

A COMPARISON:
THE CLUB ACTIVITIES OF LIBERTY JUNIOR HIGH SCHOOL,
HUTCHINSON, KANSAS IN 1929 AND
THE ACTIVITY PROGRAM OF LIBERTY JUNIOR HIGH SCHOOL,
HUTCHINSON, KANSAS IN 1963

by

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TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
Problem	2
Procedures	2
VIEWPOINTS IN LITERATURE	3
Definition of Activity Program	3
Listing of Activities	5
Purposes of Program	6
Special Problems	10
Participation	10
Expense	11
Time	13
Sponsors	13
Values	15
Evaluation of Program	16
Implications for Guidance	19
CHANGES IN SETTING	21
Changes in Community	21
Changes in School	22
CHANGES IN PROGRAM	25
Original Program	25
Present Program	27
Assembly	28
Student Council	28

Safety Council	29
Pep Club	30
Photography Club	30
Intramurals	31
Girls' Leaders Club	31
Boys' Leaders Club	32
Liberty Belles	32
Ballard Buddies	32
Girls' Chorus	33
Boys' Chorus	33
Girls' Ensembles	33
Cheerleaders	34
Athletic Teams	34
Home Room Guidance	36
Other Groups	38
SUMMARY AND CONCLUSIONS	38
Summary	33
Conclusions	40
LITERATURE CITED	43

LIST OF TABLES

TABLE	PAGE
I. Comparison of Community Served by Liberty Junior High School, 1927 and 1963	22
II. Comparison of Liberty Junior High School, 1929 and 1963 . . .	23
III. Comparison of Occupations of Parents of Students of Liberty Junior High School in Percents, 1929 and 1963 . . .	24
IV. Comparison of Program of Studies of Liberty Junior High School, 1929 and 1963	26

INTRODUCTION

Extracurricular activities have become an accepted part of the American scene in education. This has come about both because of, and in spite of pressures. These activities have been allowed, fostered, organized, praised, exploited, condemned, and utilized at various times.

Although it cannot be said that activity programs began at such an early date, the beginning of extracurricular activities can be traced back to 1841. In that year the first Debate Club was formed at Exeter Academy. This was followed in 1857 by the founding of a similar club at Worcester, Massachusetts High School. A Dramatics Club was formed at the Hartford, Connecticut High School in 1859 and the first high school football game was played that same year at Exeter. (6, p. 23)

Frederick (6, p. 21) tells us that extracurricular activities went through four periods:

1. Period of suppression - should be exterminated
2. Period of toleration - should be excused
3. Period of capitalisation - should be extolled
4. Period of exploitation

The first book on extracurricular activities was probably published in 1909. (6, p. 24) The really rapid growth of activities programs has come since 1920. The pioneer text in this area was written by Elbert K. Fretwell of Columbia University in 1931. It was entitled Extracurricular Activities in Secondary Schools. His main contention was that activities should grow out of the work of the classroom, then return to enrich the work of the classroom.

Problem

Extracurricular activities may be viewed as good, bad, or indifferent. The value placed upon them depends upon the attitude of the viewer, the type of organization, the type of activity, and the type of leadership.

In order to be truly effective, the activities must be organized into some sort of program that has consistency and continuity. In 1929, John W. Jarrott, the principal of Liberty Junior High School, Hutchinson, Kansas, wrote of an organized activity program in that school. The writer is at present associated with the activity program of that same school.

What changes have taken place in that 34 years since 1929 that would affect an activity program? Questions concerning these changes might be stated in four areas:

1. Has the literature in the field of activities changed in viewpoints?
2. Has the community changed?
3. Has the school itself changed?
4. Has the program changed?

Procedures

Answers to these questions were sought in the following ways:

1. A review of recent literature on the subject of extracurricular activities and the activity program.
2. A comparison of recent opinions with some statements found by

Jarrott in 1929.

3. A comparison of the facts concerning the school and community from 1929 to 1963.

4. A description of the present activity program compared with the description by Jarrott in 1929.

VIEWPOINTS IN LITERATURE

Definition of Activity Program

The activity program goes by many names. There has been and will continue to be disagreement over the name because of disagreement over its purposes and functions. They have been variously called extra-curricular activities, co-curricular activities, extraclass activities, out-of-class activities, and other. (7)(16)(20)(22) Rivlin, however, feels that the name is important.

When we refer these days to the many student activities at a secondary school as being cocurricular rather than extra-curricular, we are doing more than substituting a newer expression for a more familiar one. The change in terminology emphasizes the elevation of these activities to the status of full partner in the educative process. (19, p. 346)

Extracurricular has been attached to these activities for so long that it becomes difficult to change. The nature of the activities also complicates change. At times, the change is not desired. "The tendency, however, has been for an activity, once it is labeled extracurricular, to continue to be so designated even though it may be very difficult to distinguish between it and a curricular activity." (4, p. 285) "The point is that our school people still see the activities program as

dispensable and 'extra'. The point is further that students and parents will go to extraordinary lengths to defend and retain these dispensable activities." (30, p. 309)

The activity program is becoming more important to more people. It is becoming so important that it no longer is considered "extra" and so the name has been and is being changed.

In their early development, "extracurricular activities" were considered incidental, in fact a dilution of the legitimate business of educational institutions. With the growth of leisure in American and its attendant problems, educators and social workers and parents of high school youth came to the realization that dances, hobby clubs, dramatics, athletics, and sports were not, in fact, extra, but an important part of the total education of young people. (6, p. 4)

The many and varied phases of school life which come together under the general heading of "activities" have become so many and so all-embracing that it is often difficult to determine what belongs to the classroom and what belongs to the so-called "activities." Possibly this is a good thing, as many believe that any activity which is worthwhile should in some way stem from the classroom. (28, p. 167)

Some have suggested that the entire concept of extracurricular be discarded. (4)(5)(16) This is said to be feasible because of our changing attitudes toward activities of all kinds. "Now that the curriculum is defined as including all experiences under the direction of the school, there can, strictly speaking, be no extracurricular undertakings." (17, p. 331) In fact, Hama (33) goes so far as to suggest that foreign language club activities might replace regular curricular offerings at the junior high level. This is not such a radical suggestion but is merely a proposal to use an activity type of teaching approach to foreign language with younger students.

Jarrott's definition of an activity program states: "Extra-curricular activities are those legitimate activities not provided for in the curriculum." (53, p. 4) He further states: "If any activity can show that it advances one or more of the [seven cardinal] principles [of secondary education], then it has a place in the school life, but until such is the case, that activity must be kept out." (53, p. 5)

Jarrott has suggested other names to replace the name extra-curricular. Two of these are "allied activities" and "collateral activities."

Listing of Activities

To write down a list of all activities that could possibly be inserted in a program would be unnecessary. Every school must adjust its program to its local needs and interests. The actual activities may be put into broad categories. Two such lists follow.

