student's participation should appear on his permanent record card.
6. The students should manage the affairs of the activities and the advisers should be more or less figureheads and ready to give advice when asked.
7. Only those clubs in which dues are absolutely necessary should be allowed to charge.

²¹ L. A. Williams, Secondary Schools For American Youth (New York: American Book Company), P. 487

8. The total program and each club should be set up on a sound financial basis and employ a strict accounting system with the students handling the money.

9. All students should be permitted to participate in the Program.

10. Democracy should be the cornerstone upon which the Program is built.

11. A time should be set aside, periodically, for criticism of the Program.

CHAPTER V

METHOD OF RESEARCH
AND
SOURCES OF DATA

A thorough study of all available material was desirable before attempting to obtain the specific information for this thesis. The University library furnished a great deal of both periodical literature and textbook material. The study of this material furnished a background for further study, and also furnished criteria (Chapter IV) upon which to judge the findings in the various schools.

Four schools were selected in which to make the study. A letter was written to the Superintendent of each asking permission to use his school for the study and also asking for the aid of the Superintendent in carrying out the project. (Appendix B)

A questionnaire followed by interview was the method chosen as the means by which to secure the information. A questionnaire was prepared in an effort to obtain a true picture of the administrative practices in the schools. The check list type of questionnaire was chosen because it would be easily filled out and readily understandable, yet it would not sacrifice clarity nor authenticity in the responses. The book by Good, Barr, and Scates was used as

a background reference, and was followed closely as a guide in preparing the questionnaire.²² Upon completion of the first draft of the questionnaire it was given to several students who had just completed the course, Research and Thesis Writing, where they had learned the technique of making a questionnaire, and after making some changes as suggested by answers given by these people the final questionnaire was drawn up. (Appendix A)

The questionnaire was then sent to the schools chosen, with a letter of transmittal (Appendix C), and upon its return a date for interview was set. (Appendix D) The returns on the questionnaire were studied and analysed in each case before the interview took place. The interview itself was an effort to bring out certain information that was not obtainable by the questionnaire. The interview would clarify certain points and bring out reasons for responses on the questionnaire. An interview would save time for the Superintendent, and at the same time would avoid any misconception that might develop through correspondence. It would give a truer picture of the administrative practices in the schools.

²² Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: D. Appleton Company, 1941)

The results of the questionnaire and the interview were tabulated and analyzed. The results were compared with desirable administrative practices based upon criteria set up from the literature in the field. Conclusions were then drawn as to the adequacy and desirability of the administrative practices in the schools studied.

SOURCES

The literature studied as background for this thesis was obtained from the University Library at Montana State University and from the Missoula City Library.

The four schools were selected on the basis of the following criteria:

1. Because of limitations of time and funds, the schools should be in the immediate vicinity of Missoula.
2. The schools selected should represent a variety of communities and sizes and types of schools.
3. The schools should be ones in which the administrative officers were willing and anxious to cooperate in the study.

Frenchtown, the smallest school, had an enrollment of twenty-two, coming almost wholly from the surrounding farm population. Ninety-five per cent of the students came to the school by bus, thus posing a problem in working the Extracurricular Program into the regular school day.

All of the teachers lived in the town of Missoula, eighteen miles away. The school competed in the Class C interscholastic competition.

Charlo's enrollment was ninety-eight, coming largely from the rural population on small farms, but not to such an extent as at Frenchtown. Charlo also competed in Class C competition.

The town of Hamilton is located in the Bitterroot Valley, approximately fifty miles from the town of Missoula, and serves the town of Hamilton with the surrounding rural population. The preponderance of the enrollment was from the town of Hamilton. Enrolling two hundred and seventy-five students, the school was almost large enough to be in the Class A conference for athletic competition.

Missoula County High School had an enrollment of one thousand one hundred and eighty students and competed in Class AA athletic and non-athletic competition in the State and outside the State. Several busses brought students from small communities surrounding Missoula. These students had no high school in their community. It was staffed by forty-eight teachers.

On the basis of the criteria set up, these four schools were felt to be the most desirable for use in the study.

CHAPTER VI

SUMMARY

In the summary of findings no attempt was made to separate the material gathered by questionnaire from that gathered by interview. Inasmuch as the interview was used to supplement the findings of the questionnaire the material that was gained through interview was so indicated wherever it appeared.

The first part of the questionnaire was a list of the more common forms of activities that are included in an Extracurricular Program and the schools were asked to indicate by check which of these activities they included in their Program. Fifty-one activities were listed, and space was provided for writing in other activities that they included in their Program.

Due to the great stress generally placed on athletics in the Extracurricular Program, Interscholastic Athletics for boys was considered first. Basketball was the sport that had the widest popularity, with all four schools indicating that they included it. Football was next in popularity, with only Frenchtown indicating that it had no organized football. The two largest schools included track while the two smallest schools included baseball. Hamilton was the only school that had enough interest in tennis to organize

it as an interscholastic sport.

Intramural sports for boys were next considered and here was a much broader field of sports. Basketball was again the most popular with all four schools indicating that they included it in their Program. Baseball, tennis, and track were the next most popular with two schools indicating that they had organized tournaments in these sports. Baseball was an organized sport at Missoula and at Frenchtown, while tennis and track were both included at Missoula and Hamilton. Boxing, football, and wrestling were the sports added at Missoula, while only Charlo had organized volleyball games.

