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To the Graduate Council:

I am submitting herewith a thesis written by Joy Coulter Bauch entitled "A Study of Factors Involved in Organizing and Administering a Student Activity Program for Tyson Junior High School." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Educational Administration and Supervision.

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A STUDY OF FACTORS INVOLVED IN ORGANIZING
AND ADMINISTERING A STUDENT ACTIVITY
PROGRAM FOR TYSON JUNIOR HIGH SCHOOL

A THESIS

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of
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Joy Coulter Bauch

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CHAPTER I

THE NEED FOR THE STUDY

In a time when public education is being adversely criticized on all sides by those who would find fault with any aspect of our public schools (apparently more for the sake of sensationalism and publicity than for constructive criticism), we must always be alert to accept the challenge to better our schools, maintain deep-rooted convictions concerning the education of our American youth, and strive to experiment and put into practice those concepts which may lead to better schools, better teachers, and a better educated American public. Although at times subjected to tirades from newspaper editorials and magazine articles, and questioning by civic groups and parents, many educators including the classroom teachers seem to dismiss or simply overlook the importance of such criticism and hence carry on their work without seriously considering the need for any improvement of any sort.

In order to keep pace with a rapidly changing world and to help boys and girls better meet their socio-economic needs, many school systems are expanding their programs to include new courses of study, better methods of dealing with the everyday problems of children, and a definite emphasis upon character education. Each individual school must meet its responsibility for the education of the "whole child" of its community. In order to do so, the school's board of education, its teaching corps, and its student body should always be conscientiously concerned about the effectiveness of the school's program in relation to the service it renders

to the community. If a school exists for the purpose of helping boys and girls to see their proper relationships with their total environment, then certainly that school should first have a flexible curriculum which will allow changes that will not appear to be too deviatory, and secondly it should possess teachers who are properly adjusted to the school-community environment and who as a group will accept their responsibilities in a changing curriculum.

Curriculum Improvement as an Administrative Problem

Although any real progress in modifying our present curriculum must come by way of public interest and demand, the task of carrying into action such modification rests largely with the school administrator—the principal. In a survey made of problems confronting secondary school principals,¹ most principals questioned stated that their greatest concern was with improving the school program of studies, including revising the curriculum. The problem, then, of structuring the school total program within limitations set down by the local school board and the regulations of the state department of education is mainly administrative. Thus, in approaching the question of re-organizing any secondary school curriculum, certain emphasis must be laid upon all factors involved in the organization, and probably more important, the administration of the revised curriculum. The problem

¹R. B. Patrick, "The Most Pressing Problems of Principals," National Association of Secondary School Principals, National Education Association, (Washington: May 1939), 23:4-28.

at hand for this study is that of bringing to light all the factors relating to organizing and administering an effective program of student activities as an integral part of the curriculum of Tyson Junior High School, to critically analyze the present school offerings, and to propose such changes that will cause the school's total program to become more attractive to the pupils, to the school staff, and to the school's patrons.

Urgent Need for the Study

In addition to the normal problems confronting the staff of the school, Tyson must cope with such local problems as amalgamating two extreme socio-economic groups represented by the student body, developing within the student body proper attitudes with respect to authority and property, and improving upon a poor attendance record caused by chronic truancy. It seems that even though scholarship is duly emphasized and that in the main the staff is doing its best to maintain a good school spirit, the school program is still lacking in some respects. It is the hypothesis of this study that if Tyson were to incorporate a full-time, well-organized, carefully administered program of student activities, student morale would be lifted, contributing to better human relations not only between pupils and faculty but also among the pupils themselves. The writer does not pretend to present a panacea for all of the school's shortcomings but rather to point out the importance of and need for a co-curriculum as a possible alleviation of the failure of the school to adequately meet the pressing social needs of its pupils. To further emphasize the urgency

of such a study, J. Paul Leonard says:²

If the modern secondary school is to meet the needs of society today we must immediately study its practices. We should restate its objectives, discover the needs of youth, build sequences of learning in the common areas and problems of life, and provide enriched experiences and opportunities for boys and girls in all other curriculum areas. This will require some bold strokes--breaking away from rigid subject classifications, retraining teachers to be more competent in many areas, relating the school more closely to the activities of the community, and making distinct innovations in administration.

Plan of Procedure and Sources of Data

To make a worthy appraisal of the present educational program of the school and to propose a sound and practical revision will require first a careful analysis of the school's curriculum; secondly, a study of the school's population as to its socio-economic environment and its social needs; third, a survey of both teacher and pupil opinion as to the need for extension of the curriculum; fourth, an investigation by personal contact of educational services rendered by other local junior high schools; fifth, research into current literature for trends evident in the junior high school curriculum; and sixth, a study of problems attendant to organizing and administering a program of student activities on the lower secondary school level.

Organization of the Study

All original data obtained through research and information furnished by prominent writers in the fields of curriculum improvement and school

²J. Paul Leonard, Developing the Secondary School Curriculum, (New York: Rinehart & Company, 1949), p. 552.

administration will be presented in chapter form. Each chapter will include any necessary graphic illustrations and a summary of important findings.

For the purpose of understanding the meaning of certain terms to be used throughout the study, the following explanations are given:

1. curriculum--the sum total of all educational experiences sponsored and directed by the school.
2. co-curriculum--school-sponsored educational experiences not necessarily associated with mastery of traditional subject matter.
3. need--a lack of sufficient knowledge, acceptable behavior, or necessary skills which may or may not be felt by youth.
4. interest--motivation of the learner, upon which curriculum content may be based.
5. activity--a technique of teaching, either by class or out-of-class supervision.
6. staff--all resident and special teachers in a single school.

CHAPTER II

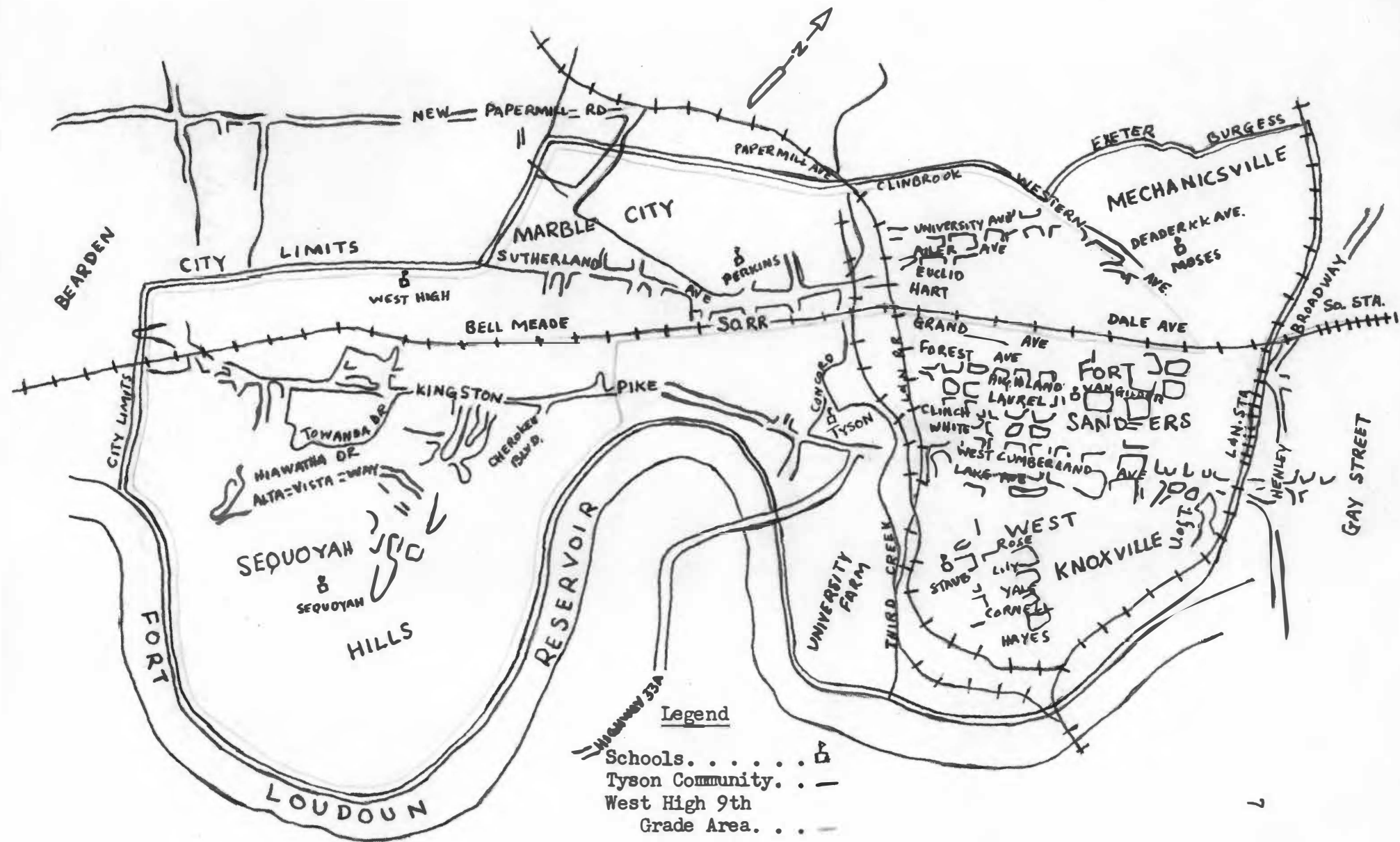
TYSON JUNIOR HIGH SCHOOL--PRESENT STATUS

Location and Condition of School Plant

Tyson Junior High School, one of the three separate junior high schools of the Knoxville (Tennessee) city schools, is located at 2607 Kingston Pike, S. W., and is easily accessible from downtown Knoxville via Cumberland Avenue. It is almost centrally located within its school district (see map on page 7), whose boundaries extend from the Louisville and Nashville Railroad yards on the east, along Fort Loudon Lake and the Sutherland Avenue area, to the city limits on the west at Bearden, Tennessee.

Until the recent school building program of the city was begun, the Tyson school plant was among the city's better buildings, having been completed in 1937 and since then kept in excellent repair. In the past two years improvements have been made, such as: (1) installation of flourescent lighting in classrooms, replacing indirect incandescent ceiling lamps and increasing the footcandle power to and above thirty, as recommended;¹ (2) extension of heating facilities to increase the capacity to steam heat the gymnasiums; (3) complete renovation of the interior, including patching of walls and painting with acceptable, brightness-balanced colors; and (4) asphalt paving of the playground on the east side.

¹American Association of School Administrators, American School Buildings, Twenty-seventh Yearbook (Washington: the Association, 1949), p. 224.



TYSON JUNIOR HIGH SCHOOL DISTRICT

School Organization

The Student Body

The student enrollment as of April 25, 1952, numbered six hundred and sixty-two, divided according to grades and sex as shown in Table I, page 9. Approximately 42 per cent are seventh graders, 40 per cent are eighth graders, and 18 per cent are ninth graders. This will indicate that the student body consists mainly of seventh and eighth grade pupils. The age range is from eleven to eighteen years and is wide-spread due to early enrollment and double promotions in the elementary grades and to retardation in both elementary and junior high school.

The Faculty

Including the school secretary, principal, and special teachers, the faculty for the year 1951-1952 has numbered thirty-eight men and twenty-two women. All are college graduates and are certified by the Tennessee State Department of Education. Eleven possess Master's degrees, and eight have done graduate work beyond the Master's. All teachers are members of the National Education Association, the Tennessee Education Association, the East Tennessee Education Association, and the local school chapter of the National Congress of Parents and Teachers. Many belong to various professional organizations relating to their particular teaching areas.

The Curriculum

Although many faculty members and laymen are content with the school's traditional curriculum offerings, much can be done to make the

TABLE I

STUDENT ENROLLMENT OF TYSON JUNIOR HIGH SCHOOL
APRIL 1952

Grade	Groups	Boys	Girls	Total
7	I	21	19	40
	II	19	21	40
	III	21	23	44
	IV	20	21	41
	V	18	16	34
	VI	16	21	37
	VII	16	25	41
Totals	7	131	146	277
8	I	18	11	29
	II	15	18	33
	III	20	15	35
	IV	20	11	31
	V	14	20	34
	VI	17	20	37
	VII	14	17	31
	VIII	15	18	33
Totals	8	133	130	263
9	I	19	13	32
	II	15	13	28
	III	16	15	31
	IV	14	17	31
Totals	4	64	58	122
TOTAL SCHOOL	19	328	334	662

school program more attractive to both pupil and community. The current instructional program is as follows:

<u>Grade</u>	<u>Required Subjects²</u>	<u>Elective Subjects</u>
Seventh	English Reading Arithmetic Geography Art Music Home Economics (girls) Practical Arts (boys)	Band Orchestra
Eighth	English Arithmetic U. S. History Tenn. History Health	Science Bible Crafts Home Economics Practical Arts Band Orchestra Chorus
Ninth	English General Science Civics	Latin Algebra Bible Crafts Home Economics Practical Arts Band Orchestra Chorus

The school day is divided into six periods of fifty-six minutes each, with an eleven-minute group period beginning at 8:45 A. M. Staggered lunch periods come during the fourth period and are thirty minutes in length. The sixth period ends at 3:30 P. M., at which time school is dismissed. In order to provide time for chapel exercises, either several class periods are shortened or one entire period may be taken for a double-

²Physical Education two hours each week is required of all pupils.

chapel. Usually, lower-class chapel (for all seventh grade pupils) is scheduled at 10:36 A. M. on Thursdays, and upper-class chapel (for all eighth and ninth grade pupils) follows on Friday at the same time. Recently, double-chapels have been conducted on Mondays during a regular class period to present a current events film.

Since no recess period is provided during the day, the only opportunity for the pupils to get out of doors is at the lunch period. But due to the large enrollment and limited playground area through which vehicular traffic must move, out-of-doors recreation is restricted. Other than that received in gymnasium classes, no regular in-door recreation is provided, either at lunch time or at any other time.

There are few extra-class activities since adequate time and attention by all concerned have not been given. Sponsored by the school are the Hi-Y Club for boys (which is affiliated with the Young Men's Christian Association), the Y-Teen Club for girls (affiliated with the Young Women's Christian Association), a Girl Scout troop, a boy's basketball team, and a Boys' Ensemble. With the principal's permission the Hi-Y Club meets during school hours at lower-class chapel periods and has been actively engaged in a school grounds beautification project. The Y-Teens meet after school and conduct some chapel programs as well as carry out projects to raise money for club use. The Girl Scouts who gain attention in the school by their annual cookie sales meet after school hours. The basketball team which consists mainly of eighth and ninth grade boys represents the school in inter-scholastic games and has to do much of its practice after school hours. In order to meet with their faculty adviser, the Boys Ensemble assembles in early morning prior to group period. Other

clubs not sponsored by the school exist among the student body, and although they do not meet in the school, they exert their influence throughout the student body.