There should be, for example, a fully developed program of extra-class experiences with activities systematically scheduled within the school day and with adequate provision for teacher sponsorship. These experiences involve such semi-classroom areas as assemblies, homeroom, library, special-interest clubs, and civic associations. (8, p. 51)

1. Pupil participation in school government
2. Homerooms
3. The school assembly
4. School publications
5. Music activities
6. Dramatic and speech activities
7. Social life and activities
8. Physical activities for boys
9. Physical activities for girls
10. School clubs (17, p. 332)

In making decisions as to what activities to include in a program,

the standard is the good of the students.

There is only one valid criteria [sic] for the selection and organization of socially and educationally acceptable extracurricular activities. This criteria [sic] is the interests and desires of the student body. School activities are, with apologies to Mr. Lincoln, of the student, by the student, and for the student. (29 p. 101)

Purposes of Program

In 1929, Jarrott (53) reviewed the literature dealing with the purposes and values of an activity program for the junior high school. In comparing the activity program of 1963 with the program of 1929 in the same school, it would be well to review his findings in the literature of his time.

Jarrott speaks of an article by Fretwell in a 1926 copy of School and Society and mentions five guide lines for setting up an activity within a school. These are:

1. The group must have a purposeful objective.
2. It must be democratic.
3. It must be voluntary.
4. There must be a need for the activity.
5. It must have a director.

McKown is said to have compiled the following list of guiding principles:

1. The student is a citizen of the school and as a citizen, he has rights and privileges as well as the duties and obligations.
2. The school must have a constructive program.
3. Extra-curricular activities should motivate the regular work of

the school.

4. These activities should be given school time.
 5. The entire school should participate (but on a democratic basis).
 6. These activities should be included in the regular program of teachers.
 7. The teacher-sponsor should be an advisor and not a dominator. (53)
- Jarrott listed what he felt the activity program can do to supply the needs and interests of youth.

1. Help care for the gang instinct.
2. Give training not common to the three R's.
3. Give training in the right use of leisure.
4. Care for the unsocial pupil.
5. Give some vocational training.
6. Counter effect the work of secret societies.
7. Develop attitudes and ideals. (53, pp. 17-33)

He has also compiled a list of principles governing the setting up of an activity program.

The first essential principle which is found in all requirements is that the clubs of activities must make a contribution to further the seven cardinal principles of education. . . .The second is that they must have a purposeful objective. . . .The third principle would be that the club must be democratic. . . . The fourth essential principle is that membership in any club must be on a voluntary basis. . . .The fifth principle is that there must be a need for the club and that the club must be built upon the needs of adolescent youth. . . .The sixth principle is that there must be a director for the club. . . . The last principle is that the group should meet on school time. (53, pp. 16-17)

A review of present day literature reveals much the same thinking concerning the aims and purposes of an activity program. Most authors agree that the activity program can and does meet the needs of many pupils at the junior high and high school level.

The school people in junior and senior high schools should organize only cocurricular activities that meet important needs of young people, promote meaningful learning, and encourage democratic practices. Consequently, responsible leadership of cocurricular activities might well include the following factors:

1. Participation is both encouraged and controlled.
 2. Participation is inexpensive and takes place mostly during school hours.
 3. Self-direction and group control are encouraged.
 4. School-community relations are improved.
 5. Sponsorship should be counted as part of the teaching load.
- (10, p. 452)

It sometimes is hard to separate a child's needs and interests.

Perhaps it is not necessary to do so. In satisfying a child's needs,

an activity program many times does so by considering his interests.

Combs tells us that activities ". . . are intended to broaden a pupil's program, to develop his interests and talents, to give opportunities for leadership, and to contribute to his growth as a member of a social group." (5, p. 27)

Burrap feels that interest is the most important consideration in setting up a program.

The activity program should provide, insofar as possible for the varying interests of all students. If the activities are contributing to the overall education of the students - there is no other legitimate reason for their existence - they should be provided for all and not just for those who can afford to pay for them or who are "activity-minded." (3, p. 274)

Why is an activity program really needed? It serves different purposes for different groups of students. It serves as an outlet for students. "The student body itself is a veritable time-bomb of unlimited energy waiting to be guided so that ineffective or detrimental explosion may be avoided." (48, p. 99) It serves to emphasize values obtainable from school other than scholastic. "First let it be noted

that we spend too little time in school teaching how to live, while we are absorbed in teaching how to make a living." (32, p. 214)

Green (31, p. 214) speaks of the importance of an activity program to the mentally retarded, mentioning how they may excel in some extra-curricular activities where they could never hope to in the regular class work. This is possible only through the help of understanding sponsors and students, however.

On the other hand, activities may be used to stimulate the child who shows outstanding ability. (38) "Potentially, these clubs constitute effective and important media for reaching and aiding the exceptionally gifted child whose full development in a system of mass education is an increasingly crucial and difficult problem." (12, p. 213)

Some say that the activity program is for relaxation and enjoyment but others argue that it must have aims other than enjoyment. Moore states: "If the student activities program succeeds in providing nothing more than fun and diversion from the academic grind, it probably has justified its existence." (15, p. 212) On the other hand, Stoops and Rafferty writes, "Every activity should beget civic, social, moral, and other worthwhile values for the persons participating in it. Purely leisure time enjoyment is not enough." (20, p. 313)

What should be the real purpose of an activity program? Most writers agree that the real purpose is to help develop the whole child. "Through extraclass activities pupils have abundant social experiences with democracy in action. Extraclass activities make possible a realistic and concrete approach that is not readily duplicated in

regular course work." (17, p. 206)

The "Fads and Frills" shouters maintain that extracurricular activities take time and attention which could be devoted to better advantage on the "disciplines." To them the main educational goal is scholarship; to the more enlightened, the main educational goal is good citizenship because a community is composed of good citizens, not good scholars. (12, p. 302)

Frederick states that a properly managed activity program will contribute to the total educative experience by ". . . 1) reinforcing classroom learning, 2) supplementing formal studies in the required and elective curriculum, 3) aiding total life adjustment, 4) integrating learning, and 5) democratizing school and American life." (6, p. 55)

The following quotation sums up quite well the purposes of an activity program.

Seldom does the utilization of guiding principles in administration show to greater advantage than in the area of extra-class activities. These learning experiences should be based on principles as broad as, and directly related to, those serving as the foundation of the program of studies. Below are principles which have been found effective in secondary schools:

1. Democracy of opportunity should be emphasized.
2. The activities should be directly related to class work.
3. The activities should be related to future as well as present daily living.
4. Intrinsic values should have priority over tangible rewards.
5. Well-rounded development of pupil personality should be given primary consideration. (8, p. 110)

Special Problems

Participation. The problem of participation in activities is a bothersome one in many schools. The questions that arise concerning participation center mainly around the requirements for participation and whether a student should be required to participate.

