IMPROVEMENT OF THE CO-CURRICULAR PROGRAM
IN THE REDFIELD COMMUNITY HIGH SCHOOL

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by
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IMPROVEMENT OF THE CO-CURRICULAR PROGRAM
IN THE REDFIELD COMMUNITY HIGH SCHOOL

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Approved by Committee:

[Signatures]

Dean of the Graduate Division
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CHAPTER I

INTRODUCTION

It is imperative that high schools today offer a well-balanced, comprehensive program of co-curricular activities if the development of well-adjusted students is a goal of education. Many secondary schools are falling short of this goal and are not meeting all the objectives of a good co-curricular program.

I. THE PROBLEM

The purpose of this project was to improve the activity program in the Redfield Community High School. The problem was to determine what improvement was needed in the activity program and to develop and activate a plan which would bring about this needed improvement. In order to accomplish this, the problem was separated into the following major divisions: (1) to determine the function of the co-curricular program, (2) to select criteria for evaluating the present activity program, (3) to appraise the present co-curricular program in the Redfield High School, (4) to develop a plan to amend or revise the present activity program, (5) to activate this plan during the 1958-59 school year, and (6) to evaluate the success of this plan at the close of the 1958-59 school term.

II. NEED FOR THE PROJECT

The administration, from observing the activity program the
previous year, felt that the program was not meeting the needs of the students as it should. In order to improve the co-curricular program a study was needed to determine where the present program had been unsuccessful in meeting student needs.

No evaluation of the activity program had been made in recent years, resulting in a secondary need for the project. Although the activity program had been changed from time to time with changing administrations, there had been no objective evaluation to determine how well the program met the needs of the students.

III. PROCEDURE

The procedure used in this project consisted of the following steps.

1. The first step was a clarification of the function of co-curricular activities in the education of youth.

2. The second step comprised the selection of criteria to be used in evaluating the present activity program in the Redfield High School. This selection was accomplished by surveying current literature on co-curricular activities.

3. The third step was to appraise the 1957-58 activity program in the Redfield High School using the selected criteria. This appraisal was accomplished by examining the high school activity records and surveying the high school faculty with a questionnaire to obtain their opinions about the activity program.
4. The fourth step involved the development of a plan which would amend or revise the present activity program. This plan was developed from suggestions of faculty members and information obtained from the appraisal in step three.

5. The fifth step was to activate the proposed plan during the 1958-59 school term.

6. The sixth step was the evaluation of the activity program at the close of the 1958-59 school year. This evaluation was made by using responses to a student questionnaire and a parent survey. The parent survey was taken during parent-teacher conferences which were scheduled in March between the third and fourth reporting periods.

IV. DEFINITIONS OF TERMS USED

**Co-curricular.** This term was interpreted as meaning all those activities in which students participate while at school that do not involve the academic subjects. The term is used synonymously with "extracurricular" and "student activities."

**Participant.** Any student who was engaged in one or more student activities during the school year was interpreted as being a participant in the activity program.

**Sponsoring.** This term was interpreted as meaning the supervision of any student activity by a faculty member.
Units. A credit given toward high school graduation as a result of having satisfactorily completed one year (two semesters) of work in one academic subject.
CHAPTER II

REVIEW OF THE LITERATURE

Since co-curricular activities have become a major part of the school program, there has been much written about their development and acceptance by educators. Current literature would indicate that co-curricular activity programs have a well-established and rightful place within the school program.

I. FUNCTION OF THE CO-CURRICULUM

The function of activity programs in schools needs to be clearly understood if improvement is to be made. A United States Office of Education bulletin said:

The objectives of extraclass activities are similar to and often identical with the objectives of class activities. If any difference exists, it probably is a matter of emphasis.¹

It would seem from this that the principal function of activity programs is to help achieve the same aims and goals as class activities. In a State of Iowa publication an attempt was made to justify the inclusion of student activities in the public schools when it was stated that:

The program of student activities, when considered a part of the regular curriculum, helps make the school active both in principle and in fact. It creates greater interest in the student body.

It makes school life more invigorating and pleasant for both students and teachers.

