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EXTRA-CURRICULAR ACTIVITIES

IN SASKATCHEWAN

HIGH SCHOOLS

BEING A THESIS SUBMITTED TO THE COMMITTEE

ON POSTGRADUATE STUDIES IN PARTIAL

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CHAPTER I

INTRODUCTION

Evidence of Increasing Emphasis on Extra-Curricular Activities

The increasing emphasis on extra-curricular activities in high schools is evidenced by a number of very definite facts: the amount of space given to the discussion of them in educational journals and magazines; the number of experiments and studies that have been made and are being conducted; the appearance of books in the field; the inclusion of extra-curricular activities in the regular schedule of the school; the allowance of teachers' time for directing them; and the demand for teachers competently trained for this direction. This means that activities long considered extra-curricular are increasingly being considered curricular and that the expenditure of school funds and teacher-time for developing them must and can be justified on sound educational principles. This in turn means that the teacher, or prospective teacher, must be prepared to handle her assignment in this field as effectively as she handles her assignment in the regular program of the school.

The attitude of school men.— School men, principals, and members of educational boards will express their attitude toward extra-class activities by their demand for teachers prepared to guide and direct them. To ascertain this attitude of school men throughout the United States Dr. Briggs¹ made a careful study of the demand for teachers prepared to guide and direct extra-class activities.

¹E. S. Briggs, "The Demand for Teachers Prepared to Guide and Direct Extra-Class Activities," School and Society, XLV (May, 1937), 695-7.

One hundred and sixty-one secondary-school principals from forty-five states supplied data concerning the demand for teachers prepared to guide and direct extra-class activities. These principals were from schools employing two to 167 teachers and from communities ranging in population from 350 to 1,233,561.

In answer to the question, "How many of the best one third of your teachers are actively associated with one or more extra-class activities?", 113 of the 161 principals say, "All"; ten say 90 to 99 percent; eight, 80 to 89 percent; six, 70 to 79 percent; eight, 60 to 69 percent; eleven, 50 to 59 percent; and two report fewer than 50 percent. Three do not answer the question. This high percentage indicates that those in charge of administering secondary-school programs in the United States judge those teachers participating in guiding and directing extra-class activities to be the best secondary teachers.

Every principal who answered said "Yes" to the question, "Should teacher-training institutions provide the opportunity for prospective teachers to participate in extra-class activities while in college?". In many instances comments were added to the effect: "I wish I had had the opportunity for such training"; "I will not employ a teacher who can not help in the extra-class activities program"; "I'm sending some of mine back for training."

In answer to the question, "Should teacher-training institutions provide opportunity for prospective teachers to study (take courses in) extra-class activities while in college?", 154 or 97 percent of the high-school principals answering say "Yes." Only four say "No." Seven do not answer. Suggestions came to the effect that these activities "must be studied as a whole," "be integrated," "be studied as an organized unit,"

in order to understand satisfactorily the philosophy and usefulness of such a program.

Answering the question, "Should teacher-training institutions provide opportunity for prospective teachers to practice in guiding and directing extra-class activities while in college?", 140 or 94 percent of the principals recommend that opportunity be given for practice in guiding and directing extra-class activities as a part of the regular preparation of secondary teachers. Six of these qualify the recommendation by saying "Yes, if possible." Eight answer in the negative. Thirteen do not answer. The strongly affirmative response indicates that the administrative officers of high schools in the United States believe that prospective high-school teachers should have practice in directing extra-class activities while in college.

Dr. Briggs summarizes the finding of his study as follows:²

"(1) Approximately three fourths (76 percent) of the high-school teachers of the nation participate in guiding and directing extra-class activities in the high school."

"(2) Those high-school teachers guiding and directing extra-class activities are rated among the best one third of all high-school teachers."

"(3) Teacher-training institutions should provide opportunity for prospective teachers to participate in extra-class activities while in college."

"(4) Teacher-training institutions should provide opportunity for prospective teachers to study (take courses in) extra-class activities while in college."

"(5) Teacher-training institutions should provide opportunity for prospective teachers to practice in guiding and directing extra-class activities while in college."

²Ibid., p. 696.

"(6) Four out of every five high-school principals want teachers to have special training in conducting assembly programs."

"(7) Seventeen out of every twenty high-school principals want teachers to have special preparation for guiding and directing student councils."

"(8) Approximately four out of every five high-school principals consider special preparation for guiding and directing clubs desirable."

"(9) Nine out of every ten high-school principals believe high-school teachers should have special preparation for guiding and directing extra-class forensic activities."

"(10) Approximately nine out of every ten high-school principals recommend that high-school teachers have special preparation for guiding and directing student publications."

"(11) Three fourths of the high-school principals consider special preparation for guiding and directing religious activities desirable for high-school teachers."

"(12) Sixty-eight percent of the high-school principals recommend that high-school teachers have special preparation for guiding and directing social activities."

"(13) Nine out of every ten high-school principals consider special preparation for guiding and directing extra-class activities in music important for high-school teachers."

"(14) Seven out of every eleven high-school principals approve special training for guiding and directing class organizations as desirable preparation for high-school teachers."

"(15) High-school principals desire teachers prepared to guide and direct extra-class activities in high school."

"(16) Teacher agencies gather information concerning the ability of applicants to guide and direct extra-class activities in high school. It is considered, therefore, a desirable preparation for obtaining a position."

"(17) Only sixty-one state teachers' colleges report that their placement bureaus keep extra-class activities records of prospective teachers."

"(18) Preparation for guiding and directing extra-class activities helps in placement of teachers."

The attitude of secondary-school principals.- That extra-class activities are receiving increased emphasis in Saskatchewan high schools is evidenced by the attitude of the principals toward their importance. In reply to a short questionnaire, similar to that designed by Briggs³, 40 Saskatchewan high-school principals give replies of a significant nature.

In answer to question, "How many of the better half of your teachers are actively associated with one or more extra-curricular activities?" 38 say, "all"; the remaining two say 80 to 90 percent.

As in Brigg's study, every principal answering, "Should teacher-training institutions provide the opportunity for prospective teachers to participate in extra-class activities while in college?" answered "Yes." In several instances comments were added. Two principals remarked that it was their yearly practice to advise one or more members of their staffs to secure summer school training to better fit them for this important phase of the high-school program.

In answer to the question, "Should teacher-training institutions provide opportunity for prospective teachers to study (take courses in) extra-class activities while in college?", 35 out of the 40 principals say, "Yes"; the remaining 5 say "No"; 2 qualify their negative reply with, "College situations are too far removed from actual high-school conditions."

Answering the question, "Should teacher-training institutions provide opportunity for prospective teachers to practice guiding and directing extra-class activities while in college?", 39 or 97½ percent recommend that such training be part of the regular program in the preparation of secondary-school teachers.

³ Ibid., pp. 693-96.

The foregoing attitudes of Saskatchewan secondary-school principals toward extra-class activities, as indicated by their demand for teachers to guide and direct them, are shown in Table I.

TABLE I

THE ATTITUDE OF SASKATCHEWAN HIGH-SCHOOL PRINCIPALS TOWARD TEACHER PARTICIPATION IN THE EXTRA-CLASS PROGRAM

	Number	% of Answers
1. How many of the better half of your teachers are actively associated with one or more extra-class activities?		
All	38	95
80 to 90 percent	2	5
Total	40	100
2. Should teacher-training institutions provide the opportunity for prospective teachers to participate in extra-class activities while in college?		
Yes	40	100
No	0	0
Total	40	100
3. Should teacher-training institutions provide opportunity for prospective teachers to study (take courses in) extra-class activities while in college?		
Yes	35	87.5
No	5	12.5
Total	40	100
4. Should teacher-training institutions provide opportunity for prospective teachers to practise guiding and directing extra-class activities while in college?		
Yes	39	97.5
No	1	2.5
Total	40	100

Purpose of the Study

The foregoing discussion clearly indicates that extra-curricular activities are increasingly being considered an integral part of the secondary-school program. It will, therefore, be the purpose of this thesis to determine the present status of these activities in Saskatchewan high schools of different enrolments. Since the field is undoubtedly extensive the study will be limited to a survey and discussion of: extra-class activities definitely organized by high schools, that is activities with a definite organization or sponsor responsible to the high-school administration, and student participation in the same; the attitude of the school toward these activities, as shown by, limitation of participation, schedule and supervision; the finance of the extra-curriculum; the objectives claimed for extra-class activities and the obstacles to their achievement.

The type of school.- Before proceeding to the types of high schools considered in this report it will be necessary to consider the Saskatchewan definition of a high school. The regulations⁴ for Saskatchewan secondary schools define high schools as follows:

- "(1) Secondary schools organized under The Secondary School Act."
- "(2) One or more rooms or departments maintained exclusively for pupils above grade eight."

The statement of the problem implies that extra-class activities will differ in schools of different enrolments. Such may be expected when one recalls that city high schools operate under conditions that differ in several respects from those found in one room high schools of rural areas. In the city high school enrolment is large; playground space is limited; gymnasiums and auditoriums are generally available;

⁴Saskatchewan High School Curriculum and Regulations, p.7.
Regina: King's Printer, 1938.

competition is found intra-murally; several activities may be under the direction of experts; a more extensive program of extra-activities will likely be offered; pupils come under the influence of several teaching personalities during the course of the day; and the social environment will likely provide many outside interests and distractions. The small village high school, at the other extreme, with its limited enrolment, its single teacher, and limited social environment, will obviously present different problems in the organization and supervision of the extra-curriculum.

High schools with more than four rooms in operation present definite problems and will be considered as a type.

High schools in towns of sufficient population to warrant the operation of four rooms may well be considered a second type. School playground accommodation is usually adequate; auditorium and gymnasium facilities may be provided; enrolment is generally sufficient to warrant intra-mural competition; the extra-class activities will likely be under the direction of the members of the regular school staff, some of whom may have special training for the task.

The characteristic small town high school, consisting of two high-school rooms, drawing most of its pupils from the town, but also many from rural homes, is a third type. Outdoor facilities are likely ample and indoor inadequate; and the limited enrolment cannot be considered conducive to an effective intra-mural program. The extra-curricular program being entirely or largely under the direction of two teachers, already overloaded with curricular work, will likely be limited.

The small village high school, receiving still a larger percentage of its pupils from the rural homes, is clearly a fourth type. Here the

extra-class program will likely be entirely under the direction of the principal, who will find himself even more overloaded with curricular work than his brother in the small town school, and who, while he may have a general training, will likely have no special training for the supervision of an extra-curricular program.

The problem defined.- It will now be the problem of this thesis to determine the present status of extra-curricular activities in four types of Saskatchewan high schools: the city or sub-city with more than four rooms; the large town with four rooms; the small town with two rooms; and the village with its single room. The study, as previously stated, will be limited to a discussion of: student participation in organized high-school extra-curricular activities; the attitude of the school toward these activities as shown by, limitation of participation, schedule, and supervision; the finance of the extra-curriculum; and the objectives claimed for extra-class activities along with the obstacles to their achievement.

Securing the Data

To determine the present status of extra-curricular activities in Saskatchewan high schools of, one room, two rooms, four rooms, and more than four rooms, it was considered necessary to first of all secure data on the approximate number of each of these types of high schools in operation and the pupil enrolments therein. This information was kindly provided by the Secretary of the Saskatchewan Teachers' Federation and is given in Table II.

TABLE II

FOUR TYPES OF SASKATCHEWAN HIGH SCHOOLS AND ENROLMENTS THEREIN

Type of School	Number ¹	Enrolment ¹
One Room	425	8500
Two Room	120	6000
Four Room	35	4200
More than Four Room	20	18300
Total	600	35000

(¹approximate numbers only)

Having determined the approximate number of each of the four types of Saskatchewan high schools in operation, it became necessary to determine how many of each of these types should be used to secure data relating to the problem. All of the 20 schools with more than four rooms in operation were selected; 30 out of the 35 four room schools; 40 out of the 120 two room schools; and 60 out of the 425 one room schools. Where all the schools in a grouping were not included care was taken to select schools from the different sections of the province to ensure a representative sample for that grouping.

Having selected the schools for the survey a questionnaire was carefully prepared and sent to the principals of the same. Each of the principals was asked to cooperate at his earliest convenience and return the forms in the enclosed stamped envelope. Where possible, however, the principals or past principals were personally interviewed to secure the desired data.

Care was exercised in the wording of the questionnaire to avoid ambiguity and to make response simple, objective and not tedious, for principals cannot be expected to reply if the task becomes too arduous.

The questionnaire was carefully designed to secure data relating to:

the number of extra-curricular activities provided, facilities for the same, and student participation therein; the attitude of the school as evidenced by, limitation of participation, schedule and supervision; the finance of the extra-curriculum; and the objectives claimed for these activities, as well as the obstacles to their achievement. This questionnaire is included in the appendix.

CHAPTER II

EXTRA-CURRICULAR ACTIVITIES FOUND IN SASKATCHEWAN HIGH SCHOOLS AND PUPIL PARTICIPATION THEREIN

Introduction

No attempt was made to trace the development of extra-curricular activities in the secondary schools of Saskatchewan because experts report that reliable data on the development of the extra-curriculum are difficult to secure. Reavis and Van Dyke¹ found that school officers have not until recent years looked with favor on the introduction of extra-curricular activities into the life of the school and that records of the same and pupil participation therein have rarely been kept. As a result the records of extra-curricular activities that are available are largely incidental and of little value.

The cooperating high schools. - It was decided, as previously stated, to limit the study to all high schools with more than four rooms, 30 of the 35 with four rooms, 40 of the 120 with two rooms and 60 of the 425 with one room. Some receiving the questionnaire, as expected, did not reply. The numbers of each of the selected types of schools cooperating is given in Table III.

¹ William C. Reavis and George Van Dyke, Nonathletic Extracurriculum Activities, pp. 1-14. United States Office of Education Bulletin No. 17. Washington: Government Printing Office, 1932.

TABLE III
COOPERATING HIGH SCHOOLS

Type of School	Number receiving questionnaires	Number cooperating	Approximate Enrolment
One Room	60	32	332
Two Room	40	21	612
Four Rooms	30	14	367
More than four rooms	<u>20</u>	<u>12</u>	<u>5140</u>
Totals	150	79	6680

Programs of Activities

The number of pupil activities which are found in a given school affords a significant basis for judgment as to the extent of recognition which has been accorded the extra-curriculum in that school. Furthermore, on this basis one can form an opinion as to how much opportunity is available to the pupils to gain the experiences of membership and of official responsibility, as well as how great a chance the average boy or girl has of finding an activity suited to his individual personality. Other things being equal, the larger the number of activities the greater is the pupil's opportunity.

The median number of activities reported by the one room high schools was 6; by the two room 7.5; by the four room 9.4; and by the more than four room 12.25. In the one room type of high school the most extensive program of activities included 12 and the minimum 5; in the four room group the maximum was 16 and the minimum 7; in the more than four room the most extensive program included 24 activities, while the least included 9. The median practice in each of the four selected types of schools is shown in Figure 1.

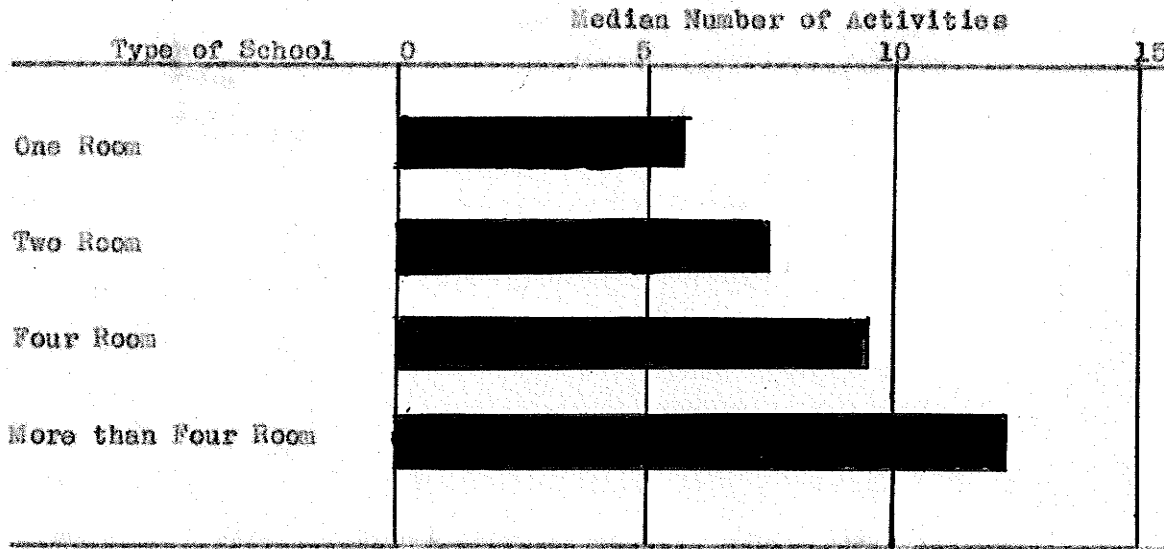


Fig. 1.- The median number of activities in four types of Saskatchewan high schools.