During the past school year an attempt to organize the student body has been made so as to give the pupils more responsibility in school affairs. As now organized according to a constitution recently written by the pupils, the Student Representative Assembly, composed of one elected representative from each of the nineteen home groups, meets weekly during a class period with one of its three faculty advisers. Activities of the Assembly have centered largely on publishing a school newspaper, conducting an attendance improvement program, and establishing a constitution. As far as being actively engaged in a student assembly or activity program, a large majority of pupils is not given the opportunity.

In relation to the instructional program, some grouping of classes is carried out. In general the pupils are grouped according to ability, with three large intelligence areas being used, from the above-average, the average, and then down to the below-average. Classes among eighth and ninth graders become less homogeneously grouped due to elective subjects which when scheduled require shuffling of some basic skills classes. In an effort to help "bridge the gap" between the elementary and junior high schools, some grouping of smaller youngsters in the seventh grade has been carried out with some measure of satisfaction on the part of both teachers and undersized pupils who keenly feel lost among older and much larger pupils. Some quartering of retarded pupils regardless of age or size during a two-hour block of time has been done in the last several

years. Grouping for administrative purposes is carried out alphabetically, with an average of thirty-five in each home group.

The School Community

With reference to the sectional map on page seven, the school community embraces an area of approximately three and one half square miles, artificially and centrally divided by the Southern Railroad tracks. The south side, consisting of the West Knoxville and Sequoyah Hills residential areas, is characterized by middle-class and upper-class homes respectively; the north side, including the Mechanicsville, Fort Sanders, and Marble City residential sections, is noticeably a lower-class area, largely characterized by dilapidated frame houses and apartment buildings. Each of these residential areas contributes to the Tyson school population, with the majority coming from the lower-income group. With reference to incoming seventh grade pupils in September of 1951, the figures in Table II will point out the reason for Tyson's mixed and unbalanced population.

Socio-Economic Background

By surveying the enrollment cards of all 662 pupils (see Table III) in order to ascertain the socio-economic backgrounds, it was found that almost half of the homes are supported by manual labor, both skilled and unskilled; that parents of 80 children are unemployed and/or are supported by Aid to Dependent Children grants from the state; and that only about 25 per cent of the students come from very well-to-do homes. It is interesting, also, to note the range of occupations, from professional and skilled workers to Armed service and school student.

TABLE II

CONTRIBUTION OF ELEMENTARY SCHOOLS
TO TYSON JUNIOR HIGH SCHOOL POPULATION IN SEPTEMBER 1951

Contributing School	Pupils Contributed	Per Cent of Contribution
Van Gilder (Fort Sanders)	48	14.2
Moses (Mechanicsville)	96	28.3
Perkins (Marble City)	68	20.1
Staub (West Knoxville)	76	22.4
Sequoyah (Sequoyah Hills)	51	15.0
TOTAL	339	100.0

TABLE III

OCCUPATIONAL STATUS OF PARENTS AND GUARDIANS
OF TYSON JUNIOR HIGH SCHOOL STUDENTS

Occupation	Boys' Parents	Girls' Parents	Total	Per Cent
Manual Labor (skilled and unskilled)	135	160	295	44.6
Professional (doctors, lawyers, teachers, etc.)	42	43	85	12.8
Unemployed (no jobs; dependent on aid)	38	42	80	12.1
Business (including office positions)	41	35	76	11.5
Merchants (grocers, etc.) and Salesmen	20	13	33	5.0
John Tarleton Institute (Knox County Orphanage)	20	12	32	4.8
Truck Driver	9	11	20	3.0
Insurance (and Brokerage)	12	7	19	2.9
Civil Service (Postal, Firemen, Policemen, etc.)	5	7	12	1.8
Newspaper Work	3	2	5	0.7
Armed Forces	2	2	4	0.6
Student	1	0	1	0.2
TOTALS	328	334	662	100.0

Religious Background

Another difference between the poorer and richer areas contributing to the school that cannot be overlooked, since it exerts a definite influence on the student body, is the varying religious beliefs and practices. The predominant churches in the lower-income area are Baptist, Methodist, Church of God, and the Nazarene Church. Churches located in the West Knoxville, Kingston Pike area include the Church of Christ, Presbyterian, and Methodist. Although religion plays a very important role in the lives of most homes represented, there seems to be a greater religious influence evidenced through the attitudes and behaviour of those children coming from the lower-income groups. While this may have its advantages, it also creates a school problem at times, such as the showing of a classroom film to children whose parents otherwise forbid them to attend movies.

Parent-Teacher Association

The Parent-Teacher Association of Tyson, whose membership numbers 720 for the closing school year, represents approximately 300 homes. In spite of this handicap, the organization has done much during the year to help bring about a closer tie between the extremes of the school district. Several programs, such as "Parents Go to School" in which parents who so desire may visit the school that evening and get acquainted with their children's teachers and "Our Community and Tyson Junior High School" which was presented in November at the Second Methodist Church on Western Avenue, have not only invited parents in to the school but also have taken the

so to speak, out to the community. The Parent-Teacher Association renders many other valuable services to the school and therefore is an integral part of the total school program.

Summary

Housed in a building in West Knoxville (Tennessee) that has been kept in excellent condition since its completion in 1937, Tyson Junior High School is a seventh, eighth, and ninth grade school with an enrollment ranging from 650 to 700. It is largely a seventh and eighth grade school since approximately half of those who complete the eighth grade are transferred for ninth grade enrollment to West High School. Its faculty which consists of eight men and twenty-two women is well qualified. Its program of studies, although traditionally organized, is rather complete and is meeting pupil needs in subject matter areas. Its co-curricular program, however, is inadequate, since out-of-class activities are few in proportion to the size of the student body. The school community consists mainly of two extreme socio-economic residential areas, with no sizeable middle-income area, all of which is reflected in the school population. The school's Parent-Teacher Association is actively engaged in rendering valuable services to the boys and girls, such as sponsoring school parties, and is considered necessary to the total welfare of the school.

CHAPTER III

CURRICULUM TRENDS IN THE JUNIOR HIGH SCHOOL

Discernible in the junior high school curriculum are certain trends of practice and thinking which should be emphasized when one is concerned with local curriculum revision. It is customary to investigate current practices in neighboring schools and in schools throughout the nation, not necessarily to imitate what others are doing but rather to obtain professional stimulation; to develop eclectically a local program of research and experimentation; and to bring about eventually a unique school program to fulfill the school's responsibility in a given locality. It is the purpose of the writer to list and briefly explain the more important evident trends, particularly those having some bearing upon the importance and place of a program of student activities in the junior high school curriculum.

Developing a School Philosophy

Concerned with maintaining high standards in the event of an evaluative study being made either by a regional association of secondary schools and colleges or by the local school system's central staff, many secondary schools, including the junior high school, are, as Alberty¹ says, "beginning to sense the need for developing a philosophy." Wide awake progressive

¹Harold Alberty, Reorganizing the High School Curriculum, (New York: The MacMillan Company, 1950), p. 6.

teachers and administrators are always interested in improving the life of the school and the community. The first step in that direction is the formulation of a dynamic, consistent philosophy of education which should determine the school's policies and program. Professional growth to this end (or means to a greater end) affords less dependence upon prescribed formulas of education.

Establishing Relationships Among Subjects

One great complaint made of the secondary departmentalized school has been that undue emphasis has been placed on separate, unrelated subjects and subject-matter fields. In order to show some relationship between subjects, for example, English and the Social Studies, or Science and Mathematics, many faculties and textbook authors are attempting to unify subjects through the process of fusing or correlation, or integration. Probably the most common "fused curriculum" can be described best through the words of Leonard² who says:

Take some minimum amount of social facts in the separate social sciences, add some local conditions, some topics from current literature, some suggestions for improving social practice, put in some activities which range out into the community, enlarge a bit to care for individual differences, cut into a series of units, and serve in the grades desired.

Correlation of subject fields of instruction means nothing more than co-operation between departments, such as English and Social Studies, to bring about a synthesis of the educational experience of the child in both

²J. Paul Leonard, Developing the Secondary School Curriculum, (New York: Rinehart and Company, 1946), p. 295.

fields. An integrated curriculum is the result, to refer again to Leonard,³ of

. . . endeavors to establish new threads of relationships by cutting across subject lines, usually by establishing new groupings, subject areas, or problems. Occasionally it is applied to the meanings inherent in the relationship between in-school and out-of-school experiences.

The trend is not toward eliminating subject matter, per se, but to present a functional, unified curriculum as opposed to instruction through compartmentalized, narrow subject fields.

Developing An Experience Curriculum

Notable progress is being made in reorganizing the secondary school curriculum to provide opportunity for pupils to engage in life-enriching experiences. Such reorganization requires a grouping of curriculum experiences into larger units, such as Citizenship, Living in the Home, Organized Group Life, and Leisure. Widely publicized but often misunderstood is the emerging core curriculum which by way of its organization of the school day into larger blocks of time provides not only close personal attention to the individual pupil but also affords time for the teacher and class to plan, carry out, and evaluate a variety of project and problem-solving activities designed to stimulate pupil thinking, creativeness, initiative, and self-direction.

³Ibid., p. 293.

Work Experience

Another innovation in curriculum arrangement is to provide work experience for pupils either in school or out of school. In the junior high school, work experience consists largely of activities rendering service to the school. Opportunities for work experience during the school day are suggested by Alexander and Saylor⁴ as follows:

1. Service in the cafeteria
2. Assistants to teachers
3. Beautifying buildings and school grounds
4. Acting as messengers
5. Operating duplicating and other office machines
6. Managing school activities
7. Producing scenery, posters, and forms
8. Operating motion picture machines
9. Maintaining a school garden
10. Acting as janitors
11. Operating bookstores
12. Supervising traffic in the building and on the street
13. Assisting in the library

Providing for Talented and Retarded Pupils

It is common thinking to look upon the junior high school years as a time for mental exploration and social adjustment. Less emphasis is being laid upon pupil acceleration by grades, and more attention is being given to proper personality integration. Whereas in the lower elementary grades, acceleration of more capable pupils is common, Spears⁵ says that

⁴William M. Alexander and J. Galen Saylor, Secondary Education: Basic Principles and Practices, (New York: Rinehart and Company, 1950), p. 407.

⁵Harold Spears, The High School for Today, (New York: The American Book Company, 1950), p. 327.

"the current trend of thought is that acceleration causes social maladjustments. The modern junior high school extends its program to care for the talented, rather than hurry them on to the difficult tasks in the upper school." Hence, not only is there an attempt to allow the junior high school to become an extension of the elementary school, but also an effort is being made to provide more challenging activities for the otherwise accelerated pupil, either in class, or out of class. Evident also in the junior high school is an endeavor to give remedial instruction through special classes for retarded learners who tend to become discouraged in regular classwork. Once again, the junior high school is trying to teach the early adolescent at his individual stage of mental development, in keeping with the charge to administer to each child as he is.

Improving Guidance Services

In connection with recognizing individual pupil needs, including those of an emotional, social, and economic nature as well as educational, strong emphasis today is being placed on counseling and guidance services in the junior high school. It is being more fully understood that early adolescence is a period of sudden physical growth accompanied by emotional disturbances that can cause serious personality damages (which may be reflected in overt behavior and academic progress) if not quickly diagnosed and remedied. To adequately provide an effective program of good mental health, many schools are employing additional staff members who are guidance specialists, and whose task is not only to handle maladjusted pupils but also to offer help to teachers in matters of remedial work, homeroom guidance,

out-of-class activities, and in general, to develop with the staff a broader concept of a functional school program.

Providing for Out-of-Class Activities

There is still doubt in the minds of many teachers and administrators as to the place and value of the so-called "extra-curriculum." Alberty⁶ says in this connection:

Perhaps the most prevalent assumption is that the formal curriculum is planned to meet the needs of adult life, and the extra-curriculum to meet the immediate needs of students. This conception goes far to block any attempt at basic curriculum reorganization and perpetuates a dualism that need never have developed.

In spite of the confusion surrounding the curricular status of many normal activities of youth, the extra-curriculum has undergone rapid expansion. Douglass⁷ points this out concisely when he says

No more striking development in the evolution of the American High School is evident than that of student activities. The magnitude of the program is revealed not only by the variety and scope of activities but also in the type of school buildings designed to provide needed facilities. . . .

The Extra-Curriculum in the Junior High School

One of the achievements of the junior high school has been its ability to recognize the active life of the youngster and to direct his

⁶Alberty, op. cit., p. 9.

⁷Karl R. Douglass and others, Education for Life Adjustment: Its Meaning and Implementation, (New York: The Ronald Press Co., 1950), p. 335.

nervous energy toward purposeful learning. Spears⁸ gives the junior high school a great deal of credit when he says

It has been this unit of the school organization that has set the example for student activities in the senior high school. Student councils, clubs, assemblies, and other features of the extra-curricular life have found their finest development in the larger junior high schools of the country. . . . Revised marking systems, the core curriculum, student participation in school government, proper student guidance, and many other promising features of the emerging secondary school have found their first growth in the junior high school.

Scheduling out-of-class activities. The trend in arranging a daily schedule for the junior high school is to divide the day into larger blocks of time. Particularly is this true in developing a core curriculum. In the departmentalized curriculum, the tendency is to provide for longer class periods ranging in length from forty to seventy minutes. Some schools are eliminating a separate study hall period since many teachers tend to assign very little homework or give over a portion of the class period to supervised study. According to Douglass⁹ "both educational theory and trends in practice point to a longer school day and a longer class period." And Lauchner¹⁰ in discussing important trends in the junior high school, reports that "more and more junior high schools are coming into a 6-period day, plus an activity period." In scheduling the activity period, the idea seems to be to break the monotony of the school day by placing it either in mid-morning, at noon, or in mid-afternoon.

⁸Spears, op. cit., p. 327.

⁹Harl R. Douglass, Organization and Administration of Secondary Schools, (New York: Ginn and Company, 1945), p. 133.

¹⁰A. H. Lauchner, "Trends in Junior High School Practices," The Educational Digest, 17:34-36, February 1952.