When parents are informed, and especially when they are given some voice in the program, they evidence hearty approval.

Finally, the student activity program, when planned and developed by the students and teachers working as a team, is a dynamic force for the promotion of good citizenship. This teacher-student partnership is the key to the success of the program.¹

In another publication by the State of Iowa the function of the activity program was stated thus:

In a broad sense the educational program may be said to include all the services the school gives its pupils. In fact, any activity which does not contribute to attaining the educational objectives of the school should be discontinued. No matter how adequately the regularly scheduled courses are handled, there are many desirable educative and socializing experiences which pupils gain from informal, voluntarily-selected, and in large part, pupil-directed extraclass activities.²

McKown listed what he considered to be the main objectives of extracurricular activities as:

1. To prepare the student for life in a democracy.
2. To make him increasingly self-directive.
3. To teach cooperation.
4. To increase the interest of the student in the school.
5. To foster sentiments of law and order.


²Department of Public Instruction, How Good Is Your Local School System, Bulletin Number 100 (Des Moines: State of Iowa, 1953), p. 19.
6. To develop special abilities.1

In essence the function of the co-curriculum would be to meet as nearly as possible these objectives.

II. CRITERIA FOR EVALUATING THE CO-CURRICULUM

Development of the co-curriculum. In selecting criteria for evaluating the co-curricular activities, a knowledge of the development of the co-curriculum seems pertinent. The growth of so-called "extracurricular" programs in the secondary schools of America has been an exceedingly rapid one. This growth has not always been easy. The extracurricular movement has been the target of many educators and public officials since its beginning. Professor Elbert K. Fretwell is generally considered to be the father of the activity movement as he pioneered the first professional course in extracurricular activities at Teachers College, Columbia University, in 1919.2

The extracurricular movement has been one which was primarily fostered by the students themselves. Harold Spears wrote about the activity movement in this fashion.

There is ample evidence to support the contention that the student activity movement has represented a revolt against the traditional curriculum and classroom procedure, and that this revolt


of youth in favor of life activities nearer his here-and-now existence must be considered when the influences behind the present curriculum movement are listed.¹

Spears also pointed out that the activity movement went through a series of periods which brought it up to the present time. These were, first, the period of toleration; second, the period of recognition; and, lastly, the period of merger.²

Along with the period of merger came a new conception of the curriculum, recognizing all activities occupying a student while at school under the supervision of a teacher as part of the curriculum. This has been generally accepted by the modern educator as the philosophy of the secondary schools as well as of the elementary schools.

Gruber and Beatty in their book defined curriculum by saying,

1. Scope of High School Activities

"The curriculum, then, may be considered to embrace all the activities which take place on the school grounds or in the school building."³

Johnston and Faunce stated:

It must be obvious that the view we hold concerning the relationship of extracurricular activities to the curriculum depends in no small part upon the concept of the curriculum we accept.⁴

Most states have adopted some form of this concept in their interpretation of the activity program. The State of Iowa, for instance,

¹Ibid., p. 154. ²Ibid., p. 156.
published a student activity handbook in which a philosophy was stated as follows:

The student activity program is not an addition to the regular school program. To believe that activities are only appendages to the regular school offerings is to fail to understand what a functional curriculum is today. The program of student activities is an integral part of the vital learning situations which make up the whole school curriculum. It includes all types of pupil activity, whether formally or informally organized.¹

Selection of evaluation criteria. The selection of criteria for evaluating the activity program was made from several sources. The principal source, however, was a bulletin published by the State of Iowa. In this bulletin the following outline of criteria for good activity programs was presented:

I. Scope of Pupil Activity Program

1. Does the school system provide—at both elementary- and secondary-school levels—a program of pupil activities which is sufficiently broad and varied to offer opportunities for all pupils to participate?

2. Is the activity program cooperatively planned by pupils and teachers?

3. Are pupil activities supervised by qualified school personnel?

4. Is the activity program designed to:

   a. Meet the needs and challenge the interests and abilities of all pupils in accordance with their individual stages of personal development?

