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An Evaluative Study of the Student-Activity Program in Group II High Schools in Virginia

Emelyn Mills Markwith

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AN EVALUATIVE STUDY OF
THE STUDENT-ACTIVITY PROGRAM IN GROUP II HIGH SCHOOLS
IN VIRGINIA

A thesis
Presented to
the Graduate Faculty of the
University of Richmond, Virginia

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Emelyn Mills Markwith
August, 1958
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INTRODUCTION

One of the most interesting and challenging areas of the high school's entire instructional program is that of student activities. Such activities, which are about as old as organized education, were popular in Greek and Roman times. Athletic, music and oratorical competitions, student participation in government, clubs, debating, dramatics, honor awards, and societies were well established in Athens and Sparta. Student "circles" around favorite teachers were forerunners of our modern homeroom.1

In the early history of education in the United States, many student activities, such as debating and spelling bees, were popular because of their functional value to the school and the community. Teachers took a keen interest in their pupils as individuals and exercised many of the functions of guidance which are an integral part of good homeroom programs. They took field trips, and gave instruction in singing after school. At recess time, the teacher often played games with the students. During this period such activities were regarded as extracurricular.2


With the development of the American secondary school system, which was patterned after the colleges of the day, student organizations and activities of the colleges were imitated by the high schools. On the basis of faculty attitude toward them, the history of these extracurricular activities falls into three periods:

1. At first, they were ignored. The teacher, who usually taught by lecturing, accepted no responsibility for what the students did outside of the classroom. He ignored the social and physical interests of the students who, therefore, organized and promoted their own activities.

2. The second period was one of opposition. In it the faculties decried the place and importance given to these outside activities and the decreased reverence for good old-fashioned scholarship. "Teachers and administrators began a vigorous campaign of opposition which met, and in some institutions is still meeting, with just as vigorous a campaign of opposition from the students, and particularly, from the alumni. This is especially true of interscholastic athletics."

3. The third period began about 1925, when more progressive and capable teachers, realizing the inherent possibilities of student activities for education, made the logical

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2Mckown, op. cit., p. 2.

3Ibid., p. 3.
demand that they be capitalized upon, rather than ignored or condemned.\textsuperscript{5}

With the increase in the number of schools and larger school enrollments, with changing needs due to a modified culture, with additional experience in education including some experimentation, and with a slowly changing philosophy as to the function of education, the program of the school was evaluated and efforts were made to adjust this program to the needs of its pupils. Educators began examining the informal activities that were becoming so common and recognition was given, grudgingly in many instances, to some of them.\textsuperscript{6}

By 1935, John Dewey's concept of pupil activity and other similar theories were gaining wide acceptance. Educators urged teachers to use these new concepts as a basis for improving classroom teaching, but the settled teachers were slow to change. Then, educators who advocated the "new theory"\textsuperscript{7} proposed an activity program outside the regular academic classroom.

As this program--the first formal extracurricular activity program--bore fruit, younger teachers, college graduates of the new schools of education, the more alert of the older teachers, and many of the public school pupils began to press for more

\textsuperscript{5}Ibid., p. 3.  \textsuperscript{6}Miller, \textit{op. cit.}, p. 6.  \textsuperscript{7}Ibid., p. 8.
"activities" within the regular classes. Those advocates saw no reason to have "all the fun in science club and all the drudgery in science class." Thus, when Fretwell first proclaimed that extracurricular activities sometimes flow into the curriculum to enrich it, more and more teachers, pupils, and administrators came to believe in the activities concept of learning. Many extracurricular activities became co-curricular activities or even curricular activities.³

During the depression years of the 1930's, school men and women everywhere were forced, because of lack of funds, to cut the school program to bare essentials. In so doing, they had to re-evaluate their concepts of the function of the school, and only those learning experiences which could stand the test of genuine need remained in the program. Much "dead wood" was eliminated, and in many instances, now tested learning experiences were drawn from the activities program.

Within the last ten or fifteen years, the number of co-curricular activities appears to have increased appreciably. The implications of this apparent trend are not too clear at the moment. Might one reason be that our curricula have tended to become static and that students are rebelling against such a program?  .  .  . Whatever the reason, it is clear that now is the time for a thorough study of the entire offering of the school.⁹

³Ibid.  ⁹Ibid., p. 10.
CHAPTER I

REVIEW OF PREVIOUS RESEARCH

The first course devoted to the organization and administration of extracurricular activities was introduced by Dr. Elbert K. Fretwell in 1917 at Teachers College, Columbia University\(^1\), and the first book which systematically covered the entire scope of those activities appeared in 1926.\(^2\) Between 1925 and 1940, about forty books were published in this field, and two magazines made their appearance, School Activities, in 1929\(^3\) and Student Life, in 1934.\(^4\)

The National Association of Secondary-School Principals sponsored and developed means of helping students and teachers build morale and set standards for student activities. The Student Council Handbook is published annually by this group, in addition to bulletins relating to a variety of activities.\(^5\)

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3School Activities, published by School Activities Publishing Company, 1515 Lane St., Topeka, Kansas. (Periodical issued monthly, September through May.)

4National Association of Secondary-School Principals, 1201 Sixteenth St., N. W., Washington 6, D. C.

A review of masters' theses presented to the Graduate Faculty of the University of Richmond reveals several which are studies based on high school student activities.

Satterl Burns Anderson⁶ made a study of the Junior High School intramural sports program in the Richmond public schools. One of the purposes of the study, which was based on a questionnaire, was to get the students' reactions to an intramural program. A large percentage of students participated in intramural sports (90.8 per cent), and five main reasons were given by them for their participation: (1) to have fun, (2) to maintain better health through exercising in sports, (3) to improve athletic skills, (4) to maintain friendly relations with classmates, and (5) to compete against others. The main reasons for non-participation were: boys—"have to work in the afternoons" (about eleven per cent); girls—"not skillful enough in sports to enjoy participation" (about ten per cent).

Among the conclusions drawn is one pertinent to the evaluation of a high school activity program.

The school with the largest number of instructors had the most varied program and included the largest number of sports. It is suggested that sufficient

funds should be made available to pay other teachers additional compensation to assist the physical education teachers in the organization and administration of the intramural program. 7

Mrs. Kathryn Creighton Bentley presented a study of leadership as a function of the situation. The following quotation summarizes the conclusion drawn as the result of a study of a senior class at Highland Springs High School:

Leaders can be selected at an early age and given experiences in situations demanding leadership. It would seem that situational experiences in leadership should begin in small groups where the potential leader would have more opportunity and less competition. Leaders can be given experiences in the kinds of situations that will give them practice in democratic leadership and thus prepare them for democratic leadership roles in youth and adult life. 8

Mercer W. Kay, who wrote the history of the Student Co-operative Association in Virginia, made four recommendations to help further the work of the SCA:

1. An organized attempt should be made to promote SCAs in every public school.

2. Virginia teacher training institutions should include more about SCA work in their programs.

3. Local organizations should seek to orient their programs on a year round basis.

7 Ibid., p. 41.
It is recommended that SCA activities be re-evaluated, with educators participating in the process, to determine more clearly those areas which complement the curriculum and those which duplicate or overlap curricular offerings.  

George H. Moody presented a study of student participation in Glen Allen High School. He reviewed certain forms of extracurricular activities from Plato to the year 1941, stated the purposes of student participation, and gave a detailed description of the program then underway at Glen Allen High School. In evaluating student participation, he said:

The school has benefitted. Its whole program has become more democratic in principle and practice. Students have been allowed to help formulate and execute school policies. This has gone over into the classroom in providing more desirable learning situations. A better student morale has been developed, the financing of extracurricular activities has been placed on a more secure and effective basis. The quality of student activities has been placed on a high level. The amount of participation has greatly increased and the students have benefitted personally through their participation.

Mr. Moody also stated that if student participation were to be most effective, there must be almost universal participation, and that adverse criticism of the school's

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program came from the non-participants. He concluded that:  "Perhaps increased participation can be accomplished when pupils become more appreciative of the opportunities offered them."  

Doctoral dissertations on the subject are growing more numerous. Two have been selected to point out the problems and needs for research.

Charles Joseph Moore\textsuperscript{12} made a survey of Senior High Schools in Pennsylvania to determine problems and values of the assembly programs. The important values listed were:

1. The assembly helped in the social and educational growth of pupils.

2. It helped to develop loyalty and gave students a feeling of belonging.

3. It helped the community by improving the attitudes and behavior of future citizens.

Mr. Moore found that the practice of evaluating the assembly was not used to any great extent. He concluded that if the assembly is worthy of being included in the school

\textsuperscript{11}Ibid., p. 89.

program, it should be made subject to a definite plan of evaluation. He also stated that students should help to plan assemblies, participate in them, and frequently preside over them.

Archibald B. Shaw\(^1\) of New York University, presented a study in 1957 which proposed wide and carefully planned use of the school's resources by individuals and groups in the community to develop in youth broadening participation in and responsibility for life in the community.

In addition to the theses produced by graduate students of the University of Richmond and the dissertations by Mr. Moore and Mr. Shaw, professional organizations of teachers and administrators have shown some interest in the area of pupil activities. In Virginia, for example, the secondary principals of District B made a study, during the school session 1957-58, of "Extra Class Activities."\(^2\) In the research findings, both educational values and problems of administering a good program were listed. Among the problems, that of participation looms as a large one. Based

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\(^2\)"Challenge X: Extra Class Activities" (unpublished report of research findings of Secondary Principals' Association of District B in Virginia. Obtained from files of State Department of Education, Richmond, Virginia), pp. 1-2. (Himographed.)
on the total population, the number of students participating varies from 43% to 98.6%. In well organized schools, 10% to 15% of the pupils may not participate. One report showed that 50% of the schools had no fixed rule regarding participation and 80% did not require students to participate. The point system was cited as the method most often used to enforce limitation and encourage participation.