Frederick lists some principles concerning activities which deal with participation:

1. No pupil should be excluded from an activity because of a schedule difficulty.
2. No pupil should be denied the chance to participate in an activity because of an accident of residence or family circumstance.
3. Employment and transportation necessities should not limit participation. (6, p. 241)

Requirements for participation are urged by some. McCoy (13, p. 246) says that attainment of certain scholastic standards is a necessity before participation is allowed. Others feel just the opposite. (4)(46)(51) "There is no more reason for debarring a student from athletic participation because of low marks in a foreign language than there is for excluding him from the study of a foreign language because he cannot make a varsity athletic team." (6, p. 279)

Participation probably should be on a voluntary basis. Handwerk (34, p. 13) suggests that provision be made for all to participate, but that participation not be required. Redlands, California Junior High School has everyone in an interest activity by making them elective courses. A student has a great number of choices but is required to participate in four activities a year. (45, p. 277) St. Paul, Minnesota required all junior high students to participate in an interest club. (47, p. 497) Where participation is not required, Ferdeu (16, p. 300) feels that the amount of participation depends upon home environment and parent pressure.

Expense. One reason for lack of participation in activities is finance. This may be a financial problem for the participant or a

dislike for the methods of financing the activities. A survey taken in Illinois and reported by Reinhardt showed that - -

. . . well-to-do pupils participated in proportions one-third in excess of their relative numbers in the student body population. Poorer children participated in proportion about 40 percent smaller than their relative numbers indicate should have been the case. (17, p. 147)

Student citizenship is still being determined by the criterion of whether or not he buys an activity card, a student body card, or something else. Athletic contests are still public spectacles for which admission is charged - and the situation is getting worse. Boys and girls are still being put out to sell tickets for entertainments and worthless advertising for school yearbooks as well as to collect rags, paper, bones, scrap metal, and miscellaneous junk. All of these means, and several more equally bad or worse, are being used to raise money to finance the student activity program. (51, pp. 204-205)

The question of cost to the student and the method of financing a program is one that has a simple answer but not a simple solution. Inclusion in the school budget is the answer but this is not always done. (4)(6)(20)

One solution is based on the argument that the activities are as much a part of the educational process as the teaching of "solid" subjects (mathematics, English, history) and have, therefore, a right to their share of the tax money.

Those proposing this solution are saying: If education is truly "free" then student body fees should be eliminated. The theory is accepted by most people but in actual practice it is not possible except in isolated instances. (50, p. 144)

Burrap sums it up quite well when he says, "If the activity is not worth the cost of its sponsorship, it should be eliminated from the program of the school." (3, p. 203)

Jarrott was wishing for better financial support for the activity program when he wrote: "If the public money could be used to finance the extracurricular activities of a school, then the principal and

sponsors of activities would have a far easier time than at present." (53, p. 34) He felt that if the local school board would incorporate the activity program into the budget it would accomplish two purposes: "1) The results would be more tangible and worthwhile as the spending of public money for activities would result in the public demanding more and better results. 2) The activities would be given a more dignified place in school life and would not be a side show only." (53, p. 41)

Time. When to schedule activities is a problem in many schools. Opinions vary as to whether they should be on school time. Some authors (3)(5)(37)(51) feel that at least part of the activities should be scheduled during the school day. Chamberlain states that "extracurricular activities should be included in the daily schedule of the school." (4, p. 300) This view is not shared by all. Karner (37, p. 282) feels that school time may be used if scheduling does not interfere with regular classwork. Gossett (5, p. 27) and Wood (51, p. 204) think that some activities need to be before and after school on the student's time.

The value and importance placed upon the activity influences some administrators to schedule them at various times. "Educators who feel that such activities are less important as formal educational elements insist that they take place during non-school hours." (21, p. 331)

Sponsors. Bortner reminds us that good teaching in the classroom is the basis of good pupil-teacher relations but "one of the best approaches to the building of good pupil morale is an effective extra-

class activities program." (2, p. 22) Whenever teacher-pupil relationships and the activity program are spoken of, the problem of proper sponsorship arises.

As to whether sponsors are needed, Hunt and Pierce state, "It is not necessary, furthermore, that there be a sponsor for each club; pupils rather than sponsors should be the main planners and leaders." (8, p. 111) If sponsors are thought of only in terms of planning and leading, this may have some merit. However, this opinion is in the minority. Most seem to feel that sponsors are important. (3)(26)(52) "No sane teacher or administrator would allow unsupervised students to set up and teach an academic course. Nor would he allow unsupervised students to set up and handle an extracurricular activity." (10, p. 226)

Not only is supervision important but sympathetic sponsorship increases the effectiveness of the program. "It needs the advocacy of teachers who understand that participation in activities can help pupils develop pride in the school, a necessary sense of belonging, and a closer relationship with the faculty." (2, p. 23) Not only is sympathy and understanding necessary but also training. (11)(26)(52)

To be truly successful as a sponsor of an activity, the teacher should keep three principles in mind in their conception of the role of a sponsor.

First, they should stress the educational objectives of the particular activities for which they are responsible, making sure that the objectives are clearly fixed in the minds of the pupil participants and, incidentally, their parents. Second, they should see to it that the plans, programs, projects, and

tactics pertinent to the activities grow, insofar as possible, out of pupil interests and thinking. Third, they should make certain that the activities are operated in a democratic fashion, keeping always in mind that they are pupil activities. (2, p. 23)

Values. Several authors speak of the possible values that an activity program may have if properly administered. Chamberlain (4, p. 286) lists fifteen, Lorch (39, p. 10) mentions nine, and Rivlin (19, pp. 347-352) has a list of eight. Mortensen (44) mentions that it fosters the use of the library. "Modern educators generally recognize the educational value of club and athletic activities. It would be difficult today to find any school that does not make some provision for them." (21, p. 334)

A good discussion of what a well-managed activity program can do is given by Van Dalen.

Club and group activities can channel spontaneous student interest into directions that contribute to their healthful development. Pupils who participate in group activities broaden their general and particular interests and understanding, and frequently increase their fields of knowledge. The younger members of these organizations are able to satisfy in a constructive manner their growing natural desire to associate with members of the opposite sex, to develop new friendships, to demonstrate and improve skills of one sort or another, and to experience group recognition and acceptance. All this plus their enjoyment of the activity involved, helps well-rounded personality development. (21, p. 330)

On this same subject Faunce puts it simply. "It appears to the writer that the most significant of these achievements of the activity program may be the increased involvement of students in planning, executing and evaluating their own activities." (30, p. 310)

Perhaps one of the greatest values derived from an activity program is the personal satisfaction received from and the importance attached

to participation by the students, themselves.

The most lasting memories of school days - the most vivid ones - are usually of participation in student activities. While still students, young people continually testify in behalf of student activities by the hours of voluntary work which they gladly give to them, by the imagination and initiative they display in their projects, and by the degree to which their classroom enthusiasm is excelled by their extra-class enthusiasm. (22, p. 413)

Jarrott (53) lists eight benefits that he feels the activity program, especially the interest clubs, have brought to the school:

1. developed a closer relationship between the school and the home;
2. furnished exploratory courses for vocational trials;
3. been a means of articulation between elementary and junior high schools;
4. allowed for individual differences;
5. discovered and furthered abilities not brought out in regular classroom work;
6. trained in activities not available in regular classwork;
7. increased interest in regular classwork;
8. developed better understanding between teacher and pupil.