¹Department of Public Instruction, Student Activity Handbook for Secondary Schools, op. cit., p. 8.
b. Offer opportunities for both individual and group activities?

c. Be an integral part of the total school curriculum?

d. Provide balance of program whereby a limited number of activities are not perpetuated at the expense of other worthwhile areas of participation?

e. Be controlled to a degree that interscholastic activities do not unreasonably interfere with the regularly scheduled daily program?

f. Discourage interscholastic activities below grade nine?

g. Assure adequate guidance to pupils to discourage individuals from participating in activities to the extent that their benefits from other aspects of the school program will be impaired?

5. Does the school district make a reasonable effort to provide and maintain adequate facilities and equipment to develop and encourage a broad activities program?

IV. Pupil Activities in Senior High School

1. Does each senior high school in the district provide an activity program based on mutual as well as individual pupil needs, interests, abilities and enthusiasms?

2. Is the program so organized and administered that broad and varied experiences will be available which will contribute to the enrichment of the total educational program?

3. Are opportunities provided at least in the following areas:

   a. Physical activity and athletics including intramurals with opportunity for pupils of widely varying athletic abilities?

   b. Speech activities and dramatics?

   c. Vocal and instrumental music?
4. Is the activity program in senior high school controlled in such a manner that activities in specific areas shall not be over-emphasized to the extent that other worthwhile, constructive activities are unduly weakened or eliminated?

V. Provisions for Change

1. In planning the pupil activity program for the school system have provisions for change been incorporated?

2. Is care taken to make sure that pupils may propose the organization of new activities?

3. Is the entire pupil activity program kept under continuous evaluation and are modifications made as needed to make sure that it is serving the accepted goals of the total educational program?

The criteria presented in this outline can be supported by other evidence also. In regard to the participation in extracurricular activities Spears wrote:

"Any student activity must stand on its own merits and not depend upon artificial baiting for participants. The traditional unit-and-credit method of manipulating the program of studies, with marks and credits coming as rewards with the completion of specific studies, may readily mislead school administration to apply the same techniques..."

1Department of Public Instruction, How Good Is Your Local School System, op. cit., p. 19.
to clubs, assembly, council, athletics, and similar student programs. ¹

From this it would be evident that participation in the extracurricular program should be optional to the students and result from interest and enthusiasm developing within the student.

In stimulating participation, Miller, Moyer, and Patrick pointed out that activities should be based upon the spontaneous interests of students and as few obstacles as possible be encountered by the student as he attempts to develop these interests. ²

Obstacles encountered by students cannot all be eliminated in present-day schools, but principals and administrators could improve many situations by changing policies which create barriers to the activity program. Johnston and Faunce illustrated this point when they said, "The principal's role is one of coordination, stimulation, and provision of conditions conducive to success." ³

Johnston and Faunce further pointed out that:

Basic to the success of an activity program which will enlist the wholehearted cooperation of the staff, operating as a team, is a unifying philosophy accepted by all. ⁴

The following essential elements were listed by Johnston and Faunce as being those around which a good unifying philosophy should

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¹Spears, op. cit., p. 167.


³Johnston and Faunce, op. cit., p. 313. ⁴Ibid., p. 314.
be built:

1. Staff commitment to democratic values.

2. Recognition of the unity of educational progress and the part activities play in it.

3. A willingness to carry a fair share of the responsibility for the success of the program.

4. An abiding faith in young people.¹

Although a good share of the responsibility for the activity program rests directly on the principal, it is not he alone who should determine the extent of participation or kinds of activities. Miller, Moyer, and Patrick pointed out that the principal is the person responsible for planning the co-curricular program although some of this responsibility in larger schools should be delegated and that the principal should let others help in deciding what is needed.²

Gruber and Beatty also supported this idea when they listed the responsibilities of the principal and the staff. They said:

He and his associates will (1) state the general philosophy and aims of the program; (2) provide adequate space, time, and facilities; (3) select, train, and supervise sponsors; (4) promote student participation; (5) seek financial support for and community acceptance of the activity program.³

The organisation and carrying out of an extracurricular program are just two of the steps leading to the completion of the total activity program. Evaluation is just as important but an often forgotten step.