Summary

A study of factors involved in planning, organizing, and administering a program of student activities in the junior high school should include at least acquaintance with important curriculum trends and experiments. The school administrator must know the direction of the secondary school curriculum before he can make innovations which in turn will become sound educational practices. The following trends in the organization and administration of the junior high school curriculum are prominent in theory and practice:

1. Teachers and administrators of the junior high school are becoming more concerned about developing a school philosophy and objectives.

2. Many junior high school teachers are trying to fuse, correlate, or integrate the departmentalized curriculum of the junior high school in order to unify curriculum experiences for boys and girls.

3. There is definite interest and some experimentation in developing an experience curriculum for the junior high school. One effort in this direction is the core program of studies designed to relate school activities to true-to-life situations. Another effort is providing work experience as necessary to adolescent growth.

4. It is now becoming generally accepted practice in the junior high school to make some special arrangements for gifted children while on the other hand, to establish special classes in academic areas for retarded or slow learners.

5. The junior high school is beginning to realize the need and to provide for special guidance services in order to more adequately meet the challenge to develop and maintain good mental health within the student body.

6. Many junior high schools throughout the nation are recognizing out-of-class activities as a normal part of the school day and are providing school time, and in some cases academic credit, for school-sponsored activities.

CHAPTER IV

A SURVEY OF STUDENT NEEDS AND INTERESTS

A Short History of Important Related Studies

Many national, regional, state, and local studies have been made during the past thirty-five years dealing with curriculum revision, to be based upon evident, imperative needs of American youth. The first of the more famous studies was made by the Commission on the Reorganization of Secondary Education¹ who in the opening statement of its report said in part:

Secondary education should be determined by the needs of the society to be served, the character of the individuals to be educated, and the knowledge of educational theory and practice available. These factors are by no means static. Society is always in a process of development; the character of the secondary school population undergoes modification; and the sciences upon which educational theory and practices depend constantly furnish new information. Secondary education, however, like any other established agency of society, is conservative and tends to resist modification. Failure to make adjustments when the need arises leads to the necessity for extensive reorganization at irregular intervals. . . .

Out of the same report came three suggested changes that the school must recognize in re-building its program: (1) changes in society, (2) changes in secondary school population, and (3) changes in educational theory. Highlight of the report was a statement of the aims of secondary education which were (and later to be called the Seven Cardinal Principles of Education): (1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) civic education, (6) worthy use of leisure,

¹Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education, Bureau of Education, Bulletin No. 35, 1918, Washington, D. C.

and (7) ethical character. This was the first time that educational aims were stated in terms of activities of pupils in a democratic society rather than in terms of subject achievement.

The Eight-Year Study

In the 1930's came the commonly called "Eight-Year Study,"² sponsored by the Progressive Education Association who sought to analyze modern education in terms of adolescent needs along the lines of social and personal living. Four areas into which adolescent needs can be grouped were set up: (1) immediate social relationships, (2) wider social relationships, (3) economic relationships, and (4) personal living. The emphasis was not placed upon personal-social needs at the expense of academic education. Instead, there was the growing realization that in order to educate to improve the quality of living the academic curriculum must in some manner include the teaching of such types of behavior as tolerance, co-operativeness, reflective thinking, social sensitivity, self-direction, and esthetic appreciation--all of which would cut across subject-matter lines.

Ten Imperative Needs of Youth

A recent report which has gained nation-wide circulation due to its timeliness was published in 1944 by the Educational Policies Commission and the National Association of Secondary School Principals of the National Education Association.³ Again the emphasis in its report was taken away

²Wilford M. Aiken, The Story of the Eight-Year Study, Harper & Brothers, 1942.

³Educational Policies Commission, Education for All American Youth, National Education Association, Washington, D. C., 1944, and National Association of Secondary School Principals, Planning for American Youth, National Education Association, Washington, D. C., 1944.

from conventional subject achievement and was focused upon purposes of learning in modern society. The secondary school curriculum was divided into four major areas: (1) personal and individual interests, (2) vocational preparation, (3) common learnings for civic competence, and (4) health and physical fitness. Content of the curriculum should be designed to meet ten "imperative needs of youth" which were outlined in the report as follows:

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

2. All youth need to develop and maintain good health and physical fitness.

3. All youth need to understand the rights and duties of the citizens of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

7. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.⁴

Tennessee's State Educational Survey

After World War II, a state-wide study of the educational needs of Tennessee was conducted by surveying the total program of public education within the state. In answer to "What do you want the schools to teach your children?", the people of Tennessee mentioned six important areas of instruction.⁵ In preferential order, they were the following:

1. Competency in the use of the fundamentals of learning and communication
2. Satisfactory relationship with others
3. Adequate physical and mental health
4. Sound guidance for personal living
5. Civic skills
6. Vocational competency

Without any doubt the people of the state expect their public schools to not only give instruction in basic academic skills but also to emphasize social skills, such as getting along with others and learning to make satisfactory personal adjustments to the ebb and flow of everyday life.

Tennessee State Program for Curriculum Improvement

According to a state law (Chapter 119, "Public Acts of 1951") which places the responsibility for prescribing the curricula for the public

⁴Ibid., Planning for American Youth, p. 43.

⁵As reported by the State Commissioner of Education in a letter of transmittal to the Governor and General Assembly of the State of Tennessee, dated November 21, 1946.

schools of the state upon the State Board of Education, and in an effort to further delegate to local systems the responsibility for developing a curriculum to meet the educational needs of Tennessee's children, the State Board of Education has distributed among the state's school systems for study and revision a "State Program for Curriculum Improvement." The Board believes in and wants local initiative in this matter, as indicated by the following:

Democratic peoples have always regarded with suspicion any great centralization of power far away from the local scene and not influenced by local needs and desires. Where such has been the case, local initiative and growth have been stunted. The program of curriculum improvement must be kept close to the people in the local areas. The total program of education in the state is designed to help children grow in desirable directions. All personnel, buildings, facilities, and materials are but means to that end. Therefore, no program is effective until it affects the child himself. For that reason the local level is perhaps the most important, for it acts directly upon the child. Therefore, any real improvement must come at this level. Improvement made elsewhere has no effect on the child until the local level is improved. Therefore, the local units must be encouraged not only to study state-wide educational needs but to discover their local needs, set up their objectives, and improve their own curricula. It is believed that they will understand their local situation better than persons from elsewhere. It is known that they will grow in experience and sense of responsibility as a result of such activities.⁶

Thus to adequately determine the educational needs of the state would require constant study and necessary revision of local curricula, if the schools recognize that society is never static, that individual differences must be considered, and that changes take place in educational theory and practice. The implication for Tyson Junior High School or any other school

⁶Tennessee State Board of Education, Revised State Program for Curriculum Improvement, Nashville, Tennessee, 1952, p. 6, Section D.

is that the school itself should be constantly evaluating its program in terms of those experiences which best develop the pupil to live a more effective life in our American democracy.

Pupil Needs and Interests at Tyson Junior High School

With respect to what has been done and is being done at Tyson Junior High School to evaluate and revise its own curriculum, the principal and his staff have from time to time been concerned with making changes where a definite and sufficient need has arisen. During the school year 1951-1952, time was allowed to present to the student body a weekly newsreel which formed the basis for class discussions of current issues. Also there appeared the need for a boys' Home Economics course when a number of boys requested such a course. Since the request came late in the year, the addition to the curriculum will be made beginning with the fall semester of 1952 on a trial basis. The school staff as a whole has always been willing to investigate pupil needs in terms of improving the total school program.

In an effort to determine certain needs and interests of Tyson's boys and girls, this writer made a survey of pupil opinion in May, 1952. Out of the school's 662 enrollment, a total of 532 boys and girls were quizzed in a mimeographed questionnaire (see Appendix) which was distributed to all classes in ninth grade Civics, eighth grade United States History, and seventh grade Reading. The purpose of the large population for the study was the attempt to get as accurate consensus of opinion as

possible from the school's extremely heterogeneous student body. Limiting the questioned population to as few as one third to one half the enrollment could have resulted in a distorted consensus, particularly in the range of student interests. Table IV shows grade and sex distribution of pupils participating in the survey.

Favorite Subjects

It was the purpose of the questionnaire to investigate pupil thinking along the lines of how the school is presently serving them first with respect to subject matter and secondly in regard to pupil activities. In response to the question "What is your favorite subject?" it was discovered that instead of elective subjects being favorites, the required courses such as English, Mathematics, History, Geography, and Music were rated first choice. A larger number of boys preferred Mathematics while a greater number of girls preferred English (See Table V, page 35). Speculation on why required subjects are preferred produced these reasons: (1) basically the same subject matter is taught in the lower grades and hence is familiar; (2) many pupils prefer highly organized courses of study; and (3) it is possible that early adolescent boys and girls do not see any appreciable value in diversified, elective courses.

Value of Present Schooling

Quite often those who delight in attacking public education claim that our present curriculum is not practical. No better answer to the question of how practical what a person is learning can be had than that which comes from those who are most vitally concerned, namely the pupils.

TABLE IV

DISTRIBUTION OF TYSON JUNIOR HIGH SCHOOL
PUPIL PARTICIPATION IN SURVEY

Grade	Boys	Girls	Total
7	102	112	214
8	106	107	213
9	56	49	105
TOTAL	264	268	532

TABLE V

RESPONSES OF TYSON JUNIOR HIGH SCHOOL PUPILS
TO THE QUESTION: "WHAT IS YOUR FAVORITE SUBJECT?"

Subject	Seventh Grade		Eighth Grade		Ninth Grade		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
English	2	14	12	24	13	16	27	54
Mathematics	17	18	22	15	7	3	46	36
Phys. Educ.	28	9	13	2	3	0	44	11
U. S. History	---	---	27	19	---	---	27	19
Geography	22	20	---	---	---	---	22	20
Music	1	19	3	14	1	1	5	34
Home Economics	---	24	---	9	---	6	---	39
Practical Arts	9	---	8	---	3	---	20	---
Science	---	---	0	0	12	6	12	6
Civics	---	---	---	---	9	8	9	8
Health	---	---	4	8	---	---	4	8
Art	6	2	2	0	1	1	9	3
Bible	1	0	4	1	0	2	5	3
Latin	---	---	---	---	3	3	3	3
Reading	1	4	---	---	---	---	1	4
Orchestra	1	2	0	2	0	0	3	2
Band	2	0	1	1	0	0	3	1
Crafts	1	0	0	3	0	0	1	3
Tenn. History	---	---	1	2	---	---	1	2
Business Tr.	---	---	---	---	1	0	1	0

*Not offered in that grade.

In reply to the question "Do you feel that what you are now learning in school is valuable and of practical use?", about 97 per cent answered yes. Very few in the seventh and eighth grades said no, while all in the ninth grade replied yes. It would appear then that nearly all of Tyson's pupils are well satisfied with what they are receiving by way of subject matter, except that some would like to take certain courses not now offered, as is indicated by data given in Tables VI and VII (pages 37 and 38).

Special Educational Needs

To receive further response in the matter of Tyson's instructional program not being sufficient to meet special needs of the pupils, those responding to the questionnaire were asked if they would like to learn to do something at school that they are not learning to do now. Several replies which were different and significant were: (1) to operate a projector, (2) to fix cars, (3) to learn about airplanes, (4) to fix radios, (5) a chance for girls to take woodworking, and (6) how to get along with people. Although most pupils would think in terms of "textbook subjects" when asked what they would like to learn, some, however, in their early adolescence begin to consider other aspects of learning besides the basic skills of reading, writing, and computing. They become eager to learn the "social graces," such as proper telephone conversation, making new friends, going on a date, proper dining manners, and the like. Whereas such social skills once upon a time were taught in the home, now the school receives the responsibility since in many homes both parents must work and hence do not have the time or patience to properly instruct their children. It would seem logical that one important social skill that Tyson's pupils must

TABLE VI

RESPONSES OF TYSON JUNIOR HIGH SCHOOL PUPILS
TO THE QUESTION: "IS THERE A SUBJECT OR ACTIVITY
YOU WOULD TAKE IF TYSON WOULD OFFER IT?"

Grade and Sex	YES	NO
Grade 7		
Boys	35	33
Girls	53	54
Total	88	87
Grade 8		
Boys	65	37
Girls	56	44
Total	121	81
Grade 9		
Boys	27	22
Girls	26	22
Total	53	44
Totals		
Boys	127	92
Girls	135	120
Total	262	212

TABLE VII

FREE RESPONSES OF TYSON JUNIOR HIGH SCHOOL PUPILS
TO THE QUESTION: "IF THERE IS A SUBJECT
OR ACTIVITY YOU WOULD TAKE, WHAT IS IT?"

Subject or Activity	Seventh Grade		Eighth Grade		Ninth Grade		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Typing	1	10	6	17	2	16	9	43
Dramatics	1	15	0	7	1	3	2	26
Swimming	5	4	2	3	2	3	9	10
Spanish	1	5	3	2	5	2	9	9
Plastics Shop	3	1	8	3	2	0	13	4
Dancing	0	3	0	5	0	0	0	8
Auto Mechanics	0	0	7	0	1	0	8	0
Electricity	0	0	5	0	2	0	7	0
Phys.Ed.all week	0	0	4	1	0	1	4	2
Driving	0	0	4	0	1	0	5	0

be taught is that of getting along with their fellow pupils, which need is evidenced by antipathies within the school population.

Present School Organizations

As a possible means of reducing pupil antipathies, one would naturally look to the school organizations and their functions. There are only ten student organizations sponsored by the school, four of which are regular class activities. The other six groups meet before school, during school at the expense of a class period, or after school. Of the 532 pupils participating in the survey, a total of 288 indicated that they belonged to one or several organizations. (See Table VIII for a breakdown of memberships, page 40.) On the other hand a total of 258 indicated that they wished to join one of the present organizations but for various reasons were not able to join. Some typical answers to the question "Why would you like to join?" were: (1) I just want to join; (2) it would be fun; (3) it would be interesting; (4) I could make new friends; and (5) I want to be a part of something. Those who indicated that they did not care to join one of the present organizations gave these different reasons: (1) I'm just not interested; (2) I do not have time; (3) I don't like the way they are run; and (4) I don't feel capable of belonging.