Girls' Intramural sports were next considered and they followed somewhat the same pattern as the boys' athletics followed. Missoula showed the greatest interest in the greatest number of sports. Badminton, basketball, softball, tennis, and volleyball had all been placed in the Program for the girls at Missoula. Only one sport was included at each of the other schools. Charlo had basketball, Frenchtown had softball, and Hamilton had tennis. There was no similarity of sports in the smaller schools--they had each chosen a different one.

In the non-athletic side of the Program, music, publications, and social events received the greatest amount of attention from the schools.

The musical phase gave the greatest popularity vote

TABLE III

LIST OF CLUBS AND OF ATHLETIC ACTIVITIES

Club or Activity	Charlo	Frenchtown	Hamilton	Moscola
Athletics:				
Interscholastic				
Baseball.....	X	X	X	X
Basketball.....	X	X	X	X
Football.....	X		X	X
Tennis.....			X	
Track.....			X	X
Intramural (boys)				
Baseball.....		X		X
Basketball.....	X	X	X	X
Boxing.....				X
Football.....				X
Tennis.....			X	X
Track.....			X	X
Volleyball.....	X			
Wrestling.....				X
Intramural (girls)				
Badminton.....				X
Basketball.....	X			X
Softball.....		X		X
Tennis.....			X	X
Track.....				
Volleyball.....				X

to band and vocal groups, with three schools indicating that they had organized band and vocal groups. Missoula and Charlo had music appreciation while Hamilton and Missoula had instrumental music and vocal soloists. The only school that indicated it had an orchestra organized for the students was Missoula, the largest of the four schools.

There was a great similarity in the publications that the various schools had. All four indicated that they published both a paper and a yearbook, while only Missoula indicated that a magazine and a handbook were published by the students.

Charlo was the only school that did not have any type of public speaking for the Program. Frenchtown had dramatics, Hamilton included dramatics and declamation, and Missoula offered debate, dramatics, and oratory. Extemporaneous speaking was presented as a possibility for the schools to check but none of the four indicated that they offered this portion of public speaking. Only Missoula indicated that debate and oratorical societies were organized, and the only school that had declamation was Hamilton. A club in stagecraft was shown to exist at Missoula.

Under the heading of Subject Clubs there was not as great a variety as would be supposed. The most popular clubs mentioned were the agricultural clubs and home economics clubs. Each of these two clubs was mentioned by

TABLE IV
 TABULATION OF THE SCORES OBTAINED
 IN NON-ATHLETIC ACTIVITIES

Club or Activity	Charlo	Frenchtown	Hamilton	Miscoula
Non-Athletic:				
Music				
Appreciation.....	X			X
Band.....	X		X	X
Instrumental.....			X	X
Orchestra.....				X
Vocal Groups.....		X	X	X
Vocal Solists.....			X	X
Publications				
Handbook.....				X
Magazine.....				X
Paper.....	X	X	X	X
Yearbook.....	X	X	X	X
Public Speaking				
Debate.....				X
Dramatics.....		X	X	X
Extemporary.....				
Oratorical.....				X
Declamation.....			X	
Stagecraft.....				X

three schools, Missoula, Hamilton, and Frenchtown indicating agricultural, and Missoula, Hamilton, and Charlo indicating home economics. A journalism club was a portion of the Program at Missoula and Hamilton. Frenchtown was the only school showing interest in a commercial club, and Missoula was the only one showing interest in the English writers' club. No school indicated an interest in history, Latin, mathematics, or manual training clubs. These items went unmarked on the questionnaire.

A student council organization was employed by two of the schools interviewed: Missoula and Hamilton.

No school indicated that it had either a student court or any type of school banking.

Under the heading of Social Events there was a good representation, because almost any type of school party would come in this category in some way or another. All-School Parties was checked by all four of the schools participating. It was not until there was a break-down into special types of parties that variances were noted. Hamilton indicated that all parties were of the all-school type and did not indicate any other type of party. Missoula, Charlo, and Frenchtown indicated that they had individual class parties and Junior-Senior Parties as well as the All-School Parties. Missoula indicated responsibility for a Senior-Alumni Party.

TABLE V
TABULATION OF OTHER COMMON
ACTIVITIES

Club or Activity	Charlo	Frenchtown	Hamilton	Missoula
Subject Clubs:				
Agricultural.....		X	X	X
Commercial.....		X		
History.....			X	X
Home Economics.....				
Journalism.....				
Latin.....				
Mathematics.....				
Manual Training...				
Writers (English)..				X
Student Council.....			X	X
Student Court.....				
School Banking.....				
Social Events:				
All-school parties.	X	X	X	X
Class Parties.....	X	X		X
Junior-Senior.....	X	X		X
Senior-Alumni.....				X
All-girl parties...				X

Blanks were provided on the questionnaire for indicating any activities that were not specifically mentioned.

Charlo and Frenchtown did not have any more to add to the main body of the activities. Their Program had been covered by the activities presented for checking.

Hamilton added the following: Letterman's Club, Dramatics Club, Pep Club, National Honor Society, and Quill and Scroll.

Missoula included these: All-Girls' Parties, Letterman's Club, Ski Club, Girls' Athletic Association, French Club, Spanish Club, Dramatics Club, Music Club, Art Club, Radio Club, Camera Club, Veteran's Club, Library Club, Girls' Club, Chess Club, Girls' Honor Council, Married Girls' Club, Pep Club, Movie Projector Club, Homeroom Parties and Senior Banquet.

The second division of the questionnaire was called "general" because the questions concerned various ideas and methods employed in the Program. They could not be placed in any other group of questions to be used.