¹Ibid. ²Miller, Moyer, and Patrick, op. cit., p. 52.
³Gruber and Beatty, op. cit., p. 41.
Miller, Moyer, and Patrick say, "Evaluation consists, basically, of gathering facts or information, generalizing, and drawing conclusions in terms of the school's objectives." In terms of improving any activity program it is necessary to determine if these objectives are being met and if so how well they are being met.

**Selected criteria.** From the foregoing literature important maxims were drawn which formed the basis for appraising the Redfield High School co-curricular program. From these guides the following criteria were developed and used in evaluating the activity program:

1. Students and teachers should cooperatively plan the activity program.

2. The activity program should be broad enough to meet the immediate needs and challenge the interests and abilities of all students.

3. Every student should have an opportunity to participate in the activity program.

4. The activity program should be an integral part of the total school curriculum.

5. Participation in the activity program should be optional to every student.

6. The philosophy of the staff must be unified with respect to the activity program and its place in the curriculum.

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1Miller, Moyer, and Patrick, *op. cit.*, p. 593.
7. Conflicts and other obstacles arising from administrative policies should be kept to a minimum.

8. The activity program should aid in attaining educational goals.

9. The activity program should be controlled so that well-supported activities do not unduly weaken lesser-supported activities.

10. Provision for changing or modifying the activity program should be incorporated into the curriculum planning.

11. The activity program should be kept under continuous evaluation and changes made when deemed necessary in order to meet accepted educational goals.

III. SUMMARY

The function of the co-curricular program closely parallels that of the classroom insofar as the general objectives in each case are nearly identical. In part, the function of the co-curriculum is to bring action into the learning situation, to create interest and enthusiasm, to provide socialising experiences, and to promote good citizenship.

The criteria for evaluating student activity programs emerge from the concept that the co-curriculum is an integral part of the school curriculum and has the same educational objectives as do the academic subject areas. Periodic evaluation of the activity program is essential to insure adherence to the accepted goals of education.
CHAPTER III

APPRaisal AND PROPOSED PLAN

The 1957-58 student activity program of the Redfield High School was appraised by examining the activity records, the high school yearbook, and surveying the high school faculty with a questionnaire to obtain their opinions about the activity program. Personal observation was also used when necessary to complete the appraisal.

I. EXAMINATION OF THE CO-CURRICULUM

Survey of school personnel. The enrollment of the Redfield Community High School for the 1957-58 school term was 106 students.\(^1\) A faculty of ten legally qualified teachers was employed to supervise and teach in the high school. One of these teachers was employed on a half-time basis and was not given any supervisory or sponsoring duties. The Redfield Community High School is a four-year high school requiring sixteen units for graduation. One of these units may be earned by participation in the extracurricular activities of journalism, vocal music, or band, at the rate of one-eighth unit per semester. Faculty members were assigned by the principal or superintendent to sponsor one or more activities during the year. Faculty members were seldom consulted regarding assignments to sponsor activities.

\(^{1}\)Redfield Community High School, "Room Register, 1957-58," Official Record, Redfield Community School (Redfield, Iowa).
The program of activities. The activity program in the Redfield High School for 1957-58 consisted of the activities listed in Table I. The small ensembles in vocal and instrumental music were not tabulated.