Athletic and nonathletic activities reported.- While this study reveals a marked increase in the number of activities as the schools increase in size, the increase is even more significant when activities are divided into athletic and nonathletic. The median number of athletic and nonathletic activities in one room high schools was 3.6 and 2.7 respectively; in two room 5.0 and 2.6; in four room 6.4 and 2.8; in more than four room 7.2 and 3.8. The foregoing data, graphically illustrated in Figure 2, indicate the median practice for each of the four types of schools only.

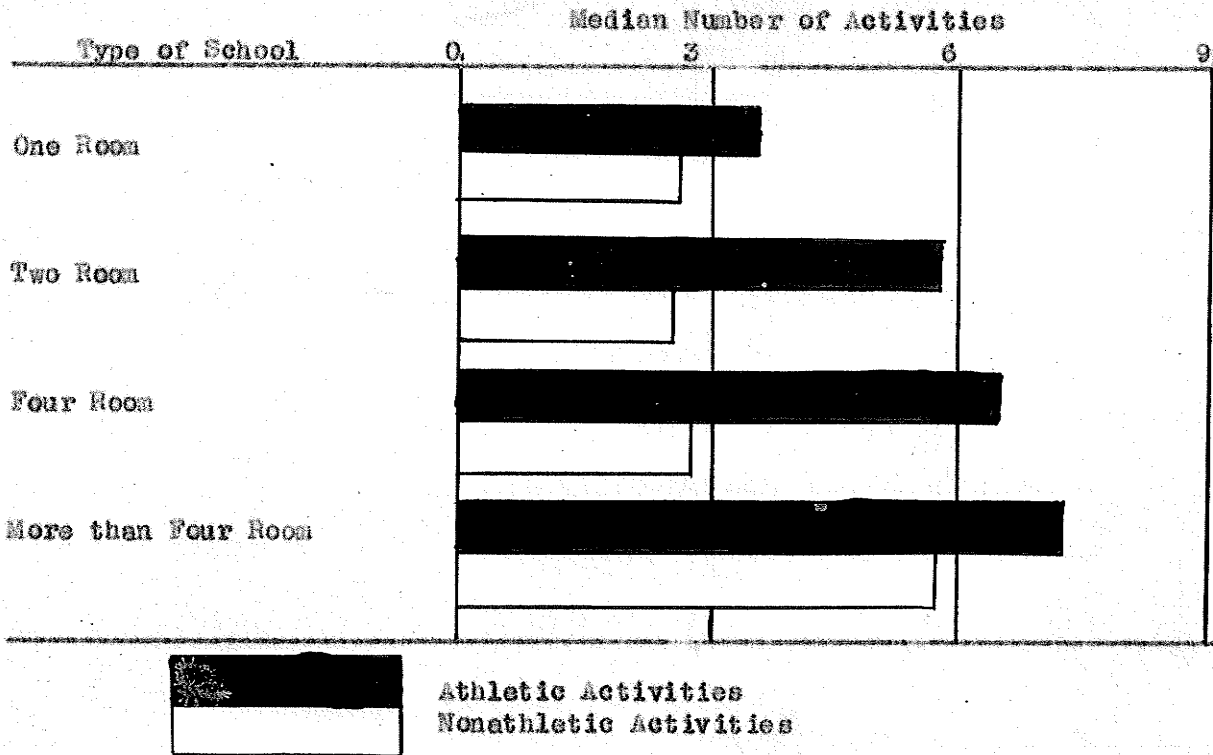


Fig. 2.-The median number of athletic and nonathletic activities in four types of Saskatchewan high schools.

While we note a gradual increase in the total number of activities as we proceed from the one room high school to the secondary school with four rooms and a most marked increase when we come to the schools with more than five rooms, it is only when we get to this latter group that any marked increase occurs in the number of nonathletic opportunities provided. Striking is the fact that there appears to be no significant difference in the nonathletic opportunities of pupils in one room, two room and four room high schools. Striking also is the fact, to be discussed later, that, even where the number of nonathletic activities approximate the number of athletic activities, participation therein lags far behind participation in the athletic activities.

Different kinds of activities reported.- While difficulty is to be expected in classifying numerous and varied activities, the 58 activities reported more than once by the 79 cooperating high schools could, with

three exceptions, be classified under four of the fifteen general categories used by Terry². The four general categories, physical, English, music and all-school were used. Each of the activities, science club, stamp club and camera club, reported in less than 10 percent of the schools, was classified under miscellaneous. The classification, English, is used to include all activities intended to promote the written or spoken use of the English language in some special way. It includes dramatics, the school paper, debating, oratory, class plays and other literary activities. The activities classified as all-school includes student council, class organizations and boys and girls clubs. In these organizations pupils are expected to take the broad all-school point of view. Ample opportunity is afforded for the exercise of social and political ability in important and genuine situations.

Purely social clubs, as was also found by Terry³, appear to be lacking. Authorities do not appear to look with favor on the formation of pupil groups which have no other claim for organization than a desire to promote social activities. This does not imply that there is a tendency to discourage purely social activities, but rather a desire to have them attached and incidental to the work of groups organized for a more serious purpose.

²Paul W. Terry, "General Survey of Practices: Junior High-Schools," Extra-Curricular Activities, pp. 22-33. Twenty-fifth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1926.

³Ibid., p. 27.

Twenty out of the 36 different activities reported by 79 Saskatchewan high schools, or more than 52 percent of all the activities at present offered in these schools, may be classified as physical; 6, or approximately 16 percent, as English; 5, or about 13 percent, as music; 4, or approximately 10 percent, as all-school; and 3, or less than 8 percent, as miscellaneous. Most noteworthy is the almost complete absence of academic clubs, such as, foreign language clubs, science clubs, etc. The foregoing percentage relationships are graphically illustrated in Figure 3.

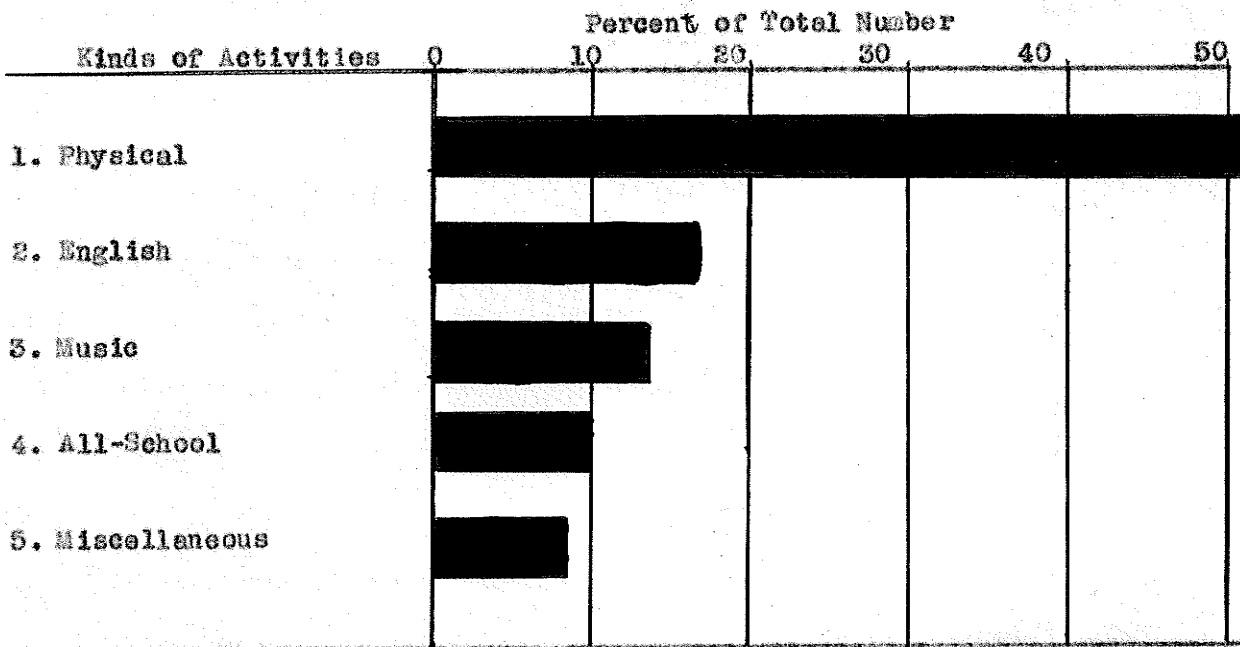


Fig. 3.- The percentage distribution of extra-curricular activities in 79 Saskatchewan high schools.

It will be interesting to note Terry's⁴ findings in 82 cooperating American junior high schools ranging in enrolment from 120 to 3500. The average number of organizations in the small-sized schools, ranging in

⁴ Ibid., pp. 25-29.

enrolment from 120-450, was 10; in the medium-sized, enrolment 500-900, 17; and in the large schools, enrolment 1000-3500, 20.

Our returns, although limited, would tend to indicate that the present activities' program in the secondary schools of Saskatchewan is about as extensive as was the activities' program in the American junior high schools of like enrolment studied by Terry in 1924. Terry's classification of activities into 15 categories and the percentage relationship of the activities in each of these categories to the total number of activities reported by the 32 schools studied is given in Table IV.

TABLE IV

PERCENTAGE DISTRIBUTION OF DIFFERENT KINDS OF ACTIVITIES IN 32 AMERICAN HIGH SCHOOLS

Kinds of Activities	Percent of Total Number	Kinds of Activities	Percent of Total Number
1. Physical Education-----	29.3	9. Spanish-----	1.3
2. Music-----	22.1	10. Latin-----	1.4
3. English-----	15.6	11. Social-----	1.2
4. All-School-----	12.4	12. Domestic Science-----	1.0
5. Science-----	6.8	13. Mathematics-----	0.4
6. Art-----	2.3	14. History-----	0.3
7. French-----	2.2	15. Mechanical Art-----	0.3
8. Commerce-----	1.9		

Frequency of different activities. - A more specific description of the activities reported, together with the frequency of their appearance, will enable us to form a clearer picture of the present status of extra-curricular activities in Saskatchewan secondary schools. It is possible to arrange the 33 activities in five groups on the basis of frequency -

- (1) those that appear in more than 50 percent of the reporting schools,
- (2) those that appear in 50 to 79 percent of these schools, (3) those that

appear in 30 to 49 percent, (4) those that appear in 10 to 29 percent, and lastly, (5) those that appear in fewer than 10 percent of the cooperating schools. Three activities-hockey, softball and class organization-are included in the first group. Eight additional activities may be included in the second. Of the activities included in the first two groups, six-softball, hockey, track, baseball, basketball and tennis-may be listed under physical; four others-literary society, school paper, debating and oratory-may be listed under English; the remaining activity, class organization, will be listed under all-school. Each of the foregoing activities may well be considered as having won an accepted place in the extra-curricular program of Saskatchewan high schools. The frequency of mention, in percent, of each of the 39 reported activities, classed under five general categories, is given in Table V.

TABLE V

FREQUENCY OF EXTRA-CLASS ACTIVITIES REPORTED BY 79 SASKATCHEWAN HIGH SCHOOLS

Activities Reported by					
Category of the Schools	More than 80% of the Schools	50-79% of the Schools	30-49% of the Schools	10-29% of the Schools	Less than 10% of the Schools
Physical (20)	Softball	Track		Gymnasium	Badminton
		Baseball	Soccer	Rugby	Speed Ball
		Tennis		Dancing	Wrestling
	Hockey	Basketball	Curling	Volley Ball	Lacrosse
				Boxing	Kick Ball
				Broomball	
				Swimming	
English (8)		Literary Society			School Yearbook
		Debating			
		School Paper	Dramatics		
		Oratory			
Music (5)			Orchestra	Choir	Band
				Operetta	Glee Club

TABLE V (cont'd)

Activities Reported by					
Category	More than 80% of the Schools	50-79% of the Schools	30-49% of the Schools	10-29% of the Schools	Less than 10% of the School
All-School (4)	Class organization		Student Council		Leaders Club Citizenship League
Miscellaneous (3)					Science Club Stamp Club Camera Club

Athletics appear to be the most popular of the activities offered by Saskatchewan high schools. During the depression years, softball, requiring a minimum of playground space and equipment, became the high school sport most played by boys and girls. Hockey, always a popular boys' sport and to some extent enjoyed by girls, appears to rank second. In the secondary schools of more than five rooms, where a gymnasium is available, basketball has however displaced softball in popularity. Football, the popular American sport, appears only in schools with more than five rooms and in only about 75 percent of these. The popularity of the different sports in different types of schools, as indicated by pupil participation, will be dealt with in a later section.

While athletics receive the major consideration of the students, the comparatively simple class executive, found in almost 100 percent of the schools, appears to be the most popular school organization. In one room schools the entire extra-class program tends to come under the direction of this organization. In the larger schools, while the student council or literary society appears to take over the control of the school's activities, the simple class organization is retained. A considerable number of one room, two room and four room schools indicate that the entire or major

portion of the extra-class program is under the direction of the literary society. It is only in the larger schools that the literary society takes on a more specialized function.

Schools tend to be more interested in the cheaper school paper, which appears in about 50 percent of the schools, than in the more cumbersome and costly yearbook found in less than 10 percent of the schools and in only schools with more than five rooms. The school orchestra, despite its exacting demands as regards practice time, music talent and skill, and cost of instruments, appears to be the most popular activity of the music group.

Terry⁵ in his study of the extra-class activities of 82 American junior high schools found that eight organizations appeared in 50 percent or more of schools. Three of these activities—the orchestra, glee club and chorus—are listed under music; three others—track, basketball and baseball—represent the athletic classification; while the school paper and class organization represent the English and all-school types. The orchestra was found to be the most popular of all organizations.

Pupil Participation

Introduction.— Any treatment of the values which are claimed for participation in extra-curricular activities must take into account the actual extent of the participation. Participation in the extra-curriculum, especially in Saskatchewan, has been to a large degree a matter of voluntary effort on the part of students, so that the organization of a variety of extra-class activities for high-school pupils does not in itself guarantee

⁵Ibid., p. 29.

that all pupils will be equally cared for. On the contrary, it may well be that still a large percentage of the pupils are not being reached by the already extensive program and that many may complete their high-school courses practically immune to the important socializing influences ascribed to participation in the extra-curricular program. Some of the questions, therefore, that must be answered before giving an unqualified sanction to a program of extra-class activities are: Do all pupils participate in these activities? Do they enter a sufficient number and variety of organizations to secure the influences necessary to develop a well-rounded wholesome personality? Do they enter too many organizations?

Participation in athletic and nonathletic activities.- As previously stated, athletics appear to be the most popular extra-curricular activity in Saskatchewan high schools. When we examine the total participation in the Saskatchewan high-school extra-curriculum we find that approximately 73 percent of the entire participation is in athletics and 27 percent in nonathletics. When we refer to the different types of schools we find that: approximately 50 percent of the total participation in the one room schools is in athletics and 50 percent in nonathletics; in two room schools approximately 54 percent of the total is in athletics and the remaining 46 percent in nonathletics; in four room schools 56 percent and 44 percent respectively; in more than four room schools 79 percent of the total participation is in athletics and 21 percent in nonathletics. This relationship is graphically illustrated in Figure 4.