The time which teachers spend in working with student activities raises another problem which is yet to be solved. Even though most schools do not give such rewards as reduced teaching loads or extra pay, some sponsors indicated that they had given as much as eighteen hours a week to extra class activities and other teachers had given no time at all.

This report supports the fact that careful planning is essential to good programs of student activities, and that the variations in programs are directly related to the attitudes and abilities of teachers and principals.
CHAPTER II
BACKGROUND AND OBJECTIVES OF THE STUDY

The serious-minded student of the secondary school today would give the so-called extracurricular activities a large place in accomplishing those objectives which the school is designed to achieve. High school teachers generally have come to recognize the importance of student activities and to consider their supervision as a significant phase of the teacher's responsibility.1

The relationship of the extracurricular activities to the curriculum depends upon one's concept of the term "curriculum". If the curriculum comprises all the experiences of the child under the auspices of the school, the distinction between curriculum and extracurricular tends to disappear.2 The following quotation from L. P. Jacobs presents this point of view:

A master in the art of living draws no sharp distinction between his work and his play, his labor and his leisure, his mind and his body, his education and his recreation. He hardly knows which is which. He simply pursues his


2Ibid., p. 7.
vision of excellence through whatever he is doing and leaves others to determine whether he is working or playing. To himself he always seems to be doing both. Enough for him that he does it well. ³

A similar point of view was presented by Elbert K. Fretwell when he wrote:

"It is the business of the school to organize the whole situation so that there is a favorable opportunity for everyone, teachers, as well as pupils, to practice the qualities of a good citizen here and now with results satisfying to the one doing the practicing." ⁴

There is no particular purpose to be served by drawing sharp distinctions among the situations which furnish learning experiences. Whether it is in the classroom or club meeting, the school should furnish rich opportunities for students to develop an understanding of the world in which they find themselves, to develop those abilities essential to performing effectively their part as citizens, and those attitudes which will lead them to play a responsible part as members of the community. ⁵

The broadened curriculum includes many types of activities which vary in complexity, in dependence upon

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⁵Johnston, op. cit., p. 6.
teacher direction, and in their degree of relationship to immediate pupil interests. Many activities which were formerly termed extracurricular are now included in the class offerings of the high school, but it is probable that most schools will continue to make some distinction between the curricular and the extracurricular activities. Therefore, it is appropriate to consider the special contribution which the activities called extracurricular have to make to the total school program.6

For the purpose of this study, such activities will be called "student activities" and will refer to the organizations and activities sponsored by the school but for which no credit is given.

The acceptance of the point of view that student activities are an integral part of the whole school program carries with it a great responsibility for the teachers and principals of high schools. Since there are no definite requirements set up by the Virginia State Board of Education for the student activities program, such as allotted time and plan of organization, each school must work out its own. The old adage, "What is everybody's business is nobody's business," may well be true of the student activities program. Careful and thoughtful planning is required in order

\[6\text{Ibid., p. 9.}\]
to make the most effective contribution to pupil growth.

Because each school must develop its own student activities, and in so doing, attempt to meet the needs of student life in a particular situation, organization and practices are varied. Principals and teachers are constantly seeking answers to such questions as, "What are the best practices in our particular situation?"

In an attempt to study the general organization of the student activity programs of the moderate-sized high schools in Virginia, a survey was made of those schools listed in Group II of the Virginia High School League.

The Virginia High School League Handbook states that, "Group II shall consist of high schools with a membership in the high school grades of from 200 to 600." High school grades are defined as nine, ten, eleven, and twelve in a twelve-year system, or, eight, nine, ten, and eleven in an eleven-year system. The results of the survey showed that enrollments ranged, according to principals' reports, from sixty-four to more than eleven hundred. Of the sixty-six schools which reported enrollment, four had less than two hundred students and sixteen had more than six hundred students.

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All of the one hundred fifty principals in Group II schools were invited to participate in the study and questionnaires were mailed to the first eighty-five who agreed to participate. Each principal was requested to select two teachers and two students from his school to answer questionnaires also. Results of questionnaires to seventy-five principals, one hundred and fifty teachers, and one hundred and fifty students were tabulated.

The study was limited to those activities which may be initiated and/or co-ordinated by the student council. There are many areas of the activity program, such as cost to the individual student and raising funds for financing activities, which would make interesting studies in themselves. Except for scheduling and co-ordinating athletic events in the over-all school program, interscholastic athletics were also omitted.

The objectives of the study were two-fold:

1. To analyze results of the findings in order to determine strengths and weaknesses of the programs under study, with special emphasis upon those activities which may be initiated and co-ordinated by the student council.

2. To suggest some of the practices and procedures best suited to the proper function and continuing improvement of student activities in the moderate-sized high school in Virginia.
CHAPTER III

THE PLACE OF THE HOME ROOM IN THE STUDENT-ACTIVITY PROGRAM.

A. AS INDICATED BY AUTHORS OF TEXTS ON ACTIVITIES

Educators today agree that the home room presents a real challenge in its possibilities for individual and group guidance. Its very name, which implies the student's home in school, should give one the feeling that he belongs. However, the home room was established as an administrative device for checking attendance and attending to other routine details,¹ and whether its character has changed greatly in practice may be a debatable question.

McKown says that, with the rapidly developing interest in guidance, the home room as an "educative opportunity"² came into existence. Teachers and principals were quick to see the possibilities offered by its informal atmosphere, and it has "acquired an importance and significance second to no other setting or opportunity in the school."³

Miller, Moyer and Patrick, whose text is based on a national survey of practices in secondary schools, present a different point of view as to the use which is being made

²Ibid. ³Ibid.
of the home room. They say that it is an organizational concept which should work but fails to live up to its potentials. "In many schools, neither students nor faculty are enthusiastic about their home rooms." Theoretically, the home room should be one of the basic activities of the student-activity program, but in practice it is often one of the least popular organizations.

According to these authors, it is interesting to note the widely varying points of view expressed in answer to the question, "Just what is the home room?" Many schools use this period for checking attendance and attending to other administrative matters, such as the morning announcements. Others regard it as a study period. Still others think of the home room as a place to send students who do not have club meetings at activities period, or to have students supervised at any time they are not attending regular classes.

It is the sincere conviction of the authors that the home room deserves much more serious consideration than it has received in many secondary schools.

McKown sets up four purposes to be accomplished through the home room organization. They are: (1) to acquaint the

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5Ibid. 6Ibid., pp. 172-173. 7Ibid.
teacher with the pupil, (2) to acquaint the pupil with the
teacher, (3) to guide the pupil, and (4) to facilitate the
handling of routine matters. 8

Gruber and Beatty set up similar objectives to those
listed by McKown. They say that "the home room places its
emphasis on education through living rather than for living." 9
It is an administrative device which may bring to the large
school the intimacy and sense of personal concern character-
istic of the best one-room-school situation. The objectives
of the home room determine its program, which should include
activities in administration, group living, citizenship
training, individual development and group guidance.10

More time than is allotted in many high school sched-
ules should be given to the home room period, say Gruber and
Beatty. They believe there is general agreement among ad-
ministrators that, in addition to the daily attendance period,
there should be at least one full-length period each week
devoted to home room meetings and programs. This period
should be scheduled regularly on the school calendar, usually
in the block with other student activities.11

8 McKown, op. cit., pp. 50-57.
9 Frederick C. Gruber and Thomas Bayard Beatty, Sec-
ondary School Activities, McGraw-Hill Series in Education
10 Ibid., p. 69. 11 Ibid., p. 67.
The following quotation, which deals with causes of failures in the home room program, deserves special consideration:

In a few schools the home room has been abandoned because it was not successful. The principal causes of such failures are that teachers do not understand the function of the home room and do not know what to do.12

Ruth Fedder throws some light on causes of home room failures when she says that most teachers, in professional preparation, have had no insight into the educational and social significance of group experience. They have had neither academic courses nor supervised experience in group work. Many teachers and principals do not know what a good home room program is or how to provide it. Some question its reason for being, and some are wary of attempting group leadership because they are afraid of their own inadequacy.13

The role of the group leader is different from that of the classroom teacher, and teachers should be given help in developing group programs. They must be taught, if they do not already understand, the basic principles and techniques of group leadership.14

12Ibid., pp. 67-68.


14Ibid.
Teachers need to understand that group leadership should be evaluated in terms of its goals. Not all activity that takes place in the home room is bona fide. In effective group work, the ultimate goal of the leader and the evolving group program is the maximum development of each person within the group. The individual differences, such as interests, desires, and capacities, become the starting points in program planning.\textsuperscript{15}

Participation should be the keynote in group program planning because boys and girls learn to do what they have opportunities to do with success, and they learn not to do what they have opportunities to do with failure.\textsuperscript{16}

Educators generally agree that teachers must know what to do and how to do it before they can successfully carry out assignments. Miller, Moyer and Patrick\textsuperscript{17} and Gruber and Beatty\textsuperscript{18} agree with Fedder that teachers must know how to plan with groups if the home room program is to be a medium for group guidance.

To summarize: (1) According to the consensus of authors cited, there is wide variance between the ideals set up for the purposes to be served by the home room plan

\textsuperscript{15}\textit{Ibid.} \hspace{1em} \textsuperscript{16}\textit{Ibid.}

\textsuperscript{17}\textit{Miller, op. cit., pp. 173-174.}

\textsuperscript{18}\textit{Gruber, op. cit., pp. 67-68.}
and the actual practices in many schools. (2) Many administrators agree that there should be a regularly scheduled time for home room meetings and programs. (3) Teachers cannot be expected to plan and carry out good home room programs unless they understand the principles involved in group leadership.

B. AS PRACTICED IN GROUP II HIGH SCHOOLS IN VIRGINIA

The seventy-five Group II high schools which participated in the present study had a variety of home room organizations. Twenty-nine principals (38 2/3%) said that the period was used for administrative purposes only; eighteen (24%), that it was not used for administrative purposes only, and twenty-seven (36%) did not answer the question. In one school (1 1/3%), there was no home room period except the first and last weeks of school.