### TABLE I

**NUMBER OF STUDENTS PARTICIPATING IN ACTIVITIES OF THE REDFIELD HIGH SCHOOL, 1957-58**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Participants</th>
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<tbody>
<tr>
<td><strong>Athletics</strong></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>25</td>
</tr>
<tr>
<td>Boys’ Basketball</td>
<td>14</td>
</tr>
<tr>
<td>Girls’ Basketball</td>
<td>16</td>
</tr>
<tr>
<td>Baseball</td>
<td>15</td>
</tr>
<tr>
<td>Track and Field</td>
<td>18</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td></td>
</tr>
<tr>
<td>Marching Band</td>
<td>28</td>
</tr>
<tr>
<td>Concert Band</td>
<td>26</td>
</tr>
<tr>
<td>Mixed Chorus</td>
<td>21</td>
</tr>
<tr>
<td>Girls’ Glee Club</td>
<td>25</td>
</tr>
<tr>
<td><strong>Departmental Clubs</strong></td>
<td></td>
</tr>
<tr>
<td>Future Farmers of America</td>
<td>18</td>
</tr>
<tr>
<td>Future Homemakers of America</td>
<td>21</td>
</tr>
<tr>
<td>Annual Staff (Senior Class)</td>
<td>28</td>
</tr>
<tr>
<td>Journalism (Quill and Scroll)</td>
<td>10</td>
</tr>
<tr>
<td>Library Staff</td>
<td>10</td>
</tr>
<tr>
<td>Future Business Leaders of America</td>
<td></td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td></td>
</tr>
<tr>
<td>Junior Class Play (Junior Class)</td>
<td>15</td>
</tr>
<tr>
<td>Senior Class Play (Senior Class)</td>
<td>22</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
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<tr>
<td>Cheerleaders (Pep Club)</td>
<td>7</td>
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<tr>
<td>Student Council</td>
<td>19</td>
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The 26-member football squad played eight scheduled games and the two basketball teams participated in fifteen games each. Fourteen boys and 16 girls were on the two teams. The 15-member baseball team played five scheduled games and the 18-member track team participated in seven meets: four dual meets, one triangular meet, one conference meet, and one county meet.

Twenty-eight high school students participated in the marching band which performed at four football games and participated in the State Marching Band Contest. Twenty-six high school students participated in the concert band which put on one local concert, participated in the County Music Festival, and entered the State Music Contest. The 21-member mixed chorus and the 25-member girls' glee club participated in one local concert and in the State Music Contest.

The departmental clubs were moderately active, but only one, the 10-member journalism staff, was given scheduled time during activity periods. The dramatics consisted of the presentation of a junior class play in November and a senior class play in March and involved the entire class in each play. Play practice was scheduled on school time, excusing the cast from regular classes, and after school hours.

There were 7 cheerleaders and it was their responsibility to plan and organize the pep club for the various athletic contests. A school bus provided transportation to all athletic games played away from the local community for those students desiring to attend.

The 19-member student council actively discharged the duties
allocated to them by the principal, such as distributing concession
privileges among the classes and holding traffic court for students
violating the school traffic code. The council also sent delegates to
the state and district student council convention.

Five assemblies were scheduled during the 1957-58 school term
and all were well attended. Three were put on by professional performers
and two were student-produced. Each class scheduled its own class
meetings when the need arose and carried on its various activities
outside of school time.

**Student participation.** The school records of pupil participa-
tion in activities were not complete. Participation records existed
for the sports—football, basketball, baseball, and track. Records
were also available for journalism, vocal music, and band because grades
and partial credit were given in these activities. The names of stu-
dents participating in other activities were not officially filed and
the best source of information regarding the number of students partici-
pating in these activities was the high school annual, the "Bulldog."

In this publication, the membership of each individual club or group
was listed along with the club or group picture.

When determining the amount of student participation in the
activity program the following problem arises: Should students partici-
pating in one seasonal activity, such as football, and nothing else,
be considered as being actively participating in the activity program?
For the purpose of this project, all such students were considered to be actively participating.

Sometimes students reported for an activity, participated in it for one or two weeks, and then dropped out due to lack of interest or other reasons. These students showed desire to participate in the activity program but found it difficult to find activities in the program which would yield them real satisfaction. Athletics held a prestige position in the Redfield activity program; therefore, there was little desire on the part of some students to participate in the less popular activities.

The writers of a United States Office of Education bulletin suggested that 80 per cent of the student body should be participating in the activity program of the school, that 85 per cent was extremely good, and that below 70 per cent was poor.¹ If this criteria had been applied to the Redfield Community High School, the evidence in Table IV would indicate that participation in the activity program was satisfactory.

**Physical facilities.** The physical facilities for the activity program included a lighted football field and track, a newly constructed gymnasium and stage with adjacent band room, a vocal music room, and a baseball diamond. The band room was small, which necessitated having

the band practice on the adjoining stage. This often resulted in con-

flicts with physical education classes and play practices, since the

stage and gymnasium were combined.

No risers were available for choral groups, with the exception

of hastily constructed temporary risers for public appearances.