From the foregoing evidence a great number of boys and girls desire to belong to a school organization if the opportunity to join were presented to them. They feel that there would be much to be gained by belonging. Those who said they did not care to join may have used that response as the cloak of rationality in covering up their inability to qualify for

TABLE VIII

MEMBERSHIPS OF TYSON JUNIOR HIGH SCHOOL ORGANIZATIONS*

Organization	Seventh Grade		Eighth Grade		Ninth Grade		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Chorus**	0	1	13	48	5	10	18	59
Lunch Monitor	5	0	17	3	3	0	25	3
Band**	6	0	19	6	3	2	28	8
Orchestra**	2	6	2	12	4	4	8	22
Hi-Y (boys)	8	--	18	--	1	--	27	--
Y-Teens (girls)	--	14	--	11	--	1	--	26
Ty-Sun Paper**	0	0	1	7	5	9	6	16
Student Representative Assembly	2	4	3	5	1	2	6	11
Boys' Ensemble	0	--	6	1	2	--	8	1
TOTALS	23	19	79	93	24	28	126	146

*Information received from questionnaires of 532 pupils.

**Meets during a regular class period.

membership. It would appear at this point that Tyson needs more than just three organizations that do not require any special ability for membership. A great many pupils possess no special talent and therefore feel left out when pupil groups are organized around a special ability like playing a musical instrument, or writing news articles, or serving as a group representative to the Student Representative Assembly. There is little wonder then that quite often a student is heard to say, "Things are dull at Tyson."

Influence of Non-School Organizations

As a further indication of the gregariousness of Tyson pupils, it was discovered through the questionnaire that nearly all of those being questioned were identified with some organization outside of school. The larger number belong to some church-sponsored group such as Scouts, Royal Ambassadors, and Girl Guards while a smaller number are members of social type clubs such as "Aces," "Musketeers," and "Tri-O." A smaller number yet belong to civic youth groups such as Boys Club, Optimist Club, and Civil Air Patrol. (See Table IX, page 42, for membership figures.) Many others replied that they belonged to outside groups but failed to mention the groups. From the data presented in Table IX, it can be seen first that there is a definite interest of Tyson pupils in organized groups and secondly that those groups are quite diversified in character of organization and scope of activities.

In answer to the question "Why do you belong?" many gave these three sensible reasons: (1) to have fun; (2) to be with my friends; and (3) to learn, in that order. All too often in organizing the school curriculum

TABLE IX

MEMBERSHIPS OF NON-SCHOOL ORGANIZATIONS REPRESENTED
BY PUPILS OF TYSON JUNIOR HIGH SCHOOL, 1952

Grade and Sex	Religious	Social	Civic
Grade 7			
Boys	34	22	13
Girls	40	35	0
Total	74	57	13
Grade 8			
Boys	46	20	20
Girls	46	40	2
Total	92	60	22
Grade 9			
Boys	18	19	10
Girls	14	10	1
Total	32	29	11
Totals			
Boys	98	61	43
Girls	100	85	3
Total	198	146	46

the fact is overlooked that some things can and should be included just for the sake of providing the pupils with an opportunity to have wholesome fun. Anyone who believes today that to learn means to dispense with all pleasure is certainly nineteenth century in his thinking. If a pupil can find at least one aspect of his school day interesting, whether it be receiving a good grade in English, seeing a newsreel in assembly, taking part in a student organization--whatever it might be--that one bright spot may carry him through the rest of the day on a feeling of success, or a sense of having learned, or on knowing that is needed and wanted by a pupil group.

The need for more and better student activities at Tyson can be more emphatically pointed out when at various times new pupil members of outside groups are required to pass initiations by appearing at school in unusual clothing or by carrying out some seemingly ridiculous assignment. Although there is a definite school policy against such initiating inside the school building, there are times when some initiates are accidentally overlooked by the staff in the maze of hallway traffic and in the crowded classrooms. It is the belief of this writer that to counteract the emphasis given to outside clubs, particularly social clubs which are exclusive in membership and which pretend to be "superior," and to combat effectively the confusion created by such groups, that the school's program must include a regular program of student activities, the memberships of which should never be totally exclusive and which should receive proper recognition. In this connection, a less serious but persistent problem arises when social groups outside the school use the school's name for publicity purposes, such as

the "Tri-O girls of Tyson Junior High School went on a house party," leaving the public with the impression that the school is sponsoring such groups and sanctions their activities at the expense of the taxpayer and ill will of the lower-income groups who cannot afford to join such groups and furthermore are not wanted by such groups. With proper publicity within and without of school-sponsored organizations, less attention would be focused upon non-school groups who would find their present form of publicity not as effective.

Leisure Time Interests of Tyson Pupils

In the day by day tasks of imparting basic skills and developing proper attitudes, teachers are apt to overlook an excellent approach to effective teaching. That approach is through individual pupil interests. A good clue to interests comes through questioning pupils about their hobbies, which for the most part are carried out on the child's free time without adult pressure and which usually indicate a genuine interest. In asking Tyson pupils "What is your hobby?" and "Why do you like it?" (see Table X, page 45), out of the 488 who answered the questions, 421 have at least one hobby while only 67 have no hobby at all. In their spare time, many engage in sports activities (which are needed for physical growth in early adolescence) while a smaller number enjoy collecting articles such as stamps, rocks, and paper dolls. Reasons given for engaging in leisure time activities ranged from their being fun to being educational. Any proposed, school-sponsored program of activities should not be organized without seriously considering the out-of-school, leisure-time interests of the pupils. It is only logical that the school should capitalize upon

TABLE X

LEISURE TIME ACTIVITIES OF TYSON JUNIOR HIGH SCHOOL PUPILS*

Grade and Sex	Sports	Collecting Things	Crafts	Miscel- laneous	No Hobby
Grade 7					
Boys	43	17	11	9	11
Girls	28	19	1	52	9
Total	71	36	12	61	20
Grade 8					
Boys	31	21	22	9	18
Girls	27	16	1	25	10
Total	58	37	23	34	28
Grade 9					
Boys	19	12	8	5	7
Girls	1	20	0	24	4
Total	20	32	8	29	11
Totals					
Boys	93	50	41	23	36
Girls	56	55	2	101	23
Total	149	105	43	124	59

*Information taken from student questionnaire.

such basic interests in order to capture some of the pupils' original enthusiasm for organized activities.

Pupil Opinion on Need for More School Organizations

Without being given any advance notice and being asked near the close of the school year, many Tyson pupils were not quite certain as to whether the school should have more student organizations, as the figures in Table XI will show. Many felt that if it were possible for more to belong to the present organizations, then there would be no need for more activities. But when asked why Tyson needs more student organizations, those who had answered yes in the above figures gave these significant responses: (1) There are not enough, and too many people are left out; (2) More organizations would help increase interest and school spirit; (3) We could learn more through them; and (4) We could have more fun. It is probable that those who answered no, if given a chance to reconsider on the basis of what the other group had said, would agree to more pupil activities, provided that they would be well organized and included in the regular school day. Basis for such speculation comes from the response given to a further question: "If time during the school day were provided for student activities, would you be willing to take an active part in one?" Four hundred and seventy answered yes while only 41 answered no. The less than 9 per cent who answered no gave these reasons for not being willing to take part: (1) I'm just not interested; (2) they don't want me; (3) members of clubs don't get along; (4) we have enough activities; and (5) I just don't like school. These pupils may have had disappointing experiences

TABLE XI

RESPONSES OF TYSON JUNIOR HIGH SCHOOL PUPILS TO THE QUESTION:
"DO YOU THINK TYSON SHOULD HAVE MORE STUDENT ORGANIZATIONS?"

Response	Boys	Girls	Total
Yes, more organizations	111	113	224
No, enough already	144	138	282

in either school or outside groups and therefore do not want to be in position to receive new disappointments. Special attention should be given in any school group, whether class or extra-class, to the problem of first maintaining interest, which will help to decrease the "mortality rate."

Teacher Awareness of Pupil Needs and Interests

As a last but very important aspect of bringing to light the imperative needs and special interests of pupils is to find out how well the teachers really know and understand the pupils. Since the individual pupil is usually anxious for his teachers to better understand him, he can serve as a source of information in this matter. In responding to the question "Do your teachers know your abilities, interests, and special needs as well as they should?", the majority were not quite sure, some were certain that they did, while others knew definitely that their teachers did not know and understand them as well as they should. It may be said that although classes are beyond the desirable size and that they are added duties beyond the classroom, we may lose sight of the real purpose of the school, i.e., to take each child as he is, whatever his achievement level might be, and instruct him according to his personal, social, and academic requirements. Such cannot be adequately known and understood unless the teacher makes a special effort to study accumulative records, observe and discern behavior patterns, and either through group guidance or individual counseling come closer to real pupil-teacher understanding.

Summary

In determining specific educational needs of boys and girls in any given locality, one should first investigate nation-wide and state studies dealing with the problem. In going from the general to the specific, attention should be given to such important findings as those stated by the Bureau of Education in the Cardinal Principles of Secondary Education, the Progressive Education Association's "Eight-Year Study," the National Education Association's "Ten Imperative Needs of Youth," the State of Tennessee's educational survey of 1946, the Tennessee State Program for Curriculum Improvement, and those findings resulting from local investigations. Pupil needs at Tyson Junior High School are in general the same as to be found elsewhere, except that in expanding the curriculum to allow for greater expression of varied academic, social, and recreational interests, the need is very apparent and pressing.

Incorporation of a well-planned program of student activities for Tyson Junior High School should produce these desirable results:

1. The total school program will be more interesting to both pupils and teachers.
2. The educational basis for a junior high school program of student activities will be in keeping with the purposes of a lower level secondary school exploration and socialization.
3. Those who reach the age of seventeen (the legal age for leaving school) and who might otherwise be inclined to drop out of school may find through some student activity a new perspective and remain in school.

4. School activities will provide the opportunity for many boys and girls to become interested in wholesome, constructive and pleasant adolescent activities which may fill the need for proper use of leisure time.

CHAPTER V

DEVELOPING A CO-CURRICULAR PROGRAM

Relationship of Activities to the Curriculum

If the following beliefs were accepted, namely: (1) that educational value is to be found in many normal adolescent activities; (2) that school responsibility should be extended to include the inculcation of proper attitudes, the development of school and community citizenship, the integration of adolescent personality, and adequate training for proper use of leisure time; (3) that the original and now more inclusive purpose of the junior high school organization is to provide opportunities for boys and girls to explore wide areas of subject matter and to associate with others of their own age group—then, there would be recognition of the importance and place of an activity program within the school curriculum. One great failure of any program of activities, even when theoretically regarded as a part of the curriculum, is lack of adequate planning on the part of the administrator, his staff, and his student body. In proposing a co-curriculum for Tyson Junior High School, the writer will attempt to point out important factors involved in re-organizing the school's curriculum, the first of which is to give out-of-class activities full curricular status.

Understanding the Function of an Activity Program

In analyzing critical problems related to administering student activities, Johnston says that "many schools have adopted the forms of an

activity program without any real understanding of the function it should perform."¹ The success of any program being developed will depend largely on the sympathy, wisdom, foresight, and enthusiasm of the school principal and those he delegates to carry it out. It is imperative, therefore, that the school staff, the pupils, and parents be fully informed of the full curricular status of out-of-class activities. Some methods of informing would be: (1) to develop through the faculty a statement of aims and objectives of the new program in connection with the school's philosophy; (2) to allot time in the school's daily schedule for activities; (3) to orient the student body in the homeroom and school assemblies; (4) by obtaining help from the Parent-Teacher's Association in informing parents; and (5) if necessary, to mimeograph a letter from the principal's office to all homes represented explaining the purpose and arrangement of the enlarged program of activities.

Appointing a Faculty Committee

To secure staff interest in organizing the program, Edmonson² suggests that the "desirable procedure for the principal would be to organize a faculty committee on activities which would help determine policies, suggest programs, and in other ways shape the activities schedule." Delegating such duties to a committee composed of faculty members especially interested in this

¹Edgar A. Johnston, "Critical Problems in the Administration of Student Activities," Vitalizing Student Activities in the Secondary School, Bulletin of the National Association of Secondary School Principals, (Washington: National Education Association, February 1952), 36:1-12

²J. B. Edmondson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School, (New York: The MacMillan Company, 1941), p. 341.

phase of the school's program would shift some responsibility and initiative to the faculty which might otherwise be passive or even non-cooperative. In discussing some general characteristics of a good program of extra-class activities, Tompkins³ stresses the fact that it "should be constructive, so as to provide for the whole educational activity of the school; thus, it will become a planned structure rather than being a partly planned or neglected one." One way to assure a constructive policy is to "re-educate" the faculty through discussions and references to current literature and to give them a large share of responsibility in developing the structure of the activities program.

Objectives of the Co-Curriculum

Basically there is no difference in the theoretical objectives of secondary education and objectives listed for any good program of activities. Douglass⁴ explains it in this manner:

One should bear in mind that stimuli to educational activity are not confined to textbooks or to subjects or to organized bodies of knowledge. Any type of object, situation, or impression that stimulates in an individual mental or physical activity which results in modification or control of future behavior in the direction of the objectives of education is legitimate subject matter for education. Contributions to these objectives are made through acquisition of information, skills and habits, ideals, tastes, and interests. To many it seems obvious that activities may be so managed as to make valuable contributions to these objectives.

In addition to general objectives, certain specific values of well-managed programs of activities should be kept in mind. Douglass⁵ names

³Ellsworth Tompkins, "The Relation of Activities to the Curriculum," Vitalizing Student Activities in the Secondary School, Bulletin of the National Association of Secondary School Principals, (Washington: National Education Association, February 1952), 36:13-24.

⁴Harl R. Douglass, op. cit., p. 209.

⁵Ibid., p. 241.

these three: (1) the opportunities they offer in exploration and guidance, (2) the contribution they make to school loyalty and to happiness in school life, and (3) their values in developing personality and as mental hygiene." The Educational Policies Commission⁶ stresses the value of student activities in learning democratic ways and lists the following five major purposes:

1. Students' control of students' conduct
2. Students' services to the school
3. Students' friendly assistance to other students
4. Influencing public opinion in the school
5. Recreational and social activities

The Commission also points out certain civic values to be derived from student activities. Included among them are the following⁷:

1. Learning to play and work together
2. Opportunities for developing leadership
3. May help remove class barriers and intolerance
4. Sportsmanship and disciplined teamwork

In formulating a set of objectives for an activity program at Tyson Junior High School, the principal and his staff should place emphasis on objectives that will point the way to these desirable outcomes: (1) increased understanding and co-operation among teachers and pupils, (2) lessening of contrasts between the upper and lower socio-economic levels represented in the school population, (3) development of pride in the school and

⁶Educational Policies Commission, Learning the Ways of Democracy, (Washington, D. C.: National Education Association, 1940), p. 195.

⁷Ibid., p. 241.

acceptance of school civic obligations as well as privileges, (4) focusing of attention upon worth-while leisure-time activities in opposition to exclusive outside interests and questionable practices such as keeping secret opinion books and reading crime comic books, and (5) supplementing the regular academic program with projects and interests originating in out-of-class activities.