Thirty-five (46 2/3%) schools reported that the period was used for student reports; fourteen (18 2/3%) said that it was not used for student reports, and twenty-five (33 1/3%) did not answer the question. (One school (1 1/3%) had no home room period.)

Forty-three of the principals (57 1/3%) said the home room period was used for group guidance; twelve (16%) said it was not used for group guidance, and nineteen (25 1/3%)
did not answer the question. (One school (1 1/3%) had no home room period.)

The schools reported that the period varied in length from five minutes daily, in some schools, to fifty-five minutes daily in others.

To summarize: Of the seventy-five schools reporting, twenty-nine (38 2/3%) used the period for administrative purposes only, one (1 1/3%) had no home room period, and two (2 2/3%) did not answer the question at all. Forty-three principals (57 1/3%) said they did use the home room period for group guidance, and thirty-five (46 2/3%) indicated that they had activities such as student reports. One (1 1/3%) of the schools reported a planned home room program, two (2 2/3%) had daily devotions, and two (2 2/3%) had study periods.

There were sixty-six (88%) of the seventy-five schools which reported enrollment figures. Thirty-four (45 1/3%) schools had an enrollment of less than four hundred, twenty-three of which indicated that the home room period was used for group guidance. Of the remaining thirty-two schools (42 2/3%), which had an enrollment of four hundred or more, fifteen used the period for group guidance. In this survey, the smaller schools reported more group guidance in the home room than the larger schools.
The amount of time devoted to group guidance during the home room period should be significant. Of the five schools reporting a five-minute period, three reported administrative purposes only, and one reported daily devotions. One school reported student reports and some group guidance. Another school which indicated five-minute periods twice daily and two of the five schools which devoted eight minutes to home room reported group guidance and student reports.

Of the twenty-one schools (28%) which devoted ten minutes to the home room period, ten reported administrative purposes only; one did not report on use of time; one indicated student reports, and two, group guidance. Seven schools reported a combination of student reports and group guidance.

In the group reporting more than ten minutes allotted to the home room period, two schools did not report use of time. One school reported fifteen minutes used for administrative purposes only, and another reported fifty-five minutes daily for administrative purposes only. All other schools which reported more than ten minutes for the period, indicated its use for group guidance and/or student reports. (For analysis of the use of the home room period, see Table I, page 23, giving percentages.)
Under changes needed, two principals (2 2/3%) listed more definite guidance program for home room, and two (2 2/3%) listed the need for guidance as a part of the student-activity program.

Twenty-two principals (29 1/3%) said that time for activities was a problem; twelve (16%) listed scheduling (which could involve time), as a deterrent to establishment of a broad or comprehensive pupil-activity program, and there were comments such as the need to "lengthen the school day". Seven principals (9 1/3%) mentioned lack of space, and several others, simply offered "lack of facilities" as major obstacles.

Sixteen schools (21 1/3%) reported a need for more teachers, or a need for more who were sufficiently interested and efficient to serve as advisors.

The general factors of time, facilities, and teaching personnel which apply to the entire student-activity program are mentioned here because they are pertinent to the problems of home room planning.

Summary. Results of the survey indicate that Group II administrators face definite problems in connection with the use of the home room period. These problems may be listed as both handicaps and pitfalls to be considered.
Among the handicaps reported by the schools in this survey are lack of time, poor facilities, and a shortage of personnel. Pitfalls to consider involve the misuse of time and overburdening of teachers either with too much work or assignments for which they are unprepared. In either case, a lowering of morale could be the end result.

**Conclusion.** An evaluative study of home room practices by high school faculties, and in-service training of teachers in many schools, particularly in home room guidance, would be in order.
### TABLE I

**LENGTH OF PERIOD AND USE OF TIME IN HOME ROOM IN GROUP II HIGH SCHOOLS IN VIRGINIA**

<table>
<thead>
<tr>
<th>NUMBER MINUTES</th>
<th>USE OF TIME</th>
<th>NUMBER OF SCHOOLS</th>
<th>PERCENTAGE OF SCHOOLS</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>Admin. Devotionals</td>
<td>Student Reports Group</td>
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<td></td>
<td>only</td>
<td>Guidance Student Guid.</td>
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<td></td>
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<td>&amp; Student Rep.</td>
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<th>5</th>
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<tbody>
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<tbody>
<tr>
<td>No answer</td>
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</table>

| TOTAL  | 6 | 19* | 2 | 5 | 114* | 29 | 75 |

*Ten principals omitted from list; reported other uses in addition to admin. only.
CHAPTER IV
DEVELOPING STUDENT RESPONSIBILITY

Educating students for successful living in a democracy can best be accomplished by having them live in a setting which most nearly resembles a democracy. If the school furnishes a miniature democracy in which students practice good citizenship, they will move more easily into the adult roles expected of them in a democratic society.¹

Willard Bear, of the State Department of Education of Oregon, made the following statement to a group of secondary principals:

The standard of student citizenship in our schools has improved noticeably during these postwar years. Many factors have contributed, I am sure: better quality in teaching staffs, more adequately trained administrators, improved programs of studies, to mention a few. But, I believe the greatest single factor has been the tendency to give students opportunities to work at school management through problems that pertain to them.²

A. DEVELOPING RESPONSIBILITY THROUGH THE STUDENT COUNCIL

The student council can make a real contribution to the school by developing student responsibility for good


citizenship. If the walls are marked by writing or the grounds are littered with paper, it should be a matter of student body concern. However, if the principal has always handled such problems, students will shun the responsibility for their own actions, or for those of their peers, and sometimes, delight in creating problems for the sake of recognition.3

In order to develop self-direction which leads to acceptance of civic responsibility, the principal and faculty must be willing to refer real problems to the student council and to display confidence in its decisions. Some attempts at self-direction may surely fail, but adult advisors cannot expect students to recognize problems of school citizenship as their own until the young people have experienced failure as well as success in dealing with such problems.4

For the student council to be a potent influence in the student body, every member of the student body must feel that he has a direct voice in the decisions of the council and that he must abide by those decisions. Such a situation can prevail only if every student has an opportunity

3Ibid., p. 7. 4Ibid., p. 6.
to initiate action through instruction of his representative prior to each meeting and an opportunity to hear a report from the representative following each meeting. The student council must be a "truly representative body and not merely a spokesman of the few." 5

In order to be a truly representative body, the council must be properly organized. Educators generally favor representation based on the home room or the administrative unit as the most truly representative. The council's projects should be educationally worthwhile and participation in the projects should be extended to the entire student body. 6

George E. Mathes, sponsor of the All-City Council of Denver Public Schools, said that the student council makes its greatest contribution when its purposes are clearly defined. 7 The principal and the student council sponsor should be responsible for defining the areas of operation and control for the students, faculty, and administration. 8

In defining areas of operation and control, administrators should keep in mind the fact that education of any

5 Ibid., p. 7.


7 Ibid. 8 Bear, op. cit., p. 8.
type is a slow process. McKown says that a school deserves hearty congratulations if it develops a student council organization which is "only fairly successful" in five to eight years after the program is initiated. "Success in handling small and very definite responsibilities should precede attempts to handle larger projects."  

The purposes of the council must reflect a modern philosophy of education; they must be expressed in terminology meaningful to the students, and they must include the development of both attitudes and behavior patterns.

Donald I. Wood, in speaking of the aims and objectives of the student council, said that it should serve as an agency for the co-ordination of the curricular and the extracurricular activities. Among responsibilities delegated to the council may be the co-ordination of club activities by setting up the club calendar, chartering new clubs, and evaluating the club program.

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9 McKown, op. cit., p. 90.  
10 Ibid.  
11 Mathes, op. cit., p. 9.  
The council should also be the medium through which ideas may "flow up to the principal as well as down from the principal." It may serve as a sounding board for both students and administrators, and also provide the means for student participation in school policy.

It is essential to exercise wisdom in referring problems to the students, through the student council, and in stimulating them to recognize their own problems. Some responsibilities cannot be relinquished by the administration, and students must understand the limitations of student control as well as its possibilities.

The role of the council must be understood and supported by the administration, faculty, student body, and the community. Its contributions to the school and the community should be evaluated periodically in terms of its objectives and "measured by the changes that are evident in attitudes and behavior of the students."

Summary

1. The student council can make a real contribution to the school by developing student responsibility.

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13 Ibid.  
14 Bear, op. cit., pp. 7-8.  
15 Matthes, op. cit., p. 151.
2. The principal and faculty must be willing to refer real problems to the council and display confidence in its decisions, even though some failures are to be expected.

3. The student council should be a truly representative body, and its projects should be educationally worthwhile.

4. Its purposes should be clearly defined, and in keeping with the amount of responsibility the students are capable of and willing to accept at the moment.

5. The council should serve as an agency for coordinating the curricular and the extracurricular activities, and should be a means of student participation in school policy.