The inauguration of the Program or club and its chartering were first considered and various methods were shown to exist. Hamilton and Charlo stated that their Programs and clubs were inaugurated by the faculty, while Missoula indicated that its students inaugurated the Program and the new clubs. Frenchtown had a different system.

PAGE VI

W. T. G. III
 N. T. D.

Club or Activity	Charlo	Frenchtown	Hamilton	Muscola
Unclassified:				
Art.....				X
Camera.....				X
Chess.....				X
Ice skates.....			X	X
French.....				X
Girls' Club.....				X
G. A. A.				X
Girls' Assoc Council.....				X
Screen parties...				X
Letter man's Club...			X	X
Library.....				X
Married Girl's Club.....				X
Movie projector....				X
Music.....			X	X
National Honor Society.....			X	X
Map Club.....			X	X
Quilt & Scroll.....			X	X
Radio.....				X
Senior Gungnet.....				X
Shi Club.....				X
Spanish.....				X
Veteran's.....				X

whereby both the faculty and the students inaugurated the Program. After the inauguration of the Program or club, Missoula and Hamilton pointed out that their student government must charter it; Frenchtown showed the school administration chartering it; and Charlo indicated that no special charter was necessary for the inauguration.

On the question of whether or not a standing committee was employed and what type of committee, to regulate, only Missoula showed that it had a standing committee on regulations and objectives. The other three schools did not employ a committee.

Hamilton did not indicate that it had any special method for selection of the adviser and by interview it was ascertained that several methods had been employed in the past and that no one method could be called its method. Charlo and Missoula disclosed that their advisers were selected by the school administration while Frenchtown indicated preference for a combination of school administration and students to select advisers.

Hamilton stated that a constitution for the whole Program was used. Missoula showed a requirement for a set of by-laws for each club. Charlo and Frenchtown, the two smallest schools, signified that they did not require any sort of constitution or set of by-laws.

The janitorial duties connected with the Program at

Hamilton were carried out by club members. At Charlo the responsibility rested with the adviser. And at Missoula and Frenchtown regular janitors were held responsible for this part of the Program.

There was complete unanimity on the question of students' being excused from classes, and by whom. All four of the participating schools indicated that a student could be excused from regular class sessions if requested by the adviser.

The schools were asked when time was provided for the carrying out of the Program. Hamilton indicated that its Program was carried on entirely outside school hours. The other three schools indicated that their Program was carried on neither entirely outside school hours nor entirely within school hours, but a compromise between the two.

When asked about restricting either the students or the teachers as to the number of clubs to which they might belong, only Missoula had any restrictions. Missoula restricted the teachers to the sponsorship of one club. The other three schools revealed the policy of not restricting either the students or the teachers in any way.

Complete unanimity was again encountered on the question of awards. All four schools signified that they gave awards that were of extrinsic value as well as intrinsic.

Two schools said that all clubs must have officers

and two stated that officers were not needed in all clubs. Hamilton and Frenchtown required officers while Missoula and Charlo did not.

The same type of split came when the schools were asked whether the clubs all had members directly responsible. Missoula and Frenchtown said they did require responsible members, while Hamilton and Charlo said they did not.

Frenchtown was the only school that gave credit for participation in the Extracurricular Program, by signifying that they employed a point system to arrive at a credit basis for participation. The other schools did not give credit for participation.

In the selection of the adviser for the individual clubs and activities only Charlo indicated that it did not necessarily select because of any special interest or talent along those lines.

One of the schools questioned, Missoula, stated that it had a period for criticism of the Program.

When asked whether the schools had clubs set up strictly as Service Clubs, either serving the community or the school, two indicated that they did and two indicated they did not. Missoula and Charlo stating that they did have Service Clubs.

A planning and evaluating committee of faculty members and students was employed by Missoula, while Charlo

followed the plan of composing the committee of faculty members and school administration. Hamilton revealed that the committee was formed of faculty members, school administration, and school patrons; while Frenchtown stated that the committee was composed of faculty members, school administration, students, and school patrons.

All four schools noted that their Guidance Service and Extracurricular Program worked together in helping the student.

The schools were asked whether they included a record of participation in the Program on the permanent record card of the student. Three indicated that they did include a record on their permanent record card, while only Hamilton dissented.

SUPERVISION

There was a great deal of similarity in the policy of the schools when supervision was considered. The supervision in the questionnaire pertained to the adviser's role in the individual clubs and activities.

The schools indicated that they required the adviser to attend all meetings of the various clubs and activities, and further that the adviser must supervise all functions of the club or group at all times that it was functioning as such.

Frenchtown was the only school that stated it would not allow the adviser to delegate part of his supervision to responsible members of the club or group. Again on the question of adviser's approval before undertaking a club or activity project Frenchtown was the one school that showed consent of the adviser was not necessary.

However, when asked whether the students or members might ever-ride the adviser's decision Frenchtown was the only school that indicated that they might.

Hamilton and Missoula said that the adviser, or the school administration, or the student council might call meetings or order elections if they felt that it was necessary. Charlo indicated that either the adviser or the school administration might do so, while Frenchtown said that no policy had been formulated along this line.

FINANCE

In the category of finance were placed questions of policy in regard to the financing of the whole Program and of the individual clubs within the Program.

Missoula showed that it followed a policy of not helping the projects with school money if not absolutely necessary. Charlo and Frenchtown schools showed that they helped partially with the finance while Hamilton indicated that no set policy was followed in this matter.

All four schools stated that the students might carry out their own money raising ideas with the consent of the adviser and of the student council.