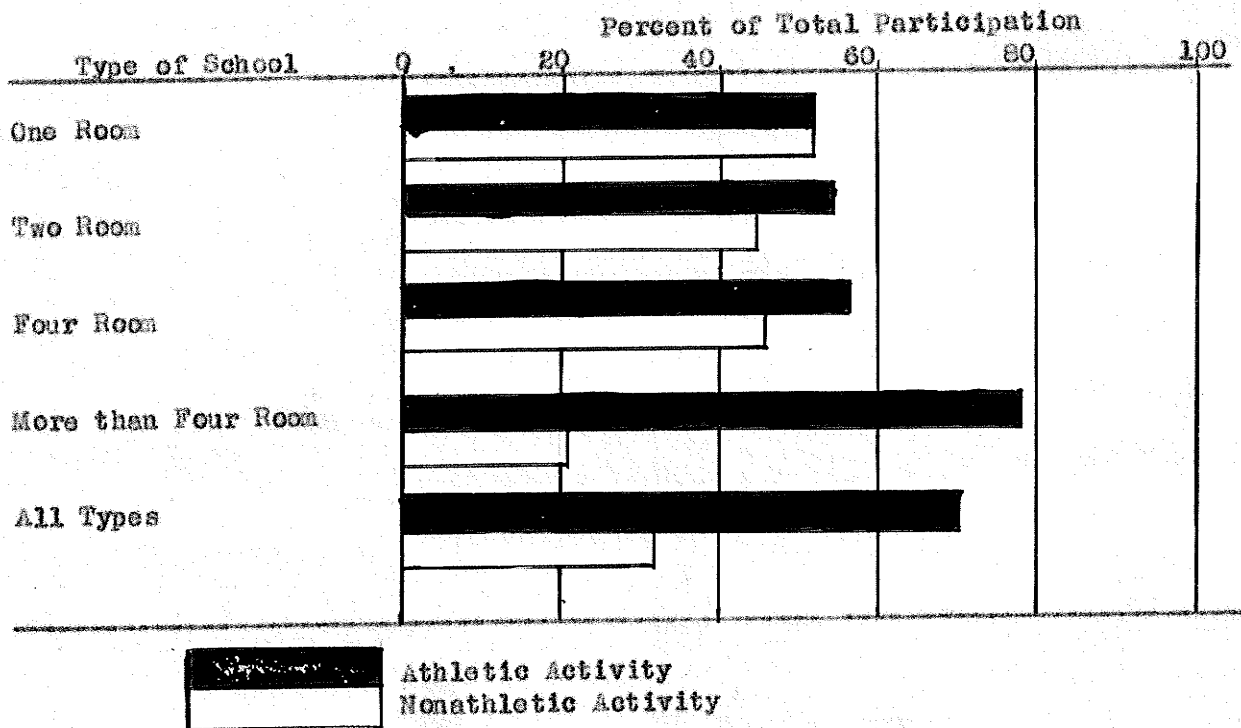


Fig. 4.- Percentage of total Saskatchewan high-school pupil participation in extra-curricular activities, in different types of schools, found to be athletic and nonathletic.

We find, therefore, that while a wider range of activities is found in the more than four room Saskatchewan high schools, participation is predominately in physical activities. We note further that the best balance appears in the small one room high school. In this type of school also, as we shall note shortly, the largest percentage of the enrolment is found to participate in the activities provided.

Participation by boys and girls.-Differences between the participation of boys and girls in athletic and nonathletic extra-class activities are to be expected. While approximately 77 percent of the total participation of the boys in Saskatchewan high schools may be termed physical, only about 67 percent of the total participation of the girls may be placed in this category. Differences are more striking when we consider the participation

in the four different types of schools. In the one room school we find 53 percent of the extra-class activity of boys to be in athletics with only a corresponding 40 percent for the girls; in the two room school the percentages increase to 63 and 50 respectively; in the four room school the percentages become 75 and 57; and when we arrive to the more than four room type we find 81 percent of the total extra-curricular activity of the boys in athletics with a corresponding 75 percent for the girls. Thus on viewing Figure 5, which graphically illustrates these data, we find an ever increasing tendency on the part of both high-school boys and girls to emphasize athletics more and more as we proceed from the one room to the more than four room Saskatchewan high school.

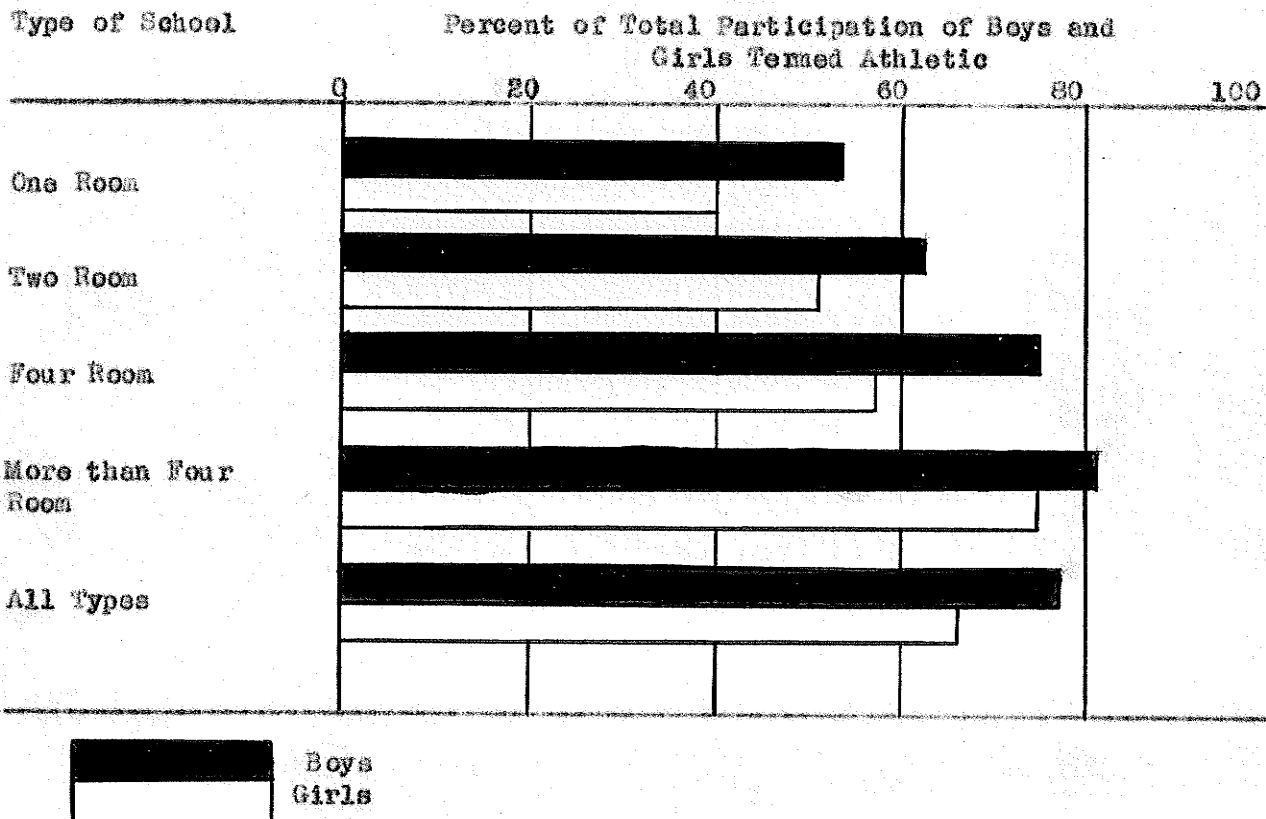


Fig. 5.-Percent of the total participation of boys and girls, in different types of schools, found to be athletic.

Relative importance of the different nonathletic activities.- It was previously stated that the nonathletic extra-curricular activities found in Saskatchewan high schools may be grouped under four general classifications. It was further stated that nonathletic activities secure approximately 27 percent of the total student participation in the high-school extra-curriculum. Our next consideration will be a study of the relative importance of the four selected divisions of nonathletic activities as indicated by pupil participation. The participation in each division in percent of the total nonathletic participation for each of the four types of Saskatchewan high schools is given in Table VI.

TABLE VI

RELATIVE IMPORTANCE OF THE FOUR DIVISIONS OF NON-ATHLETIC HIGH-SCHOOL ACTIVITIES

Type of High School	Percent of Total Nonathletic Participation in			
	English	All-School	Miscellaneous	Music
One Room	66.1	10.8	9.3	13.8
Two Room	64.8	6.2	5.0	3.8
Four Room	72.2	7.2	16.0	14.6
More than Four Room	70.1	11.8	11.8	6.9
All Types	73.4	9.6	8.4	8.3

The large percentages secured for the classification, English, are to be expected when one recalls that this classification includes all activities intended to promote the written or spoken use of the English language. It includes dramatics, debating, school paper and yearbook, oratory and literary activities in general.

The extent of pupil participation in nonathletic activities.- Table

VI indicates the relative importance of the four selected classifications of nonathletic activities but fails to indicate the actual participation in any definite activity. Now the most reliable index of the popularity of any activity of the extracurriculum is the extent of the participation therein, or in other words, the percentage of the total enrolment actively engaged in the activity. Table VII indicates that, from a standpoint of pupil participation, the six most popular nonathletic high-school activities are: the literary society, dramatics, the yearbook or school paper, debating, the choir and civic organizations.

TABLE VII

THE PERCENT OF THE HIGH-SCHOOL ENROLMENT IN FOUR TYPES OF SASKATCHEWAN HIGH SCHOOLS PARTICIPATING IN THE SIX LEADING NONATHLETIC ACTIVITIES

Type of School	Approximate Percent of Enrolment Engaging in					
	Literary Society	Debating	Dramatics	Civic Organization	Choir	Paper or Yearbook
One Room	83	26	46	10	28	9
Two Room	63	13	21	9	14	7
Four Room	46	11	18	8	13	4
More than Four Room	15	9	6	6	8	5

The large percentages for participation in literary activities are not unusual when one recalls that several schools tend to classify all their activities under literary and that several forms of activity generally occur during a literary program.

As might be expected girls tend to participate to a greater extent in nonathletic activities than do boys. Figure 6 graphically illustrates

the relative participation of the boys and girls of Saskatchewan high schools in the six most popular nonathletic activities.

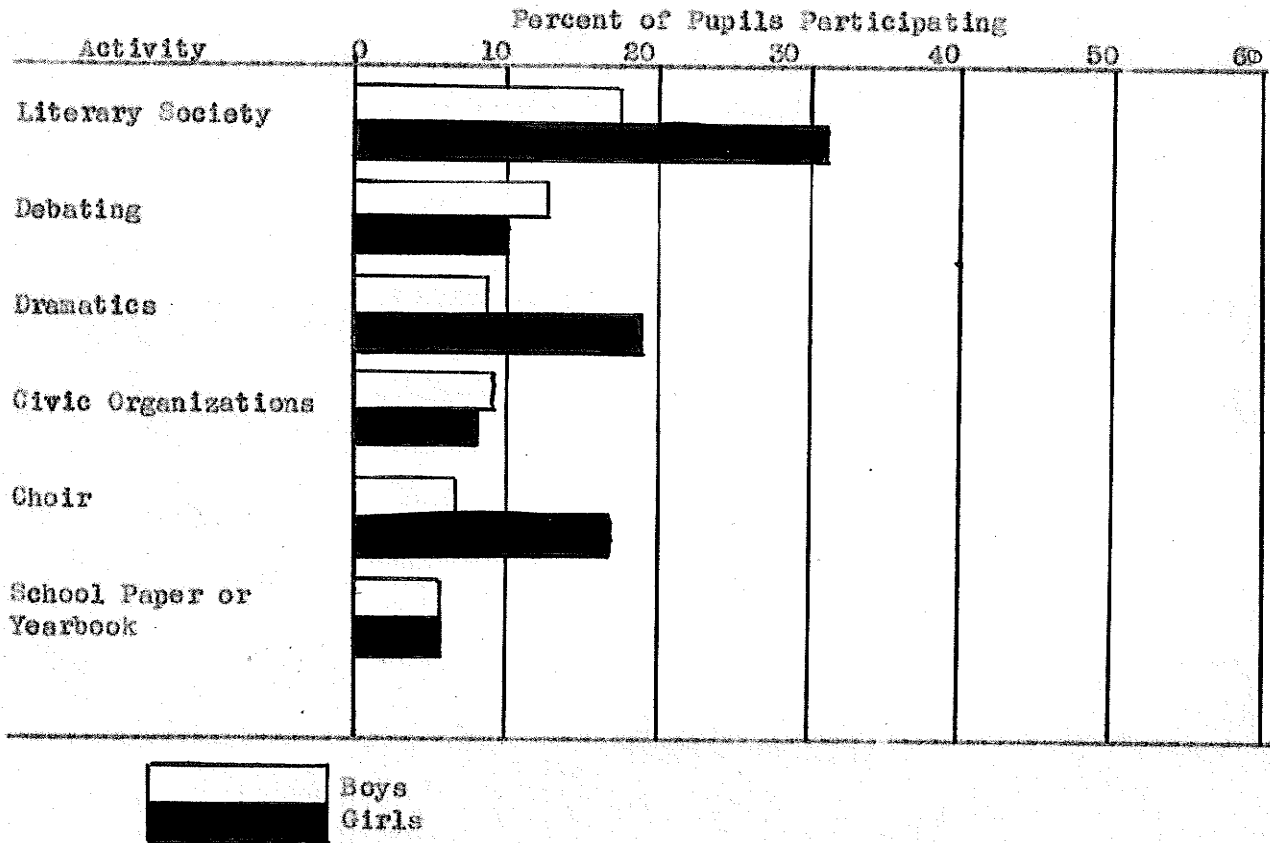


Fig. 6.-The extent of the participation of high-school boys and girls in the six most popular nonathletic activities.

Participation in interscholastic and intramural sports.-Table VIII indicates that of the Saskatchewan high schools reporting: all of the more than four room schools provide interschool and intramural sports for their students; all of the 14 four room schools provide an intramural program, while 12 engage in interschool competition; all of the two room schools provide intramural sports with only 18 participating in interschool competition; all of the 32 one room schools indicate an intramural program in conjunction with the public-school department, while only 20 engage in interschool sports.

TABLE VIII

THE NUMBER OF SASKATCHEWAN HIGH SCHOOLS PARTICIPATING IN INTERSCHOLASTIC AND INTRAMURAL SPORTS

	Type			
	One Room	Two Room	Four Room	More than Four Room
Schools Having Interscholastic and Intramural Contests-----	20	19	12	12
Schools Having Interscholastic and No Intramural Contests---	0	0	0	0
School Having Intramural and No Interscholastic Contests--	12	3	2	0
Schools Having Neither Interscholastic Nor Intramural Contests-----	0	0	0	0
Number of Schools Reporting in Each Group-----	32	21	14	12

Frequent remarks indicate that intramural sports are continually receiving more emphasis in Saskatchewan high schools and that sports are being conducted for the masses rather than for a privileged few. To one interested in universal participation in sports this emphasis on the intramural program is encouraging. Reports do not, however, always indicate this tendency. Woody and Chapelle⁶ in a survey of the extent of participation in interscholastic and intramural sports by the smaller high schools of Michigan find, as indicated in Table IX, that 191 of the 188 schools included in the survey participate in interschool sports and that only 111 of the school sponsor an intramural program.

⁶Clifford Woody and E.H. Chapelle, "Pupil Participation in Extra-Curricular Activities in the Smaller High Schools of Michigan," Extra-Curricular Activities, pp. 81-96. Twenty-fifth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1926.

TABLE IX

NUMBER OF SMALLER MICHIGAN HIGH SCHOOLS PARTICIPATING IN INTERSCHOLASTIC AND INTRAMURAL SPORTS

	NUMBER
Schools Having Interscholastic and Intramural Contests-----	107
Schools Having Interscholastic and No Intramural Contests-----	74
Schools Having Intramural and No Interscholastic Contests-----	4
Schools Having Neither Interscholastic nor Intramural Contests-	1
Schools Not Reporting-----	2
Total Number of Schools-----	188

The extent of pupil participation in different high-school sports.-

Having considered the percentages of the students in the different types of schools participating in the leading nonathletic activities we shall now consider the extent of pupil participation in the more popular high-school sports. From Table X it is evident that the favorite high-school sports are; softball, hockey, basketball and track. While a few schools engage in soccer, curling, rugby, volley ball, speedball and badminton, these sports appear as yet to be little recognized in Saskatchewan high schools.

TABLE X

EXTENT OF PUPIL PARTICIPATION IN LEADING HIGH-SCHOOL SPORTS

Type of School	Approximate Percentage of Enrolment Participating in											
	Softball		Hockey		Basketball		Track		Baseball		Tennis	
	*B	*G	B	G	B	G	B	G	B	G	B	G
One Room	76	86	25	-	12	6	23	21	30	-	8	9
Two Room	60	73	50	5	16	34	26	15	46	-	18	19
Four Room	74	50	52	4	28	40	10	10	27	-	10	10
More than Four Room	62	44	46	2	67	63	20	15	10	-	20	21

*Boys *Girls

The foregoing comparison of the percentages of boys and girls participating in the various athletic activities in the different types of schools may well prove misleading since a number of the activities listed are not found in several of the one and two room schools. In general it was found that a greater percentage of the pupils in the one room school participate in the activities provided than in any other type of school. Such is to be expected when one recalls that many activities cannot function without definite numbers. This will likely bring about a tendency to encourage or require participation to a greater degree in the smaller schools than in the larger.

The extent to which interscholastic competition is found in the various high-school sports.- Although Saskatchewan high schools prefer to emphasize intramural sports considerable emphasis on competition between schools in the various sports is also indicated by Figure 7. It would appear as if high schools still considered intramural competition as a feeder for interscholastic.