Evaluation of Program

Every endeavor must periodically be evaluated to determine whether it is approaching its goals. It may be found to be advancing in good order or it may be wandering. But progress can be determined only if an evaluation is made. Evaluations have been and are being made in the area of the activity program. However, it is sometimes extremely difficult to judge properly how successful a program really is.

Success in activities may be stated 1) as a general estimate of such qualities as sportsmanship, school citizenship, school morale, etc.; 2) in terms of achievement (often "won, tied, and lost") in interscholastic competition such as athletics, speech, publications, or exhibits; 3) in the size of incomes of or attendance at such public shows as athletics, dramatics, and

music; and h) in size of voluntary membership, such as a school club. Here again, as with curriculum, success in achieving the main end of extracurricular activities - good citizenship - is difficult to rate. (h2, p. 30h)

Although student interest is important, an activity needs more justification for existence. "It is not sufficient that there be a student 'demand' for a given activity; it must also be demonstrated to have a positive educational value." (20, p. 315) This, then, is a criterion for judging an existing activity.

Care must be taken to prevent over-emphasis of any phase of the program. Such over-emphasis is familiar to most school people. In some cases, the school people have encouraged the over-emphasis. "Nevertheless, it is important to remember that any pupil enterprise which is emphasised beyond limits warranted by its educational objectives cannot be justified. To do so is to exploit the pupil." (2, p. 26)

Bush feels that some changes are necessary after evaluation to bring the activity program into proper perspective. "Three troublesome problems may be identified: the effect of the extracurriculum upon the load of the teacher, the load of the pupil, and the load of the school day." (2h, p. 258) He feels that the activity program is overbalancing the whole school program.

Stoops and Emery (20, p. 316) give six criteria for judging the success of the program. McKown (h1, pp. 13-16) lists five areas to question in evaluating, while Campbell (25, p. 116) feels that the evaluation must include these three areas: 1) Is the administration, as a matter of established school policy, supporting the program? 2) Are the teacher-sponsors assured proper and adequate time, money,

and facilities? 3) Are the teacher-sponsors qualified in skill, enthusiasm, and temperament to carry on the sponsorship in such a way as to achieve proper educational goals?

The following list of basic principles might well be used to sum up an activity program evaluation. This list was compiled by a group of graduate students at Henderson State Teachers College and reported by Middleton.

1. The student is a citizen of the school.
2. All admissions and participation requirements should be democratic.
3. The activities should provide for better personal-social adjustment.
4. The program should be constructive, growing out of the needs of the pupils and the size of the school.
5. The activities should be guided by a qualified sponsor who is an advisor and not a dominator.
6. The cost to the student for participation in any activity should be kept as low as possible.
7. Only active school students and school personnel should be permitted to engage in extracurricular activities.
8. No activity should be launched or discontinued on the spur of the moment.
9. The principal should have the power of veto but seldom use such power.
10. The sponsoring of activities should be considered as a regular part of the teachers' work.
11. The activity should be regularly scheduled and meet on school time whenever possible.
12. Both the school and the community should be well informed about the activity program.
13. Extracurricular activities should not be a step-child of the school.
14. The activities should be correlated with the academic program.
15. Students should be guided in the choice of activities and the amount of participation.
16. The program should make a vigorous attempt to reach all students.
17. The program should have carry-over values. (15, pp. 236-237)

Implications for Guidance

What features of the activity program have the best possibilities for guidance? First, the classroom teacher is the most important person in the guidance program. The teacher in the classroom has many more contacts with the students than the counselors could ever hope to have. Any device that is educationally sound and will enable the teacher to get closer to the students is a device that helps the student to a better adjustment. The activity program is such a device. Through activities that strike a responsive chord in the interests of pupils, the teacher is able to come into contact with more students in a more intimate way. The guidance program is furthered by this means.

One of the most useful of the activities in a program could be the home room. At one time, the home room was considered the prime source of pupil guidance. (4, p. 326) Guidance was once thought of as the reason for the home room's existence.

It should be a place where pupils and teachers grow to know and understand one another. Pupil guidance should take place within an atmosphere of informality and friendliness. In fact, guidance is the chief function of the home room. Since student and teacher come together regularly here and have no special "subject" to which they must devote their time, opportunities for guidance in the home room are exceptionally good. (18, p. 167)

Arbuckle has characterized the home room time as having an ideal teaching situation. "It should probably be the closest thing to a group therapy session that the formal school offers, and it should be the sort of classroom situation that might be held up as an ideal to be achieved in other classes." (1, p. 363) There can be no doubt that the home room, when properly used, has outstanding possibilities as a

guidance device. On the other hand, a home room program improperly operated loses its value from a guidance standpoint.

The homeroom seldom fulfilled the role assigned to it in the guidance program. Few administrators and teachers really understood its functions. No provision was made for it in the load of the teacher. Staff members were placed in charge of this unit who had no background in guidance, and little or nothing was done to make up this deficiency through in-service training. It is not surprising that the homeroom failed to retain its place as a center for guidance when it became apparent that pupils were not receiving essential services. (4, pp. 325-329)

When these shortcomings in training, understanding, and administration caused a loss of effectiveness in the home room program, much of the enthusiasm for the program disappeared. "The homeroom program of guidance has been in existence for as long as guidance programs have been recognized. Their original purpose - 'a home away from home' - was lost in so many schools, in favor of short-period administrative routines, that they have fallen into disfavor among many counselors and teachers." (9, p. 318) Van Dalen pointed out what the home room has become in many schools.

During this time you will have various administrative details to handle: checking attendance; investigating absences; making school or class announcements; selling tickets; collecting milk money or other assessments; obtaining information from children and from their parents; promoting approved charities (such as the Community Chest) and the Red Cross drive; issuing report cards, notices to parents, and school newspapers. (21, p. 331)

Many things such as have been mentioned above are a necessary part of the home room program but care must be taken to prevent such an emphasis being the main one. To avoid such improperly placed emphasis on that phase of the home room program, certain objectives should be considered and agreed upon whenever possible. Such a set

has been drawn up by Cupp (27, p. 458) Another good list follows:

Some of the objectives of the home-room guidance program are: 1) to develop a healthy school spirit which will reduce the "lost" feeling that confronts most of the new students and will enable all students to become acquainted with the various functions and activities of the school and with the students and teachers; 2) to develop desirable civic, ethical, and social attitudes, and provide opportunities for participation in school situations through assumption of responsibilities and the development of group loyalties; 3) to encourage and develop worthy and intelligent leadership in school activities and to develop tomorrow's community leaders; 4) to provide occupational information and to help students appreciate the vocational significance and values of group working relations through school activities; 5) to develop a good attitude or relationship between student and teacher; and 6) to handle routine school business efficiently, such as reading announcements, giving publicity to worthy programs and campaigns, distributing materials, selling tickets, and making provision for numerous other similar routine activities. (35, pp. 43-44)

CHANGES IN SETTING

No activity program of any sort should be undertaken in a school situation without considering the conditions prevailing in the community and the school. The environmental backgrounds of the families and students involved must be considered. Also, the attitudes and opinions of the community, the teacher, and the students need to be considered. In a comparison of the two programs, the changes in both the community and school are reviewed.