6. The principal should exercise wisdom in referring problems to the council.

7. The role of the council should be clearly understood and supported by the school and the community.

8. Its contributions to the school and the community should be evaluated periodically in terms of its objectives, and measured in terms of behavior.
B. THE ROLE OF THE STUDENT CO-OPERATIVE ASSOCIATION IN VIRGINIA

Virginia schools are unique in that the student organization, which is the Student Co-operative Association, is sponsored by the Virginia Congress of Parents and Teachers. This is the only state which carries on such an extensive program of work for its boys and girls. The SCA has grown from one high school organization in 1905 to 575 organizations in 1957, 243 of which are in the junior and senior high schools.16

The counties and cities of the state are divided geographically into twenty districts, and are so arranged as to make it possible for representatives of all schools in each area to meet annually. The twenty districts are grouped into five regions with representatives from each region on the State Advisory Committee.17

The membership of the State Advisory Committee includes: (1) the SCA chairman of the Virginia Congress of Parents and Teachers, as chairman; (2) three representatives from each of the five regions, two to be professional school employees, and one to be a lay person; (3) the state student


17 Ibid., p. 21.
officers of the SCA; (4) one public school student from each of the five regions; (5) individuals representing allied agencies and institutions; (6) the president of the Virginia Congress of Parents and Teachers, and the Superintendent of Public Instruction or his designated representative.18

The SCA Advisory Committee establishes written policies, rules and regulations of the SCA; formulates plans and objectives for conventions, workshops and many other activities, and develops and approves guidebooks for SCA direction.19

The Virginia Congress of Parents and Teachers employs an Assistant Executive Secretary who serves as SCA secretary and has general direction of the SCA activities. Two of the many activities of the SCA secretary are: (1) to assist administrators, teachers and students in Virginia in organizing and carrying on constructive programs, and (2) to carry on a program of in-service training opportunities for teachers and others in the public school systems to help them work effectively with students in SCA work.20

The local SCA should be the recognized organization of all of the students in a school. It should co-ordinate

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18 Ibid., p. 24. 19 Ibid. 20 Ibid., p. 25.
all student activities and participate in the solution of student problems. The organization should be under the direct supervision of the principal, and adapted to the needs of the local school.\(^{21}\)

There should be one or two sponsors, depending upon the size and needs of the school, and the duties of each sponsor should be clearly understood by all.\(^{22}\)

The principles underlying organization and responsibilities of the local SCA council are essentially the same as those of any other student council.\(^{23}\)

The aims of the Student Co-operative Association, condensed from the Guidebook, are:

**Specific Aim for Special Emphasis:** to share information on the positive, constructive behavior of the young people within the state, using newspapers, discussions, conferences, the radio, television, and other available means of communication.

**General Aims:** (1) to develop in schools the kind of students who are worthy citizens; (2) to encourage greater and better co-operation and sharing of responsibilities on the part of students, teachers, and parents; (3) to help provide a wholesome spiritual, mental, social, and physical

\(^{21}\)Ibid., p. 8.  \(^{22}\)Ibid.  \(^{23}\)Supra, pp. 24-23.
school environment; (4) to assist in providing a program
of recreation and social activities, which encourages a
wide degree of participation; (5) to work with the school
faculty in promoting better understanding, on the part of
both students and parents, in improving the guidance pro-
gram, particularly in the vocational and educational fields
available; (6) to assist in working on community projects;
(7) to promote good sportsmanship in every phase of school
and community activity.

Summary Aim: to examine the organization constantly,
with an open mind and clear vision, for the purpose of im-
proving its effectiveness.24

The general types of SCA council organizations fall
into one of three categories: (1) home room representation;
(2) class representation; or, (3) combination of one or both
of the others with and/or committee chairmen.25

The Guidebook recommends that every local SCA endeavor
"continuously to evaluate its program of activities in order
to keep its work challenging and most effective."26

The activities should be evaluated in terms of the
contribution they make to, or the experience they provide
in, democratic living. In the activities in which pupils

participate largely because of their own initiative, "there is to be found keen interest, mastery, self-criticism, and functioning public opinion, which afford splendid training" in developing leadership and followership abilities. Local conditions and needs should determine the type of activities initiated or sponsored by the SCA.

**Summary.** The Student Co-operative Association is a Virginia organization, sponsored by the Virginia Congress of Parents and Teachers. SCA membership is extended to every student in the school. The student body president heads the SCA council which is the student council of the school.

C. THE STATUS OF STUDENT RESPONSIBILITY IN GROUP II SCHOOLS IN VIRGINIA

The study of Group II high schools in Virginia revealed that fifty-nine (78 2/3%) of the seventy-five schools had student councils in operation, and sixteen schools (21 1/3%) had no student council.

Forty-nine principals (65 1/3%) said they did believe in the honor system for high schools; twenty-five (33 1/3%) did not, and one did not answer the question.

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27 Ibid., p. 19.
Of the one hundred fifty teachers who answered the questionnaire, ninety-nine (66%) said they did believe in the honor system for high schools; forty-five (30%) said they did not; three said, "I don't know," and three did not answer the question.

Of the one hundred fifty students who returned the questionnaire, one hundred twenty-eight (85 1/3%) said they did believe in an honor system for high schools; twenty (13 1/3%) said they did not, and two answered with a question mark.

In answer to the question, "Does your school have an honor system?", twelve principals (16%) replied, "yes"; sixty-two (82 2/3%) replied, "no" and one did not answer the question.

In summary, 65 1/3 per cent of the principals and 66 per cent of the teachers did believe in an honor system for high schools, compared with 85 1/3 per cent of the students who believed that high schools should have honor systems.

Yet, sixteen per cent of the principals reported honor systems in operation in Group II high schools.

With reference to the honor system, Gerald H. Van Pool, Director of Student Activities of the National Association of Secondary-School Principals, said, "The honor system in a
high school recognizes the fact that high school society is based upon trust in and respect for one's fellow students."23 According to Mr. Van Pool, our whole society is based on the concept that man has confidence in his fellow-men. Yet, most schools are set up so that the recognition of honesty is too seldom in evidence. Students are watched all day -- in classes, in assemblies, during examinations. In most schools, the students and faculty are playing a game of "cops and robbers" -- a game which the students always win.

He suggested an honor study hall as a good beginning for an honor system. It would be necessary to have discussions with faculty, students, and parents before setting up the honor study hall. Students would not be assigned to such a study hall, but would apply for admission, and it should be a real honor to be a member of the study hall.

Eight of the seventy-five Group II schools surveyed reported an honor court; fifty-nine schools reported no honor court, and eight principals did not answer the question. According to this report, 10.6 per cent of the schools reported an honor court.

Mr. Van Pool,29 who favored an honor system in the


high school, opposed any system in which students would punish offenders. His argument was that the student council should have a positive program of educational citizenship activities and should not concern itself with punishment. However, Mr. Van Pool said, "Note that I did not say that the student council should not concern itself with offenders." He continued:

It is good for members of the student council to sit down with an offender and try to explain why certain anti-social activities are not permitted in the school. It is effective to have student-council members sit down together and have a heart-to-heart talk, facing facts with all the frankness and sincerity of youth. This is a positive approach to the problem...30

McKown, in discussing the student court, gave its purpose as that of "acquainting the student with all of the responsibilities of citizenship."31 After stating that some of the courts "turn out disastrously and some very successfully,"32 he listed some of the reasons for failure, such as, dealing too harshly with offenders and promoting petty politics. He then stated that most administrators would hesitate to approve the student court, and quoted Mr. Van Pool on accentuating the positive. He concluded with the idea that

30Ibid. 31McKown, op. cit., pp. 104-105. 32Ibid.
the "student court, if it comes at all, should come late in
the development of the council."33

Since some of the Group II schools do have committees
by other titles,34 such as honor councils and student re-
lations committees, which are concerned with responsibility
for student behavior, the information presented on the
honor court serves only to point out the fact that some
administrators do approve honor courts.

According to the reports of Group II principals, there
was more pupil participation in planning assembly programs
then in any other area covered by the questionnaire. Seventy-
one principals reported that pupils participated in planning
assembly programs; three said pupils did not participate in
planning the assembly program, and one did not answer the
question.

Forty-three principals reported that students partici-
pated in planning the activities calendar. Sixteen reported
that students did not participate in planning, and fifteen
did not answer the question. One reported "yes and no."
If the "yes and no" answer is interpreted as meaning that
the students in that school do have some part in planning

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33 Ibid.

34 Information obtained from Miss Elizabeth Lloyd,
SCA Secretary.
the activities calendar, 50 2/3 per cent of the schools reported pupil participation in planning the calendar.

Thirty-three schools reported an inter-club council or similar group for co-ordinating activities; forty-one reported no inter-club council or similar group, and one school did not report on that question.

Summary. The survey of Group II schools revealed that 78 2/3 per cent of the schools reporting have student councils. Sixteen per cent of the schools reported honor systems in operation. Eight schools, or 10.6 per cent, reported honor courts. Administrators generally agree that honor councils or student relations committees are preferable to honor courts, but no information was requested from Group II schools on the work of such committees.

Pupil participation in the following areas was reported: (1) Of the seventy-five principals reporting, 94 2/3 per cent said students did participate in planning assemblies. (2) There were fewer schools in which students helped to plan the activities calendar, 53 2/3 per cent. (3) Thirty-three schools, or 4 1/4 per cent, reported an inter-club council or similar group.

Recommendation. Since participation in planning increases pupil interest, and thereby, the effectiveness of
the program, every school should strive for a maximum of pupil participation in planning student activities. As students help to plan and carry out activities in which they are interested, they should develop more initiative and a greater sense of responsibility.

Developing the honor system, by beginning in a small way, should also contribute to the development of pupil responsibility.
Home Room Representation

Student Body divided into Home Rooms

SCA Council composed of:
Officers elected from Student Body at large
1 representative from each home room

Figure 1. Home room representation.

Class Representation

Student Body divided into Classes

SCA Council composed of:
Officers elected from Student Body at large
Representatives from each class

Figure 2. Class representation.
Combination Representation

Student Body divided into Home Rooms and Clubs

SCA Council composed of:
- Officers elected from Student Body at large
- 1 representative from each home room
- 1 representative from each club

Figure 3. Combination representation.

Student Body divided into Classes and Clubs

SCA Council composed of:
- Officers elected from Student Body at large
- 1 or more representatives from each class
- 1 representative from each club

Figure 4. Student body divided into classes and clubs.
Figure 5. Student body divided into home rooms and clubs.

Student Body divided into Home Rooms and Clubs

SCA Council composed of:
Officers elected from Student Body at large
1 representative from each home room
1 representative from Interclub Council

Interclub Council composed of:
1 representative from each club

Figure 6. Student body divided into home rooms, classes and clubs.