Number and Kinds of Activities to be Sponsored

An important decision to be made by the principal and staff is the number and kinds of out-of-class activities the school should sponsor. Martha Gray⁸ in writing about school clubs says, "The school should sponsor any activity which has educational values and this includes wholesome recreation--if enough students want it and if sponsorship is available." Tompkins⁹ says also that activities should "grow out of the life of the school and not be imposed." By the guideposts of educational value, demand on part of the students, and available sponsorship, the amount and types of organizations can be ascertained. The problem then resolves to determining the various interests of the students and developing a club program in accordance with those interests.

⁸Martha Gray, "Student Clubs," Vitalizing Student Activities in the Secondary School, Bulletin of the National Association of Secondary School Principals, (Washington, D. C.: National Education Association, February 1952), 36:80-93.

⁹Tompkins, op. cit., p. 24.

Activities Based on Hobbies

As an index to pupil interest in leisure-time activities, looking toward the development of a better program of student activities at Tyson, the writer obtained information through a student questionnaire (see Appendix) which revealed a variety of leisure-time interests (see Table IX, page 42) and which consisted largely of hobbies. Dixon¹⁰ says that a well-balanced activity program will include "a club program on school time, emphasizing hobbies." Only fourteen per cent of the pupils answering the question "What is your hobby?" responded that they had no hobby. It would seem reasonable, then, to provide an activity program centered on hobbies since 86 per cent of the student body engages in hobbies. Such hobby clubs would be in addition to the already established school organizations (which are listed in Table VII, page 38). In making additions, the idea would not be necessarily to provide more activities just "for the sake of activities" but to provide better activities so that a greater portion of the school population may find opportunity to identify themselves with a student organization. To further point out the importance of determining what activities should be maintained, Douglass¹¹ lists the following eight criteria:

1. No activity should be organized, or interest maintained in it, which requires stronger stimulus than casual suggestion and encouragement from the principal or other member of the staff.

¹⁰Fred Dixon, "The Democratic Function of School Activities," School Activities, Bulletin of the National Council for the Social Studies, (Washington, D. C.: National Education Association, May 1949), p. 4.

¹¹Douglass, op. cit., p. 221.

2. No activity should be organized or maintained which for reasons of lack of local support outside the school or the small number of pupils requires excessive expenditure on the part of pupils.

3. No activity should be permitted to continue as a school activity which is not democratic in its membership, or which will not submit to school regulations for activities and respond reasonably well to advisory control.

4. No activity should be encouraged which does not promise a favorable balance as compared to possible harmful effects or difficulties of management or a favorable balance in educational returns in proportion to expenditures of time.

5. The number of activities should not be multiplied to such a point that a reasonable quality of work may not be done in them without excess activities on the part of the more talented pupils.

6. No activity should be maintained for which a capable and reliable adviser cannot be found.

7. Activities should be sufficient in number to provide opportunities for all pupils desiring to participate.

8. Within the bounds mentioned above as wide a range of activities as possible should be organized and maintained.

Registration of Pupils for Activities

Different methods are used for enlisting members for new school organizations. One method would be to compile a list of various activities, including those already established, which is then submitted to each home-room for an indication of which ones would be in demand. Each pupil would indicate a first and second choice in order to provide for a greater variety in the event of too many pupils' desiring a particular type of activity. Then, in so far as possible, complete rosters of the organizations in demand would be available for the first organizational meetings. Such a system would make the matter of selecting an activity and signing up for

it as businesslike as possible and would tend to eliminate insincerity on the part of the pupils. Preceding the registration should be held a thorough discussion in each homeroom on the values to be realized by participating in school activities. One problem in registering for clubs is that of preventing cliques from registering as a group and monopolizing a club or hindering its progress. This can be prevented through proper publicity and guidance before registration takes place. One way to attack any organized attempt to dominate a school organization is to point out the undemocratic nature of such a group and the harmful effects it can bring upon the entire program of activities.

Means of Obtaining Full Pupil Participation

A common complaint of student activity programs is that not always is there 100 per cent participation by the student body. Every school seems to have a certain number of pupils who, through lack of time or interest, do not participate in the activity program. Very few schools claim that they have an answer to the problem, but there are several means by which participation may be increased.

The Activity Period

One very effective means of encouraging participation is by allowing school time for organizational meetings. Such a period has been commonly called an "Activity Period." According to Jacobson, Reavis, and Logsdon¹²

¹²Paul B. Jacobson, William C. Reavis, and James D. Logsdon, Duties of School Principals, (New York: Prentice-Hall, Inc., 1950), p. 292.

"activity periods are more commonly provided by principals in junior rather than in senior high schools." In connection with encouraging participation in out-of-class activities, Douglass¹³ says:

As a means of encouraging activity participation, of dignifying it, of making possible the participation of all pupils . . . and of encouraging members of the faculty to serve as advisers, there has developed the practice of setting aside each day for organization meetings a period of from 25 to 40 minutes in length, in which no classes are scheduled, such period being almost universally referred to as "activity" periods.

Such a period could serve several purposes at Tyson Junior High School. First, school time would be allowed for co-curricular activities; secondly, a definite chapel schedule could be arranged; third, more time could be given to homeroom guidance; and fourth, some intramural games could be played during school hours.

Since the trend in scheduling is toward a longer school day, the writer proposes the following changes in the daily schedule to include an activity period of thirty minutes in length:

<u>Present Schedule</u>		<u>Proposed Schedule</u>	
Group period	8:45-8:56	First period	8:30-9:24
First period	9:00-9:56	Second period	9:28-10:22
Second period	10:00-10:56	Group (activity) period	10:26-10:56
Third period	11:00-11:56	Third period	11:00-11:56
Fourth period (including 30 minutes for lunch)	12:00-1:30	Fourth period	12:00-1:30
Fifth period	1:34-2:30	Fifth period	1:34-2:30
Sixth period	2:34-3:30	Sixth period	2:34-3:30

¹³Douglass, op. cit., p. 243.

A weekly schedule of the activity period may be arranged as follows:

Monday	Club meetings
Tuesday	Homeroom (Guidance); Student Representative Assembly meeting; Ty-Sun newspaper staff meeting
Wednesday	Lower-class chapel (for seventh grade); Homeroom (for eighth and ninth grades)
Thursday	Upper-class chapel (for eighth and ninth grades); Homeroom (for seventh grade)
Friday	Homeroom (Intramurals)

Several administrative problems connected with the activity period might be preventing conflicts of meetings, adjusting the time schedule to allow for extended meetings, and making some provision for pupils not attending activity meetings.

Recording Pupil Participation

A second stimulus to fuller participation in school activities is the realization that a permanent record of each pupil's participation is being kept. Since such activities are to be an important part of the educational program, a record of both participation and achievement should be kept on a permanent cumulative card just as achievement in subject matter or scores on psychological tests are permanently recorded. The manner in which the school records such information will depend upon present school practices, clerical help, and space available on a permanent card. It may be suggested that sponsors of activities be supplied with recording forms in order to facilitate recording and to make the matter a routine duty. Since nearly all pupils are anxious about grades and other records, keeping a systematic account of participation may go a long way in encouraging them to become active in school affairs.

Recognition for Participation

A third stimulus to participation is giving recognition to those who serve in official capacities, to those who contribute to school achievement, and to others who render meritorious service to the school. There is mixed feeling among educators as to the value of recognition in the form of awards. Johnston¹⁴ claims that "there appears to be a middle ground which is held by those who consider awards desirable in so far as they focus attention and energy upon worth-while activities which might not otherwise be attempted." The trend in recent years is to keep the cost of awards to the minimum. Although it is psychologically unsound to encourage participation by offering recognition through commendation or monetary awards, developing a point system and arranging for some kind of recognition may be important motivating factors for participation in a newly organized program of activities.

Publicizing the Activity Program

A fourth means by which pupils may be interested in school activities is through proper and sufficient publicity. The homeroom has already been mentioned as an important starting point in orientation. Assembly programs can be used effectively for acquainting the student body with the privileges and satisfactions to be gained by participating in school organizations. As a project of elective art classes, posters announcing organizational meetings will help to remind the students. A last but important source of publicity is the student handbook which is being recognized as a great help in orienting old as well as new students and in which should be included brief descriptions of all school activities.

¹⁴Edgar A. Johnston, Point System And Awards, (New York: A. S. Barnes and Company, 1930), p. 58.

Faculty Sponsorship of Activities

Enlisting staff members for sponsorship of student activities presents a problem, especially when faculty members have not sponsored out-of-class activities for some time. The situation becomes more perplexing when it is realized that presently Tyson Junior High School has a minimum of teachers, with no immediate prospects of relief. Out of twenty-nine teachers, nineteen were group teachers during the 1951-52 school year, leaving only ten without groups. The band and orchestra directors are not available at all times since they are shared with West High School. Providing available sponsorship would be simplified if the number of activities to be sponsored should not exceed eight. However, if student participation is good, then the demand for sponsors will become greater. Since it is not advisable to force pupils into activities and since there possibly will be some who are not interested in joining any activity group, arrangement may be made to send those few to a central study hall for supervised study or some other activity such as seeing films, in order to release some group teachers for activity supervision.

Encouraging Teachers to Accept Responsibility

Quite often in a traditional school program, teachers become complacent and passive in their duties, especially when many have grown accustomed to expecting dictation from the principal rather than forging ahead on their own initiative. For those who must "receive an order from the

boss," Gray¹⁵ says that "today's practice is toward a statement in the teacher's contract to the effect that every teacher is expected to assist in the student activity program." On the other hand, there are several valuable methods of encouraging teachers to accept responsibility for supervising student organizations. Edmondson, Roemer, and Bacon¹⁶ suggest these subtle methods:

1. Special consideration may be given to a teacher's co-operation in extracurricular activities in the rating of his work.
2. The teacher's assignment of class teaching may be reduced one or more periods per day.
3. Teachers may be freed from other work, such as roll call and committees.
4. Teachers may be shown the opportunity to train students in effective school citizenship.
5. Teachers may be convinced of the values of the more intimate contacts with students.

Sharing Out-of-Class Duties

To get some indication of the feeling of Tyson teachers on the question of sharing certain out-of-class duties, the writer presented the question to the teachers. (see Appendix for Teacher Questionnaire) In Table XIII will be noticed that the majority of teachers believe that normal, out-of-class duties including sponsorship of pupil activities should be shared equally and fairly. Another question asked the teachers concerned

¹⁵Gray, op. cit., p. 90.

¹⁶J. B. Edmondson and others, op. cit., p. 336.

TABLE XII

RESPONSES OF TYSON JUNIOR HIGH SCHOOL TEACHERS TO THE QUESTION:
 "HOW DO YOU FEEL ABOUT PASSING AROUND CERTAIN DUTIES SUCH AS
 TEACHERS' LEAGUE REPRESENTATIVE, AUDIO-VISUAL REPRESENTATIVE
 SPONSORS OF PUPIL ACTIVITIES, ETC.?"

Responses	Men	Women	Total	Per Cent
1. All such duties should be as nearly as possible equally and fairly distributed among the faculty.	2	12	14	61
2. Just certain teachers who seem especially fitted for such duties should be appointed by the principal.	1	8	9	39
3. Such duties should be carried out by teachers who volunteer their services.	0	0	0	0

their opinion with respect to school-sponsored activities. In Table XIII on page 66, evidence points to a faculty sympathetic toward co-curricular activities.

By the evidence presented in Tables XII and XIII, it would be safe to assume that all other things being equal, Tyson teachers would be willing to accept a program of student activities and share in the responsibility for supervising it. One effective method being used in Jefferson Junior High School of Oak Ridge, Tennessee, in order to obtain teacher co-operation and understanding of the scope of responsibilities is the preparation of a list of all out-of-class duties, with provision that each teacher is expected to choose at least one such duty. In this manner the duties are equally distributed, and the staff knows what each teacher's contribution is toward an effective activities program. The same procedure may be used at Tyson with enlightening effects since many Tyson teachers do not have the slightest idea about the duties and total work load of other teachers.

Assigning Co-curricular Advisers

If the work load of teachers permits assignment to co-curricular supervision, then the problem of the principal becomes that of "finding the right person for the job." Gatineau and Martin¹⁷ explain the matter in this way:

¹⁷Jerry Gatineau and George B. Martin, "The Assignment of Extra-Curricular Advisers," Educational Administration and Supervision, 38:42-47, January 1952.

TABLE XIII

RESPONSES OF TYSON JUNIOR HIGH SCHOOL TEACHERS TO THE QUESTION:
 "WHAT IS YOUR OPINION IN REGARD TO SCHOOL-SPONSORED
 CO-CURRICULAR ACTIVITIES?"

Responses	Men	Women	Total	Per Cent
1. They are a necessary part of the school program.	2	15	17	85
2. They do not fill any important need and should not be included.	0	0	0	0
3. I have not given it much thought and have no opinion.	0	3	3	15

This task (of assigning teaching staff to their curricular and extracurricular duties for the year) is often made more difficult by the lack of staff records in the school office. There is sometimes little or not recorded information concerning an individual teacher's qualifications or past experience.

It is advisable, especially where information concerning teacher qualification for supervising out-of-class activities is lacking, to allow the teacher to choose the organization he wishes to sponsor. Furthermore, the teacher would be qualified if he should happen to show a sincere interest in a particular activity, whether or not he possessed any special talent in that direction.

Director of Activities

In order to free himself from the routine work connected with directing a program of activities, the principal may appoint a director of activities whose responsibility will be to co-ordinate the entire program, working with and through sponsors and student committees. Gray¹⁸ lists these three main duties of the director of activities:

1. To plan. . . .
2. To co-ordinate. . . .
3. To lead. . . .

In Jefferson Junior High School (Oak Ridge, Tennessee) which takes pride in its well-balanced program of student activities, the director of activities is a guidance specialist whose responsibility it is to co-ordinate,

¹⁸Martha Gray, "The Director of Student Activities," Vitalizing Student Activities in the Secondary School, Bulletin of the National Association of Secondary School Principals (Washington, D. C.: National Education Association, February 1952), 36:25-31.

arrange schedules of activities, and who serves as adviser to the student council. If Tyson should need a director of activities, it might be advisable to appoint one of the present Student Representative Assembly advisers. Since the total school program rests with the principal as his administrative responsibility, he may serve as the director of activities.