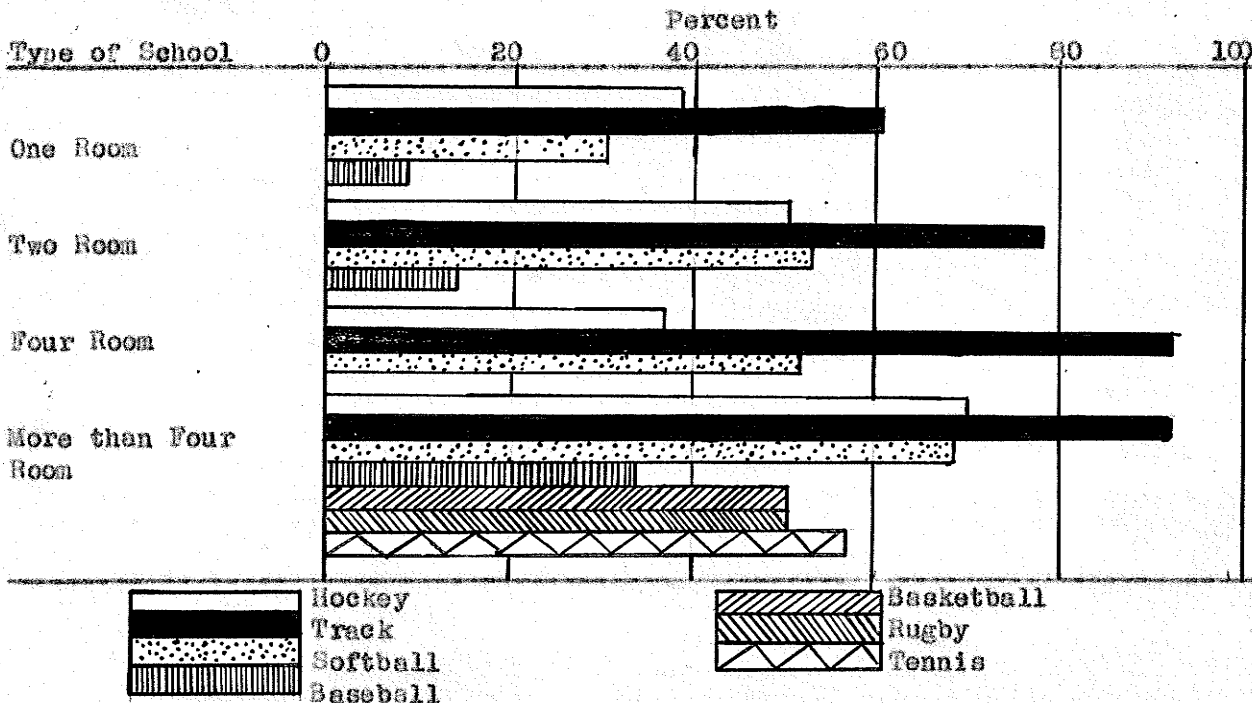


Fig. 7.- Percentage of schools of each type reporting interscholastic competition in the different sports.

Extent to which high-school pupils participate in a given number of athletic and nonathletic activities.— We have indicated the percentage of the high-school population participating in each of the leading athletic and nonathletic activities but we have not indicated the extent to which pupils engage in a given number of each of these types. Table XI suggests that a large majority of the pupils, especially in larger schools, do not receive the benefits of participation in athletics. It is significant that a greater percentage of pupils tend to participate in two sports than in one, and that, in the larger schools the majority of those participating in sports participate in three. This tendency on the part of some of the pupils to participate in three or four sports causes them to monopolize the benefits of athletic participation and may well suggest that some limitation should be placed upon the number of sports in which any pupil may participate.

TABLE XI

PERCENTAGE OF PUPILS IN EACH TYPE OF HIGH SCHOOL PARTICIPATING IN DIFFERENT NUMBERS OF ATHLETIC ACTIVITIES

Type of School	0 Sports	1 Sport	2 Sports	3 Sports	4 Sports	5 or more Sports
One Room	10	24	38	24	4	
Two Rooms	15	11	37	29	9	
Four Room	21	15	17	27	15	5
More than Four Room	26	7	10	46	7	4

Since only about one half of the 79 replies to the general questionnaire gave reasonable replies to the section, participation in different numbers of athletic and nonathletic activities, the findings related to the same cannot be considered highly reliable.

Having considered the extent of pupil participation in high-school sports we shall now turn to the extent of participation in nonathletic activities. Figure 8 indicates that, although nonathletic opportunities, as previously stated, increase with the size of the school, actual participation tends to decrease. More than one third of the pupils in the larger schools do not appear to take advantage of the extra opportunity for participation. Is it that they have over-emphasized athletics or is it that they are indifferent to participation in general?

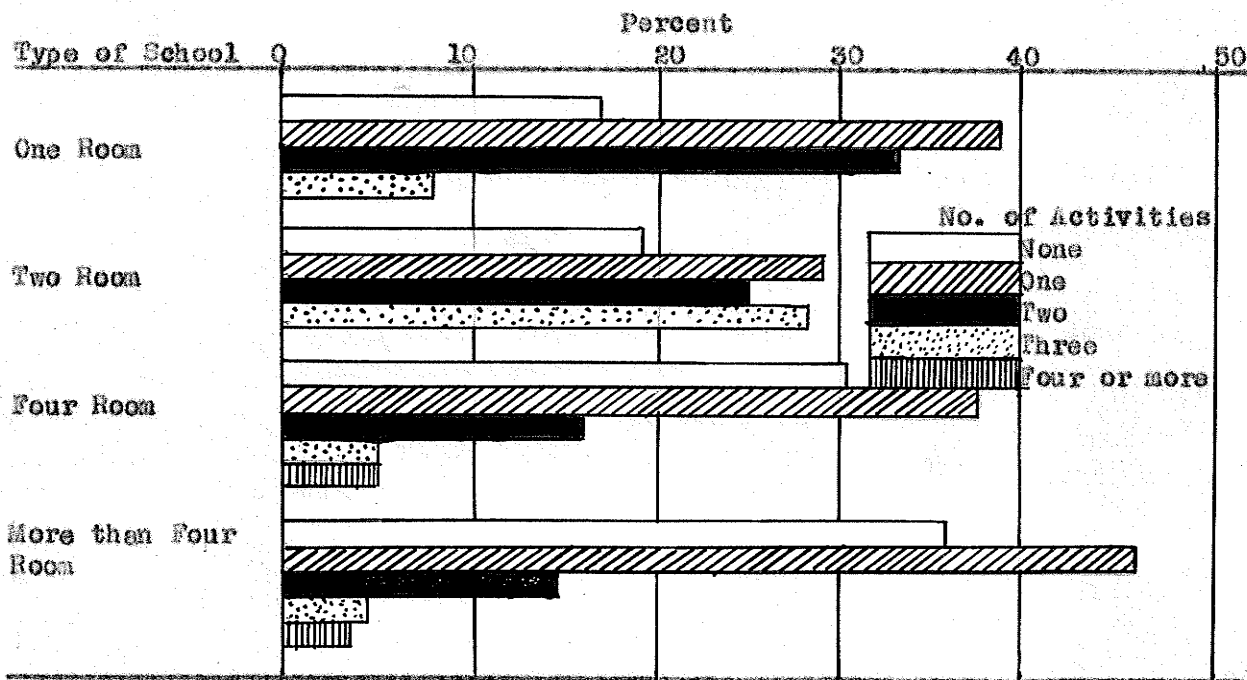


Fig. 8.-Percentage of all pupils in each type of Saskatchewan high school participating in different numbers of nonathletic activities.

The relationship between participation in athletic and nonathletic activities.- The 79 replies to the questionnaire designed to determine the status of extra-curricular activities in Saskatchewan high schools did not indicate the nature of the extra-curricular program of the individual pupil, or in other words, did not provide data concerning the nonathletic program of the pupils engaging in athletics and the athletic program of those engaging in nonathletic activities. Nor did the replies show differences in participation by the pupils of the different high-school grades. To secure the extent to which the boys and the girls of the different high-school grades engaging in athletics engage in nonathletics and the extent to which those participating in nonathletics participate in athletics, a careful study of the individual program of each of 800 collegiate students was made by the writer. One hundred boys and one hundred girls were selected at random from each of the four grades of one of the larger Saskatchewan colleges.

Table XII indicates that there is little tendency on the part of those not engaging in sports to compensate by participation in nonathletics. While 67 percent of the boys and 73 percent of the girls engaging in no sport engage in no nonathletic activities, only 2 percent and 1 percent of the nonathletic boys and girls respectively engage in more than three. It almost appears that those carrying a heavy athletic load also carry an adequate nonathletic program.

TABLE XII

THE NONATHLETIC PARTICIPATION OF 400 BOYS AND 400 GIRLS PARTICIPATING IN DIFFERENT NUMBERS OF ATHLETIC ACTIVITIES IN A LARGE SASKATCHEWAN COLLEGIATE

No. of Athletic Activities	Approximate Percent Engaging		Approximate Percent of Those Engaging in the Adjacent Number of Athletic Activities Engaging in Different Numbers of Nonathletic Activities											
			0		1		2		3		4		5 or more	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
0	16	36	67	73	20	17	7	6	4	3	2	1		
1	12	30	58	80	24	15	8	3	8	2	4			
2	10	20	60	56	15	35	5	9						
3	16	7	75	46	17	48	6	6						
4	19	6	66	53	20	31	9	16	5					
5	14	1	70	100	19		11							
6	9		50		33		17							
7	5		32		16									

*B, boys, *G, girls.

Do high-school pupils tend to increase or decrease their extra-curricular program as they proceed through the high-school grades? Tables XIII to XVI indicate that the percentage of the boys and the girls participating in no athletic activities tends to increase rather than decrease as we proceed up the high-school grades. In grade IX, 7 percent of the boys and 21 percent of the girls engage in no athletic activities; in grade X the percentages become 13 and 21 respectively; in grade XI the percentages have become 20 and 41; and in grade XII the percentages of nonparticipants in sports have increased to 34 and 52 percent. There appears to be a marked tendency for collegiate boys not engaging in sports to reduce their participation in nonathletics as they proceed up through the grades; in grade IX, 33 percent of those engaging in no sports carried no nonathletic activities; in grade X, 46 percent; in grade XI, 80 percent; and in grade XII, 83 percent. When we recall that girls tend to reduce their participation in sports as they proceed through the grades the data indicate

no tendency on their part to increase their nonathletic load from grade IX to XII. The administration of the Collegiate studied may well view with alarm the tendency of its pupils to reduce participation in extra-class activities at a time of life when there should be a greater assumption and execution of responsibility.

TABLE XIII

THE NONATHLETIC PARTICIPATION OF 200 GRADE IX COLLEGIATE PUPILS PARTICIPATING IN DIFFERENT NUMBERS OF ATHLETIC ACTIVITIES

Number of Athletic Activities	Approximate Percent Engaging		Approximate Percent of Boys and Girls Participating in Different Numbers of Sports Engaging in Different Numbers of Nonathletics									
			0		1		2		3		4	
	B	G	B*	G*	B	G	B	G	B	G	B	G
0	7	21	29	72			9	51	19			
1	12	42	66	84	34	10			6			
2	15	24	80	50	20	50						
3	20	7	70	43	20	57	10					
4	21	6	78	100	21							
5	19		40		30		20			10		
6	6		66		34							

B*, boys, G*, girls.

TABLE XIV

THE NONATHLETIC PARTICIPATION OF 200 GRADE X HIGH-SCHOOL PUPILS PARTICIPATING IN DIFFERENT NUMBERS OF ATHLETIC ACTIVITIES

Number of Athletic Activities	Approximate Percent Engaging		Approximate Percent of Boys and Girls Engaging in Different Numbers of Sports Engaging in Different Numbers of Nonathletic Activities.									
			0		1		2		3		4	
	B	G	B	G	B	G	B	G	B	G	B	G
0	13	21	46	87	54	13						
1	7	32	57	93	21	7	22					
2	4	22	50	76	50	24						
3	15	14	53	23	47	43		15				14
4	25	0	60	50	16	50	16		8			
5	13	4	77		23	100						
6	14	0	46		54							
7	4	0	50		50							

TABLE XV

THE NONATHLETIC PARTICIPATION OF 200 GRADE XI STUDENTS WHO PARTICIPATE IN DIFFERENT NUMBERS OF SPORTS

Number of Activities	Approximate Percent Engaging		Approximate Percent Participating in Different Numbers of Sports Participating in Different Numbers of Nonathletics									
			0		1		2		3		4	
	B	G	B	G	B	G	B	G	B	G	B	G
0	20	40	80	78	20	9		9				4
1	17	31	23	51	53	32	24	17				
2	13	13	77	61		31	23	8				
3	15	2	66		25	100				8		
4	12	8	50		16	35	17	34	17		34	
5	8		100									
6	8		53		34		33					
* 7%	11		54		46							

*7%, 7 plus.

TABLE XVI

THE NONATHLETIC PARTICIPATION OF 200 GRADE XII STUDENTS ENGAGING IN DIFFERENT NUMBERS OF SPORTS

Number of Activities	Approximate Percent Engaging		Approximate Percent Participating in Different Numbers of Sports Participating in Different Numbers of Nonathletics									
			0		1		2		3		4	
	B	G	B	G	B	G	B	G	B	G	B	G
0	24	52	83	80	8	20			8	10		10
1	14	19	64	75		9		10	16			
2	11	19	72	33	28	44		22				
3	9	5	88	60		40			12			
4	14	6	71	66		34	15		15			
5	11		73				27					
6	11		55						45			
* 7%	6		66						34			

*7%, 7 plus.

Summary and Conclusions

From the data presented in the foregoing sections of this chapter the following statements and conclusions appear warranted:

1. Of the 38 extra-class activities reported by the 79 cooperating Saskatchewan high schools ten appear in more than 50 percent of these schools.

2. Fifty-four percent of the different activities reported can be termed athletic, while only 46 percent may be classified as nonathletic.
3. Of the ten activities appearing in more than 50 percent of the high schools six are athletic and four nonathletic.
4. The median number of extra-curricular activities for pupils in Saskatchewan high schools tends to increase with the size of the school. The median number found in one room schools is 6; in two room schools 7.8; in four room schools 9.4; and in more than four room schools 12.25. While there is this marked tendency for the median number of extra-curricular opportunities to increase as the size of the school increases there is no marked difference in the nonathletic opportunities, in the above schools, until we arrive to those with more than four rooms.
5. While the most popular athletic activities appear to be: softball, hockey, track, baseball, tennis and basketball; the most popular nonathletic activities are those designed to promote the written or spoken use of the English language.
6. Over 70 percent of the entire participation in the extra-curriculum, by Saskatchewan high-school pupils, appears to be in athletics. The emphasis on athletics is even greater in the large schools. In the one room schools about one half of the pupil activity is in athletics; and in the more than four room schools the participation in sports makes up almost 80 percent of the total.
7. Boys tend to favor athletics more than girls and girls tend to engage in nonathletics to a greater extent than do boys.
8. About 80 percent of the Saskatchewan high-school enrolment participates in one or more sports, with a greater percentage engaging in two sports than one; and about one third of the entire high-school population does not participate in any nonathletic activities.
9. While for high-school pupils as a group softball is the sport most engage in, basketball is played more by the pupils of schools with more than four high-school rooms than any other sport.
10. Of the nonathletic activities those designed to promote the use of the English language secure about 70 percent of the total nonathletic participation.
11. Instead of increasing their extra-curricular load as they proceed through the grades high-school pupils appear to decrease it considerably.

This tendency appears more pronounced on the part of the girls than the boys. Almost 20 percent of grade IX girls of the collegiate studied engage in no athletics and 72 percent of these engage in no nonathletics; in grade XI and XII about 50 percent engage in no sports and about 75 percent of this increased number carry no nonathletics.

From the foregoing data it would appear that universal participation in the extracurriculum is as yet a very distant ideal as far as Saskatchewan high schools are concerned. Many are as yet not receiving the benefits of participation in the extra-class activities of our high schools. It appears that while the extra-curriculum is being increasingly emphasized the administration of the same has been most haphazard.

CHAPTER III

LIMITING AND ENCOURAGING PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Need for Participation

Schools have long been too bookish, verbal and static. Only slowly are our schools providing a training that will fit our boys and girls to perform more efficiently and to solve more wisely the problems of a democracy. If an individual is to live in a democracy it is but reasonable that he should be prepared for it, not only by learning about it, but also by actually participating in it. As he nears the time when he will take his place as a free citizen in the state, he must be taught the obligations and responsibilities of his coming membership. If he is not taught to assume these duties gradually and thoroughly he will not be able to perform them successfully when they are thrust upon him. Thus, we must abandon much of our storing up of information, our meticulous memorization of terms, our hair splitting discussions of pure abstractions and resort to education that truly educates. There is an urgent need, therefore, for active pupil participation in activities that approximate those of the grown up citizen.