Charlo showed that both the faculty and the students set the cost to belong to the various clubs or organizations. All three of the other schools signified that the students set their own cost.

Charlo made no indication of who was responsible for the money accounting of the clubs, but all three of the other schools stated that both the adviser and the student officers were held responsible. And further, at Hamilton, a faculty auditor was appointed to audit the books for the clubs, while Charlo and Frenchtown preferred the system of letting the faculty adviser audit the books. Missoula followed a system whereby the faculty adviser and the school business manager audited the books.

A strict accounting system was employed at three of the four schools interviewed, with Charlo dissenting.

Missoula, Hamilton, and Charlo said that all clubs might charge dues to belong and Frenchtown said that not all might charge. All four schools registered that not all of the clubs within the school charged dues to belong.

Hamilton, Charlo, and Frenchtown checked that they did not have a central budgeting committee, and Missoula indicated that they had a Student Council Budget Committee.

PARTICIPATION

Under the heading of participation were placed those questions that attempted to establish which students and which teachers participated in the Program.

When asked who could participate there was a considerable difference in the schools' policies. Frenchtown and Hamilton agreed, saying that all students, regardless of marks could participate. Missoula had a variety of policies depending upon which club was being considered. Some clubs required a C average and no failure, others had no grade requirement, and others such as subject clubs, required that the students had to be enrolled in certain classes or have earned points in some particular activity. Student Association officers had to have no grade below a "C" the semester prior to election. All other club and class officers had to maintain a "C" average and not have any failures. Charlo required a passing mark in a majority of subjects before a student could enter Extracurricular Activities.

None of the schools required participation for graduation.

When asked what excluded students from participation in the Program a variety of reasons were given. Charlo excluded for physical disability, as punishment for minor infractions of rules, and as punishment for absence or tardiness. Frenchtown excluded for physical disability and upon receipt of a request from home that they be ex-

cluded. Missoula excluded upon receipt of request from home, upon being voted out of the club by the students, and upon being considered undesirable, by the school administration, adviser, or the students. Hamilton excluded upon receipt of request from home and upon being considered undesirable by the school administration, adviser, or the students.

Teacher participation was rather similar in the four schools, with Hamilton indicating a different policy. Hamilton stated that it was entirely optional whether the teachers participated or not, while Missoula, Charlo and Frenchtown said that they were requested to participate.

CHAPTER VII

ANALYSIS OF QUESTIONNAIRE
AND
INTERVIEW DATA

Other things being equal, the greater the number of activities on the Program the greater was the opportunity for participation and experience of the students in that school.

The opportunity for membership, leadership, and responsibility were greatly increased by a greater variety and number of school sponsored activities. Two of the superintendents stated during the interview that without the opportunity to become a member or participant some students have been denied their place in the community due to their inability to discover where their interests and talents lay. "We learn to do by doing," so if the student were unable to have experience in the various phases of life he had no notion as to whether he should encourage or discourage his desires to enter a certain field of endeavor.

The largest school included by far the greater number of activities in its Program. This was to be expected because there was a greater number of students to express their desires for activities and therefore a greater number of activities. On this same basis there was a greater number of teachers to influence the activities and direct them.

However, on this basis, the situation in the two smaller schools did not run true to expectations. Frenchtown, with a student enrollment of twenty-two, had just as many activities and had just as varied a program as Charlo, with a student enrollment almost five times as large. Undoubtedly there were other factors at work in this situation.

All four of the schools interviewed placed the most emphasis upon Extracurricular Activities of the athletic type. As has been pointed out previously, the Interscholastic Meet held at Montana State University annually had been predominately athletic, so it was natural for the high schools in the State to place the greatest emphasis upon this phase of the Program.

Athletics was the beginning of the Program so it had been natural that it should remain at the head of the list until the whole Program had been given its proper recognition. The interviews brought out the idea that not until the administration of the school took a firm hand in the matter was there a shifting of emphasis away from athletics and toward the social events and non-athletic phases.

As in athletics so in music. Band and vocal groups were the first types of music in the Program and have continued at the head of the list of musical activities. Music in the larger schools has been moved almost entirely

from the Extracurricular Program into the curriculum. At Missoula County High School it was possible to make music the major field of study within the curriculum.

The smaller schools were able to include vocal soloists, instrumentalists, and music appreciation in their Program because they did not demand large group action to support them. Small schools often were handicapped in certain activities because their enrollments were not large enough to carry them out. A small school may have had several students who were capable of a high caliber of accomplishment, yet they were unable to bring this into the light because they did not have the opportunity to perform where that talent was necessary. For instance, some of the students in the small school were quite talented with a stringed instrument, yet without an organized orchestra they were unable to display or develop their talent. If they had been enrolled in a larger school they would have been able to play in the orchestra, or some stringed instrument group. It was the exception rather than the rule when a small group contained enough competent musicians to produce an orchestra.

Following the high development of music in the schools there had come a need for greater variety and amount of music to reach all of the students. The orchestra had proved to be a good medium for reaching the student that did not have

any interest in either the band or the vocal groups.

Even the smallest of the schools studied showed an interest in the publication of a school paper and a yearbook. Only the largest of the schools said that it was able to afford a magazine and a handbook. The superintendents of the small schools stated that the handbook was not as necessary in the smaller schools because there was close contact between the elementary school and the high school. The main advantage to a handbook came in its orientation of the student moving from elementary school to the high school, and was unnecessary where a close contact was maintained between the schools as was true in the small towns.