Summary

To launch upon a re-organization of the curriculum to provide for a program of student activities requires much deliberation on the part of the school principal. His first consideration must be the relationship of the proposed co-curriculum to the established traditional program. When he has clarified his own thinking, his task is to enlighten his staff, his pupils, and the school's patrons. To give his staff an active part in helping develop a program of activities, he may find it feasible to appoint a faculty committee on activities which will aid in formulating the school's objectives and policies regarding the co-curriculum. With his staff he will decide at least tentatively the scope of activities to be sponsored, methods of enlisting pupil participation, scheduling an activity period, and delegating responsibilities connected with the program to the staff. If careful study can be given to the outlined procedures, it is the firm conviction of the writer that the principal and all others concerned with improving the total school program of Tyson will see more clearly that the "mountains" of organization and development connected with providing more and better student activities are not insurmountable.

CHAPTER VI

ADMINISTERING THE CO-CURRICULAR PROGRAM

Putting the Program into Action

Many times a theoretical re-organization of the school curriculum differs greatly from the actual interpretation and application of the changes. Therefore, it seems necessary to consider the task of carrying through with a proposed change and to focus attention upon important phases of administrative responsibility, since a successful program of activities must be as carefully directed as planned.

Sharing the Responsibility for Planning and Directing

The role of the principal in planning and controlling co-curricular activities should be that of working insofar as possible democratically with his staff and pupils. In discussing administrative practices, Alberty¹ says:

. . . some school administrators are beginning to perceive that under the appropriate type of organization they may share the responsibility of instituting desirable changes with the teaching staff, the students, and the community at large. Fear and inhibitions tend to be broken down when school administration becomes an agency for facilitating and carrying into effect group plans and programs.

To obtain effective co-operation and participation from teachers and pupils, any administrative action that would indicate the idea of a

¹Alberty, op. cit., p. 18.

co-curricular program being imposed or forced upon them against their will must be avoided. To facilitate inauguration of the program, the confidence and interest of all concerned must be obtained.

Gradual Growth of the Program

If the newly organized co-curricular program is to emanate from the life of the school, then its outgrowth which will represent needs and interests probably will be gradual. Pupil interest, initiative, and responsibility should be stressed, and activities should be developed only as pupils are able to share in the responsibility for organizing and controlling them. The success of the activity program will depend largely upon the attitude of both pupils and teachers. To develop within them an understanding of basic issues involved, it would be feasible to carry out a program of "education" for a duration of several weeks or a month and then allow the co-curriculum to gradually "unfold" as the interest and demand of the pupils increase. A hasty initiation may result in non-cooperation, failure, and disappointment by all concerned.

Supervision of Co-Curricular Activities

Probably the most important administrative problem connected with organized activities is providing and maintaining adequate supervision. The success in large measure of a pupil activity depends upon its faculty sponsor who should be appointed by the principal and who should possess certain qualifications.

Qualities of a Good Adviser

There should be no difference drawn between good supervision of out-of-class activities and good in-class teaching. If out-of-class activities have full curricular status and if teachers are hired for their competency in ministering to the educational needs of boys and girls, there is no justification for any teacher to shun the opportunity to guide and train youth in social and civic living. The teacher interested in sharing in developmental training should be alert to new avenues of approach in motivating pupils to learn, to co-operate, to develop sound judgment, and to respect their fellow pupils. The teacher who becomes an adviser should look upon the activity group as a supplementary laboratory where further practice in developing desirable citizenship may be obtained. The test for the newly appointed adviser comes when he first meets with his group and begins to realize that the situation calls for sympathetic understanding and tactful supervision. Johnston², in pointing out qualities of an adviser, suggests the following tests:

1. Do you really enjoy associating with boys and girls of secondary school age?
2. Do boys and girls readily confide in you?
3. Are you keenly interested in the world around you?
4. Are you able to make other people enthusiastic about the things which interest you?

²Edgar A. Johnston, "Student Clubs," Vitalizing Student Activities in the Secondary School, Bulletin of the National Association of Secondary School Principals, (Washington: National Education Association, December 1941), pp. 31-46.

5. Are you an expert in the field of activity by this particular club?
6. Are you able to give constructive suggestions of things to do--but not be annoyed if they are not carried out?
7. Can you guide without dictating?
8. Can you plan systematically, but change your plans as circumstances demand?
9. Are you willing to give time and thought to making the club a success?
10. Are you interested in all members of your club regardless of personal attractiveness or social position?
11. Have you a sense of humor (even when the joke is on you)?
12. Are you able to find your chief satisfaction in pupil growth and not in expressed appreciation of your efforts?

Duties of the Adviser

There are different degrees of supervision of school activities just as there are varying types or methods of classroom teaching. One advisory method is the laissez-faire principle of letting the group do as it pleases without giving any constructive guidance. Another method is that of out-right dictation by the adviser. Teacher domination in the classroom may be carried out into out-of-class activities, and special attention should be given to this danger. The more ideal type of supervision should be that of guiding instead of dictating and being actively interested instead of letting matters "take their own course." Serious thought should be given, possibly through special meetings of advisers, to the problem of properly supervising out-of-class activities.

Attending Meetings. The adviser should be expected to attend each meeting of the activity with which he is charged. He should be prompt since his presence makes the meeting officially and properly supervised in the eyes of the boys and girls. In the event that the regular adviser cannot be present, it will be necessary to dismiss the group, or allow it to carry on temporarily without the adviser, or preferably have a substitute appointed to meet with the group.

Specific Duties. Effective supervision calls for more than mere attendance at activity meetings and for something different from traditional classroom procedure of assignment, study, and recitation. Johnston³ in discussing the work of the adviser says:

As adviser to a student group you will need skill in helping students identify problems, plan programs, evaluate outcomes. Here as in the class group, you will need tact, patience, and resourcefulness so that, without dictating ends or means, you can help the group move forward. It will be particularly important for you to have some well-developed special interest yourself so that you can be a resource person for others with the same interest.

General Principles of Supervision

It should be understood by the advisers of all co-curricular activities that there are certain basic principles of supervision which should serve as guideposts in sponsoring activities. Douglass⁴ lists the following six important, general principles.

1. The supervision of activities should not amount to domination. Opportunity must be provided for the development and

³Ibid., p. 44.

⁴Douglass, op. cit., p. 250.

exercise of pupil initiative, leadership, imagination, and thinking through consequences. Pupils must be permitted to make some mistakes as a part of their training. The educational value derived from an activity depends largely upon its incidental training value, and by no means entirely upon success in the ostensible purpose of the organization.

2. Supervision must circumvent the influence of immoral and unsocial practices; for example, the mismanagement of funds, the domination of social cliques, undemocratic selection of members and officials, and unethical business and competitive practices.

3. Supervision should be, as far as possible, by suggestion rather than by authoritative direction.

4. Supervision must include cooperation with the central administration and the general activity program, especially in matters of accounting (records and reports) and in the management of activities in such a way as to insure loyalty to the administrative policies.

5. Supervision must include recognition of the exploratory value of activities as a factor in guidance. Advisers should be constantly on the lookout for evidence of special talent and should advise pupils concerning the possibilities of training and employing such talent.

6. Supervision should have as one of its primary objectives the integration of curricular studies and extra-curricular activities.

Time and Place for Scheduling of Activities

Another factor to consider in connection with supervision of co-curricular activities is scheduling of club meetings as to the day of the week and places of the meetings. Normally all out-of-class activities should be carried on at specified places inside the school building.

Maxwell and Kilzer⁵ give the following arguments for scheduling activities inside the school building:

⁵C. R. Maxwell and L. R. Kilzer, High School Administration, (Garden City, New York: Doubleday, Doran and Company, Inc., 1936), p. 127.

Extra-curricular activities should be carried on in the school building in almost all cases because pupils regard themselves more subject to the control of their teachers at school than at other places. School traditions and customs receive greater attention on the school premises than elsewhere.

Any activity which should require taking pupils outside the building should ordinarily begin and end at the building, and in all such cases the principal should be consulted on scheduling activities outside the building.

A Calendar of Activities. A calendar of activities should be prepared as much in advance as possible so as to eliminate conflicts. A chart of activities can be devised, to include such information as types of activities, days and specific locations of meetings, and advisers. In this manner the principal or the director of activities can be easily informed of the entire activities program.

Student Participation in School Management

In recent years the term student government has given way in professional literature to the term student participation. Student participation implies co-operative management rather than independent student control. Modern theory and practice stress the importance of pupil participation as having value in helping develop social and democratic co-operation. To further point out its value, Koopman, Miel, and Misner⁶ say:

There is good reason for widening the amount and character of student participation. Education is a complex activity. The

⁶G. Robert Koopman, Alice Miel, and Paul J. Misner, Democracy in School Administration (New York: D. Appleton-Century Company, 1943), p. 226.

successful operation of any educational program demands a high level of cooperative activity on the part of all individuals who are directly or indirectly involved. This means, then, that if democratic cooperation among the entire faculty is an effective method of achieving group purposes, democratic cooperation among students and faculty is doubly effective. From the standpoint of allowing the school to fulfil its purpose more efficiently, it is extremely worth while to give boys and girls as well as teachers maximum opportunity to participate in the planning, execution, and evaluation of curriculum activities.

Faith in Democratic Participation

Administrators and teachers alike sometimes question the practice of giving children any voice in school affairs, fearful that such departure from the traditional belief that "children should be seen and not heard" would bring disastrous results. Although we enjoy the fruits of democracy, we are still afraid of the workings of democracy. We still lack faith in the ability of pupils to plan, to make intelligent decisions, and to accept responsibility for carrying out those decisions. But according to Alberty⁷ we labor under false conceptions, for he says:

. . . evidence at hand tends to show that once high school students become accustomed to a more dynamic type of education, they readily assume responsibility for helping plan and carry out their own programs.

If teachers and administrators would believe in dynamic, democratic group action toward achieving desirable educative goals, they would agree with Caswell⁸ who says:

Direct provision should be made for democratic organization and direction of the school community. If the school is to be

⁷Alberty, op. cit., p. 16.

⁸Hollis L. Caswell, Democracy and the Curriculum, Third Yearbook of the John Dewey Society (New York: D. Appleton-Century Company, 1939), p. 418.

a constructive social force the beginning in democratic procedure must be made in its own organization. The optimum curriculum will look to the school community as a source of unusual educational possibilities and will include many experiences related thereto.

Purpose of Student Participation in School Control

In administering a co-curriculum with the view in mind of extending to the student body some responsibility in managing school affairs, it is advisable to consider the purpose of student participation in school control. In writing about this important aspect of the co-curriculum, McKown⁹ says:

Today a major purpose of public-school education is to produce good citizenship. It is a truism to state that the main function of all its elements including the student council, is to contribute to this end. The three essentials of effective civic education are (a) appropriate ideals, (b) pertinent knowledges, and (c) functional habits. The school can serve as an "embryonic community" in which the pupil can actually apply these three essentials of social living. The purpose of student participation in school government is not merely to get things done—the principal and teachers can usually get things done more quickly and more successfully than students—but to get things done with maximum educative results, both direct and indirect.

It is apparent that student participation in school management should not be superficial, to give pupils the impression that they are exercising some control when actually they may have little or no control at all. If taken seriously and developed carefully, school control can be a co-operative affair and can be an effective tool in shaping school policies, school spirit, and many other phases of the entire school program.

⁹Harry C. McKown, "Student Government and Service," Developing Citizenship Through School Activities, Bulletin of the National Council for The Social Studies (Washington, D. C.: National Education Association, May 1949), 22:10-14.

The Student Council

Organization. Participation of pupils in the administration of the school is most commonly provided through a student council which is usually composed of elected representatives of either grades or homerooms and operates under a constitution which outlines its duties and responsibilities. Its authority is usually limited, according to Anderson, Grim and Gruhn,¹⁰ to the following activities:

- (1) the direction of corridor traffic,
- (2) cafeteria supervision,
- (3) supervision of pupil elections,
- (4) the sponsoring of assemblies, parties, and field days, and
- (5) service as an advisory body to the administrative body of the school.

Purpose. By planning, organizing, and directing its activities with the guidance of an efficient adviser, the council can serve many purposes. In a survey made of aims of student councils, Van Pool¹¹ obtained the following reasons for their existence:

- To promote student activities
- To develop harmonious relations between students and faculty
- To assist in the management of the school
- To develop attitudes of good citizenship
- To promote the welfare of the school
- To provide a forum for the expression of student opinion

¹⁰Vernon E. Anderson, Paul R. Grim, and William T. Gruhn, Principles and Practices of Secondary Education (New York: The Ronald Press, 1951) p. 222.

¹¹Gerald M. Van Pool, "The Student Council," Vitalizing Student Activities in the Secondary School, Bulletin of the National Association of Secondary-School Principals (Washington, D. C.: National Education Association, February 1952), 36:43-52.

To develop student initiative and responsibility

To provide for a laboratory of citizenship

To provide an opportunity for the training of student leaders

Activities. At Tyson Junior High School, for the 1951-52 school year a student council was organized. Composed of elected representatives of all the homerooms, it was named the Student Representative Assembly. Its work during the year consisted of (1) developing an attendance improvement campaign, (2) publishing a mimeographed school newspaper, and (3) establishing a constitution defining its duties and authority. Each of the group's three advisers directed one of the three projects. Some responsibility was delegated to the representative group in planning and carrying out three evening parties, sponsored by the Parent-Teacher Association for the seventh, eighth, and ninth grades. At several other evening activities, the Assembly was in charge of selling soft drinks and cookies, the profit from which was deposited in the school's general fund and earmarked for Assembly use. Since the school council has already been activated, the problem now is that of increasing its responsibility in order to give it more opportunity in helping manage the school.

Suitable Council Projects. The successful student council is one which is always busy on a school project. A schedule of suitable projects should be drawn up to provide continuous activity and growth. In determining what a suitable council project would be, McKown¹² mentions the following five criteria:

¹²McKown, op.cit., p. 15.

A suitable project is one that (a) is interesting to the students involved; (b) is desirable in the particular school situation; (c) is practicable; (d) encourages initiative and originality; (e) develops responsibility, cooperation, and worthy school citizenship; and (f) leads to further interests.

Council Project Committees. An excellent method of obtaining greater student body participation in council work is to develop student council committees for each major project. Each committee could be composed of one council member and two or four non-council members, making certain that every homeroom is represented on at least one committee. For the 1952-53 school year the following Student Representative Assembly projects can be initiated by committee work: (1) lunchroom supervision, (2) hallway traffic control, (3) building and grounds beautification, and (4) chapel program planning.