Intramural program. The high school intramural program was

almost nonexistent. The noontime program that did exist was developed

as a remedial step to provide something for students to do after their

noon lunch. This program consisted of unorganized activities in the

gymnasium, and occasional volleyball games.

Scheduling. Two forty-five-minute activity periods were pro-

vided in the daily schedule. These two periods were primarily used

for music and athletics. The departmental clubs which existed met once

a month or less because there was no time allowed for them in the

activity periods. The clubs functioned on out-of-school time. The

irregularity of meetings was detrimental to the club program due to the

problem of finding time which was free from conflict with students'

other interests and activities. The one exception was journalism,

which did have allotted time during an activity period.

Rehearsal time for both the junior and the senior class plays

was scheduled during the regular class periods and in the evenings.

Taking students from regular classes for play practice made it difficult

for these students to keep up with their class work.
Student Council meetings and assemblies were also scheduled during regular class periods. Student Council meetings were short (not more than thirty minutes), however, and the absence of student council members from regular classes was not considered objectionable by the faculty or students. Since the assemblies involved the entire student body, classes were dismissed during assembly periods. For assemblies all class periods during the half day the assembly program was presented were shortened, providing time for the program without canceling any one class period.

Survey of the faculty. A faculty survey (see Appendix A) was made to determine weaknesses in the activity program. This survey was developed by the writer in light of the criteria for appraising activity programs, distributed to the eleven members of the faculty, and the replies were tabulated. The results appear in Table II. The faculty members responded to the survey questions in the following manner:

\textit{In your opinion is the present activity program sufficiently broad and varied enough to offer opportunities for all students to participate?} Since 55 per cent of the faculty checked \textit{yes} to this question, the staff felt that herein lay some of the weaknesses of the activity program. A rather large percentage of the staff, 45 per cent, did not feel the activity program was sufficiently broad in scope, which indicated that there was definitely a feeling improvement could be made in this area.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In your opinion is the present activity program sufficiently broad and varied enough to offer opportunities for all students to participate?</td>
<td>6 5 65 45</td>
<td></td>
</tr>
<tr>
<td>In your opinion is there cooperative planning of the activity program between students and teachers?</td>
<td>3 8 27 73</td>
<td></td>
</tr>
<tr>
<td>Does the present activity program challenge the interests and abilities of all the students?</td>
<td>0 11 0 100</td>
<td></td>
</tr>
<tr>
<td>Does the program provide balance between activities so that some are not perpetuated at the expense of others?</td>
<td>4 7 36 64</td>
<td></td>
</tr>
<tr>
<td>In your opinion should students be limited in the number of activities they can participate in?</td>
<td>9 2 82 18</td>
<td></td>
</tr>
<tr>
<td>In your opinion does the school district make a reasonable effort to provide adequate facilities to encourage the activities program?</td>
<td>7 4 64 36</td>
<td></td>
</tr>
<tr>
<td>In your opinion is the activity program based on individual needs of the students?</td>
<td>4 6 36 55</td>
<td></td>
</tr>
<tr>
<td>In your opinion is the activity program based on the interests and enthusiasm of the students?</td>
<td>7 4 64 36</td>
<td></td>
</tr>
<tr>
<td>Do you think the addition of other activities to the present program would encourage more participation by students?</td>
<td>8 3 73 27</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Is enough opportunity provided for students to propose the organization of new activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are modifications made as needed in the activity program to make sure it is serving the accepted goals of the total educational program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel that the present program is adequate enough to serve the major needs of the student body?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In your opinion is there cooperative planning of the activity program between students and teachers? To this question 75 per cent of the staff checked "no" for their answers. The faculty felt there was definite need for more cooperative planning with the students and this was selected as one of the areas of improvement for the year.

Does the present activity program challenge the interests and abilities of all the students? The faculty response to this question was 100 per cent "no." There was unanimous agreement among the staff that something should be done to attract more student interest in the activity program. The staff felt this could be done partially by adding additional activities to the present program.