Student Body divided into Home Rooms, Classes, and Clubs

SCA Council composed of:
Officers elected from Student Body at large
1 or more representatives from each class
1 representative from Forum
1 representative from Interclub Council

Forum composed of:
1 representative from each home room

Interclub Council composed of:
1 representative from each club
CHAPTER V

ADMINISTRATION OF THE STUDENT-ACTIVITY PROGRAM

The activity program of a modern high school is a complex thing, involving for its successful operation the co-operation of many people -- pupils, teachers, administrators, parents, and others in the community.

Basic to the success of the program is a philosophy accepted by all. Such a philosophy must include a commitment to democratic values, recognition of the unity of the educational program and of the important part student activities may play in it, a willingness to carry a full share of the responsibility for the success of the program, and an abiding faith in young people.¹

A.  THE ROLE OF THE PRINCIPAL AND FACULTY SPONSORS

In a large measure, the success of the activity program will depend upon the vision and leadership of the principal. His role is one of co-ordination, stimulation, and provision of conditions conducive to success.²


²Ibid.
The principal should assume leadership in inviting teachers, pupils, parents, and other school officials to participate in planning the activity program. It is his responsibility to see that all participants have an opportunity to contribute their ideas, and to share in the formulation of decisions that affect them.³

The assumption of the role of democratic leadership will challenge the best efforts of any principal; it is not easy to achieve an acknowledged position of leadership without transgressing upon basic democratic principles. The administrator will need to possess: (1) an educationally sound philosophy which harmonizes with socially acceptable practices, and (2) the knowledge and ability to use the skills involved in leadership, group processes, and human relations.⁴

While the principal carries the chief administrative responsibility, it will be necessary to delegate various details of administration. Some schools carry out this function through a director of activities who arranges schedules, provides the machinery for smooth operation of the program as a whole, serves as advisor to activity

⁴Ibid.
sponsors, and initiates procedures for evaluation of the activity program. This responsibility may be given to a faculty committee whose chairman serves as co-ordinator. In a small school, the principal may serve as director and the whole faculty as a committee. 5

However chosen, the activity director serves as co-ordinator of the entire program. He should work closely with the sponsors of clubs and the student council which should play a major role in the administration of student activities. 6

The sponsor is the key person in the activity program. The most perfect organization would be of little use unless there were teachers whose interests and concerns coincided with those of the boys and girls in the activity groups. The ability of the sponsor to guide the students in planning and carrying out worthwhile activities, and yet, to leave as much of the decision-making as possible to the students is the heart of the program. 7

The SCA Guidebook draws attention to the fact that the sponsor must be able to meet students on their own level without condescension; must be congenial without

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5Johnston, op. cit., p. 315. 6Ibid. 7Miller, op. cit., p. 98.
being unduly familiar, and should evidence a whole-hearted enthusiasm for the particular activity in which his group is engaged, and at the same time integrate the activity with the whole life of the school.\(^8\)

McKown lists the qualifications of an ideal sponsor derived from a survey of student opinion at the Oak Park, Illinois, High School. The ideal sponsor should have:

1. the habit of allowing students to assume most of the responsibility;
2. tact in directing choices without the students' feeling that he is interfering;
3. the ability to make friends with students on an informal basis;
4. a sympathetic understanding;
5. a knowledge of the subject on which the activity is based;
6. a strong and pleasing personality, and
7. a sense of humor.\(^9\)


distributed. A few students are appointed or elected to offices, and participate in many and varied activities. Others may join one club, but many do not participate in activities other than routine classes. Those who do not participate in student activities constitute a significant percentage of the drop-outs.10

Furthermore, the accident of birth, among other factors, influences participation in school activities as well as the holding power of the school. The 50 per cent who drop out before graduation are largely from the lower-income families,11 and the youth from the upper-income families participate in school activities in more than twice the proportion of the poorer youth.12

E. G. Kennedy, who investigated personal qualifications and participation, concluded that, under present conditions, the activity programs are not reaching enough students. There is no evidence that all students of any group are entirely neglected, but the programs are failing to reach many who are potentially well able to profit by participation.13

10Johnston, op. cit., p. 316. 11Ibid.
Reaching all the students, or even a large percentage of them, through the activities program is one of the greatest problems of those interested in student activities. Miller, Moyer and Patrick found that 80 per cent of the principals (in a nation-wide survey) were concerned with encouraging a greater percentage of the students to participate.¹⁴

McKown believes there is great need for a program of guidance in the field of student activities. Opportunities have been provided for students to explore their capacities in athletics, dramatics, and various other activities, but no definitely organized or comprehensive program of guidance has been developed.¹⁵

However, the beginnings of a guidance program are evident. The most commonly used procedure is the attempt to control participation by more or less mechanical means. These methods of limiting and encouraging participation are usually designated as point systems. Such systems "equate the various activities and make provision for limiting, evaluating, and recording student participation in them."¹⁶

The purposes of a point system are listed as follows:

1. To distribute more evenly the opportunities for participation.

¹⁴Miller, op. cit., p. 106.
¹⁵McKown, op. cit., p. 593. ¹⁶Ibid.
2. To prevent the student from overloading.
3. To develop and maintain high standards.
4. To equate activities where credit is allowed or required.17

Each school works out its own system for encouraging and limiting participation. Two types which seem to cover the basic principles are: (1) Simple Limitation, and (2) The Point System.

Simple Limitation. In this kind of organization, a student is allowed to belong to a specified number of activities, and all opportunities are considered to be of equal value. This type of activity program is easy to administer, but is more suitable for junior high schools than senior high schools because of the variety and complexity of the senior high school program.18

The Point System. This is the plan most commonly used. The various activities are evaluated on the basis of points. The time required for the activity and the importance of the position determine the number of points allotted for it. In many instances, the sponsor determines whether a person receives the maximum credit for a given activity. The total number of points which a student may

17Ibid., pp. 593-596. 18Ibid., pp. 596-597.
carry in any one school year varies with schools, according to the number of points allotted for each activity. When a student has achieved a specified number of points, he receives special recognition, such as a school letter or pin.19

McKown says that all point systems are similar in basic principles, but there are three rather significant variations:

1. The number of points a student may carry is automatically determined by his grades. For instance, the "A" student may carry twice as many points as the "C" student, and the "F" student may carry very few points or none at all.

2. The student is limited in the number of points he may carry in any one group of activities, such as athletics, dramatics, or service. He is required to participate in more than one group of activities in order to win special recognition.

3. The various activities are classified as majors and minors, and the number of majors and minors which a student may carry is limited. Some schools set up the majors in accordance with the number of hours a week which must be devoted to the activity. For instance, if the yearbook editor must average three to four hours a week from

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19 Ibid., pp. 596-599.
September through March on that activity, he might be eliminated from football and basketball.  

**Eligibility.** Several authors comment on the relation of participation in activities to grades earned in school. McKown says there has been a tendency to assume, that because of the time and attention devoted to student activities, participation must logically be detrimental to classwork. Yet, one of the arguments in favor of student activities is that participation motivates school work, and therefore, tends to raise rather than lower grades. The afore-mentioned author cites numerous studies on the effect of participation on school marks. His conclusion is that the assumption that participation in student activities is detrimental to academic records is apparently incorrect.

The viewpoint of Johnston and Faunce is that scholarship limitations seem invalid because they usually ban those students who most need the experience of school activities. It is quite possible that for many students the "most valuable educational experience" they receive will be that obtained from participation in student activities.

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Academic credit. Another controversial issue concerns academic credit for participation in extracurricular activities. Galen Jones, in a study of the relationship of extracurricular activities to the curriculum, found that certain activities, such as the newspaper, dramatics and music organizations, are tending toward a definite curricular status in the American high school. Other activities, such as the student council, the assembly and clubs, should remain extracurricular.\textsuperscript{23}

There seems to be sufficient evidence, say Gruber and Beatty, that American educators believe that the activity program deserves a regular place in the school program. However, they are of the opinion the less formal, non-credit-bearing organization produces best results.\textsuperscript{24}

**Summary**

The administration of the activity program is the responsibility of the principal. His role is one of coordination, stimulation and provision of conditions conducive to the success of the program. He may or may not


designate a member of his staff as director, to administer the details of the program.

The sponsor must possess a sympathetic understanding of the students, and enthusiasm for the particular activity sponsored, and the ability to guide without driving the students.

Perhaps, the greatest concern of school administrators regarding the student-activity program is that of reaching all the students. The point system is a mechanical device designed to distribute participation in order to limit those students who participate too heavily and to encourage a larger number to enter into activities.

Many schools have scholastic eligibility rulings. Studies cited indicate that participation in activities does not seem to be a deterrent scholastically.

Some administrators seem to favor giving academic credit for extracurricular activities. However, the general consensus is that as certain activities become curricularized, credit may be given; but credit should not be given for the extracurricular activities.
C. PRACTICES AND PROBLEMS OF GROUP II SCHOOLS
IN ADMINISTERING THE ACTIVITY PROGRAM

Scheduling

Seventy-three (97 1/3%) of the seventy-five Group II high schools reported regularly scheduled activity periods. Twenty-four (35%) used the system of shortened class periods with an extra period on activity days; twelve principals (16%) reported that all club meetings were held after school hours. Others used varied types of schedules. (See Table II, page 70.)

Twenty-three (30 2/3%) of the schools scheduled an activity period once a week, fourteen (18 2/3%) scheduled a period daily; six (8%) used a bimonthly schedule, and seven (9 1/3%) reported one activity period a month. (See Table II, page 70.)

Fifty-one principals (68%) reported that they did have calendars of activities; twenty-one (28%) said they did not, and three (4%) did not answer the question.

In most schools, students who did not have club meetings during activities period reported to study hall or to the home room teacher. Thirty-two principals (42 2/3%) said the students were sent to study hall, and twenty-five
(33 1/3%) said that students reported to the home room. Three schools reported a planned program, such as a movie or speaker in assembly, for students not having scheduled meetings. Other schools had a continuation of classes; intramural games at times; a planned home room program (one school); or, pupils were dismissed.