Club Activities

The strength of a program of clubs depends upon the adequacy of the individual clubs' being organized and supervised. Although club activities are characterized by student initiative and freedom in making decisions and arranging programs, there must be definite understanding by all pupils involved concerning the purpose of clubs, membership requirements, organization, and control.

Purposes of Clubs

Every school organization must serve a worth-while educational purpose, school clubs not excepted. Johnston¹³ gives the following purposes

¹³Johnston, op. cit., pp. 31-33.

of school clubs:

1. They provide opportunities for learning experiences based on pupil interests.
2. Clubs serve as a supplement to the curriculum, especially in the small school.
3. The club affords opportunity for developing pupil abilities.
4. Clubs may furnish a constructive use of leisure time.
5. The club may serve as an exploration of occupational interests.

It would be in keeping with educational practice for the newly organized club, with assistance of its adviser, to briefly state its purpose for existing and to submit a copy of the statement to the director of activities or the principal. If it seems necessary to classify the various kinds of clubs, the classification could be according to club purposes.

Club Membership

Wide participation in school clubs should be encouraged. Some schools require every pupil to enroll in at least one school-sponsored activity, especially if school time is allowed for activities. Although such a requirement would solve the problem of assuring 100 per cent participation and would eliminate the necessity of providing a central study hall for those not participating, much of the real effectiveness of the club program would be lost. Out-of-class activities should present a different approach to experiential learning, and imposing upon boys and girls required membership may result in noticeable lack of spontaneity, initiative, and co-operation. Membership in a school club, then, should be based on pupil interest and ability rather than on required participation or scholarship.

Edmondson¹⁴ recommends the following practices in regard to club membership:

1. Require that membership in clubs be open to all pupils on the same basis.
2. Require try-outs as a basis for membership in musical, dramatic, debating clubs, and the like.
3. Limit club membership to those actually enrolled in the school.
4. Place a limit on the number of clubs to which a pupil may belong. In the case of large city high schools, activities in band, glee club, orchestra, chorus and debating are often included as a regular part of the program of curricular work.
5. Have special assemblies to give new pupils an idea of what the various clubs are doing, but generally withhold membership until the second semester.

Club Organization

To provide optimum experience in democratic procedure, every club should be formally organized and conducted in a business-like manner. Each club should elect the following officers: (1) a president, (2) a vice president, (3) a secretary, and (4) a treasurer. It is desirable to set a higher standard of eligibility for officership than for membership only.

The Club Constitution. Each Club should write a constitution giving such outlined information as (1) purpose, (2) membership qualifications, (3) officer positions and duties, and (4) types of activities to be promoted. A constitution helps to clarify pupil thinking as to purposes and procedures. It is suggested that writing a constitution be an important, early project for each club established.

¹⁴Edmondson and others, op. cit., p. 302.

Club Control

Some plan for centrally controlling and administering school organizations should be developed. Writing about principles relating to centralization of organization and administration, Koos¹⁵ says:

It is recommended (1) that all activities be definitely under school direction and control, rather than proceed under a laissez-faire policy, and (2) that in accordance with this first principle there must be some plan of centralization and unification. Essentially corollary to these principles are the recommendations (3) that there be authoritative sanction by the principal or other central agency for all new organizations and activities instituted and (4) that the principal be given veto powers over all actions of organizations.

To provide centralized control many schools use the student council as a clearing house for all club activities. Council responsibility in this direction would include the chartering of new clubs, making suggestions for developing club programs, and disbanding clubs that have served their purposes and usefulness. Central management of clubs at Tyson Junior High School could be delegated to the Student Representative Assembly in order to give it more exercise in controlling the student body.

Special Administrative Problems

In addition to the foregoing problems related to properly administering a co-curricular program, there may exist specific problems such as: (1) financing the program, (2) regulating pupil participation, (3) the use of the school assembly, (4) maintaining an adequate athletic program,

¹⁵Leonard V. Koos, The American Secondary School (New York: Ginn and Company, 1927), p. 590.

(5) publishing a school newspaper, (6) preparing and distributing a student handbook, and (7) controlling social events. It is necessary to explain briefly these special problems so that attention may be drawn to them.

Financing Co-curricular Activities

Costs of various pupil activities should be kept to the minimum. It is advisable to not allow any school organization to collect dues from its members unless there is a definite need for raising money, and then dues should be kept to the minimum. In the matter of providing equipment, the tendency is for the school to furnish expensive items. Anderson¹⁶ gives the following practices in relation to financing activities:

1. The board of education provides for much of the expense of the various activities by an appropriation in the school budget.

2. School authorities and faculty sponsors carefully plan to keep down the cost of the various activities by establishing policies limiting the amount of money that may be spent for pins, dues, social functions, and other items. In some schools, club pins and dues are not permitted, and the amount spent on parties is limited.

3. In many schools activity tickets are sold at a reasonable cost early in the school year. These admit pupils to athletic events, concerts, plays, and other performances and entitle them to the various school publications. The activity ticket permits better budgeting by the pupil in his personal finances and enables many pupils to attend more activities by reducing the unit cost.

Centralized Financing. All organizational finances should be handled through one person, a member of the faculty, designated as school treasurer, or through a central body, the student council. The council through its financial committee can be responsible for receiving, recording, and

¹⁶Anderson and others, op. cit., p. 228.

depositing with the school treasurer all monies of all organizations. When the need for the money arises, a club official and the club sponsor can request a check written for the exact amount. This system safe-guards against any mismanagement of funds.

Regulating Pupil Participation

Sometimes over-participation in activities presents a problem. Therefore, some forethought should be given to it so that over-participation may be either discouraged or prevented. In some co-curricular programs the overly-ambitious pupil is regulated by simply limiting the number of activities he may engage in at one time. Another method is by means of a point system which would restrict participation to a maximum number of points. According to Gray,¹⁷ a sample procedure would be:

- a. Every leadership position would carry five points, three points for a minor position, and one point for membership.
- b. Then the decision is made as to how many points a student may carry. Many schools provide that the student may carry only one five-point responsibility at a time.

The importance of regulating participation lies in the fact that small numbers of pupils may tend to monopolize opportunities for active participation. Activities would begin to lose their attractiveness if allowed to be dominated by over-participants.

The School Assembly

The assembly or chapel program presents no particular problem to the principal who does the planning and conducting of the program without

¹⁷Gray, op. cit., p. 92.

seeking faculty and pupil interest and participation. But to the principal who is interested in improving assembly programs, to make them as meaningful and rich in educational experience as possible, comes the question of how to share with teachers and pupils in planning and carrying out effective programs. A method commonly used is that of the principal's appointing several staff members who in turn will appoint several pupils, all of whom will serve as an Assembly Planning Committee. Out of the committee will come suggestions for chapel programs which should be centered primarily on the life of the school.

Maintaining an Adequate Athletic Program

All secondary schools provide some opportunity for physical education, and many maintain a highly organized program of intramural and interscholastic athletic activities. The common and most widely criticized co-curricular activities are those included in the school's athletic program. The problem in athletics is to balance the program in such a way as to provide maximum opportunity for participation by the entire student body. A kindred problem may be the placing of undue emphasis upon the competitive aspects of the athletic program. Competitive athletics in the junior high school are largely intra-mural with decreasing emphasis being placed on inter-school games. The athletic directors of the school can aid the co-curricular program by scheduling homeroom tournaments of one kind or another throughout the school year. The administrative problem is that of developing school-wide participation through intramural scheduling and through recognizing in assembly and in the school newspaper the importance and current results of intra-mural games.

Publishing a School Newspaper

The most common school publication is the school newspaper. Its purpose should be to assist in the guiding and forming of public opinion by publishing news that really is school news. As to issuance, Maxwell and Kilzer¹⁸ write:

The high-school newspaper should be issued at least weekly wherever this is at all possible; otherwise, its contents take on the characteristics of history rather than news. Editorials should make their appearance when the time is right; they seldom deserve space after the problems with which they deal have been settled and forgotten.

The principal's responsibility in connection with a school newspaper is to see that it is a co-operative affair between faculty and pupils. To give pupils a greater share of responsibility in publishing a school newspaper, a Newspaper Committee responsible to the student council can be appointed to head up all activities involved in gathering news, in writing articles, and in distributing published copies.

The Student Handbook

To facilitate orientation of the incoming pupil, many secondary schools publish yearly a handbook which contains such items as school organizations, program of studies, directory of the building, firedrill regulations, etc. Quite often the handbook is sponsored by the student council and is financed through its sale to pupils at a small price. Preparation of a handbook by pupils can be a very valuable learning experience. The principal should suggest and encourage the student council to develop the handbook as one of their yearly projects.

¹⁸Maxwell and Kilzer, op. cit., p. 150.

Controlling Social Events

Some policy should be established by the principal with respect to social affairs sponsored by the school or by separate school organizations. Otherwise the problem of controlling such activities becomes rather obnoxious. Edmondson¹⁹ makes the following suggestions for control of social affairs:

1. The number of social functions should be definitely limited.
2. All plans for any social function should be submitted to the chairman of the social committee or to the social director at least a week before the affair.
3. Before any club plans a party, the social director should be consulted as to the availability of a suitable room and appropriate equipment. The janitors should also be informed so that there will be no misunderstanding with regard to use of clubrooms by different organizations.
4. Admittance to social functions should be refused to those who are not at the time members of the organization sponsoring them, unless special arrangements have been previously made for their admittance as guests.

Evaluation of the Co-Curriculum

Evaluating an educational activity is just as important if not more important than planning the activity. Progress is measured in terms of continued growth and improvement. To determine the shortcomings as well as the values of the co-curriculum, provision should be made for constant evaluation in which pupils, teachers, and parents take part.

¹⁹Edmondson and others, op. cit., p. 303.

Pupil evaluation in part will consist of the extent of volunteer participation in co-curricular activities and the interest maintained. Staff evaluation may be carried out either formally with much time and attention being devoted to it in faculty meetings or informally with occasional reference and discussion throughout the school year being made to the progress of the program. Indication of lay evaluation may come by way of expressed opinions in Parent-Teacher Association meetings, in parent-principal or parent-teacher conferences. To keep parents informed about individual pupil progress in co-curricular activities, some form of reporting should be devised, whether it be in connection with character trait grading or by way of a separate co-curricular report card.

Evaluative Criteria

It would be well to keep in mind when examining the co-curriculum the criteria of evaluation established in the Cooperative Study of Secondary School Standards which was organized in 1933 as an effort in part to find means and methods to determine the effectiveness of a school in terms of its objectives. The following thirty criteria taken from the Evaluative Criteria Manual²⁰ can be helpful in evaluating a co-curricular program of Tyson Junior High School or that of any other school:

1. How well does the pupil activity program complement and enrich the classroom activities?
2. To what extent is the activity program based upon study and analysis of pupil interests and needs?
3. To what extent does the pupil activity program make provision to meet new interests of pupils?

²⁰Cooperative Study of Secondary School Standards, Evaluative Criteria Manual (Washington: The Cooperative Study of Secondary School Standards, 1950), pp. 193-205.

4. How wholeheartedly do pupils participate in the program?
5. How adequate is the general organization of the pupil activity program?
6. To what extent does the faculty provide cooperative guidance and supervision of the activities?
7. To what extent does the program provide opportunity for pupils to manage the activities?
8. How adequate are provisions for pupil participation in school government?
9. How well do pupils understand and accept their responsibilities in the government of the school?
10. How effectively does pupil participation in school government develop leadership and other socially desired attitudes and abilities?
11. To what extent can the student government organization be considered a functioning example of a democratic group?
12. How adequate are provisions for homeroom activities?
13. How extensively do pupils participate in homeroom activities?
14. To what extent are the guidance functions of the homeroom being achieved?
15. How satisfactorily do homeroom activities provide opportunities for development of desirable personal and social traits?
16. How adequate is the planning for assembly programs?
17. How effective are assembly programs as educational and inspirational experiences?
18. How actively and extensively do pupils participate in assembly programs?
19. To what extent do pupils participate in the planning of social activities?
20. How extensively do pupils participate in such activities?
21. How adequate are the provisions to assist pupils who have particular need for participation in social activities?

22. How well do pupils conduct themselves at social functions?
23. How adequate is the variety of club offerings in terms of pupil needs?
24. How extensively do pupils participate in school clubs?
25. To what extent are the club activities related to the out-of-school and leisure interests of pupils?
26. How adequate is the number of school publications?
27. How adequate is the frequency of issuance of school publications?
28. How satisfactory is the quality of publications?
29. How adequate is the organization for proper handling and accounting of pupil activity finances?
30. To what degree is pupil participation in the activity finances planned as a learning experience?

Summary

A major responsibility rests with the school principal when a program of co-curricular activities is put into operation. His duties are increased, particularly in the matters of scheduling an activity period and in assigning his staff members to sponsorship duties. A great deal of routine may be involved, such as keeping records of pupil participation, but in all of the organizational maze there is opportunity for him to promote a most valuable phase of public education—democratic organization and administration of the school by teachers, pupils, and principal.

In administering the co-curricular program, adequate attention must be given to supervising activities, to all the problems involved in giving pupils a chance to participate in school management, to the structuring of

adequate school clubs, to problems incidental to an effective program, and to evaluating its outcomes. A close study of the mentioned problems related to administering an effective co-curriculum may help clarify the administrator's thinking and help him to translate theory into actual practice.

CHAPTER VII

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This study has been an attempt to examine the adequacy of the curriculum offerings of Tyson Junior High School and to propose a re-organization of the curriculum to provide for a program of student activities having full curricular status. It has been the intention of the writer to present first an unbiased descriptive analysis of the school, its present curriculum, and its divergent community areas; secondly, to investigate pupil needs and interests and to suggest an adjustment in the school's program to more completely meet those needs; third, to bring to light certain trends in secondary education relative to the co-curriculum; and fourth, in view of the possibility and feasibility of effecting a definite curriculum revision, to propose a plan for effectively organizing and administering a program of co-curricular activities for Tyson Junior High School.

It has not been an effort to cast reflection upon any single person or group of persons connected with the work of the school; neither has it presented any particular opportunity to give praise in any direction. Criticism should always be welcomed when accompanied by practical suggestions for improvement. The writer realizes his lack of experience and ability to meet and solve many school problems with which he must come to grips and is always anxious to find better means of working with boys and girls in order to make their school careers as profitable and enjoyable as possible. After serving for three and one half years as a member of the staff

of Tyson Junior High School, the writer has felt free to question the value of certain practices and to suggest to both teachers and the principal at least experimental practices that may prove practical in particular situations. No finer, more co-operative group of teachers can be found than that of Tyson, and no school principal could be more patient, sympathetic, and willing to initiate changes to improve the total school program than Tyson's principal. Therefore, it has been felt that any findings and recommendations that may be forthcoming from this study would be accepted by all concerned in a spirit of understanding and willingness to seriously consider accepting the challenge to make changes in the school's program in order to train Tyson's boys and girls to live more effectively in their educational, civic, economic, and social environments.