A magazine was a definite asset to the school if the students could support it with enough material, and if the school could support it with enough money. Support of a magazine is great; therefore many schools were denied this instrument because of lack of funds.

The subject clubs that the schools indicated that they used were almost identical, indicating an outside factor. The outside factor was discovered in the interview with the superintendent. The agricultural clubs were all an influence of the Future Farmers of America Club, and the home economics clubs were an influence of the Four-H Club.

In the field of other clubs the greater number of students at Missoula was undoubtedly the deciding factor

in the greater number supported.

When compared with the smaller schools, Missoula had a great deal more to offer in the way of other organizations. The list of added clubs was longer and more diversified; enrollment again accounted for the difference.

GENERAL

The general questions were designed in an effort to discover how the total Program and the various clubs were set up and how they functioned within the school.

An analysis of five items of the questionnaire indicated that activities were managed on a democratic basis, with only minor differences shown as to how organizations arrived at democratic conclusions. While organizing the club and after, there was a good representation of both students and faculty who set policy and carried on the activity.

By choosing the adviser for his interest in the activity or club the schools indicated a knowledge of the need for good guidance in the activity. By having the guidance service work with the Extracurricular Program the administrators showed that they recognized the students' needs beyond the close bounds of the curriculum. During the interview three superintendents said that they felt guidance service able to offer the student good advice and sound guidance in

in his work that lead to good habits in leisure time as well as in work that lead to a good vocation.

The majority of the schools kept a permanent record of the student's participation in the Program, thereby offering to prospective employers a good picture of a student's personality and his capabilities.

By keeping a permanent record of the participation all doubt of eligibility for awards and further participation was eliminated. A school that kept a complete record of its students' activities showed that it was interested in helping and influencing the student's life in the right way.

The four schools interviewed were not so progressive as some of the other schools in the country. They were overlooking a very valuable offering by not having a period or time set aside for criticism of the Program. They were missing a good opportunity to have the school's program strengthened by finding what the students and faculty thought about what was offered at the time of the criticisms.

SUPERVISION

The questionnaire results indicated that the supervision of the Program was exceptionally good. By indicating a system of close supervision of the Program the schools eliminated much misunderstanding. However, by indicating

that almost all schools might call elections of officers through the administration, the Student Council, or the adviser, they added an element of strict control that was not good for the Program. The interview showed that two schools lost a part of their Program through the students' rebellion against the functioning of this policy.

FINANCE

The methods of financing the schools' Extracurricular Programs were quite sound in principle. In most of the various fields of finance connected with the Program it was found to be the rule rather than the exception to have both the students and the faculty joined in carrying through the financing of the Program. The interview disclosed that this method of finance, as well as in any other field of the Program, brought about better understanding in the school and gave the student a broader field of knowledge.

By encouraging the students to make the decisions in certain branches of the financial Program, such as dues for the individual clubs and the raising of money for the whole Program, the administration in the various schools indicated a desire to let the students take a hand in the situation and learn by experience in the matter.

The administration removed most of the danger of criticism and contention by the employment of a strict ac-

counting system by both the students and the faculty of the school.

Some clubs required money to keep them operative, but to make up for the inability of some students to enter these clubs two superintendents stated in the interview that others were formed, without dues, to allow participation by all who desired to do so. This prevented the exclusion of those who could not pay for clubs.

The only restriction was really more of a safeguard than a restriction. All projects were approved by some responsible organization or person before they were carried out, thus partially removing the danger of bringing criticism to the school through the ideas of a minority group.

PARTICIPATION

In the past there has been no uniformity of practice within the schools, in deciding who should participate in the Program and who should be deprived of the right.

By not requiring participation for graduation the schools interviewed showed that they were not interested in bringing the Extracurricular Program into the curriculum. They realized that they would lose some of the value of the Program if they required the student to participate whether he desired that participation or not.

By excluding some students because of certain mark

requirements one school denied students that were in the greatest need of parts of the Program. Two of the schools were following the newer trend in the field by allowing all to participate regardless of marks.

Missoula, by making restrictions in certain clubs, might have overlooked the student that could have been helped most if allowed to participate.

Teacher participation was gained by requesting that the teachers participate in the Program. Three of the schools received good cooperation from the teachers in this way.

CHAPTER VIII

CONCLUSIONS
AND
RECOMMENDATIONS

Criteria were set up earlier in this study, (Chapter IV) and on the basis of the criteria certain conclusions were arrived at and recommendations made. They have been presented here in an effort to help the educators obtain a clear view of present administrative practices in Extracurricular work.

The variety within the various school Programs seemed to be quite closely related to the size of the school involved. The larger the enrollment within the school the more variety the Program had. Other things being equal, then, it would seem that the student enrolled in the larger school had a greater opportunity for participation.

The interviews brought out the idea that flexibility was an acknowledged part of the Programs. All four of the Superintendents stated that they attempted to make their Program flexible by offering suggestions to individual students and to groups of students. The superintendents have attempted to fit their Programs to the wishes and needs of the students and the communities.

The questionnaire brought out material evidence as to the flexibility of the Programs. All schools showed

that upon specific requests from the advisers students were excused from classes, and that time was provided for the Programs wherever they fitted the needs of the groups.

The four schools indicated that they did not restrict the students as to the number of activities that they entered. There were two exceptions: one school restricted those students who were low in academic work, another those students who had not had the proper background for the club. In all four schools, however, the guidance service and the Extracurricular Program worked together in an effort to get the students into the most desirable activity for each student.