Limiting Participation

In any high school there are a few students who are interested in many activities and on the other hand there are some students who are interested in few or no activities. Saskatchewan high schools appear to be no exception.

Table XVII indicates that Saskatchewan high-school principals have reached the conclusion that participation in extra-curricular activities should be regulated. However, the schools appear to have done very little about it. True, 43 out of the 75 high schools report a policy

of limitation, but it operates only for interscholastic competition in sports, and then the only factor limiting participation is failure to acquire a minimum academic standing. Clearly, if a system of limitation of participation is to be adopted records of pupil participation must be kept. Only 2 of the 75 high schools report keeping such a record and it is doubtful if the 2 one room schools reporting such a record did not err in their interpretation of the query. It is significant to note that 68 of the 75 schools are of the opinion that records should be kept; 34 out of 75 would make participation compulsory; and 31 out of 75 would grant credit toward graduation for participation in extra-class activities.

TABLE XVII

THE ATTITUDE OF 75 SASKATCHEWAN HIGH SCHOOLS TOWARD PUPIL PARTICIPATION IN THE EXTRA-CURRICULUM

	Number Replying	
	Yes	No
1. Does your school keep a permanent record of student participation?-----	2	73
2. Should records of participation be kept?-----	68	7
3. Should participation in extra-curricular activities be made compulsory?-----	34	43
4. Should participation in extra-curricular activities be given credit toward graduation?-----	31	41
5. Should participation in these activities be limited?	71	4
6. Is a policy of limitation followed by your school?	32	43

While Saskatchewan high schools appear to have done little to limit participation in the extra-curriculum, American Schools have advanced further in this respect. Masters¹ in his study found that 44

¹ Joseph C. Masters, "General Survey of Practices: Four Year and Senior High Schools," Extra-Curricular Activities, p. 41. Twenty-fifth Yearbook for the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1926.

out of the 80 American high schools selected had definite systems for limiting participation.

Reasons for Limiting Participation

Limiting participation in extra-curricular activities appears to be justified:

1. To distribute more evenly the opportunities for participation.- In any high school, as previously stated, there are a few students who are interested in many activities and on the other hand there are some students who are interested in few or no activities. If fewer places were taken by the more experienced, and those, who naturally participate more easily, there would be more opportunity for other students to participate.

2. To prevent the student overloading.- This reason is closely allied with the first. The student who is able does. If he is carrying a heavy load of curricular work and handling many activities in addition he can easily attempt too much, with one or more of several results: physical or mental harm, dissipation of energies or failure to develop real high attainment in any field. It is wise for students to carry loads while at school, but this does not mean they should carry unreasonable loads of either curricular or extra-curricular work.

3. To develop and maintain a higher standard of attainment.- The student who takes part in many activities cannot, because of their numbers, be expected to develop all of them to their highest attainment. If opportunities are distributed, so that a student has fewer interests, there is a greater possibility that these will be done well.

4. To stimulate academic work.- A sliding scale, whereby students of different academic achievements may participate in different numbers of activities, may act as a powerful incentive to pupils to keep their school work up to the required standard.

Methods of Limiting Participation

As previously stated, Saskatchewan high schools, although favoring a limitation of participation in the extra-curriculum, have no definite system of doing the same. If we consider it expedient to limit participation in extra-curricular activities we must adopt some system of limitation. In general the methods of limiting participation in the extra-curriculum may be classified under three heads: point, majors and minors, and group systems.

Point system.- In this type of organization the extra-class activities are evaluated on the basis of points. These points generally range from 1 to 5, 10, 15 or more. The basis of allotment is usually the amount of time required for the activity, or the estimated importance of the position. A typical point scale² is that given in Table XVIII.

TABLE XVIII

A TYPICAL POINT SCALE FOR LIMITING PARTICIPATION IN THE EXTRA-CURRICULUM

Activity	Point Allotment
Senior class president	8
Editor of the Spotlight	8
Editor of the Caldron	8
Business manager of the Spotlight	8
Business manager of the Caldron	8
Advertising manager of the Spotlight	8
Advertising manager of the Caldron	8
Student manager of Athletics	7
New editor of Spotlight	7
New editor of Caldron	7
Part in senior play	7
President of any school organization	5
Circulation manager of the Spotlight	5
Circulation manager of the Caldron	5
Part in school play	5
Member of debating team	5
Member of athletic team	5
Offices not listed above	4
Committee chairmen of organization	4
Member of second school team	4
Etc.	

²H.C. McKown, Extra-Curricular Activities, p. 576. New York: The Macmillan Company, 1927.

In a point system it is customary to vary maximum participation allowed with scholarship. In the foregoing point system the following limitations might be made: pupils with less than "C" average may carry a maximum of 10 points; pupils with "C" 15 points; pupils with "B" 20 points; and pupils with "A" average 25 points.

System of majors and minors.- In this type of organization the various activities of the school are compared and classified as majors and minors. The majors are necessarily the more important of the two, that is, they are those which under the point system would have the larger number of points attached. The number of majors and minors which the student is allowed to carry at one time is definitely limited, but may be made to vary with scholarship.

The group system.- In this type of organization the activities of the school are classified under such heads as: Sports, Academic, Arts, Social and General. The student is limited to one organization under each group. The intention is, of course, to force the student to widen his interests and to prevent him from specializing in the activities of only one of these groups.

The Relation of Marks to Participation

Shall the student with low marks be allowed to keep up his extra-curricular work? It should perhaps be recognized, that in general, the student's first duty is to his curricular work. On the other hand, low marks should probably decrease but not prohibit participation. One plan is to vary participation with the quality of academic work done. If a student barely makes a passing mark he may be allowed to carry one major, or a limited number of points. If his average increases, say to 65 percent,

he may be permitted to add a minor. In this way the student will not be overburdened and will also have an additional incentive for doing better work. Another plan is to have a group of "sub-minors" or small point memberships which are unrestricted and which the student may carry irrespective of his marks. Such permission will be valuable to the student and may help keep him in school. A student who feels that he is unsuccessful and shut off from his fellows is easily discouraged.

Encouraging Participation

As yet but few plans have been devised to encourage students to participate in extra-curricular activities. Nearly all the plans have aimed to limit participation. If a pupil does not participate because he does not want to, the school can encourage him, if in no other way than by requiring him to participate. The school requires him to participate in the regular curricular work and it can easily justify requiring him to participate in the extra-curricular. Requiring credit in extra-class activities for graduation is perhaps the easiest way of requiring the student to participate. Such a requirement would also tend to dignify extra-class activities and dignifying them would bring the demand that they be really effective in terms of results. This would add to the worth and attractiveness of the entire program.

While requiring participation is perhaps the most certain way of securing participation, there is the danger that, by making extra-class activities tasks which the student is required to perform, we reduce them to the level of other school tasks, thus robbing them of their attractiveness and crushing student spontaneity and interest. There are however a few schools that encourage participation by offering recognition, awards, medals,

pins and certificates, but how effective such methods are can only be determined further by study of the problem.

Conclusion

From the replies received, to the section of the general questionnaire on the attitude of the school to participation in the extra-curriculum, it is apparent that the high schools of Saskatchewan, while realizing the importance of limiting and encouraging participation, have done little about it. The tendency of about 43 percent of the schools to limit participation in interscholastic sports, if academic requirements are not met, is but a feeble approach to the problem. The limited participation in the extra-curriculum, especially by pupils of the higher grades in the larger schools, calls for some system of both encouragement and limitation.

CHAPTER IV

SCHEDULE AND SUPERVISION OF EXTRA-CURRICULAR ACTIVITIES

Introduction

Proposals to introduce new bodies of subject matter into the high-school curriculum are always met with vigorous complaints from two quarters. First, it is claimed that the pupils' daily schedule is already filled to overcrowding; and second, that the teachers are already overworked to the point of collapse. Under these circumstances the assignment of a place on the time schedule to any type of instruction is one of the schools most convincing endorsements of the educational value of that type of training. In the same way the value assigned to the extra-curriculum by the school is determined, at least in part, by the provisions made for the functioning and supervision of these extra-class activities.

Present Schedule of Activities

A section of the general questionnaire was designed to determine the period of the day devoted to extra-curricular activities and the schedule desired by the principals. Table XIX indicates that 52 percent of the cooperating high schools conduct their athletic activities after school, their nonathletic partly during and partly after school. While two schools report conducting all their activities during school hours, it is noted, that being consolidated schools, they could not do otherwise. The 16, of the 75 high schools reporting all activities after school, were either one room or two room schools. Three of the more than four room schools state that the last period of each day is devoted to nonathletic activities; while 13 additional schools report that they devote the last period or two each Friday. With the exception of the consolidated schools no schools appear to conduct part of their athletic activities, other than

physical training, which is considered curricular, during school hours.

TABLE XIX

THE PRESENT SCHEDULES OF EXTRA-CURRICULAR ACTIVITIES IN 75 SASKATCHEWAN HIGH SCHOOLS

Schedule	Number of Schools	% of Total
1. All after school-----	16	21.3
2. All during school hours-----	2	2.7
3. Athletic after school and nonathletic during school-----	12	16.0
4. Athletic after school and part of nonathletic during school and part after	39	52.0
	75	100.0

Desired Schedule of Activities

McKown¹ in a discussion of what he considers the basic principles of extra-curricular activities says:

These activities should be given school time.- Many schools and the number is increasing are giving a certain amount of time in the regular schedule each week to these activities. The "good old days" when the Literary Society met after school and the Dramatic Club at night are fast passing, and the day when activities will be recognized and dignified by being given time in the regular schedule is fast approaching.

While extra-curricular activities are, as yet, given little school time in Saskatchewan high schools, it will be interesting to consider the schedule desired by the 75 principals stating their present schedule. About 3 percent would conduct all their extra-curricular activities during the regular school schedule; 12 percent would conduct athletic activities after school and nonathletic during school; no principal would conduct all the activities after school; and over 65 percent would conduct part of each during and part after school. While these data are given in Table XX, the relationship between the present schedule and the desired is graphically illustrated in Figure 9.

¹H. C. McKown, Extra-Curricular Activities, pp. 7-9. New York: Macmillan Co., 1927.

TABLE XX

THE SCHEDULES OF EXTRA-CURRICULAR ACTIVITIES DESIRED BY 75 SASKATCHEWAN HIGH-SCHOOL PRINCIPALS

Schedule	Number	% of Total
1. All after school-----	0	0.0
2. All during the regular school schedule-----	2	2.7
3. Athletic activities after school and nonathletic during-----	9	12.0
4. Athletic activities after school and part of nonathletic after school and part during-----	0	0.0
5. Part of each during and part after school-----	64	85.3
Total-----	75	100.0

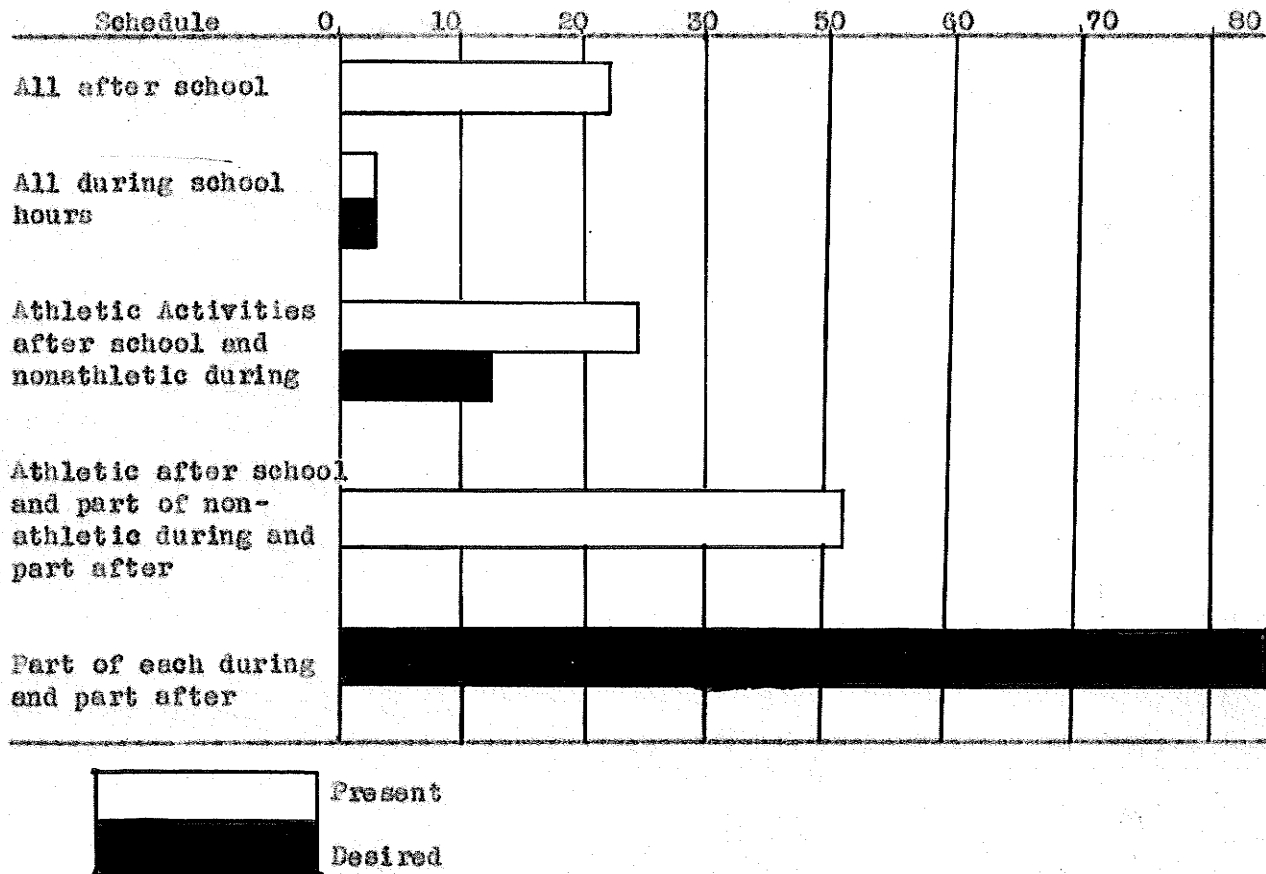


Fig. 9.-Percentage of 75 Saskatchewan high schools having and desiring different schedules of extra-class activities.

Supervision of Extra-Curriculum Activities

Where an extensive program of extra-curricular activities is available for the student body the supervision of these activities is a major consideration. Well may it be asked, "Is this supervision part of the work of the regular teacher?". That the supervision of activities is being considered a legitimate part of the load of each teacher is evidenced by the fact that, of the questions asked about a prospective teacher, the one asked as frequently as any other is, "What can she do outside of the classroom?". Kefauver and Bullard², writing on this subject say:

In the high school, responsibility for at least one extra-curricular activity is rapidly coming to be considered an integral part of the function of every teacher. Certain cities incorporate a statement in the teacher's contract which covers the responsibility of teachers for extra-curricular activities. Interest and capacity in handling student activities are frequently considered in choosing new members for the faculty.

The attitudes of teachers toward the different activities affords a significant basis for conclusions as to the extent to which they are willing to cooperate in making them effective. An important factor influencing the efficiency of a teacher in any line of work is his conception of his responsibility for that work; and, of no less importance is his conception of the conditions under which it is proper that this responsibility should be exercised. The attitude of the teaching body toward the supervision of extra-curricular activities, as indicated by the replies to the general questionnaire, is given in Table XXI.

²G. N. Kefauver and E. Bullard, "Student Activities in Junior Colleges," Teachers College Record, XXXII (Feb., 1931), 453.

Over 76 percent of those replying consider the work of the high-school teacher to include responsibility for the supervision of some extra-curricular activity; about 17 percent consider this responsibility to apply only to minor activities included in the daily schedule; and less than 7 percent consider the work of the high-school teacher exempt from responsibility for the supervision of a phase of the extracurriculum. Over 56 percent of those replying feel that the responsibility should be in addition to the regular teaching load; and 25.3 percent consider extra pay desirable when the supervision of extra-class activities is an addition to the regular teaching load. Slightly over 31 percent would make supervision of extra-curricular activities a substitute for teaching; 17.1 percent would make it so only in the case of major activities; and 51.4 percent would not consider it as a substitute for teaching. It is unusual that so small a percentage of the principals feel that the supervision of extra-class activities should reduce the regular teaching load. It is significant, however, that almost 30 percent of those replying would have the extra-curriculum supervised by special teachers; and about 29 percent would have specialists conduct only the major activities; and 31.4 would not call on special teachers.