Changes in Community

In Table I, the size of the city and school enrollment are compared. Note that while the city has increased rather slowly in total population, the school enrollment has increased much more rapidly.

This reflects both an increase in school age population and a longer stay in school.

TABLE I
COMPARISON OF COMMUNITY SERVED BY
LIBERTY JUNIOR HIGH SCHOOL, 1929 AND 1963

Item Compared	1929	1963	Percent of Change
Size of city	29,000	39,000	+ 34.5
Enrollment in city schools	6,399	9,497	+ 48.4
Elementary enrollment	3,875	5,308	+ 37.0
Junior high enrollment	1,388	1,857	+ 33.8
Senior high enrollment	928	1,360	+ 46.6
Junior college enrollment	208	972	+367.3

Changes in School

Whereas the city and the school system have both gained considerably in population from 1929 to 1963, the school enrollment of Liberty Junior High School has become considerably less. This was not true up to 1957. Until 1957, the city system maintained two junior high schools and the enrollment of Liberty rose to over 800 in 1956. When a third junior high school building was opened in 1957, the enrollment of Liberty dropped as the district served by Liberty Junior High School was decreased in area. Table II gives some comparative figures on the size of enrollment and staff. The figures reflect changes in population and changes in the size of the district served by the school.

TABLE II
COMPARISON OF LIBERTY JUNIOR HIGH SCHOOL, 1929 AND 1963

Item Compared	1929	1963	Percent of Change
Enrollment of school	611	445	- 27.2
Boys	299	233	- 22.1
Seventh grade	107	75	- 29.9
Eighth grade	90	76	- 15.6
Ninth grade	102	82	- 19.6
Girls	312	212	- 32.5
Seventh grade	85	77	- 10.6
Eighth grade	123	61	- 50.4
Ninth grade	104	74	- 28.8
Classrooms*	24	22	- 4.2
Teachers	23	26	+ 16.0
Men	7	16	+128.6
Women	16	10	- 62.5

*Classrooms includes all shops, laboratories, home living rooms, library, and gymnasium.

In his original study, Jarrott compiled figures as to occupations of the parents of the students of Liberty Junior High School. Table III shows the comparison as to occupations. For a clearer understanding, two categories have been broken down into smaller groups. This was not done in the original study. These two categories were Manual and Mechanical Industry and Trade.

The table shows large increases in the Clerical, Trade, Professions, and Public Service categories; large decreases in the Agriculture, Service, Mining, and Transportation categories; and little change in the Manual and Mechanical Industry category. These changes reflect somewhat national trends. Figures comparing 1950 and 1960 (49, pp. 20, 24) show

Agriculture decreased 41.9 percent, Mining decreased 22.2 percent, while Clerical increased 33.8 percent, Trade increased 21.3 percent, Professions increased 47.0 percent, and Government increased 41.7 percent. Local trends did vary in these categories but only in degree. Categories showing a marked difference from national trends were Service which nationally showed an increase of 26.7 percent, Manufacturing which increased 11.9 percent, and Transportation which showed no increase or decrease. Variation from national trends could be the result of regional differences, changes in the district served by the school, changing economic conditions, difference in years covered by the surveys, and/or changing classification of occupations.

TABLE III

COMPARISON OF OCCUPATIONS OF PARENTS OF STUDENTS
OF LIBERTY JUNIOR HIGH SCHOOL IN PERCENTS, 1929 AND 1963

Occupation	1929*	1963**	Change
Agriculture	7.4	0.9	- 87.8
Clerical	2.1	4.5	+114.3
Domestic and Personal Service	8.8	3.1	- 64.8
Manual and Mechanical Industry	23.4	21.8	- 6.8
Skilled Labor	---	17.3	---
Unskilled Labor	---	4.5	---
Mining	1.3	0.0	-100.0
Trade	33.9	49.2	+ 45.1
Manager	---	20.7	---
Owner	---	10.3	---
Sales	---	18.2	---
Transportation	10.5	2.7	- 74.3
Professions	5.6	10.6	+ 89.3
Public Service	3.1	7.2	+132.3
Unemployed or Unknown	3.9	0.0	---
	100.0	100.0	

*Figures from Jarrott (53)

**Based on information given by students, April 1963

Table IV lists the programs of studies of Liberty Junior High School in the two years under consideration. This comparison shows a change in titles as well as some changes in emphasis. An analysis of the ninth grade program of studies in 1929 reveals the beginning of the three track type of program. This is no longer in evidence. Such specialization has been reserved for the senior high school.

CHANGES IN PROGRAM

Original Program

The program described by Jarrott involved the addition of a group of interest clubs to an existing activity program. Hunt and Pierce (8) have mentioned five broad categories to be cared for by an activity program. Those mentioned were assemblies, home room, library, special-interest clubs, and civic organizations. The original program did include assemblies for student programs, movies, pep rallies, and special instructions. The home room was used for administrative details for the most part, although assembly programs by home room groups were mentioned by Jarrott. No mention was made of any activities involving the library. Civic organizations were represented by such service groups as the Girl Reserves, Girls' Athletic Association, Hi-Y, and Inner Circle. No mention was made of any student government body.

Special-interest clubs were the main additions made to the program and these were listed and described in detail by Jarrott. He called them hobby clubs and each person in the student body was required to select one club and participate in the activities of the

TABLE IV

COMPARISON OF PROGRAM OF STUDIES
OF LIBERTY JUNIOR HIGH SCHOOL, 1929 AND 1963

Seventh Grade		Eighth Grade	
1929	1963	1929	1963
Required:	Required:	Required:	Required:
English	Unified Studies	English	English
Social Science	Mathematics	Social Science	American History
Mathematics	Science	Mathematics	Mathematics
Occupations	Home Living or	Mechanical Drawing	Science
Physical Training	Industrial Arts	Physical Training	Home Living or
Manual Training	Art	Manual Training	Industrial Arts
or Domestic Art	Physical Education	or Domestic Art	Art
			Physical Education
Elect one:	Elect one:	Elect one:	Elect one:
Drawing	Band	Drawing	
Chorus	Chorus	Chorus	Band
Orchestra	Orchestra	Orchestra	Chorus
			Orchestra
Ninth Grade			
1929		1963	
College Course	Commercial Course	General Course	Required:
Required:	Required:	Required:	English
English	English	English	Civics
Algebra	Social Science	Social Science	Physical Education
Social Science	Comm. Arithmetic	Physical Training	Algebra or
Physical Training	Comm. Penmanship		General Math
Latin	Physical Training	Elect two or	Must elect two:
		three:	Science
Elect one:	Elect one:	Algebra	Home Living or
Glee Club	Glee Club	Comm. Arithmetic	Industrial Arts
Orchestra	Orchestra	Comm. Penmanship	German, French,
		Latin	or Latin
		Science	
		Manual Training	May elect one:
		Domestic Art	Art
		Glee Club	Band
		Orchestra	Chorus
			Orchestra

club. He listed the following:

1. Acroplane Club
2. Archery Club
3. Basketry Club
4. Book Report Club
5. Boys' Athletic Club
6. Camp Cooking Club
7. Dennison Paper Club
8. Dramatic Club
9. Folk Dance Club
10. Gift Club
11. Harmonica Club
12. Kodak Club
13. Junior Laquer Club
14. Senior Laquer Club
15. Mythology Club
16. Newspaper Club
17. Scrap Book Club
18. Sewing Club
19. Stamp Club
20. Thrift Club
21. Toy Making Club
22. Travel Club (53, p. 88)

Present Program

By way of comparison, the activity program of 1963 contains some of the earlier program but has a large number of changes.

The majority of the groups have formal meetings during the school day during a 35 minute activity period in the middle of the morning. Many activity groups cannot accomplish all that they wish during this activity period, however, and any other time needed is taken from the students' out-of-class time. Most of this is after school but some is before school or on week-ends. All activities have adult sponsors from among the teaching staff. Efforts are made to put the students in control of planning and leading the activities of the group with the teacher-sponsor as an advisor.

Assembly. A part of the present program that is thought to be important is the school assembly. Regular assemblies meet every other Friday during the activity period. The assemblies are planned by a committee of teachers. A variety of programs is planned for the purposes of education and entertainment. Although teacher planned, efforts are made to allow for much student participation in the assembly. Methods used to involve students, aside from the programs themselves, include being chairman of the meeting, giving devotions, leading the flag salute, and giving the call to colors. More important than these, however, is the actual participation in the programs. Candidates for Student Council president present their views in an all-school assembly. Girls' physical education classes give demonstrations. Programs are given during the year by the Band, Orchestra, and singing groups of the school. Student talent programs are favorites with the audience. One-act plays are presented by the English classes. Assembly programs are exchanged by the three junior high schools of the city. In addition to these programs given mainly by the students, outside speakers are brought in for such occasions as American Education Week, Thanksgiving, and Easter.

Student Council. This government body consists of a president and vice-president elected by the student body from among the ninth grade students, and one representative elected from each home room in the school. In 1963, the Student Council had eighteen members. The Student Council has its regular meetings on the first and third Mondays of each month during the activity period. Special meetings

are sometimes called by the principal. The Council has no actual authority in the making of school policy. There are areas of student behavior and endeavor where the Council might make recommendations to the principal and staff. The main purpose of the Council is to rally student support behind the program of the school. The Council is not primarily a money-making organization but it does contribute to the activity budget by conducting candy sales at ball games, selling book covers, selling student directories, and sponsoring a Friday noon dance program.

Safety Council. This group meets the second and fourth Thursdays of the month during the activity period. It is an outgrowth of the Hutchinson Safety Council and the Kansas Teen-Age Traffic Safety Council. During the year, the Council works to promote safety in the school building and on the grounds. The program is aimed at pedestrians, bicycle riders, and motorists. Some emphasis is placed upon safety practices in the halls, gymnasium, shops, and play areas. Although little is done in this area, students are cautioned concerning unsafe home conditions. The Council sponsors such things as bicycle safety checks, safety essay and poster contests, fire prevention speech and poster contests, and cooperates in city-wide safety promotions. Members of the Council attend state and local conferences on safety. The group consisted of nine members in 1963. This included one representative from each ninth grade home room, one representative from each of the seventh and eighth grades, and the president of the Student Council. The members are chosen by the sponsor and the principal from among

those expressing an interest in the activity.

Pep Club. Every girl in the school is eligible for membership in the Pep Club. During the 1962-63 school year only twenty-three of the 212 girls in the school did not join. The requirements are: 1) to pay a registration fee of twenty-five cents, 2) to wear a white blouse and blue skirt on the day of all ball games in which the student's grade is involved, and 3) to attend all home ball games unless excused for good reason. The club meets several times a year to hear explanations of football, basketball, and track rules and to set up the machinery of the club. It meets during the activity period, although attendance at games is partly on the students' free time and partly on school time.

Photography Club. The nearest thing to a hobby club in the activity program would be the Photography Club. Membership is limited to ninth graders. Interest in photography is the only other requirement. This group meets every other Monday during the activity period. Much of the activity of this group is during the activities of other groups. Film records of all the other activities of the school are made. Emphasis is placed upon taking good pictures, then developing and printing them. Although all pictures taken by the club members are not developed and printed by them, this is taught by the sponsor, who is a very skilled photographer. The pictures taken and printed are put on sale to students at a cost which pays for the film and printing. Each year, this club leaves with the school a pictorial record, in the form of a scrap book, of the events of the school year. In 1963, the

club membership numbered four girls and eight boys.

Intramurals. This part of the program attempts to bring all students of the school into close association with the physical activity aspects of education. It fosters competition on a friendly basis, helps promote cooperation within a group, provides needed physical activity, and gives enjoyment to many. Intramural activities are on a home room basis. Competition is scheduled between home rooms in various sports. Some contests are outdoor activities and where played outside, they are scheduled after school hours. Inside competition is scheduled after school, also. The main emphasis in the intramurals is on participation by girls since the boys have opportunities to participate in the sports program. All boys in a home room are required to take part in an intramural game unless physical conditions prohibit. All girls are not required to participate although it is encouraged and most do so. Intramural contests are held for girls in softball, kickball, volleyball, basketball, deck tennis, and table tennis. Competition for boys is limited to basketball and table tennis.

Girls' Leaders Club. The main purpose of this organization is to help in conducting the intramural program for girls. The club members study rules of various games to be played and serve as officials for the girls intramural program. In addition, the club furnishes workers for the Friday noon dances and ushers for all-school programs given for patrons of the school. Membership is by approval of the sponsor from among those interested. The membership in 1963

consisted of twenty-two ninth grade girls and four eighth grade girls.

Boys' Leaders Club. The boys of this club serve in the same capacity for the boys intramural program as the Girls' Leaders Club does for the girls intramural program. They are called upon to officiate, time, and score all athletic events of an intramural nature among the boys. Membership is by sponsor approval from among those interested. Eight ninth grade boys, thirteen eighth grade boys, and three seventh grade boys brought the total membership to twenty-four during the 1962-63 school year.

Liberty Belles. It is impossible in the scheduling for a student to take Band or Orchestra and also be in a vocal music class. There are a number of girls who are in Band or Orchestra and who like to sing. It was for them that the Liberty Belles was formed. It meets during the activity period once every other week. The membership is limited to girls who are not in vocal music classes. The Belles perform for the student body in assemblies and take part in special musical programs. The main emphasis, however, is on singing for enjoyment. The group included seventeen ninth grade girls, eighteen eighth grade girls, and thirteen seventh grade girls during the 1962-63 school year.