An element of coercion was noted in three of the schools studied. The superintendents stated in the interviews at these schools that they found it necessary to request the teachers to participate in order to receive the help of the teachers. Teacher training in Extracurricular Activities could help alleviate this situation. However, none of the schools required student participation for graduation, or coerced the students in any way in order to get them into the Program. The superintendents stated that by leaving the choice up to the student the schools were helping the student learn to make his own decisions.

The student's participation was noted on the permanent record card in three of the four schools studied.

The school that did not include this data on the permanent record card was overlooking a valuable service to the student and to the man that might be in a position to help the student get a job.

Although the evidence was not conclusive the interview and the questionnaire brought out the fact that the schools were not too willing, as yet, to let the students do much in the way of managing the Programs. While the schools were making sure that the Program and its activities did not fall into disfavor they were placing an element of control upon the students that was cancelling some of the value of the Program. On the basis of the criteria set up, three of the schools had placed such strict controls upon the Program that it could not function as it should.

The best Program, on the basis of the criteria, should prohibit dues in some clubs in order to take care of the students who are unable to pay for these activities. The school that indicated that not all clubs charged dues was following the trend to secure greater participation.

While financing the Program one school was running an unnecessary risk by not employing a strict accounting system for the Program and for individual clubs or activities. In the interview one superintendent said that he had been forced to take some action when funds were mismanaged. The strict accounting of funds will remove an element of

danger and at the same time will teach the students proper management and understanding of his responsibilities.

A trend away from using the Program as incentive for the academic program has been noted. In the present study two superintendents stated that all may participate, regardless of any other factor. These superintendents indicated that they knew the true value of the Program, to this extent. Withholding the Program as punishment was following a definitely inferior policy. The Program was not being used in the way it should be used.

On the whole, the four schools indicated by both interview and questionnaire that they were following somewhat democratic policies. It has been difficult to judge the amount of democracy within each Program but it is evident in various degrees in all four of the schools. The idea of democracy must be thoroughly understood before these schools can apply it to a greater degree.

Only one of the schools had a time for criticism. Three schools indicated a lack of planning by not having a time for criticism, to carry the Program through to the extent of its possibilities. An opportunity for criticism often has been the basis upon which Programs have been expanded and improved to better fit the needs and desires of the student, the school, and the community.

APPENDIX A

Questionnaire

THE EXTRACURRICULAR PROGRAM IN FOUR
SCHOOLS OF WESTERN MONTANA

The following questionnaire has been devised in an effort to answer certain questions about present practices in the field of Extracurricular Activities. It has been sent to several schools of Western Montana in the hope that it will give us a clear picture of our Program as it exists today.

The material gathered by this questionnaire, with other materials, will be put together in a thesis to be completed by mid-summer.

Your cooperation is earnestly requested, and greatly appreciated.

By use of a check (✓) in the blanks provided please, indicate the clubs or activities that your school includes in its Extracurricular Program.

Activities		Subject Clubs:	
Intercollegiate		Constitutional.....	1
Boys		Agricultural.....	3
Baseball.....	2	History.....	1
Basketball.....	4	Home Economics.....	3
Football.....	3	Journalism.....	2
Tennis.....	1	Latin.....	1
Track.....	2	Mathematics.....	1
Girls		Small Library.....	1
Baseball.....	2	Writers' (Try List).....	1
Basketball.....	4	Student Council.....	2
Boxing.....	1	Student Court.....	1
Football.....	3	Student Laundry.....	1
Tennis.....	2	Social Events	
Track.....	2	All-school Parties.....	2
Volleyball.....	1	Class Parties.....	3
Basketball.....	1	Junior-Senior Party.....	3
Tennis.....	1	Senior-Alumni Party.....	1
Volleyball.....	1	All-School Parties.....	1
Others, not mentioned above,		Others, not mentioned above,	
Badminton.....	1	that you include in your	
Basketball.....	2	Program. (Please, list as	
Softball.....	2	many as possible.)	
Tennis.....	2	1. (Golfers Club).....	2
Track.....	1	2. (Art Club).....	1
Volleyball.....	1	3. (Glee Club).....	1
Non-athletic:		4. (Chess Club).....	1
Music		5. (Drama Club).....	1
Art Appreciation.....	2	6. (Dance Club).....	1
Band.....	2	7. (Girls Club).....	1
Instrumental.....	2	8. (G. A. O.).....	1
Orchestra.....	1	9. (Girls Senior Council).....	1
Vocal Groups.....	1	10. (Homework Parties).....	1
Vocal Soloists.....	2	11. (Library Club).....	1
Publications		12. (Loyal Order of the Moose).....	1
Bulletin.....	1	13. (Movie Projector Club).....	1
Magazine.....	1	14. (Music Club).....	2
Paper.....	2	15. (National Honor Society).....	1
Yearbook.....	2	16. (Open House).....	2
Public Speaking		17. (Quill & Scroll).....	1
Debate.....	1	18. (Radio Club).....	1
Franklin.....	3	19. (Senior Banquet).....	1
Extemporary Speaking.....	1	20. (Ski Club).....	1
Oratorical.....	1	21. (Spanish Club).....	1
Technical.....	1	22. (Students Club).....	1

Please, indicate by check (✓) the answer that most nearly fits your school situation.