TABLE XXI

THE ATTITUDE OF SASKATCHEWAN HIGH-SCHOOL PRINCIPALS TOWARD RESPONSIBILITY FOR THE SUPERVISION OF EXTRA-CURRICULAR ACTIVITIES

	Number of Answers	% of Answers
1. Do you feel that the work of the high-school teacher properly includes responsibility for supervision of some extra-curricular activity?		
Yes	58	76.8
Qualified yes (in case of minor activities, time available, included in daily schedule)	13	17.1
No	5	6.6
Total	76	100.0

TABLE XXI
(cont'd)

THE ATTITUDE OF SASKATCHEWAN HIGH-SCHOOL PRINCIPALS TOWARD RESPONSIBILITY
FOR THE SUPERVISION OF EXTRA-CURRICULAR ACTIVITIES

	Number of Answers	% of Answers
2. In addition to the regular teaching schedule?		
Yes	40	56.5
Qualified yes	24	33.8
1. For minor activities, as regards time and amount of work.		
2. With extra pay.	(18)	
3. If necessary.	(6)	
No	7	9.9
Total	<u>71</u>	<u>100.0</u>
3. As substitute for teaching?		
Yes	22	31.4
Qualified yes (in case of major, time consuming or different activities)	12	17.1
No	36	51.4
Total	<u>70</u>	<u>99.9</u>
4. Should it be done by special teachers?		
Yes	28	38.9
Qualified yes (in case of major activities such as dramatics, athletics, etc.)	21	29.2
No	23	31.9
Total	<u>72</u>	<u>100.0</u>

Conclusion

While extra-curricular activities are at present given little school time in the secondary schools of Saskatchewan they will be given more time in the future, for their schedule will gradually conform to the practices of the more modern schools and to the desires of the teaching body. This will tend to make many activities now considered extra-curricular increasingly curricular.

The demand for teachers capable of supervising the extra-curriculum will undoubtedly lead to teacher-training schools giving specific instruction therein. And when the value and possibilities of the extra-curriculum are fully realized those capably conducting the same will likely receive extra pay or have their regular academic load reduced.

CHAPTER V

FINANCE OF THE HIGH-SCHOOL EXTRA-CURRICULUM

Introduction

It is unfortunate whenever a school has to curtail its activity program because of lack of finance. During the past decade many Saskatchewan high schools, due to adverse circumstances, have been unable to finance their curricular program, and it is natural to expect a corresponding or greater difficulty with the extra-curriculum. It is not surprising, therefore, that most high schools lack the necessary facilities for an extensive program of extra-curricular activities. While this reduction in the extra-curriculum may prove in the interests of the taxpayer it is not necessarily in the interests of the school or education.

Many of the American high schools have been led to reduce their activity program to save their already overworked teachers from collapse. Again, while this step may be in the interests of humanity it is not necessarily in the interests of the pupils. Fortunately, we have not yet been forced to reduce our extra-class program for this reason.

Inadequate Facilities and Finance

That Saskatchewan high schools are incapable of conducting an adequate extra-curricular program is evidenced by the fact that 70, out of 79 of the school principals replying to the general questionnaire, consider the chief obstacle to the achievement of the desired objectives of the extracurriculum in their school to be unsatisfactory facilities and economic considerations.

The absence of adequate facilities for an extensive program in most schools is evidenced by the fact that only 9 out of 79 schools report

a gymnasium for athletic activities; while 16 report an auditorium. All of the high schools report inadequate gymnasium equipment; and only 12 of the schools report adequate equipment for outdoor athletics. While all of the high schools with four or more rooms have a piano; only 19 out of the 21 two room schools report this facility; and 20 of the 32 one room schools. These data are summarized in Table XXII.

TABLE XXII

FACILITIES FOR PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES IN 79 SASKATCHEWAN HIGH SCHOOLS

Facility	Percent of Different Types of High Schools with Same				
	One Room	Two Room	Four Room	More than Four Room	All Types
Piano	75.0	90.5	100	100	81.1
Auditorium	0.0	4.7	22.4	100	20.2
Gymnasium	0.0	0.0	0.0	75.0	11.4
Adequate Gymnasium Equipment	0.0	0.0	0.0	0.0	0.0
Adequate Outdoor Equipment	0.0	14.3	21.4	50.0	15.3

Financing the Extra-Curriculum

Various practices are employed by Saskatchewan high schools to finance extra-class activities. The practices reported by 75 secondary-school principals are presented in Table XXIII. The percentage of the 75 schools reporting each practice is also shown. It will be noted that the total percentage exceeds 100. This is due to the fact that several of the schools report more than one method of finance.

TABLE XXIII

METHODS USED BY 75 SASKATCHEWAN HIGH SCHOOLS TO FINANCE EXTRA-CURRICULUM ACTIVITIES

Practice	% of Schools
1. Proceeds from club enterprizes(e.g. performances, publications, etc.)-----	76.7
2. General fund for all extra-curricular activities	34.3
3. Assessment of members whenever money is needed--	32.0
4. Each member pays his own expenses when expenses arise-----	29.3
5. Grant from school board-----	25.3
6. Proceeds from special sales conducted by club (candy sale, rummage sales, etc.)-----	22.7
7. Regular dues from members-----	10.7
8. Voluntary contributions from club members-----	4.0

More than 75 percent of the high schools of Saskatchewan appear to finance their extra-curriculum, wholly, or in part, from the proceeds of school enterprizes, such as: plays, publications and games. Only in the collegiates is it the practice to finance the extra-curriculum from a general student fund. Here all pupils are called upon to pay a compulsory activity fee entitling them to participation in all the activities of the school. The annual activity fee ranging from 50 cents to one dollar is paid at the beginning of the fall term. Those unable to pay the fee are commonly given an opportunity to secure membership by doing work on the school grounds or plant. Where the practice of a general fund, secured from activity fees, is found, the fund is also augmented by the proceeds from school enterprizes and sales.

It is interesting to note that only about one fourth of the high schools of Saskatchewan receive a grant from their school boards for the

finance of the extra-curriculum. This grant, commonly ranging from 10 to 25 dollars, is received far more frequently in small high schools than in large.

In one and two room schools, it is more common for the students to pay their own expenses, when expenses arise, than in the larger schools. This practice of paying ones own expenses is most common in athletics where a desire for outside competition often leads to short road trips. Voluntary contributions, which may lead to an unnecessary burden for some and a shirking of responsibility by others, do not appear to be popular.

Per-Pupil Cost of Extra-Curricular Activities

Because of the large number of variables that may enter, figures on per-pupil cost are not accurate and are found to vary widely from school to school. Table XXIV and Fig. 10 give a general idea of the extent of extra-curriculum cost in Saskatchewan high schools.

TABLE XXIV

APPROXIMATE ANNUAL PER-PUPIL COST OF EXTRA-CURRICULAR ACTIVITIES IN 79 SASKATCHEWAN HIGH SCHOOLS

Per-Pupil Cost	Number of Schools	Percent of Schools
less than \$.50	39	49.2
\$.50-\$.75	21	26.6
\$.75-\$1.00	12	15.2
\$1.00-\$1.50	7	8.9

As may be expected the expenditure per pupil on extra-curricular activities is greatest in large schools where a definite activity fee is demanded, a wider range of activities is offered and more teachers are available to supervise the program. The average annual pupil cost of extra-curricular activities in each of four types of Saskatchewan high schools is graphically illustrated in Fig. 10.

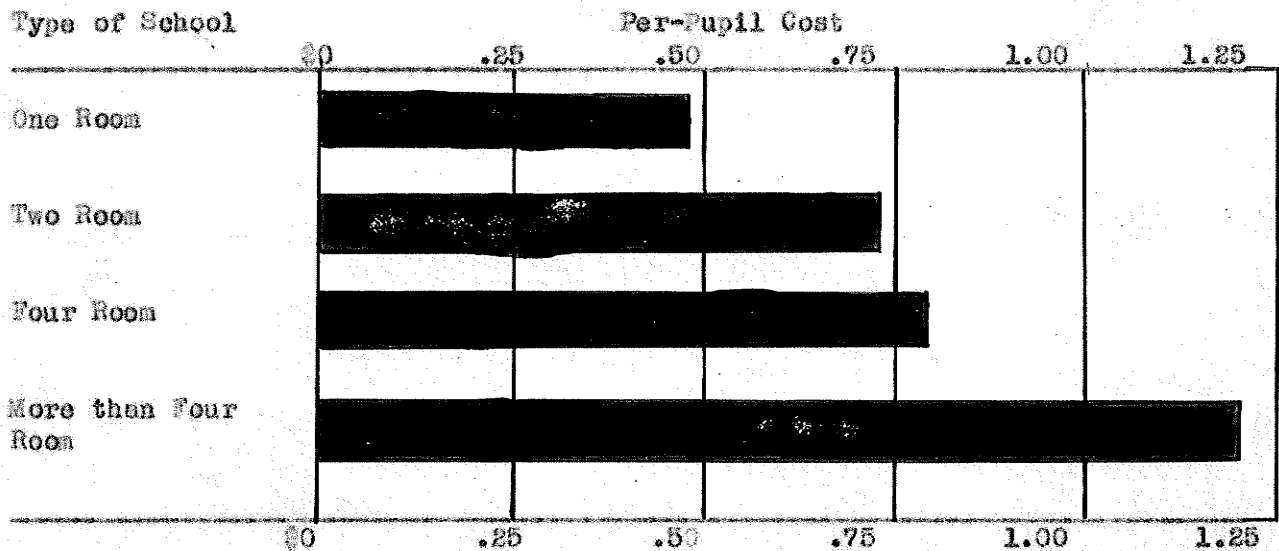


Fig. 10.- Annual per-pupil cost of extra-curricular activities in different types of Saskatchewan high schools.

It is interesting to compare the small average extra-curriculum cost per pupil in Saskatchewan high schools to the annual per-pupil cost of extra-class activities in 268 American schools, ranging in population from 30 to 4700, studied by McKown and Horner¹. In 36 percent of the 268 schools studied, by these men, the enrolment was under 500; in 23 percent between 500 and 1000; and in the remaining 36 percent of the schools the enrolment exceeded 1000. The findings are summarized in Table XXV and graphically presented in Figure 11.

¹Harry C. McKown and Meyers B. Horner, "Financial Administration of Extra-Curricular Activities," Extra-Curricular Activities, pp. 111-126. Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Co., 1926.

TABLE XXV

APPROXIMATE ANNUAL PER-PUPIL COST OF EXTRA-CURRICULAR ACTIVITIES IN 268 AMERICAN HIGH SCHOOLS

Per-Pupil Cost	Number of Schools	Percent of Schools
Less than \$1.00	5	1.9
\$1.01-\$2.00	28	10.4
\$2.01-\$3.00	20	7.4
\$3.01-\$4.00	29	10.7
\$4.01-\$5.00	19	7.1
\$5.01-\$6.00	19	7.1
\$6.01-\$7.00	31	11.6
\$7.01-\$8.00	21	7.3
\$8.01-\$9.00	9	3.3
\$9.01-\$10.00	17	6.5
\$10.01-\$11.00	11	4.0
\$11.01-\$12.00	8	3.0
Over \$12.00	51	19.0
Total	268	99.9

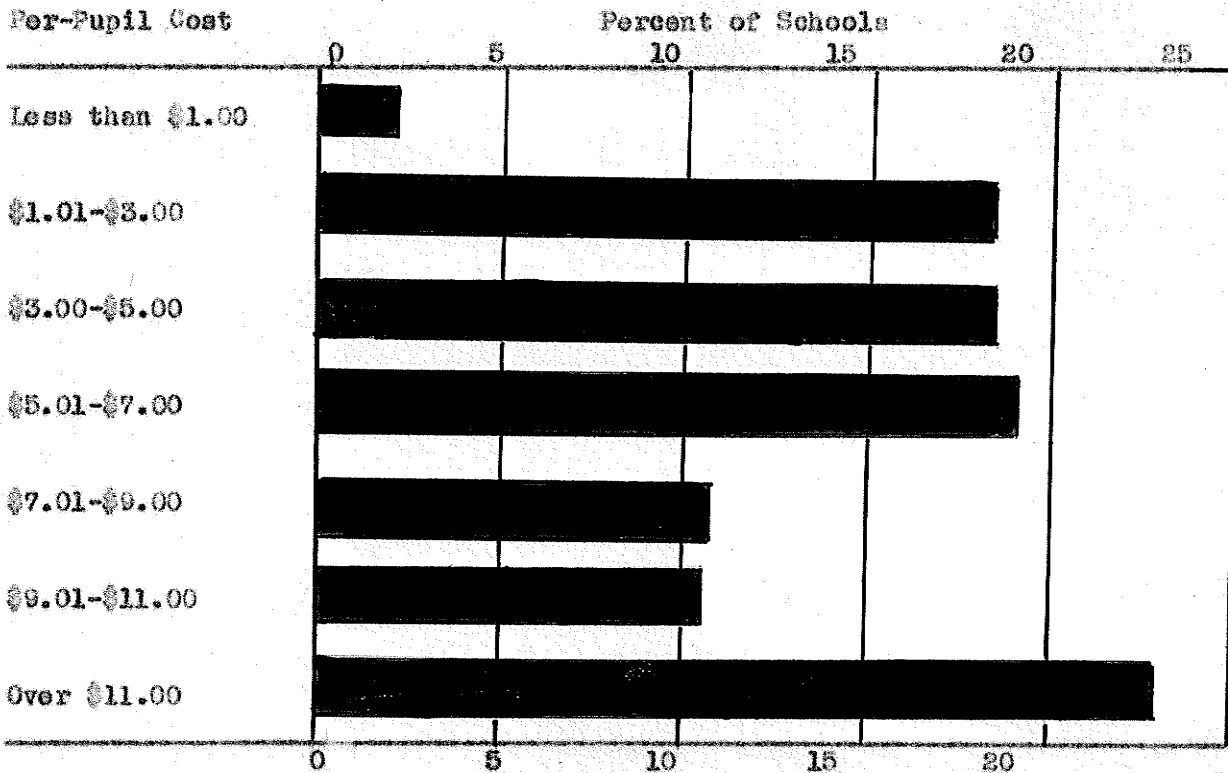


Fig. 11.- Percentage distribution of the annual per-pupil cost of extra-curricular activities in 268 American high schools. (from Table XXV).

While about 91 percent of the high schools of Saskatchewan appear to be spending annually less than one dollar per-pupil enrolment on extra-curricular activities, 98 percent of the American schools, studied by McKown and Horner², are spending in excess of this amount. Striking is the fact that 26 percent of these American high schools spend more than ten dollars annually per-pupil enrolment on extra-class activities.

Conclusion

It appears as though extra-curricular activities in Saskatchewan have not as yet received official recognition, with the result that little or no provision has been made for conducting them on a sound financial basis. Extra-curricular activities appear to have just grown, some better and some worse, but few with sound and sympathetic guidance. If the activities have just been permitted to grow, certainly little more can be said for their finance. There is, therefore, an urgent need for a more effective organization of these activities and for finance on sound business principles. However, we must bear in mind that careful, accurate and business-like procedures do not spring up over night. They must be developed individually, slowly and substantially.

²Ibid., p. 116.

CHAPTER VI

THE OBJECTIVES CLAIMED FOR PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES AND OBSTACLES TO THEIR ACHIEVEMENT

Introduction

The effectiveness of any program is determined by its ability to achieve worthwhile objectives. With the tendency to consider extra-class activities an integral part of the school program has come the demand that they assist in the attainment of the general objectives of education. We may, therefore, consider the extent to which extra-curricular assist in the attainment of education's objective a measure of their worth. If we agree with Dr. Briggs¹ that:

The first duty of the school is to teach pupils to do better the desirable things that they are likely to do anyway. Another duty is to reveal higher activities, to make them both desired and to a maximum extent possible,

we shall have little difficulty in justifying an extensive program of extra-curriculars and perhaps, demanding that it be given greater emphasis. And if we agree with Bogoslovsky² when he says:

Our aim is to help students to live rich and significant lives, to build harmonious and colorful personalities, to enjoy to the utmost the glory of being happy, to face suffering when it comes with dignity and profit, and finally to help other people to live this superior life,

we shall also have little difficulty in justifying the position taken. Then, the school becomes in reality a social institution for the training of the whole individual. When the school eventually attains this state we shall consider a person who is lacking in recreational skills, who is deficient

¹Thomas H. Briggs, Secondary Education, p. 256. New York: The Macmillan Company, 1934.

²B. B. Bogoslovsky, The Ideal School, p. 131. New York: The Macmillan Company, 1936.

in rhythmic and similar motor accomplishments quite uneducated, regardless of the profundity of his intellectual equipment. Then we shall recognize that the person who is educated only in academic accomplishments is quite as illiterate for life, as the athlete who is educated only in physical performances.