Ballard Buddies. A similar situation exists in regard to boys in Band or Orchestra. The Buddies was formed for the purpose of allowing those not in vocal music classes to enjoy the pleasures of group singing, if they so desired. This group also performs for students and parents on occasion but once again the main emphasis is on the enjoyment

of singing. Membership is open to any boy who is not in a vocal music class, subject to the approval of the sponsor. Nine ninth grade boys, eleven eighth grade boys, and one seventh grade boys made up this group in 1963.

Girls' Chorus. Membership in this group is voluntary but with two restrictions: 1) the girl must be in a vocal music class, and 2) the approval of the sponsor. The sponsor is the vocal music teacher and her approval consists of a tryout. This group meets both during activity period and after school. The music being worked on by the chorus is usually made a part of the regular vocal class instruction, since all members of the chorus are in vocal music classes. The chorus gives performances in assembly, at P. T. A. meetings, and in special school and city music programs and festivals. The chorus also enters music competition on the district level. Membership in 1963 consisted of twenty-eight ninth grade girls, twenty-five eighth grade girls, and eight seventh grade girls.

Boys' Chorus. The same requirements apply to Boys' Chorus as to Girls' Chorus. The boy must express a desire, be in vocal music class, and have the approval of the sponsor. This chorus also performs for assemblies, all-school and city-wide festivals, and music contests. Ten ninth grade boys, twenty-three eighth grade boys, and eighteen seventh grade boys sang in the chorus in 1963.

Girls' Ensembles. Especially picked from the Girls' Chorus because of their ability are two ensembles - one for eighth grade girls

and one for ninth grade girls. This roughly corresponds to the varsity basketball team for the boys as far as ability is concerned. There is a difference in that if the available material in a given year is not considered quite up to par, an ensemble may not be organized. These groups rehearse mostly on school time and perform for programs in the school and community. They enter music competition in district music festivals.

Cheerleaders. Each of the three grades in the school has its own group of cheerleaders. The responsibilities of the cheerleaders are centered around leading the Pep Club and other students in organized cheering for the athletic teams. Since each grade has separate teams, each group of six cheerleaders leads cheers only when their grade is competing. Any girl in the school is eligible to try out for cheerleader. The cheerleaders are chosen by the student body. A cheerleader may be prevented from serving or disqualified and replaced if the academic or citizenship grades fall below the standards set up by the Pep Club in its constitution.

Athletic Teams. The school maintains teams for interscholastic competition in football, basketball, and track. The rules governing eligibility, participation, number of games and meets, and types of competition have been determined by the Kansas State High School Activities Association. Liberty Junior High School is a member of the Association and operates its athletic program in accordance with the Association rulings for junior high schools.

In football, the school maintains separate teams and schedules for each grade - seventh, eighth, and ninth. The seventh grade team plays only in intra-city competition while the eighth and ninth grade teams play both intra-city and inter-city opponents. Any boy who has had an examination by a doctor judging him physically fit, may try out for football. No one is out from the squad who will continue in practice sessions. A boy may be cut for disciplinary reasons. For continuing through the season, a boy will receive a participation certificate. Ninth graders who meet certain standards as far as playing in games or contributing to the team may also receive an athletic letter.

Basketball presents problems as far as participation because of lack of space. The squads are cut to approximately twenty boys from each grade. There are four teams with the ninth grade having an "A" and "B" squad. All three grades play in inter-city competition in basketball as well as intra-city competition. Participation awards are given to each boy who continues with the squad for the entire season with the ninth graders able to receive letters for meeting certain standards of participation in "A" squad games.

Track season allows any boy to participate and no one is cut from the squads. Seventh graders compete in three meets, all within the city, while the eighth and ninth grade squads compete against out-of-city teams. Participation certificates are again given with the possibility of ninth graders earning letters.

Approximately 50 seventh grade boys, 40 eighth grade boys, and 40 ninth grade boys took part in the athletic program during the

school year, 1962-63. The athletic program is financed as a part of a system-wide program. Season tickets are available to all patrons, including students. A three dollar season ticket enables a student to attend all regularly scheduled football and basketball games and track meets in which any of the three junior high schools, the senior high school, or the junior college is competing.

Home Room Guidance. An attempt has been made in Liberty in recent years to reactivate the home room as a group guidance device. The plan was started in 1958. The initial planning was begun in 1957 by a committee of twelve members composed of the director of guidance services, two junior high school counselors, and nine home room teachers from the three junior high buildings. This group continued to work and meet bi-monthly for nearly two years and by September of 1960 had completed a group guidance manual, containing materials for forty-eight units of a group guidance nature.

These units were divided into four major divisions: 1) units about the school, 2) units about personal relationships, 3) units about personality, and 4) units about vocations. The guide also has a list of films and filmstrips available within the school system that might be used with certain units. Which films or filmstrips might be helpful with each unit are listed in the unit. Bibliographies of available and helpful books and pamphlets are also included in the manual.

One day a week, the activity period has been reserved for what is called "home room discussion." During the thirty-five minute period

on Wednesdays no other activities are scheduled. Teachers and students work together to prepare a unit from the manual or other materials as decided upon by the group. Panel discussions, playlets, reports, demonstrations, filmstrips, and films have been used at times to good advantage. The emphasis has been on student planning and participation just as has been the goal in all other parts of the activity program. In addition to the Wednesday discussion periods, a number of activity periods are used during the first week of school as orientation periods. During these first few periods - usually four or five - the rules and regulations of the school are reviewed, the possible activities of the year are discussed, and the general routines of the school are stressed. This is climaxed by an orientation assembly at the end of the first week of school.

In addition to the group guidance manual that is in the hands of all home room teachers, each home room also has a copy of the book Building Your Life. (11) This resource book has been used to supplement or even supplant the units in the group guidance manual. Also available to any teacher or group desiring this type of material are three sets of master carbons of group guidance "lessons" with discussion questions. These may be duplicated by the spirit process and a copy put into the hands of each student in the home room. These sets are available from the Continental Press and there is a set for each grade level - seven, eight, and nine. Other materials available to the home room include wall charts, study habits booklets, personal adjustment booklets, and vocational information.

Other Groups. Several groups might be mentioned. Instrumental groups have been formed from the band but their function is tied so closely to the band program as to make them beyond the realm of the activity program. Hall proctors and library helpers are not organized groups and function only during the school day at times other than during the activity period. The newspaper is a teaching experience carried on in connection with the ninth grade English classes and the staff has no permanent organization, changing from month to month and from class to class.