Does the program provide balance between activities so that some are not perpetuated at the expense of others? To this question 64 per cent of the teachers checked "no." The faculty felt that public pressure and the physical nature of athletic activities did cause other activities,
such as vocal music and drama, to be de-emphasized by students. The
staff also felt that the enthusiasm of the sponsoring teacher had more
to do with the participation in an activity than did the nature of the
activity itself.

In your opinion should students be limited in the number of
activities they can participate in? A rather large number of the staff,
82 per cent, answered "yes" to this question. The consensus of the
staff was that a number of students were participating in too many
activities. Some students who were desiring to participate in the
activity dropped out because of the competition with other students.

In your opinion does the school district make a reasonable effort
to provide adequate facilities to encourage the activities program?
To this question 64 per cent of the teachers responded with a "yes"
answer. The staff felt that the present facilities were being utilized
to the best of the staff's abilities; however, there were things such
as risers for choral groups, stage equipment, and acoustical treatment
of walls which would improve the physical facilities.

In your opinion is the activity program based on individual
needs of the students? In responding to this question, 55 per cent
of the faculty checked "no." The consensus of the staff was that
it would be difficult to determine individual needs to the point of
helping every student to the complete maximum.

In your opinion is the activity program based on the interests
and enthusiasms of the students? Since 64 per cent of the staff
answered "yes" to this question, there was a feeling that the present activity program need not be radically changed to be in line with student interests and enthusiasms.

Do you think the addition of other activities to the present program would encourage more participation by students? The faculty responded with 73 per cent answering "yes" to the question. The consensus was that perhaps more club activities should be added to the program if it was to be improved and meet the objectives listed in Chapter II.

Is enough opportunity provided for students to propose the organization of new activities? To this question 55 per cent of the faculty answered "yes." The staff felt that there was opportunity for the students to propose new activities but that seldom were the new activities added to the program.

Are modifications made as needed in the activity program to make sure it is serving the accepted goals of the total educational program? In response to this question 73 per cent of the staff checked "no." The faculty had the feeling that little attention was paid to accepted goals of education with respect to most activities.

Do you feel that the present program is adequate enough to serve the major needs of the student body? To this question 64 per cent of the teachers answered "no." The feeling of the staff was that too many students were not being extended or challenged by the present program and that certainly there was opportunity for improvement in this area.
II. APPRAISAL OF THE CO-CURRICULUM

The Redfield High School activity program, when compared to the selected criteria in Chapter II, was not satisfactorily meeting all of the specifications of a good activity program. The opinions expressed by the faculty indicated that the program was insufficient in the following ways:

1. There was little or no cooperative planning of the activity program between students and teachers.

2. A broader program was needed to interest and challenge all the students.

3. The philosophy of the staff lacked unification.

4. The program was not always directed toward the attainment of educational goals.

5. Continuous evaluation of the program was not being made.

III. THE PROPOSED PLAN FOR IMPROVING THE 1958-59 ACTIVITY PROGRAM

In order to rectify as many of the weaknesses in the activity program as possible, the following plan was developed to be activated during the 1958-59 school year:

1. During the pre-school workshop an attempt would be made to unify the faculty's philosophy on the activity program and its place in the school. This attempt would be made by the administration at both the general faculty meetings and the group meetings.
2. A high school faculty meeting would be called the second week of school. The purpose of this meeting would be to discuss the activity program and its relationship to student's behavior and problems. Solutions to activity problems would be sought through revision of the activity program.

3. A survey of the student body would be taken to determine possible student interest in new activities which could be offered in the activity program. The results of this survey would be used to revise the activity schedule.

4. Faculty members would be contacted and asked to sponsor one or more of the new activities desired by the students. The sponsors' own interests and enthusiasms would be taken into account when assigning these activities.

5. Time would be arranged in the activity schedule for these new activities to function.

6. The value of participating in activities and the need for teacher-pupil planning would be stressed in the group guidance program. In this way students would be encouraged to participate in the activity program.