The Objectives of the Extra-Curriculum

While a study of literature pertaining to extra-curricular activities indicated that the objectives of the extra-curriculum are many, it was felt that these might well be reduced to five:

1. To prepare the student for life in a democracy.- If an individual is to live in a democracy it is but reasonable that he should be prepared for it, not only by studying it, but also by actual contact with it. Training in a democracy is the best preparation for membership in it. Preparing a student for membership in a democracy by training him in an autocracy or oligarchy is an incongruity. By organizing and administering the school, so that the student will have opportunities and responsibilities, similar to those he will have in later life, we are giving him training to meet and discharge the responsibilities of a grown up citizen.

2. To make the student increasingly self-directive.- The child must be brought gradually from the place where he is unable to control himself to the point where he is master. Here again, it is a matter of much practice. It is interesting to note that many of the boys and girls who fail in conduct during their first year at college or away from home, are those, whose parents watched them most anxiously at home. There they had little or no practice in directing their affairs and consequently they had not developed these abilities. They were lost; and the things they did were usually not the wisest. Here again, extra-curricular activities provide numerous

opportunities in which the student may gradually assume increasing responsibility for his own direction.

3. To increase the interest of the student in school.- This is done by giving him a part in the management of the activities of the school. The student who gives of his time to his school cares for it the more because of his contribution. If we can multiply these opportunities around the school so that more individuals can participate "in running" it, the more contacts we have made with the students and the more friends we have made because more are working for the school. In addition to benefiting the school student participation also develops abilities and widens the interests of the students.

4. To develop special abilities and provide for pupil expression.- Such qualities of character as, initiative and leadership, are little developed in the traditional classes of the school. However, with the changing emphasis from subject to pupil, it is natural that we should look for ways of developing these personal characteristics which after all may be the most important assets of the schools and community. The opportunities for such development in extra-curricular activities are not only numerous, but very suitable, as the student is working with other students of his own age, ideals and understanding.

5. To establish better understanding, better spirit, and coordination between students and faculty.- Cooperation is recognized as one of the most important demands of citizenship, and yet little is done in the regular work of the school to teach it. It is not taught in the usual subjects of algebra, history, or languages. True, it is taught about, but this is insufficient. There must be practice in it. Membership in a student council or club teaches cooperation because the student has to exercise it in order to retain his position and standing.

The Objectives Stressed in Saskatchewan High Schools

The poorly organized program of extra-curricular activities in Saskatchewan high schools would lead one to believe that little attention is being given to objectives by the teaching body. While such is likely the case, it may prove enlightening to know what objectives of the extra-curriculum teachers feel should be stressed. The principals receiving the general questionnaire were not asked to state their objectives for extra-curricular activities, but rather to rate five objectives, 1, 2, 3, 4 and 5 in order of importance. To secure a relative rating of the five objectives, by the principals of 78 secondary schools, a first rating was given 5 points, a second 4, a third 3, a fourth 2, and a fifth 1. The total score received for each objective was then reduced to a percentage of 390, the total score possible for an objective if it received first rating in all of the 78 schools. Figure 12 indicates that the objective, to prepare the student for life in a democracy, received the highest score, approximately 70 percent, and may therefore, be considered the major objective of the extra-curriculum in the schools studied; to develop special abilities and provide for pupil expression, stands second with a score of about 65 percent; and, to make the student increasingly self-directive, ranks third with a score of approximately 57 percent.

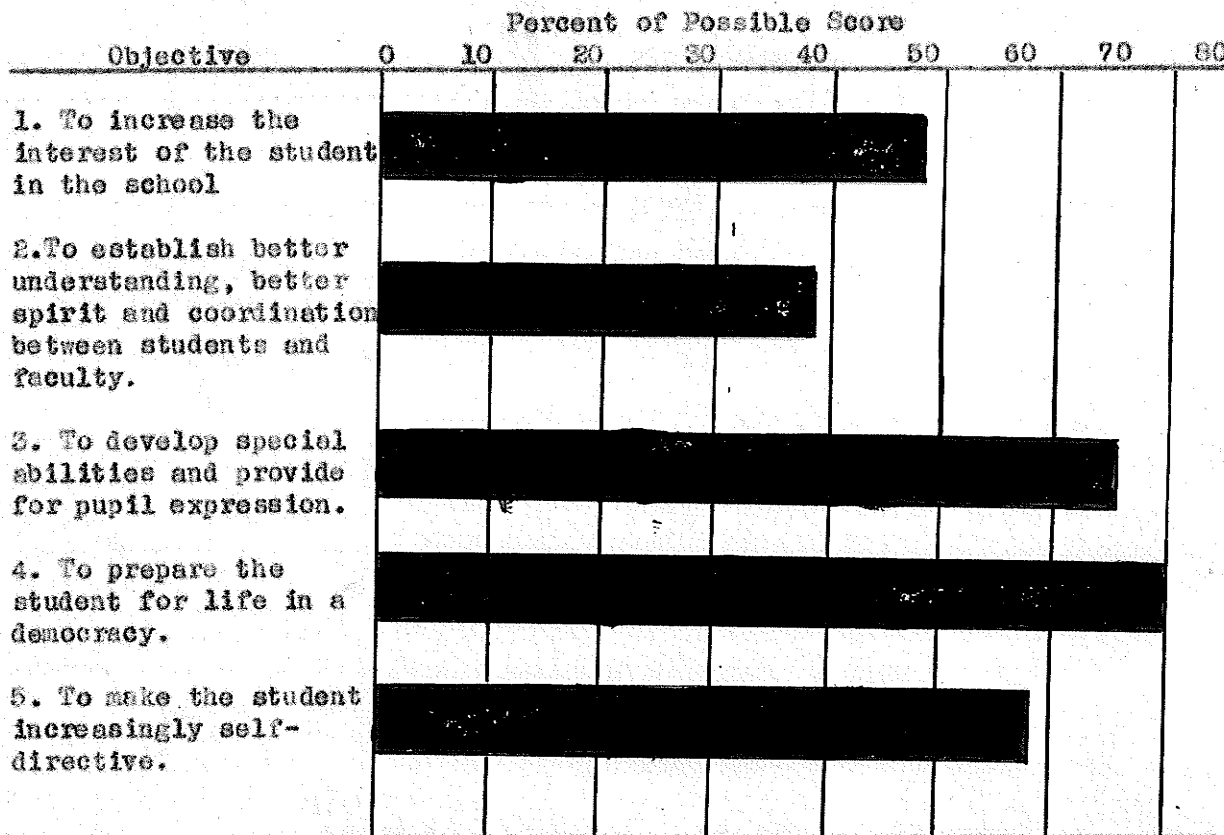


Fig. 12.- The relative importance of five objectives of the extra-curriculum in 78 Saskatchewan high schools, in terms of the percentage ratings secured.

Obstacles to the Achievement of Objectives

To determine the chief obstacles to an effective extra-curricular program in Saskatchewan high schools, principals, receiving the general questionnaire, were asked to rate six of the most commonly stated obstacles, 1, 2, 3, 4, 5, 6, as they occurred in their schools. The 78 ratings secured were handled in a manner similar to the ratings secured for the objectives of the extra-curriculum; a first rating secured a score of six; a second 5 and so on. The total score for each obstacle was then reduced to a percent of 468 the total score possible for the obstacle. Figure 13 indicates that Saskatchewan high-school principals consider unsatisfactory facilities, or economic consideration, the chief obstacle to an effective extra-curricular program in their schools; supervision, securing

approximately 70 percent of its possible score ranks second; duplicating activities with 66 percent third; and the extent of participation with 57 percent fourth. By ranking the extent of participation, fourth, it would appear as though the principals are not aware of how limited the participation really is.

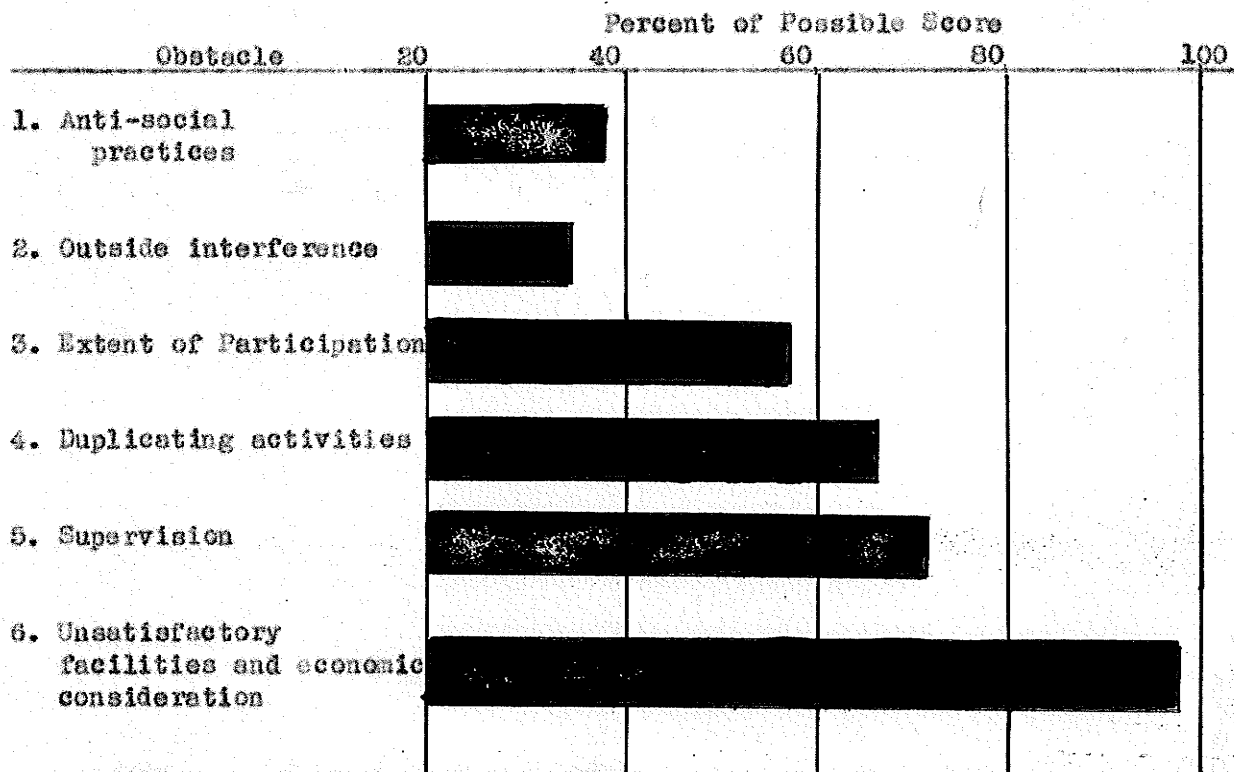


Fig. 13.- The relative importance of six obstacles to the achievement of the objectives of the extra-curriculum, in 70 Saskatchewan high schools, in terms of the percentage ratings secured.

Conclusion

While a wide range of values is claimed for, or assumed to accrue to, the participant in extra-curricular activities, it must be remembered, that in general, these values are assumed rather than proved. To date we have stressed the measurement of curricular work and have assumed that, if the student attains a certain degree of success in, history, mathematics and English a corresponding degree of success in life is assured him. We have made a few attempts to measure the contributions of the school to the life of the citizen. In the future, measurement will not likely be as much

concerned with the mark the student makes in his academic work as the mark he makes in life as a result of his academic work.

While much has been done in the measurement of curricular work, little has been done in the extra-curricular field. As time goes on, as extra-curricular activities are more seriously studied, as more intelligent provision is made for their administration and organization and as the influence of tradition becomes less a more definite measurement of their results will be demanded. This demand will result in a study of the comparative values of different activities and will lead ultimately to the conclusion that certain activities are more desirable than others and should therefore be recognized and encouraged. This weeding out process may eliminate many of the activities we have today, while others, which we do not have at present, may appear in their places.

CHAPTER VII

EXTRA-CURRICULAR ACTIVITIES AND THE EXAMINATION MARKS OF HIGH-SCHOOL PUPILS

Introduction

Ever since extra-curricular activities secured a place in the high-school program, there have been debates with regard to the scholastic achievement of participants and non-participants. While a number of more-or-less scientific studies have been made of the scholastic achievement of participants and non-participants in the athletic field, no studies appear to have been made in the nonathletic.

Purpose.-While this thesis did not purport, at the outset, to study the effect of participation in the extra-curriculum on examination marks, it was felt, as the study advanced, that a consideration of the same was necessary. If the school exists essentially for curricular work, a study of the effect of participation in extra-curricular activities, on examination marks, is essential in any evaluation of the extra-curriculum. It will, therefore be the purpose of this portion of the thesis to discover if extra-class activities, athletic and nonathletic, have any significant effect upon the examination marks of high-school pupils.

Source of data.- One of the principal weaknesses of studies concerning the effect of extra-curricular activities on scholastic achievement has been that achievement is measured largely by class marks. Although the conclusions of such studies have statistical support, the validity of the original data is questionable. Some teachers may have given certain athletes unearned marks in order that they might be eligible for the school teams; other teachers may be unfair in the opposite direction, because of prejudices against athletes. Our study will escape, in part, this criticism by using the marks secured on the Provincial examinations

as measures of scholastic achievement.

Examination Marks Compared

The method of comparison.- The 1938 Provincial Grade XI marks of 300 collegiate students, now in Grade XII and engaging in different numbers of athletic and nonathletic activities, were carefully studied. A mark of 80 or over was assigned an "A" grade; a mark from 70 to 80 a "B" grade; a mark from 60 to 70 a "C"; a mark from 50 to 60 a "D"; and a mark under 50 a failure, or "F" grade.

The examination marks compared.- Table XXVI contains a summary of the grades made by five groups of students on the 1938 Grade XI Provincial examinations. It includes: the distribution of the grades made by all the students; those made by students participating in less than two extra-class activities; those of students participating in two to four; those of students participating in five to six; and finally the distribution of the grades made by pupils engaging in more than six extra-class activities.

SUMMARY OF GRADES SECURED BY 300 HIGH-SCHOOL STUDENTS

Group of Students	Number of Students	Number of Tests	Percent				
			A	B	C	D	F
All students	300	2382	26.1	35.1	17.9	14.1	6.8
Students in less than 2 activities	144	1140	20.5	38.7	16.8	16.6	7.4
Students in 2 to 4	72	579	32.6	35.2	16.1	9.8	6.2
Students in 5 to 6	51	396	34.8	36.5	18.9	13.6	6.1
Students in more than 6	33	267	22.5	37.0	20.2	13.5	6.7

The foregoing data indicate no tendency for participation in extra-curricular activities to lower the quality of the academic work done, as

measured by grades secured on the Departmental examinations. Students participating in less than two activities secured the lowest percent of "A" grades and the highest percent of failures. Investigations seem to indicate that high-school pupils of lower intellect tend to engage in extra-curricular activities, especially in athletics, to a somewhat greater extent than the pupils of higher intellect. This is quite likely, for in this field the pupil of lower intellect will be able to excel and thus gain satisfaction to a greater extent than in the curricular field. Is it then, that participation in the extra-curriculum improves the quality of the academic work done?

The tendency of several high schools to prohibit participation in inter-scholastic athletic competition, if academic requirements are not met, would lead one to believe that athletic participation tends to lower the quality of the academic work done. Table XXVII indicates no such tendency. The non-participants in athletics secured the lowest percent of "A" grades and the highest percent of failures; while those engaging in three or four sports appear to secure the best balance, namely, 28.6 percent "A" grades and 4.8 percent failures.

TABLE XXVII

EXAMINATION GRADES AND ATHLETIC PARTICIPATION

Group of Students	Number of Students	Number of Tests	Percent				
			A	B	C	D	F
All students	300	2382	25.5	35.9	18.0	13.7	6.8
Students in no athletics	126	1017	23.1	33.6	16.0	18.9	6.3
Students in 1 or 2 athletics	66	528	25.7	42.3	20.6	6.3	5.1
Students in 3 or 4 athletics	54	444	28.6	33.1	19.0	9.5	4.8
Students in more than 4 athletics	54	394	29.0	30.5	18.3	14.5	7.6

Since nonathletic activities are often closely related to the work of the classroom, ability in curricular work might lead to participation in nonathletic activities. If such be the case we may well expect those who engage in nonathletic activities to be leaders in curricular work. Table XXVIII clearly indicates this tendency; those engaging in more than four nonathletic activities have definitely the best academic record; while those engaging in no nonathletics have definitely the poorest.