Classifying the activities of the present program according to the categories mentioned by Hunt and Pierce (6) showed that most of the categories were represented. Assemblies were an important part of the program. The home room has been utilized for administrative details, for orientation, for group guidance, and for cooperative activities. The library has not been utilized up to its potential although it has had some place in distributing occupational information and group guidance materials. The special-interest clubs have not been called clubs in many instances, but the music organizations and athletic activities have served this purpose. The Student Council, Safety Council, Boys' Leaders Club, and Girls' Leaders Club would be examples of civic associations.

SUMMARY AND CONCLUSIONS

Summary

In comparing the activity program in Liberty Junior High School

over a 34 year span of time, four questions were asked and answers sought. These questions concerned the changes in the opinions of writers on the subject, the changes in the community, the changes in the school, and the changes in the program itself.

Some changes were found in opinions by a review of literature. No drastic changes were in evidence, however. Many of the problems concerning activities that were present in 1929 were still being discussed in the sixties. Still unsolved but still discussed are problems concerning participation - requiring, limiting, and/or encouraging participation. Financing and cost to individuals still must be considered. The amount of time spent and when brings up problems of scheduling and sponsorship. Over-emphasis and exploitation have been the concern of many in attempting to determine the value of a program.

The type of community and school served by the program has always been of concern. Pupil interest and need continue to be basic factors. Financing problems of the past have been eased somewhat by an acceptance by more school people and lay people alike of the importance and educational possibilities of activity programs.

Changes in the program have been brought about by changes in attitude of all concerned, changes in economic conditions, and evaluation of existing programs. Just as changes in curricular offerings have come since 1929, so have extracurricular offerings changed. These changes can be said to have been for the good only if they are in harmony with a set of principles such as these:

1. Whenever possible a definite time allotment in the regular program should be provided. A definite time allotment will result

in a much better spirit of cooperation on the part of the pupil, and many will participate who otherwise would not.

2. Each organization should be sponsored by a member or a committee from the faculty who shall be appointed by the principal.

3. All meetings of the organization shall be attended by one or more sponsors.

4. Pupils desiring to form an organization should secure the approval of the principal.

5. The school policy should guarantee absolute democracy as to the admission and requirements of all organizations.

6. Membership should be determined by the work and the purposes of the organization in accordance with the rules drafted by the members and approved by the principal.

7. Pupils severing their connection with the school should cease to be members of the organization.

8. All meetings should be held in the school building unless permission is given by the principal to meet elsewhere.

9. Rules governing the eligibility for office holding in the organization should be in accordance with the school's policy.

10. The school should limit the number of organizations to which a pupil may belong, keeping in mind the proper balance between the curricular and the extra-curricular activities.

11. All money handled by the organization should be properly checked either by the sponsor making reports to the principal or by a centralized auditing and accounting committee.

12. The school should provide for a student government organization to which should be delegated as much responsibility, with a corresponding amount of authority, as it is capable of caring for.

13. The school should provide class organizations and honor associations; all other organizations should be the outgrowth of the pupils' initiative. (23, pp. 6-8)

Conclusions

In light of the comparison, what changes might still be possible in the program at Liberty to improve it and to help it further the objectives of education?

First, it should be stated that the program at present would be classed as adequate. It has been based to a considerable extent upon student interest and needs. It has been correlated fairly well with curricular offerings. It has been accepted by the students, staff, and

patrons of the school. It has provided for adequate participation at a fairly low cost to the students.

Second, no attempt should be made to drastically revise or curtail the program until an adequate evaluation has been undertaken. Evaluation should be a continuous process. Portions of the program that seem to be unsuccessful should be examined to determine what might be the cause or causes of its lack of success. Is it pupil interest, sponsorship, expense, or some other cause? Evaluation should precede any change and no change should come hastily.

Third, attempts should be made to include the total cost of the program in the regular school budget. This is justified if the program is being used to further the total educational development of the students. If some activity is revealed by evaluation to have slight educational value, the activity should be revised or deleted from the program. No activity which lacks a definite educational aim or serves no educational purpose is entitled to public support from tax sources.

Fourth, attempts should be made to eliminate from the program the possibility of exploitation and over-emphasis. If it seems that those responsible cannot or will not limit their efforts at exploitation, much thought should be given to the complete elimination of the activity. The public schools are filled with possibilities for over-emphasis and exploitation, but the answer is not to close the schools to prevent the exploitation. The answer is found in establishing a policy of limitation and enforcing it.

Finally, changes will continue to occur and with amazing rapidity.

These changes will come in the community and in the school. The activity program must continue to change and move ahead in step with the changing nature of the community and the school, so long as these changes are in harmony with the accepted objectives of secondary education in our democratic society.

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AN ABSTRACT OF A MASTER'S REPORT

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Extracurricular activities have become an accepted part of American education. Beginning as early as 1841, the concept of extracurricular activities has progressed through periods of suppression, toleration, capitalisation, and exploitation.

In 1929, John W. Jarrott, the principal of Liberty Junior High School, Hutchinson, Kansas, wrote of an organized activity program in that school. The writer is at present associated with the activity program of that same school. A comparison of the two programs centered about answers to these questions:

1. Have the viewpoints in literature changed?
2. Has the community changed?
3. Has the school changed?
4. Has the program changed?

Answers to these questions were sought in the following ways:

1. A review of recent literature on the subject of extracurricular activities.
2. A comparison of recent opinions with some statements found by Jarrott in 1929.
3. A comparison of the school and community in 1929 and 1963.
4. A comparison of the descriptions of the programs in 1929 and 1963.

A review of literature showed that as the activity program became more accepted, the term "extracurricular" changed, or, at least the meaning and significance attached to it changed to show that the activities were not "extra" but an integral part of the school program.

The purposes of an activity program - to further the objectives of education in a democracy through meaningful activities - were found to have remained constant through the years.

Special problems met involved participation, expense, time, and sponsorship. Participation needed to be encouraged, but limited. The program should be kept low in cost, with inclusion in the school budget as a regular part of the curriculum as a goal. Most activities have been scheduled during school time and have teacher-sponsors.

A continuous program of evaluation has been stressed to determine if progress is being made in view of chosen objectives. The home room program seemed to lend itself well to group guidance.

A comparison was made of the community and school population figures for the two years, 1929 and 1963. Also compared for these years were the occupations of parents of students of the school. National occupational trends were also cited. A comparison was made of the program of studies for the two years, 1929 and 1963.

The original program was compared with the present one, which was described in detail. Both programs were evaluated in the five categories suggested by Hunt and Pierce: 1) assemblies, 2) home room, 3) library, 4) special-interest clubs, and 5) civic organizations. The original program seemed to be lacking in meaningful activities in the areas of the home room, library, and student government. The present program has still developed few library activities.

The following conclusions were drawn:

1. The present program appears to be adequate.

2. No attempts should be made to drastically revise or curtail the program without adequate evaluation.

3. Attempts should be made to include the total cost of the program in the regular school budget.

4. Attempts should be made to eliminate from the program the possibility of exploitation and over-emphasis.

5. The activity program should continue to change and move ahead in step with the changing nature of the community and the school, so long as these changes are in harmony with the accepted objectives of secondary education in our democratic society.