As a result of the study of important factors involved in organizing and administering a program of student activities for Tyson Junior High School, the following conclusions can be drawn:

1. The school presents a complex picture of humanity; its population is a composite of a wide cross section of socio-economic and cultural levels of society.

2. Since approximately 83 per cent of Tyson's pupils come from homes representing the two socio-economic extremes of the school's community, with no sizable middle-class group to help equalize the extremes, it is the school's peculiar position and responsibility to foster a program of good will, to stress better human relations, and to accept the challenge to provide the best possible educational experiences for all boys and girls regardless of class, creed, or ability.

3. According to the consensus of teacher-pupil opinion, Tyson needs to provide for experiential learning in areas other than subject matter.

4. The civic and social needs of the pupils are great and should be met by the school.

5. The school's program as now organized and administered is inadequate to meet all the urgent social and civic needs of pupils.

6. The present activity program of the school is inadequate due to the small number of pupils who find opportunity to participate.

7. The trend in secondary education, particularly on the junior high school level, is to provide a greater variety of educational activities, out-of-class as well as in-class, and to allot school time for out-of-class activities.

8. The school's present program would not be greatly altered but rather enhanced by incorporating a co-curricular program of activities during school hours, thereby giving every pupil an opportunity to participate in school-sanctioned, school-controlled out-of-class activities.

9. The interest, understanding, and enthusiasm of the faculty and the entire student body should be sought in developing the co-curricular program.

10. Provision should be made for democratic administration of school activities, giving pupils responsibility for shared control only when through orientation and training they develop a clearer understanding of democratic group action and display the ability to work more democratically with their fellow pupils and teachers.

The importance of a co-curricular program for Tyson Junior High School must be stressed. If inaugurated and carried out carefully, this important phase of school life can open up avenues of approach to many other areas of school activity which presently seem to be nebulous in character. With reference to group guidance, the co-curricular program may furnish the key to maintaining esprit de corps and to developing among pupils spontaneous action toward cooperative endeavors. From the standpoint of increasing the holding power of the school (which in 1951-52 amounted to approximately 88 per cent), the activity program may become the deciding factor in retaining many potential drop-outs who otherwise could not find satisfaction in school life. For improving human relations in the school and community, the activity program may become the basis on which many pupils from many different levels of society can find common interests and can begin to appreciate one another in terms of interest, ability, and personality rather than in terms of wealth and position. A last major implication of the program would be the excellent opportunity it can present in helping develop democratic school and community citizenship, which seems to be a major purpose of public education. The educative values inherent in a well-developed, well-directed program of co-curricular activities must be fully recognized.

It cannot and must not be assumed that this study of factors involved in developing and administering a co-curriculum for Tyson Junior High School is exhaustive. In the space of time given to research, study, and reporting of findings, the writer has attempted to lay emphasis on only the more important problems encountered in the co-curricular program. Further study

in the field of curriculum evaluation and revision would be highly desirable since progress in educational practice is measured by means of constant re-examination of purposes and outcomes.

In addition to projecting the present study into the future, other areas of study related to the instructional and co-curricular programs of Tyson Junior High School may be suggested:

1. The adequacy of the school's program of studies.
2. The value of larger blocks of time in the traditional curriculum.
3. A survey of community resources with respect to improving the school program.
4. The holding power of the school.
5. The improvement of community-school relationships.

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APPENDIX

STUDENT QUESTIONNAIRE

This questionnaire which you are asked to fill out is a part of a study of what can be done at Tyson to make the school more interesting to the pupils. Please answer all the questions to the best of your ability. Your answers will not in any way affect your grade in any subject, but the way you answer may help us to improve our school. So answer each question very carefully and sincerely. You do not have to sign your name.

1. Check one: Boy____ Girl____; your age____; grade____
2. What is your favorite subject?____ Why?____
3. What is your hobby?____ Why do you like it____
4. What do you like best about Tyson?____
5. What do you dislike, if anything, about Tyson?____
6. Do you feel that you have any say-so in school matters?
A great deal____ Some____ None at all____
7. Do your teachers know your abilities, interests, and special needs as well as they should? Yes____ Not sure____ No____
8. Do you know and understand your teachers as well as you want to?
Yes____ Not sure____ No____
9. Do you feel that what you are now learning in school is valuable and of practical use? Yes____ No____; if not, why?____
10. Is there a subject or activity you would take if Tyson would offer it?
Yes____ No____; if yes, what?____
11. a) Is there anything you would like to learn to do at school that you are not learning now? Yes____ No____
b) If so, what?____
c) Does there seem to be any opportunity to learn it at school?
Yes____ No____; if not, why not?____
12. Do you feel that you are "one of the gang" at school?
____ Yes, I feel that I belong, that I "count" for something and that I am "wanted."
____ Yes and No; I often wonder about this; I am not sure.
____ No, I think that I am more or less a "nobody" or an "outsider."

13. Please check the school organizations of which you are a member:

☐ Hi-Y	☐ Student Representative
☐ Y-Teens	☐ Assembly
☐ Band	☐ Basketball Team
☐ Orchestra	☐ Boys' Ensemble
☐ Chorus	☐ Ty-Sun newspaper staff
	☐ Lunch period monitor

14. If you are not a member now, would you like to join one of the present school organizations? Yes ☐ No ☐ Why? _____
15. a) Are you a member of any club outside of school? Yes ☐ No ☐
 b) If yes, which one (or ones)? _____
 c) Why do you belong? _____
16. Do you think Tyson should have more student organizations?
 Yes ☐ No ☐ If yes, why? _____
17. If Tyson needs more student activities, what activity or club would you want to start? _____ Why? _____
18. a) Do you believe that time during school hour should be allowed for club meetings and other activities? Yes ☐ No ☐
 b) When do you think time should be given during the day?
 Morning ☐ Lunch hour ☐ Afternoon ☐
 c) How much time should be allowed for activities?
 30 minutes ☐ 45 minutes ☐ one entire period ☐
19. If time during the school day were provided for student activities, would you be willing to take an active part in one?
 Yes ☐ No ☐ If not, why not? _____
20. a) Do you now have a Study Hall period? Yes ☐ No ☐
 b) If so, do you really need it to study? Yes ☐ No ☐
 c) If you do not need your Study Hall period, could you use that period more profitably some other way? Yes ☐ No ☐
 d) If yes, how could you use it more profitably? _____
-

TEACHER QUESTIONNAIRE

The information you will give in this opinion survey is needed to complete a study of Tyson's total school program. Please answer every question carefully. Do Not Sign Your Name. Nobody cares about "who says what." Print in BLOCK LETTERS any written answers to further guarantee Anonymity.

1. Check one: Man Woman
2. In general, have you been satisfied or dissatisfied with your work this school year?
 - 1) very well satisfied
 - 2) satisfied
 - 3) partly satisfied
 - 4) dissatisfied
 - 5) very much dissatisfied
3. In general, do you feel that you are "one of the family" as far as the entire faculty is concerned?
 - 1) yes
 - 2) not quite certain
 - 3) no
4. How often can you find enough time to prepare adequately for your teaching?
 - 1) always or almost always
 - 2) usually
 - 3) about half the time
 - 4) seldom
 - 5) never or almost never
5. In your opinion, how does your total work load compare with that of the other teachers?
 - 1) I am carrying the lightest total load.
 - 2) I am in the bottom 1/4.
 - 3) I am in the middle.
 - 4) I am in the top 1/4.
 - 5) I am carrying the heaviest total work load.
6. How much of your time is taken up by faculty meetings, committee work, conferences, etc.?
 - 1) far too much
 - 2) somewhat too much
 - 3) about the right amount
 - 4) We need more of this in our school.
 - 5) I have no opinion.

7. Which, if any, of the following do you feel should not be considered a part of a teacher's normal duties?
- ☐ 1) taking or selling tickets at school activities
 - ☐ 2) occasional evening duties such as supervising dances, parties
 - ☐ 3) conferences with parents
 - ☐ 4) attending P. T. A. meetings
 - ☐ 5) faculty meetings after school
 - ☐ 6) occasional field trips with students
 - ☐ 7) sponsoring student activities
 - ☐ 8) coaching dramatics
8. How do you feel about "passing around" certain duties such as Teachers' League representative, Audio-Visual representative, sponsors of pupil activities, etc.?
- ☐ 1) All such duties should be as nearly as possible equally and fairly distributed among the faculty.
 - ☐ 2) Just certain teachers who seem especially fitted for such duties should be appointed by the principal.
 - ☐ 3) Such duties should be carried out by teachers who volunteer their services.
9. What do you think about the time length of the early morning group period?
- ☐ 1) It is too long for all that has to be done.
 - ☐ 2) It is just about right in length.
 - ☐ 3) It is too short for all that has to be done.
10. In general, how well satisfied are you with the present daily schedule of class periods?
- ☐ 1) very well satisfied
 - ☐ 2) pretty well satisfied
 - ☐ 3) about half and half
 - ☐ 4) dissatisfied
 - ☐ 5) very much dissatisfied
11. How do you feel about the present scheduling of chapel programs?
- ☐ 1) I like the present arrangement, having it only when needed.
 - ☐ 2) I prefer a regularly scheduled time for chapel.
 - ☐ 3) I prefer a regular, separate time for chapel, not to interfere with any class periods.
12. a) Are there things not being taught at Tyson right now and which you think the pupils should be learning?
- ☐ 1) No, none
 - ☐ 2) Yes, a few things
 - ☐ 3) Yes, many things
- b) If there are things the pupils should be learning but are not being taught, tell what they are. _____
-

13. How do you feel about starting school at 8:30 A. M. with the first-period class, with group period to come later in the day?
- ☐ 1) I would be in favor of such a schedule.
 - ☐ 2) I am not quite certain about this.
 - ☐ 3) I would not be in favor of such an arrangement.
14. Do you feel that you have had too many or too few student activities to supervise this year?
- ☐ 1) I have had too many.
 - ☐ 2) I have had about the right number.
 - ☐ 3) I have had too few.
 - ☐ 4) I have not been in charge of any activity this year.
15. What is your opinion in regard to school-sponsored co-curricular activities?
- ☐ 1) They are a necessary, valuable part of the school program.
 - ☐ 2) They do not fill any important need and should not be included.
 - ☐ 3) I have not given it much thought and have no opinion.
16. What is your opinion in regard to arranging the daily schedule to allow sufficient time for school-sponsored pupil activities?
- ☐ 1) I believe time should be allowed so there will be less conflict between such activities and regular class work.
 - ☐ 2) The present arrangement of taking pupils out of class when needed is agreeable with me.
 - ☐ 3) I have no feelings either way in this matter.

TABLE XIV

RESPONSES OF TYSON JUNIOR HIGH SCHOOL PUPILS
TO THE QUESTION: "DO YOU FEEL THAT YOU HAVE
ANY SAY-SO IN SCHOOL MATTERS

Grade and Sex	A great deal	Some	None at all
Grade 7			
Boys	8	49	41
Girls	2	75	33
Total	10	124	74
Grade 8			
Boys	6	48	51
Girls	2	53	44
Total	8	101	95
Grade 9			
Boys	3	32	21
Girls	2	40	9
Total	5	72	30
Totals			
Boys	17	129	113
Girls	6	168	86
Total	23	297	199

TABLE XV

RESPONSES OF TYSON JUNIOR HIGH SCHOOL PUPILS
TO THE QUESTION: "DO YOU FEEL THAT YOU
ARE 'ONE OF THE GANG' AT SCHOOL?"

Grade and Sex	Yes	Yes and No	No
Grade 7			
Boys	62	28	12
Girls	70	32	7
Total	132	60	19
Grade 8			
Boys	69	29	7
Girls	64	38	3
Total	133	67	10
Grade 9			
Boys	36	17	1
Girls	28	20	0
Total	64	37	1
Totals			
Boys	167	74	20
Girls	162	90	10
Total	329	164	30

TABLE XVI

RESPONSES OF TYSON JUNIOR HIGH SCHOOL PUPILS
TO THE QUESTION: "DO YOU BELIEVE THAT TIME
DURING SCHOOL HOURS SHOULD BE ALLOWED FOR
CLUB MEETINGS AND OTHER ACTIVITIES?"

Grade and Sex	Yes	No
Grade 7		
Boys	66	29
Girls	66	44
Total	132	73
Grade 8		
Boys	79	19
Girls	54	49
Total	133	68
Grade 9		
Boys	32	23
Girls	23	26
Total	55	49
Totals		
Boys	177	71
Girls	143	119
Total	320	190

TABLE XVII

RESPONSES OF TYSON JUNIOR HIGH SCHOOL PUPILS
TO THE QUESTION: "IF YOU ARE NOT A MEMBER
NOW, WOULD YOU LIKE TO JOIN ONE OF
THE PRESENT SCHOOL ORGANIZATIONS?"

Grade and Sex	Yes	No
Grade 7		
Boys	59	36
Girls	71	30
Total	130	66
Grade 8		
Boys	37	44
Girls	45	39
Total	82	83
Grade 9		
Boys	24	22
Girls	23	19
Total	47	41
Totals		
Boys	120	103
Girls	138	88
Total	258	191

TABLE XVIII

RESPONSES OF TYSON JUNIOR HIGH SCHOOL TEACHERS
TO THE QUESTION: "DO YOU FEEL THAT YOU HAVE
HAD TOO MANY OR TOO FEW STUDENT ACTIVITIES
TO SUPERVISE THIS YEAR?"

Response	Men	Women	Total
1. I have had too many.	0	1	1
2. I have had about the right number.	2	10	12
3. I have had too few.	1	0	1
4. I have not been in charge of any activity this year.	0	6	6

TABLE XIX

RESPONSES OF TYSON JUNIOR HIGH SCHOOL TEACHERS
TO THE QUESTION: "WHAT IS YOUR OPINION IN REGARD
TO ARRANGING THE DAILY SCHEDULE TO ALLOW
SUFFICIENT TIME FOR SCHOOL-SPONSORED
PUPIL ACTIVITIES?"

Response	Men	Women	Total
1. I believe time should be allowed so there will be less conflict between such activities and regular class work.	3	15	18
2. The present arrangement of taking pupils out of class when needed is agreeable with me.	0	4	4
3. I have no feelings either way in this matter.	0	0	0