TABLE XXVIII

EXAMINATION GRADES AND PARTICIPATION IN NONATHLETIC ACTIVITIES

Group of Students	Number of Students	Number of Tests	Percent				
			A	B	C	D	F
All students	300	2392	26.9	35.8	18.8	11.6	6.8
Students in no nonathletics	204	1602	25.4	35.5	16.2	15.2	7.7
Students in 1 or 2 nonathletics	54	423	33.9	30.9	23.9	6.8	4.5
Students in 3 or 4 nonathletics	30	246	22.5	40.0	23.8	7.5	6.2
Students in more than 4 nonathletics	12	111	27.9	42.0	23.7	3.6	2.6

The Findings of Others

Dr. D. S. Woods¹ concludes that adolescent boys and girls may participate in inter-school athletic contests without lowering the quality of the work done in the regular program of the school as indicated by examination results.

² Dr. D. S. Woods, "The Effect of Field-Days on Examination Results," Unpublished Master's Thesis, Department of Education, p. 72. University of Chicago, 1929.

Finch² found through a study to determine the relationship between inter-school athletic competition and scholastic achievement:

"(1)There is a slight tendency for boys of high intelligence to engage least in inter-school athletics."

"(2)Boys who play on teams engaging in inter-school athletics contests receive marks approximately equal to those received by boys of equal mental ability who are not members of such teams."

"(3)Boys engaging in more than one sport receive marks approximately the same as those of non-athletes of equal mental ability."

"(4)There is no evidence that boys engaging in any particular sport differ markedly in achievement from boys engaging in any other sport."

Eaton and Shannon³ in study of the comparative scholastic ability of high-school athletes and nonathletes conclude:

"(1)Of the high-school graduates who entered Indiana State Teachers College and were included in the present study, those who earned letters in high-school athletics were somewhat lower in intelligence than the men who had not."

"(2)These high-school athletes were also slightly less successful in college scholarship than the non-athletes. However, their scholarship was higher in proportion to their intelligence than that of nonathletes."

"(3)The coefficients of correlation for both groups of men between intelligence and college scholarship were similar to those found elsewhere in the United States."

"(4)The proportion of high-school athletes entering college was uniformly higher than that of non-athletes in the same graduating classes. This fact may account for the finding that the group of athletes entering college was somewhat lower than the other group in average intelligence."

"(5)The proportion of high-school athletes graduating from college was also greater than the similar proportion of non-athletes in the same high-school graduating classes, both in the case of the two groups that graduated from high school and also in the case of the two groups that entered college."

²F. H. Finch, "Athletics and Achievement in High School," School and Society, XXXV (Feb., 1932), 299-300.

³Dorothy Eaton and J. R. Shannon, "College Careers of Athletes and Non-Athletes," The School Review, XLII (May, 1934), 360-61.

Conclusion

If we demand that the school teach pupils to do better the desirable things that they are going to do anyway, the extra-curriculum becomes an integral part of the school program. On the other hand, if we believe that the school exists essentially for curricular work, we may still support a program of extra-curriculars, for studies indicate that reasonable participation in the extra-curriculum does not affect adversely an individual's scholastic achievement.

CHAPTER VIII

CONCLUSIONS

Need for a Reorganization of the Extra-Curriculum

In spite of the increasing emphasis on extra-curricular activities in Saskatchewan high schools, teachers and administrators appear to have failed to realize the extent to which pupil activities form an integral and essential part of school and community life. Extra-curricular activities appear to have just grown up, some better, and some worse, but few, if any, under sympathetic and expert guidance. There appears, therefore, to be an urgent need for the development and acceptance of basic principles for the organization and administration of the extra-curriculum if this phase of the school program is to function efficiently.

While definite objectives and a measurement of their achievement are essential, it must be remembered that the school administrator cannot precede by far the education of the patrons of the school. Many bond issues are refused each year and many progressive educational programs are delayed or defeated because the administrator has failed to educate his community. The citizen may know that the system needs equipment or new buildings, but this does not mean that he has the active conviction that will impel him to vote for these improvements. The citizen demands progress in the material things of life; but he is proverbially slow to recognize or sanction progress in education. The way he was taught when he went to school is often to him the best way. The community, then, must also be constantly stimulated to desire progress in education, as it demands it in business and the professions.

The limited participation in the extra-curriculum, especially by the pupils of the higher grades of Saskatchewan high schools, is most

discouraging for pupils should be increasing rather than reducing their assumption and execution of responsibility, at a time when they are approaching maturity. Clearly, a reorganization of the extra-curriculum is essential. Perhaps, a wider range of activities, an encouragement of participation and conducting the extra-curriculum during school time are the things that will increase pupil participation.

While increased participation is important, a more balanced and useful participation in the extra-curriculum is essential. Our schools appear to place undue emphasis on extra-curricular activities that are of little or no value to participants from the standpoint of extensiveness of use after graduation. There is a need for a study to determine how extensively the various extra-class activities, offered by our high schools, are used after graduation. When this has been done more pupils should be encouraged to participate in activities shown to be definitely useful.

Over 70 percent of the total extra-curricular participation of Saskatchewan high-school pupils is in athletics. Whether this is commendable or not depends on how extensively individuals engage in these athletics after graduation. Cory¹ in a study of the usefulness of high-school extra-curricular activities finds that the athletics offered by high schools are seldom indulged in during adult life and must therefore be ranked low in usefulness.

¹F. Byron B. Cory, "High-School Graduates Appraise Extra-Curriculum Activities," The School Review, XLII (Nov., 1935), 672-82.

He further finds, as indicated in Table XXIX, that the activities rated by the graduates of Creston High School, Iowa, as most useful-business and commerce, vocal solo, band and school paper-are those which help to give the self-confidence required to do better similar activities in later life; and that the activities rated low in usefulness-glider club, camera club, soccer and volleyball-are those seldom used by individuals after maturity.

TABLE XXIX

EXTRA-CURRICULAR ACTIVITIES RANKED MOST WORTHWHILE AND THOSE RANKED LEAST WORTHWHILE BY 266 CRESTON HIGH SCHOOL GRADUATES

Activity	Average Rank*
Most worthwhile:	
Business and commerce	3.5
Instrumental duet	3.4
National Honor Society	3.3
Vocal duet and ensemble	3.2
Manual-training club	3.1
Vocal solo	3.0
Band	3.0
School paper	3.0
Operetta	2.9
Junior-Senior play	2.9
Student council	2.9
Track	2.9
Least worthwhile:	
Novelty	1.9
Volleyball	1.9
Soccer	1.7
Checkers	1.5
Aeroplane Club	1.5
Camera Club	1.4
Glider Club	1.0

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

Need for Measurement

We note, that in general, the numerous benefits supposed to accrue to the participant in extra-curriculum activities are assumed rather than proved. Now, while unproved assumptions be the advocates of an expansion along extra-curricular lines are in no wise different from the claims concerning the value of certain subjects made by teachers for generations, a beginning has been made in the measurement of curricular work with only slight attempts to measure results in the extra-curricular field. However, extra-curricular activities have now reached the point where careful appraisal by the application of proven procedures is called for. This necessity becomes urgent when we consider the outlay; first, by the students themselves or the homes they come from; and second, in time and energy of teachers who direct and supervise these activities.

The demand for a definite measurement will result in a study of the comparative values of different activities and will eventually lead to the conclusion that certain activities are more desirable than others, and should, therefore, be recognized and encouraged. Many of our present activities may disappear and others, not recognized today, may appear in their places.

Measurement in the extra-curriculum must be assisted by true experimentation. To date there has been little in the way of controlled experiment. It has for the most part been of a "we-tried-this-and-we-found-it-did-not-work-so-we-tried-something-else" type. Not much more than a passing glance has been given to ascertain why it did not work, or to what extent it did work, or to determine whether or not it would have worked under other conditions.

Measurement and experimentation will help to articulate the so-called extra-curricular activities of the school with the so-called curricular. They will cause to be recognized more effectively the fact that the main work of the school is to teach individuals to do better the desirable things they are going to do anyway, and that no part of the school program has a monopoly on this task. As this is done the terms extra-curricular and curricular will disappear and sharp lines between the activities will no longer be drawn by either the educator or patron of the school. The entire work of the school will then be looked upon as "Citizen-producing activity."

In some respects however extra-curricular activities have a definite advantage over the usual curriculum content in that they are partially self-evaluative. They arise out of the spontaneous interests of the pupils. Even if one does not accept the philosophy of curriculum making, which in its extreme form would require that all content should arise out of the spontaneous interests of the pupils, one must admit that it is vital and important criterion of what should find a place in the schools. Most extra-curricular activities qualify on this criterion. And further, although not always completely representative of extra-school social life, there is enough identity in extra-class activities to afford much more justification for maintaining them than can be mustered for a great deal of what is contained in many school subjects.

Dangers of Extra-Curricular Activities

There is a great danger with extra-curricular activities as with any new idea when it is first introduced. While the present wave of interest in extra-curricular activities will have salutary effects upon the organization and administration of this phase of school life, there is the

danger that the pendulum will swing too far to one side. The person who is swept along on a wave of enthusiasm and interest has not much time in which to think seriously and plan wisely, especially if he has had little or no experience.

There is a danger that extra-curricular activities may be overemphasized. The teacher must not allow the extra-curricular side of school life to dominate the entire program. School authorities should observe relative values and preserve a reasonable ratio between curricular and extra-curricular work. They should plan as wisely and intelligently for one as for the other; and the community should be taught to recognize and demand an adequate and well balanced program.

A second danger is that of excessive formalization of these activities. If we make them tasks which the student is required to perform we reduce them to the level of other school tasks; rob them of their attractiveness; and crush student interest and spontaneity. While there is this danger of excessive formalization of extra-curricular activities, it appears, that at the present time in Saskatchewan high schools, almost any degree of formalization would add to their effectiveness.

Finally, no plan or organization of the extra-curriculum should be taken over and adopted bodily by any school. No one can say which plan is best. A plan might work well in one situation and fail in another. Local conditions, traditions, school staff and enrolment must be considered; and the organization must meet these needs.

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APPENDIX A

QUESTIONNAIRE ADDRESSED TO HIGH-SCHOOL PRINCIPALS IN JANUARY, 1939

How many teachers are employed in your high school?.....

How many of the better half of your teachers are actively associated with one or more extra-class activities?.....

Should teacher-training institutions provide the opportunity for prospective teachers to participate in extra-class activities while in college?.....

Should teacher-training institutions provide opportunity for prospective teachers to study (take courses in) extra-class activities while in college?

Should teacher-training institutions provide opportunity for prospective teachers to practise guiding and directing extra-class activities while in college?.....

Comments:.....

.....

.....

APPENDIX B

GENERAL QUESTIONNAIRE ADDRESSED TO HIGH-SCHOOL PRINCIPALS IN JANUARY, 1939

High school----- High-school enrolment----- Number of high-school
rooms-----

STUDENT PARTICIPATION IN EXTRA-CLASS ACTIVITIES 1938-39

Please indicate the numbers of boys and girls participating or likely to participate this spring in the activities listed below.
IMPORTANT.- Record only pupil participation in activities having a definite organization or sponsor responsible to the school administration.

	Physical Activities			
	Boys	Girls		
Tennis			Wrestling	
Track			Softball	
Soccer			Dancing	
Rugby			Boxing	
Hockey			Curling	
Baseball			Lacrosse	
Basketball			Add.	
Volleyball				
Badminton				
Gymnasium				

Is an intramural or interschool program of sports emphasized by your school?

.....

Please state the sports in which your school competes with other schools?

.....

.....

.....

Comments:

.....

.....

	Musical Activities			
	Boys	Girls		
Orchestra			Operetta	
Choir				
Band				

Comments:

.....

Civic Activities

	Boys	Girls	Boys	Boys	Girls
Student Council					
Class Organization					
Leaders Club					
Special Service Club					
Civic League					

Comments:

Journalistic Activities

	Boys	Girls	Boys	Girls
School Paper				
School Yearbook				
Writers' Club				

Comments:

Activities in Dramatics and Art

	Boys	Girls	Boys	Girls
Dramatic Club				
Class Plays				
Art Club				
Cartoon Club			Pottery Club	

Comments:

Forensic and Declamatory Activities

	Boys	Girls	Boys	Girls
Debating			Discussion Club	
Oratory				

Comments:

Literary Activities

	Boys	Girls	Boys	Girls
Literary Society				

Comments:

Academic Activities

	Boys	Girls		Boys	Girls
History Club	French Club	.....	.....
Mathematics Club	Latin Club	.....	.....
Science Club			

Comments:

Miscellaneous Activities

	Boys	Girls		Boys	Girls
Radio Club	First Aid Club	.....	.....
Stamp Club	Checker Club	.....	.....
Bird Club			
Camera Club			
Aeroplane Club			

Comments:

PUPILS PARTICIPATING IN DIFFERENT NUMBERS OF ATHLETIC AND NONATHLETIC ACTIVITIES

Pupils Participating in	Number	Pupils Participating in	Number
No athletic activities	No nonathletic activities	.....
One athletic activity	One nonathletic activity	.....
Two athletic activities	Two nonathletic activities	.....
Three athletic activities	Three nonathletic activities	.....
Four athletic activities	Four nonathletic activities	.....
Five athletic activities	Five nonathletic activities	.....
Six athletic activities	Six nonathletic activities	.....

ATTITUDE OF YOUR SCHOOL TOWARD PARTICIPATION
(Indicate by underlining yes or no)

- Does your school keep a permanent record of pupil participation? Yes, No
- Should records of participation be kept? Yes, No
- Should participation in extra-curricular activities be made compulsory? Yes, No
- Should participation in extra-curricular activities be given credit toward graduation? Yes, No
- Should participation in activities be limited? Yes, No
- Is a policy of limitation followed by your school? Yes, No
(Explain

Comments:

FACILITIES FOR EXTRA-CURRICULAR ACTIVITIES

- 1. Is there a piano in your school?
- 2. Is there an auditorium in your school?
- 3. Is there a gymnasium?
- 4. Is the gymnasium equipment adequate?
- 5. Are outdoor facilities adequate?

Comments:

.....

.....

SCHEDULE OF ACTIVITIES

Present Schedule of Activities
(Use check mark to indicate)

- 1. All during school hours.
- 2. All after school hours.
- 3. Athletic after school and nonathletic during.
- 4. Athletic after school and part of nonathletic during and part after.

Comments:

.....

.....

Desired Schedule of Activities
(Use check mark to indicate)

- 1. All during the regular school schedule.
- 2. Athletic after school and nonathletic during.
- 3. Part of each during and part of each after school.
- 4. All after school.

Comments:

.....

.....

RESPONSIBILITY FOR THE SUPERVISION OF EXTRA-CLASS ACTIVITIES

Place a check mark after the statement expressing your opinion, or comment.

1. Do you feel that the work of the high-school teacher properly includes responsibility for the supervision of some extra-curricular activity?
Yes----- No-----

Qualified Yes (for minor activities, if time available, if in daily schedule).

Comments:-----

2. In addition to the regular teaching schedule?

Yes----- No-----

- Qualified Yes
 - (a) for minor activities, regards time and work.
 - (b) with extra pay.
 - (c) if necessary.

Comments:-----

3. As substitute for teaching?

Yes----- No-----

Qualified Yes (in case of major time consuming or difficult activities)

Comments:-----

4. Should it be done by special teachers?

Yes----- No-----

Qualified Yes (in case of major activities, as dramatics, athletics, etc.).

Comments:-----

FINANCE OF EXTRA-CURRICULAR ACTIVITIES

Place a check mark after the method or methods used by your school.

- 1. General fund for all extra-curricular activities.
- 2. Regular dues from members.
- 3. Assessment on members whenever money is needed.
- 4. Voluntary contributions from club members.
- 5. Proceeds from club enterprises (sale of publications, sale of tickets for club performances).
- 6. Proceeds from special sales conducted by clubs (can4y sales, rummage sales, etc.).
- 7. Each member pays own expenses when expenses arise.
- 8. Grants from the school board.

Comments:-----

What is the approximate annual per-pupil cost of extra-curricular activities in your school?-----
What is the amount of the annual grant, if any, that your school receives from the school board?-----

Comments:-----

OBJECTIVES OF EXTRA-CURRICULAR ACTIVITIES

Following is a summary of frequently stated objectives for extra-curricular activities, rate these 1, 2, 3, 4, 5, in order of importance.

- (a) To develop interest in school work, school spirit and school pride.
- (b) To establish better understanding, better spirit and cooperation between students and faculty.

- (c) To develop special abilities and provide for pupil expression.
- (d) To prepare the student for life in a democracy.
- (e) To make the student increasingly self-directive.

Comments:

.....

.....

OBSTACLES TO THE ACHIEVEMENT OF THESE OBJECTIVES

Following is a summary of the common obstacles to the achievement of the objectives of extra-curricular activities rate these 1, 2, 3 etc. as they operate in your school.

- (a) Outside interference.
- (b) Unsatisfactory facilities and economic consideration.
- (c) Supervision.
- (d) Duplicating activities.
- (e) Anti-social practices.
- (f) Extent of participation.

Comments:

.....

.....