General

1. Who inaugurates an Extracurricular Program or Club in the Program? Faculty 3. Students 2. Others.
2. Must they be chartered by the school administration 1. By the Student Government 2. By others . No Charter 1.
3. Do you employ a standing committee on regulations and objectives for the whole Program, 1 each club . No Committee 3.
4. Who selects the Adviser? School Administration 2. Faculty committee Student Council . Students . A combination of all or some of the above 1.
5. Is a constitution or set of by-laws required for the whole Program? 1 Each club? 1 Both. None required 2.
6. Who is responsible for the janitorial duties connected with the Program? Adviser 1. Regular janitors 2. Student janitors . Club members 1.
7. Students may be excused from classes to take part in the Program, if requested, by the adviser 4, by the student to be excused , by other students , by others . May not be excused .
8. Time is provided for the Program entirely outside school hours 1. Entirely within school hours . A compromise between the two 3.
9. Are the teachers restricted to one 1, two , three , four , five , clubs? Not restricted 3.
10. Are the students restricted to one , two , three , four , five , clubs? Not restricted 4.
11. Are awards given that have intrinsic value, only ; extrinsic value, only ; or both 4?

	Yes	No
12. Must all clubs have officers?.....	2	2
13. Must all clubs have members that are directly responsible for the functions of the club or group.....	2	2
14. Is school credit given for participation?.....	1	3
15. Do you operate a point system in the whole Program?.....	1	3
16. Are advisers generally chosen for special interests or talents?.....	3	1
17. At any time during the term do you have a period set aside for comments on the whole Program and encourage criticism from both students and faculty?.....	1	3
18. Do you have any activity clubs that are set up strictly as Service Clubs, either serving the school or the community?.....	2	2
19. Do you have a planning and evaluating committee.....		
a. of faculty members?.....	2	1
b. of the school administration?.....	1	1
c. of students?.....	1	
d. of school patrons?.....		1
e. a combination of the above?.....		2
20. Do your guidance service and Extracurricular Program work together in helping the student?.....	4	
21. Do you include a record of the Student's participation in the Extracurricular Program on his permanent record card?.....	3	1

Supervision

	Yes	No
1. Are all meetings supervised by the adviser?..	4	
2. Are the advisers required to attend?.....	4	

	Yes	No
3. Is the adviser present to supervise the work or function of the club or activity at all times that it is functioning as a club or group?.....	4	
4. May the adviser delegate part of his supervision to responsible members of the club or group?.....	3	1
5. Must the club obtain the consent of the adviser before undertaking a club or activity project?.....	3	1
6. May the students or members over-ride the advisor's decision?.....	1	3
7. May the adviser order elections or call meetings of the group if he feels that it is needed or necessary?.....	3	
May the school administration?.....	3	
May the Student Council?.....	2	1

Finance

- Does the school finance the projects entirely , partially 2, not at all 1?
- May the students carry out their own money raising ideas with the consent of the school administration 4, adviser 2, Student Council 1. Others ?
- The faculty sets the cost to belong 1. The Student Council sets the cost . The students set their own cost to belong 4. Dues are prohibited .
- Those responsible for the money accounting of the clubs are the adviser . The student officers . Both 3.
- Who audits the books for the clubs?
 - Superintendent or Principle... .
 - Faculty Auditor, appointed... 1.
 - Faculty Committee, appointed... .
 - Faculty adviser... 3.
 - Public auditor... .
 - No audit is conducted... .
- Is there a strict accounting system employed?..

Yes	No
3	1

	Yes	No
7. May all clubs charge dues?.....	5	1
8. Do all clubs charge dues?.....		4
9. Is there a central budgeting committee for the whole Program?.....		3

Participation

1. Who may participate?

Only those with a passing mark in all subjects... _____
 Only those with a passing mark in a majority of subjects..... 1
 Only those that are average or above..... _____
 All students, regardless of marks..... 2
 Depends upon the club..... 1

2. Do you require participation for graduation? Yes ____ . No 4 .

3. May a student be excluded for any of the following reasons? (Please, check all that exclude.)

Physical disability..... 2
 Request from home..... 3
 As punishment for minor infractions of rules..... 1
 As punishment for absence or tardiness..... 1
 By being voted out of the club by the students... 1
 By being considered undesirable, by the school administration, adviser, or the students..... 2

4. Are teachers required to participate ____? Requested to participate 3? Entirely optional 1 .

Appendix B

April 2, 1948
Prefab #6 M.S.U.
Missoula, Montana

Mr. John Doe, Principal
Hamilton High School
Hamilton, Montana

Dear Mr. Doe:

I am studying in the Graduate School at the University and writing a thesis on the Extracurricular Program in four schools of Western Montana.

In order to get a complete and accurate picture of the Program it is necessary that I visit the schools to gather the information firsthand. I would like to use your school for the study if I may. This study would require a personal interview and a short questionnaire or check list.

If I may use your school I would like to write to you in the very near future in an effort to set a date for an interview.

So as not to interfere with your closing weeks I would like to write for a definite date as soon as I hear from you.

I would like to have the thesis completed by the latter part of July.

Sincerely yours,

Royal T. Brown

Appendix C

May 4, 1948

Prefab #6 M. S. U.

Missoula, Montana

Mr. John Doe, Principal

Hamilton High School

Hamilton, Montana

Dear Mr. Doe:

I am enclosing the questionnaire that I spoke to you about in the last letter. If possible I would like to have the questionnaire back before I visit your school.

My present plans are to visit you on May ___ so I would appreciate it if I could get the questionnaire back by May 10.

I appreciate your cooperation and help in this study during the busiest weeks of school. Thank you.