A small percentage of principals (5 1/3%), teachers (10 2/3%), and students (2 2/3%) were opposed to holding any games or meetings on school nights. Others thought games or meetings should be scheduled once a week or sometimes on school nights.

**Time Allotment**

Administrators, teachers, and students were questioned about the amount of time allotted to student activities. Seven principals (9 1/3%) reported too much time given to activities; five (6 2/3%) reported too little time given; one questioned the amount of time given; one was not concerned about time because all activities were held after school hours; sixty-one principals (61 1/3%) reported sufficient time.

Of the one hundred fifty teachers, ten (6 2/3%) reported too much time given to student activities; twelve (8%) reported too little time given; one hundred twenty-eight
(85 1/3%) reported sufficient time for activities. Eleven
(7 1/3%) of the teachers qualified the "sufficient" answer
by commenting, "Sufficient for most activities."

Of the one hundred fifty students, nine (6%) reported
too much time given to activities; twenty-one (14.7%) reported
too little time, and one hundred nineteen (79 1/3%) reported
sufficient time allotted. (One student did not answer the
question.)

It is interesting to compare the reactions of the
three groups in regard to time allotted for activities:
85 1/3 per cent of the teachers, 01 1/3 per cent of the
principals, and 79 1/3 per cent of the students reported
sufficient time (with alternate answers "Too much" and "Too
little") given to student activities.

One third (33 1/3%) of the principals reported that
time given to activities did interfere with progress in the
classroom; 24 2/3 per cent of the teachers and 29 per cent
of the pupils said the time given to activities did interfere
with progress in the classroom.

Co-ordination and Supervision

Fifty-two (69 1/3%) of the principals reported activ-
ities well co-ordinated; fourteen (18 2/3%) reported activ-
ities not well co-ordinated, and five (6 2/3%) did not answer
the question. Others said, "Some are; some are not" (2); "Most are" (1); "Fairly well" (1).

One hundred eight (72%) of the teachers reported activities well co-ordinated; five (3 1/3%) said they were fairly well co-ordinated; nineteen (12 2/3%) said they were not well co-ordinated, and seventeen (11 2/3%) did not answer the question. One (2/3%) said, "Some are; some are not."

One hundred seventeen students (78%) reported activities well co-ordinated; thirty-one (20 2/3%) said activities were not well co-ordinated, and two (1 1/3%) did not answer the question.

To summarize the thinking of the three groups, 69 1/3 per cent of the principals, 72 per cent of the teachers, and 78 per cent of the pupils reported that the student activities were well co-ordinated. A larger percentage of the students (20 2/3%) than of either of the other two groups said activities were not well co-ordinated. Some principals and teachers qualified their answers with such statements as "Fairly well," and some did not answer the question.

Principals (92%), teachers (93%) and students (93%) said they thought activities were well supervised.

Participation.

In regard to participation, 80 per cent of the principals, 76 2/3 per cent of the teachers, and 80 2/3 per cent of the
students said every student had an equal chance for participation in student activities.

In evaluating the reaction of the students to this question, it is well to remember that they were a select group, chosen by their principals. They participated in many activities: 63 2/3 per cent were members of the student council, 24 2/3 per cent were club members, 62 per cent worked on publications, and 56 per cent participated in sports.

Of the seventy-five schools, there were fifty-five (73 1/3%) which had requirements, such as grade averages, for students who hold offices in activities.

The report on the point system revealed that twenty-nine schools (38 2/3%) had point systems; forty-five (60%) did not have point systems, and one principal (1 1/3%) did not answer the question.

Sixteen schools (21 1/3% of the total number) reported point systems which were effective in both encouraging and limiting participation; four schools (5 1/3% of the total) reported systems designed to limit participation only, and seven schools (9 1/3%) reported systems designed to encourage participation. One principal (1 1/3%) said the system was "Too new to tell"; one (1 1/3%) said the system was ineffective, and one (1 1/3%) did not answer the question.
Of the forty-five schools (60% of the total) which did not have point systems, one principal reported that limitations were imposed, and three said they were planning to establish point systems.

Awards

Principals, teachers, and students generally favored giving awards. Seventy-three principals (97 1/3%), one hundred forty-four teachers (93 1/3%), and one hundred forty-nine students (99 1/3%) said, "I do think awards should be given."

The percentage of those who were satisfied with the award system, however, was not quite so high as the percentage of those who thought awards should be given. Fifty-six principals (74 2/3%), one hundred twelve teachers (74 2/3%), and one hundred twenty-one students (82 2/3%) said, "I am satisfied with the system of awards used by my school."

Nine (12%) of the principals reported that letters or pins were awarded by the Student Co-operative Association.

Faculty responsibility

In answer to the question, "Does every faculty member assume his just share of responsibility for student activities?", thirty-two principals (42 1/3%) answered "Yes"; forty-two
(56%) answered "No", and one (1 1/3%) did not answer the question.

Fifty-nine (78 2/3%) principals reported that each activity had a sponsor with interest and ability in that activity; fifteen (20%) reported that each activity did not have a sponsor with interest and ability in that activity, and one principal (1 1/3%) did not answer the question.

Thirty-one principals (28%) thought that every teacher should be assigned as sponsor of an activity.

Forty-seven principals (62 2/3%) reported that activity sponsors had time during the school day for planning and working with students.

Principals were asked this question: "Do you think sponsors of student activities, other than athletic coaches, should receive extra pay?" The answers were: "Yes", forty-two (56%); "No", thirty-two (42 2/3%); no answer, one (1 1/3%).

The qualifying statements were:
Yes, but they seldom do.
Yes, if a definite scale can be worked out.
Yes, if out of school time is required.
Yes, or reduced teaching load.
Yes, for major activities.
No, so long as all teachers have assignments.
No, since most activities are during school hours.
No, neither should coaches.

Counseling

Fifty-five schools (73 1/3%) reported that pupils were assisted through counseling to adjust their participation in the activity program, and three principals (4%) said students were "sometimes" counseled.

Records

Sixty-six principals (80%) said records of pupil participation were recorded on the permanent records. Fifty principals (66 2/3%) reported that they included records of pupil participation in activities when sending transcripts. Ten of the number qualified the statement with, "when requested."

Nineteen schools (25 1/3%) reported that records were kept of the number of students participating in activities. According to enrollments and the number of students participating in at least one activity, the percentage of participants ranged from 33 per cent to 100 per cent.

Evaluation of the Activity Program

Forty-nine schools (65 1/3%) reported yearly evaluation of the activity program; nineteen (25 1/3%) reported evaluation
every two or three years; one school (1 1/3%) reported a new
program, without comment on evaluation; one (1 1/3%), no
evaluation, and five principals (6 2/3%) did not answer the
question.

In answer to the question, "who participates in eva-
uation?", the principals reported as follows:

1. Evaluation by parents, faculty and students,
seven schools (9 1/3% of the total number of schools).

2. Evaluation by faculty and students, forty-five
schools (60% of the total number).

3. Evaluation by faculty, sixteen schools (21 1/3%
of the total number).

4. No answer, seven (9 1/3%).

Summary

Of the seventy-five schools, 97 1/3 per cent reported
regularly scheduled activity periods. Twenty-three schools
(30 2/3%) scheduled an activity period once a week. In most
schools, students who did not have regularly scheduled club
meetings, reported to study hall or to the home room teacher.

Principals, teachers and students, generally, thought
that sufficient time was given to activities. One third of
the principals (33 1/3%), 24 2/3 per cent of the teachers,
and 20 per cent of the students said that time given to
activities did interfere with progress in the classroom.

Fifty-two principals (69 1/3%), one hundred eight teachers (72%), and one hundred seventeen students (78%) said that student activities were well co-ordinated. Principals (92%), teachers (93%), and students (93%) reported that activities were well supervised.

Principals (80%), teachers (76 2/3%), and students (80 2/3%) said every student had an equal chance for participation.

Requirements, such as grade averages, were established by 73 1/3 per cent of the schools for students who held offices.

The report on the point system revealed that 36 2/3 per cent of the schools had point systems, and 21 1/3 per cent of the schools reported point systems which were effective in both encouraging and limiting participation.

Principals (97 1/3%), teachers (93 1/3%), and students (99 1/3%) thought awards should be given for participation in activities. They expressed satisfaction with the awards systems in their schools, as follows: Principals and teachers, 74 2/3 per cent satisfied; students, 80 2/3 per cent satisfied. Nine schools (12%) reported that SCA letters or pins were awarded.
In reference to sharing responsibility for activities, 42 1/3 per cent of the principals said that every faculty member did assume his share of responsibility for student activities. Fifty-nine principals (73 2/3%) reported that each activity had a sponsor with interest and ability in that activity, and 23 per cent thought that every teacher should be assigned as sponsor of an activity.

Forty-seven principals (62 2/3%) reported that activity sponsors were given time during the school day for planning and working with students, and 56 per cent were of the opinion that activity sponsors should receive extra pay.

Pupils were assisted through counseling in 73 1/3 per cent of the schools to adjust their participation in activities.

Two thirds of the principals reported that they included records of participation in activities with transcripts, and 56 per cent reported that records of pupil participation in activities were put on the permanent records.

In the nineteen schools (25 1/3%) which kept records of the number of students participating in activities, the percentage of participation ranged from 33 per cent to 100 per cent.

Yearly evaluation of the activity program was reported by 65 1/3 per cent of the seventy-five schools; evaluation
every two or three years was reported by 25 1/3 per cent of
the schools, and 9 1/3 per cent did not report any evaluation.

Conclusions

In the nineteen Group II schools, which reported the
number of students participating in at least one activity,
the percentage of participants ranged from 33 per cent to
100 per cent.