Sincerely yours,

Royal T. Brown

BIBLIOGRAPHY

- Barr, A. S., William H. Burton, and Leo J. Brueckner, Supervision. New York: D. Appleton-Century Co., 1933
- Bellingham, George C., Qualities Associated With Leadership In The Extra-Curricular Activities Of The High School. New York: Columbia University Press, 1930
- Bergman, Ray, "Two More R's: Rod And Reel," Outdoor Life, 101:61, June, 1948
- Borgeson, F. C., Elementary School Life Activities. New York: Columbia University Press, 1933
- Brown, Marian, Leadership Among High School Pupils. New York: Columbia University Press, 1933
- Devlin, J. P., Badminton For All. New York: Doubleday, Doran and Company, 1937
- Draper, Edgar W. and John E. Corbally, Extra-Curricular Credits. New York: A. S. Barnes and Company, 1931
- Draper, Edgar W. and George F. Smith, Intramural Athletics And Play Days. New York: A. S. Barnes and Company, 1932
- Epler, Stephen, Six-Man Football: The Streamlined Game. New York: Harper and Brothers, 1930
- Evans, Ivan E., and Malcolm S. Hallman, Home Rooms,-- Organization, Administration and Activities. New York: A. S. Barnes and Company, 1931
- Foster, Charles A., Extra-Curricular Activities In The High School. Richmond: Johnson Publishing Company, 1925
- Fretwell, Elbert K., Extra-Curricular Activities In Secondary Schools. Boston: Houghton Mifflin Company, 1931
- Good, Iris C., Home-Room Activities. New York: Professional and Technical Press, 1930

- Hans, Harold (Editor), Robert Gros, Raymond Kendall and Others, Ca-pus Activities. New York: McGraw Hill, 1938
- Lapham, William L. and Jesso F. Williams, Sports, Their Organization and Administration. New York: A. S. Barnes and Company, 1944
- Johnson, Edgar G., Point Systems and Awards. New York: A. S. Barnes and Company, 1932
- Jacobson, Paul B. and William C. Reavis, Duties of School Principals. New York: Prentice-Hall, Inc., 1941
- Jones, Anna M., Leisure Time Education. New York: Harper and Brothers, 1946
- Jones, Galen, Extra-Curricular Activities In Relation To The Curriculum. New York: Columbia University Press, 1935
- Jones, Gertrude, Commencement. New York: A. S. Barnes and Company, 1933
- Kieran, John, The American Sporting Scene. New York: The MacMillan Company, 1941
- Lavee, a, Robert E., Volley Ball, A Man's Game. New York: A. S. Barnes and Company, 1933
- LeCompte, Pearl, Dramatics. New York: A. S. Barnes Co., 1935
- McGowan, J. V., Extracurricular Activities. New York: MacMillan Company, 1927
- _____, The Student Council. New York: McGraw-Hill Book Co., 1944
- Macdonald, Margaret A., The Class Organization And Activities. New York: A. S. Barnes Company, 1937
- Meanwell, Walter E. Basketball For Men. Madison: Democrat Printing Company, 1922
- Meyer, Harold D., A Handbook Of Extra-Curricular Activities In The High School. New York: A. S. Barnes and Company, 1926

- Feyer, Harold E. and S. W. Edlsten, Financing Extra Curricular Activities. New York: A. S. Barnes and Company, 1931
- Fillard, C. V., Organization And Administration Of Extra Curricular Activities. A. S. Barnes and Company, 1932
- Fitchell, Elmer D., Intramural Sports. New York: A. S. Barnes and Company, 1939
- Fock, Albert, A Manual Of Extracurricular Activities. Indianapolis: Fock, 1946
- Gurphy, Corabel, Thrift Through Education. A. S. Barnes and Company, 1938
- Grund, Olivia, Extra Curricular Activities Of High School Girls. A. S. Barnes and Company, 1939
- Hainwater, Clarence E., The Play Movement In The United States. Chicago: University of Chicago Press, 1922
- Rice, Emmett A., A Brief History Of Physical Education. A. S. Barnes and Company, 1927
- Roberts, Alexander C. and Edgar W. Draper, Extraclass and Intramural Activities In High School. New York: D. C. Heath, 1923
- State Department Of Education, A Guide To The Seasonal Physical Education Program. Baltimore Maryland: French-Hay Printing Company, 1941
- Stevenson, Isabelle, Safety Education. A. S. Barnes and Company, 1939
- Strang, Ruth, Group Activities In College and Secondary School. New York: Harper and Bros., 1941
- Super, Donald, Avocational Interests Pattern: A Study In The Psychology of Avocations. California: Stanford University Press, 1940
- Terry, Paul W., Extra-Curricular Activities in the Junior High School.
- Trapp, J. L., High School Extra-Curriculum Activities: Their Management In Public High Schools Of The North Central Association. Chicago: University of Chicago Press, 1944

United States Navy, Aviation Training Division. Soccer.
Annapolis: United States Naval Institute, 1943

Vineyard, Jerry J. and Charles F. Poole, Student Partici-
pation In School Government. A. S. Barnes and
Company, 1939

Voltmer, Edward F. and Arthur A. Esslinger, The Organiza-
tion and Administration Of Physical Education.
New York: F. S. Crofts and Company, 1938

Wagner, Channing M. Assembly Programs. A. S. Barnes and
Company, 1940

Welling, Richard, As The Twig Is Bent. New York: G. P.
Putnam's Sons, 1942

Wells, George C., and Wayde H. McCalister, Student Pub-
lications. New York: A. S. Barnes and Company,
1939