In most schools, students (76%) who did not have club
meetings reported to the home room or to study hall.

If pupils are sent to study hall or to the home room,
day after day, or, week after week, when others are engaged
in interesting activities, those who are left out of activi-
ties may create discipline problems, or, develop habits of
leaving. To say the least, such an arrangement makes poor
use of the students' time, and may be unfair to the home
room teacher (unless other teachers alternate in supervising
these students).

There should be careful planning, with faculty and
students participating, to produce an interesting and worth-
while program for those students who do not have club meetings.
It is logical to believe that pupils who are not in activities
may be in greater need of social development than those who
are participating.
Representatives from the student body and faculty should survey the whole school with a view to planning activities for all. Then, they should set up the purposes to be served by the program on the basis of needs of the students, individually, and the school as a whole. There should be a system of registration of students in order to determine the number and type of activities in which students participate. Continual evaluation of the program, in terms of its purposes, would help to keep the activities alive and worthwhile.

In schools which require grade averages for participation, there should be careful planning for the use of time of those students who are eliminated, either partially, or, wholly from activities. Guidance and remedial work should be scheduled for these students.

Nearly three-fourths of the schools (73 1/3%) established requirements for student candidates for offices. Eligibility rules for student office-holders and representatives of the school in athletics, forensics, and other capacities, should insure: (1) high caliber students acting as representatives of the school, and (2) student office-holders who are capable of performing their duties and who can afford to give the time required by such activities.
Principals, teachers, and students, generally, believed that everyone had an equal chance for participation in student activities. The records of Group II schools reporting, in addition to studies cited in this chapter, support the fact that, in many schools, a large number of students are not participating. The school program may not be equally attractive to all. In order to furnish equal chance for participation, the activities should furnish interest for all.

The sponsor, in large measure, determines the quality of interest and organization of an activity.

More than two-thirds of the principals, teachers, and students believed that activities were well supervised and co-ordinated. Yet, less than half of the principals (42%) thought every faculty member assumed his just share of responsibility, and twenty-one per cent reported a need for more teachers, or, more teachers with sufficient interest and ability to supervise activities. It would seem that a well co-ordinated and supervised program would require the best efforts of the entire faculty.

Activity calendars, planned in advance, with a certain amount of flexibility for necessary changes, and posted for teachers and students, would help in co-ordinating programs.

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25 Supra, p. 21.
Many Group II schools evidence real effort toward working out adequate student activity programs. An efficient in-service training program would give faculty members knowledge and vision of what can be accomplished in this area.
<table>
<thead>
<tr>
<th></th>
<th>Daily</th>
<th>Twice Weekly</th>
<th>Monthly</th>
<th>As Needed</th>
<th>Other</th>
<th>Number of Schools</th>
<th>Percentage</th>
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<tr>
<td>1. Shortened class periods</td>
<td>2</td>
<td>3</td>
<td>17</td>
<td>3</td>
<td>1</td>
<td>26</td>
<td>34 3/4</td>
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<td>2. Excused from class</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>14</td>
<td>18</td>
<td>2/3</td>
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<td>3. Class period omitted</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>14 2/3</td>
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<td>4. School day lengthened</td>
<td>7</td>
<td></td>
<td>1</td>
<td></td>
<td>8</td>
<td>10</td>
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<td>5. Meetings held after school</td>
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<td></td>
<td></td>
<td>7</td>
<td>8</td>
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<td>6. Other</td>
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<td></td>
<td></td>
<td></td>
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<td>24</td>
<td>6</td>
<td>14</td>
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TABLE III

NUMBER AND PER CENT OF STUDENTS
PARTICIPATING IN ACTIVITIES

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<th>NUMBER ENROLLED</th>
<th>NUMBER PARTICIPATING</th>
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NOTE: Only nineteen schools reported number of students participating in activities.
CHAPTER VI

SUMMARY AND CONCLUSIONS

The purpose of this study was to make a survey of the moderate-sized high schools in Virginia in order to determine the general practices and organization of the activity programs in those schools. The scope of the study was limited to those activities which may be initiated and/or co-ordinated by the student council.

In each chapter, an attempt was made to present one area of the activity program as leaders in the field thought it should be handled, followed by a report of practices in Group II high schools. The three points of emphasis were: (1) the place of the home room in the activity program; (2) developing student responsibility, and (3) administration of the student-activity program.

Conclusions

1. Results of the survey indicate that many Group II schools are handicapped by: lack of time during the school day for adequate home room periods and/or activity periods; lack of facilities, and a shortage of personnel.

2. Many schools need to provide adequate time for the home room period, and proper use of that time through
in-service training of home room teachers in group guidance and group dynamics.

3. Every school should work for maximum participation in the activity program through an organization designed to encourage participation of some students and to limit participation of others. Registration of students is needed in order to determine the percentage of pupils benefitting from the program and the kinds of activities chosen by each student.

4. The program should be continually evaluated in terms of its purposes.

5. Student responsibility is developed by giving pupils opportunities to participate in planning and carrying out activities in which they are interested. Responsibilities should be increased slowly as the student body evidences growth.

6. Administrators should make every effort to give faculty members opportunities to obtain the knowledge and vision needed for the realization of the program best suited to the needs of the school.
BIBLIOGRAPHY


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APPENDIX A

QUESTIONNAIRES USED IN THE STUDY

The following questionnaires were used to obtain data for the study. They are self-explanatory.
SURVEY OF STUDENT ACTIVITIES
(FOR ADMINISTRATORS)

Note: For the purpose of this study, student activities may be defined as those activities which are sponsored by the school but for which no credit is given.

Please underline your answer

1. Do you believe that student activities are important? Yes. No.

2. The time given to student activities (does) (does not) seriously interfere with progress in the classroom.

3. Please comment on time allotted in your school to student activities: Too much. Too little. Sufficient.

4. Do you think games and meetings should be held on school nights? Not at all. Once a week. Sometimes.

5. The activities in the program (are) (are not) supervised properly; (are) (are not) well co-ordinated.

6. Every student (does) (does not) have an equal chance for participation.

7. I (do) (do not) think awards such as school letters should be given.

8. I (am) (am not) satisfied with the system of awards used by my school.

9. I (do) (do not) believe in an honor system for high schools.


11. I (do) (do not) think every teacher should be assigned as adviser of an activity.

12. Activity sponsors (do) (do not) have time during the school day for planning and working with students.
13. Each activity (does) (does not) have a sponsor who has ability and interest in that activity.

14. Does every faculty member assume his just share of responsibility for student activities? Yes. No.

15. Do you think sponsors of student activities, other than athletic coaches, should receive extra pay? Yes. No.

16. Are there any requirements, such as minimum average grade, for holding student offices? Yes. No.

17. Do you have a point system? Yes. No.

18. The point system is effective in: encouraging participation; limiting participation; both encouraging and limiting.


20. Do you have a calendar of activities? Yes. No. (Please send a copy)


22. Do you have a regularly scheduled period for club meetings? Yes. No. If so, please check system used:
   ___(A) Shortened class periods with extra period for club meetings.
   ___(B) Students excused from class for club meetings.
   ___(C) A class period omitted from the schedule for club meetings.
   ___(D) School day lengthened to include activities period.
   ___(E) All club meetings held after school hours.
   ___(F) Other (Please explain)____________________

23. How often is your activity period scheduled? Daily. Twice a week. Once a week. Other (Please explain)___
24. What provision is made for students who do not have scheduled meetings during activities period? (Please check one or more)
   (A) Do they go to study hall?
   (B) Is there a program planned for them, such as a movie or speaker in assembly?
   (C) Do they sometimes have intramural games?
   (D) Does the home room teacher "keep" them?


26. How many students are there in a home room? 1 to 25, 25 to 35, More than 35.

27. Do you have an inter-club council or similar group for co-ordinating the total activity program? Yes. No.

28. Are pupils assisted through counseling to adjust their participation in the activity program? Yes. No.


30. Do you evaluate the activity program? Yearly; Every two or three years.


32. Does your student activity program include: Student Council? Clubs (number___)? Sports? Newspaper? Yearbook?

33. Do you keep a record of number of pupils participating in activities? If so, please give number of students participating in at least one activity? Boys___, Girls___, Total____.

34. Number of students enrolled in your school: Boys___, Girls___, Total____.

35. Number of full-time teachers____. Number of teachers acting as advisors of activities____.
36. List the most pressing problems you have in the activity program.

37. What changes, if any, do you think should be made in the activities program?

Use back of this sheet for any additional comments.
SURVEY OF STUDENT ACTIVITIES
(For Teachers)

This questionnaire is for teachers in Group II Schools (size 200 to 600). Its purpose is to give you an opportunity to express your opinion about the program and to suggest how you think it can be improved. You need not sign your name unless you prefer to do so.

Please underline your answer.

1. Do you believe that student activities are important? Yes. No.

2. The time given to student activities (does) (does not) seriously interfere with progress in the classroom.

3. Please comment on time allotted in your school to student activities: Too much. Too little. Sufficient.

4. Do you think games and meetings should be held on school nights? Not at all. Once a week. Sometimes.

5. The activities in the program (are) (are not) supervised properly. (are) (are not) well co-ordinated.

6. Every student (does) (does not) have an equal chance for participation.

7. I (do) (do not) think awards such as school letters should be given.

8. I (am) (am not) satisfied with the system of awards used by my school.

9. I (do) (do not) believe in an honor system for high schools.


11. Do you feel that you are properly prepared for your responsibility as an advisor? Yes. No.

13. Do you think you should receive extra pay for your responsibilities as an adviser? Yes. No.

14. Do you think you should have released time from classroom work because of your work with student activities? Yes. No.

15. How have the activities for which you are responsible been received?

16. What changes, if any, do you think should be made in the activities program? Please use the back of this sheet for additional comments.

Note: For the purpose of this study, student activities may be defined as those activities which are sponsored by the school but for which no credit is given.
SURVEY OF STUDENT ACTIVITIES
(FOR STUDENTS)

This questionnaire is for students in Group II schools (size 200 to 600). Its purpose is to give you an opportunity to express your opinion about the program and to suggest how you think it can be improved. Answer each question exactly as you feel about it from your personal experience and observation. You need not sign your name unless you prefer to do so.

Sex ________ Grade in high school ________ Age ________

Please underline your answer

1. Do you believe that student activities are important? Yes. No.

2. The time given to student activities (does) (does not) seriously interfere with progress in the classroom.

3. Please comment on time allotted in your school to student activities. Too much. Too little. Sufficient.

4. Do you think games and meetings should be held on school nights? Not at all. Once a week. Sometimes.

5. The activities in the program (are) (are not) supervised properly. (are) (are not) well co-ordinated.

6. Every student (does) (does not) have an equal chance for participation.

7. I (do) (do not) think awards such as school letters should be given.

8. I (am) (am not) satisfied with the system of awards used by my school.

9. I (do) (do not) believe in an honor system for high schools.


11. Do you feel that you are profiting from your experiences in student activities? Yes. No.
12. In how many of each of the following activities are you participating? Student Council, Clubs, Sports, Publications, Other.

13. Are there any other activities in which you would be interested? Yes. No.

14. What changes, if any, do you think should be made in the student activities program? Please use the other side of this sheet if you need it.
APPENDIX B

Two point systems are given as examples of those used in Group II schools. Point System A limits participation according to grade averages. Point System B shows use of points to encourage good grades and good conduct.
POINT SYSTEM A

The purpose of this point system is to hold in check those pupils wanting to enter into too many activities.

<table>
<thead>
<tr>
<th>Class</th>
<th>A or B Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>17</td>
</tr>
<tr>
<td>Junior</td>
<td>15</td>
</tr>
<tr>
<td>Sophomore</td>
<td>14</td>
</tr>
<tr>
<td>Freshman</td>
<td>13</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>12</td>
</tr>
</tbody>
</table>

All students who do not have an A or B average should subtract 1/4 from the total allowed the students in their class with such an average.

No students may hold the same office in different organizations.

No points shall be given for membership in the Monogram Club or a role in the Senior Play.

I. Elected by school
   SCA President 7
   Vice President 3
   Secretary 3
   Treasurer 3

II. Elected by class
   Sr. Class President 6
   Jr. Class President 5
   Other class presidents 4
   All other class officers; secretary, treasurer, reporter
   SCA Representative 2

III. Elected by Club and Band
    President
    1 Major
    1 Majorette
    Other officers
    i-president, secretary, treasurer, reporter
    SCA Representative 2
<table>
<thead>
<tr>
<th>IV.</th>
<th>Elected by group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Green &amp; Gold Editor-in-Chief</td>
</tr>
<tr>
<td></td>
<td>Assistant Editor</td>
</tr>
<tr>
<td></td>
<td>Business Manager</td>
</tr>
<tr>
<td></td>
<td>Asst. Business Manager</td>
</tr>
<tr>
<td></td>
<td>Other Editors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V.</th>
<th>Annual -- Elected by class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Editor-in-Chief</td>
</tr>
<tr>
<td></td>
<td>Asst. Editor</td>
</tr>
<tr>
<td></td>
<td>Business Manager</td>
</tr>
<tr>
<td></td>
<td>Asst. Business Manager</td>
</tr>
<tr>
<td></td>
<td>Other Editors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI.</th>
<th>Varsity Sports -- Selected by group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Captain</td>
</tr>
<tr>
<td></td>
<td>Co-Captain</td>
</tr>
<tr>
<td></td>
<td>Manager</td>
</tr>
<tr>
<td></td>
<td>Squad</td>
</tr>
<tr>
<td></td>
<td>Cheerleaders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII.</th>
<th>Midget Sports -- Selected by group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Captain</td>
</tr>
<tr>
<td></td>
<td>Co-Captain</td>
</tr>
<tr>
<td></td>
<td>Manager</td>
</tr>
<tr>
<td></td>
<td>Squad</td>
</tr>
<tr>
<td></td>
<td>Cheerleaders</td>
</tr>
</tbody>
</table>
POINT SYSTEM B

I. Aims

For some years the Students' Cooperative Association has been trying to establish a satisfactory point system. This system has as its aims to recognize those students who have given their loyal service to their school and by their conduct and behavior have upheld the standards of the school; to secure active participation of a greater number of students in the program; to limit the extra-curricular activities of the students so as to establish a proper balance of the class work of the students with these activities.

II. Evaluation

These points shall be evaluated and listed by the sponsor and the committee in charge of each activity. This list must be approved by the evaluating committee of the S. C. A. during the current year and posted on the master sheet. List of points must be made out by committee and handed in monthly.

III. Awards

Twenty-five points shall give a bronze "P"; thirty a silver "F"; and thirty-five a gold "F". To receive a silver "F" it is necessary to have previously earned a bronze "P";
likewise to receive a gold "P" the student must previously have earned a silver "P". A student must remain at school a full year to receive an "P" for that year.

IV. Points (Maximum)

1. Organizations:

   a. S. C. A. 

      S. C. A. President  5
      S. C. A. Vice-President  3
      S. C. A. Secretary  3
      S. C. A. Treasurer  1
      S. C. A. Reporter  2
      S. C. A. Point Secretary  2
      Classroom Representative  2
      Classroom Monitor  2
      Lunchroom Supervisor  2
      Assistant  2
      Lunchroom Monitor  2
      Assistant  2
      S. C. A. Delegate to District and to State Meetings (same as for other delegates)  1

   b. Clubs: Points to be judged by club sponsor, president and secretary:

      President  2
      Vice-President  1
      Secretary  1
      Treasurer  1
      Contributing Members  1
      Library Assistant  2
      Officers of State Federation  2
      Officers of District Federation  2
      Member, F. H. A. and F. P. A.  1
      District team  1
c. Classes:

<table>
<thead>
<tr>
<th>Role</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior President</td>
<td>4</td>
</tr>
<tr>
<td>Senior Vice-President</td>
<td>2</td>
</tr>
<tr>
<td>Senior Secretary</td>
<td>1</td>
</tr>
<tr>
<td>Senior Treasurer</td>
<td>2</td>
</tr>
<tr>
<td>Senior Reporter</td>
<td>1</td>
</tr>
</tbody>
</table>

Other classes (at least 4 organized meetings a year):

<table>
<thead>
<tr>
<th>Role</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>2</td>
</tr>
<tr>
<td>Vice-President</td>
<td>1</td>
</tr>
<tr>
<td>Secretary</td>
<td>1</td>
</tr>
<tr>
<td>Treasurer</td>
<td>1</td>
</tr>
<tr>
<td>Class Reporter</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Publications

a. Newspaper:

<table>
<thead>
<tr>
<th>Role</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editor</td>
<td>5</td>
</tr>
<tr>
<td>Assistant Editor</td>
<td>3</td>
</tr>
<tr>
<td>Business Manager</td>
<td>3</td>
</tr>
<tr>
<td>Articles (valued by sponsor and editor)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

b. Annual:

<table>
<thead>
<tr>
<th>Role</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editor</td>
<td>5</td>
</tr>
<tr>
<td>Assistant Editor</td>
<td>3</td>
</tr>
<tr>
<td>Business Manager</td>
<td>3</td>
</tr>
<tr>
<td>Staff Members</td>
<td>3</td>
</tr>
</tbody>
</table>

c. Handbook:

<table>
<thead>
<tr>
<th>Role</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairman</td>
<td>3</td>
</tr>
<tr>
<td>Committeemen</td>
<td>2</td>
</tr>
</tbody>
</table>

d. Ad for any publication -- see magazine subscriptions.

3. Athletics

<table>
<thead>
<tr>
<th>Role</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Manager (each sport)</td>
<td>2</td>
</tr>
<tr>
<td>Varsity Players</td>
<td>Points left to Coach with none maximum for year.</td>
</tr>
</tbody>
</table>
Cheer leaders

Gymnasium Managers (Boy and Girl) 3 points each semester

5. Virginia Literary and Athletic League
   Contests
   a. Winners in Athletic events in school 1
      Winners in athletic events in District 1
      Winners in athletic events in State 2
   b. Winners in Literary events in school 1
      Winners in Literary events in District 2
      Distinguished or winners in Literary events in State 3

6. Magazine Contest:
   School leaders and managers of Magazine Contest 3
   Home room leaders 1
   Subscriptions sold 1 point for every 15 sold, maximum 3 points

7. Blue and Gold List:
   The Blue and Gold list will be made out by the faculty at the end of each six-weeks period. A maximum of 1½ points will be given each period. The requirements for the Blue and Gold list are:
   (a) Satisfactory on all "Social Attitudes and Habits" listed on the report card.
   (b) Satisfactory on conduct—no demerits.
   (c) Improvement or high attainment on scholarship (high attainment on scholarship must be a good B or above on all subjects.)
   (d) A grade of D will bar from Blue and Gold list.
8. Bulletin Board
   a. Each Committeeman for board graded excellent  2
   b. Each Committeeman for board graded good  1
   c. Members of judging committee, each semester  2

9. Student Patrol (a semester)  2-2

10. No demerits for each semester  2
VITA

Emelyn Mills Markwith, daughter of the late Dr. Philip G. Mills and Mary Josephine Jones Mills, was born in Emporia, Virginia, February 14, 1909. She attended elementary school in Danville, Virginia, and high school in Louisa County, Virginia.

She was married to Howard Sidney Markwith in 1937, and they have two sons, Sidney Markwith, Jr., and Louis Mills Markwith.

A graduate of Longwood College, she taught in the counties of Orange, Louisa and Henrico, before going to Hanover County in the fall of 1951. At the present time, she is Assistant Principal and Director of Guidance at Henry Clay High School in Ashland, Virginia.