7. An evaluation would be made at the close of the school year to determine how successful this plan was in improving the activity program. This evaluation would be made by surveying the student body and their parents.
IV. SUMMARY

The activity program of the Redfield High School consisted of four sports, vocal and instrumental music, departmental clubs, dramatics, pep club, student council, assemblies, and class activities. These activities were primarily carried on during two scheduled activity periods and after school hours. The necessary physical facilities were available to carry on the activity program. Student participation in the activity program had been good, although it was difficult in some cases to find records which indicated the participating students by name. The high school yearbook was used to supplement the activity records. The faculty evaluation of the activity program indicated that it was weak in five areas. These five areas were used as guides in developing a plan for improving the activity program.

The fact that every teacher should feel responsible for some phase of the activity program was emphasized. There was awareness by teachers that the sponsorship of activities was an extra burden not specifically stated in their contracts as a result of the plan. Faculty members saw the activity program as a way of involving all students in the school. Students also expressed a desire to be involved in the activity program while they were in school.
CHAPTER IV

ACTIVATION OF THE PROPOSED PLAN

This chapter will present in detail the mechanics of the plan which was used to improve the co-curricular program in the Redfield High School. This plan was formulated by the administration and in essence describes the steps which were taken by the administration to improve the activity program.

I. THE PRE-SCHOOL WORKSHOP

Two days prior to the opening of school in the fall of 1958, a general teacher workshop was held. At this workshop the importance of the co-curricular program and its function in the school was stressed. The fact that every teacher should feel responsible for some phase of the activity program was emphasized. There was concern by teachers that the sponsorship of activities was an extra burden not specifically stated in their contracts as a teaching duty. The teachers felt that faculty members should know what extra duties would be expected of them at the time contracts were presented. The faculty also felt that sponsorship duties should be compensated for in the same manner as coaching duties were for the coaches on the staff.

II. FACULTY MEETING

The second week of school, a high school faculty meeting was called
to enumerate some of the student problems which prevailed the preceding year. Two of the problems mentioned were (1) that large numbers of students in activity period study halls were difficult to control, and (2) that noticeable lack of interest in activities by some students was evident.

The staff showed a willingness to cooperate in an attempt to solve these two problem situations.

III. DETERMINING STUDENT INTERESTS

The faculty survey had indicated that new or different activities needed to be added to the present program if student interests were to be aroused and challenged. This made it necessary to determine what activities would interest the student body and provide the challenge needed to encourage more participation. To do this, a list of twenty-five new activities was developed and presented to the student body (see Appendix B). The students were asked to make a first and second choice of the new activities they would like to have offered to them.

The results of this student interest survey were tabulated in Table III. Both first and second choices were combined and tabulated in the table. The results of the survey show that considerable interest was indicated in six activities: (1) beginning typing, (2) hunting and fishing, (3) rifle club, (4) gymnastics, (5) archery, and (6) auto mechanics.

This information was distributed to the faculty members for their consideration and another faculty meeting was called to decide which
activities could be added which would be within the capabilities and interests of the faculty members.

### TABLE III

A TABULATION OF STUDENT ACTIVITY INTERESTS IN ACTIVITIES WHICH WERE NOT BEING OFFERED AT REDFIELD

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td>4</td>
</tr>
<tr>
<td>Management of Athletics</td>
<td>4</td>
</tr>
<tr>
<td>Dating Problems</td>
<td>2</td>
</tr>
<tr>
<td>Evolution of Baseball</td>
<td>3</td>
</tr>
<tr>
<td>Beginning Typing</td>
<td>16</td>
</tr>
<tr>
<td>Travel and Culture</td>
<td>4</td>
</tr>
<tr>
<td>Outdoor Cooking</td>
<td>4</td>
</tr>
<tr>
<td>Camping</td>
<td>3</td>
</tr>
<tr>
<td>Hunting and Fishing</td>
<td>18</td>
</tr>
<tr>
<td>Rifle Club</td>
<td>15</td>
</tr>
<tr>
<td>Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>Geology</td>
<td>2</td>
</tr>
<tr>
<td>Photography and Projection</td>
<td>6</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>14</td>
</tr>
<tr>
<td>Volleyball</td>
<td>3</td>
</tr>
<tr>
<td>Rocket</td>
<td>5</td>
</tr>
<tr>
<td>Archery</td>
<td>14</td>
</tr>
<tr>
<td>Homemaking Club</td>
<td>5</td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>21</td>
</tr>
<tr>
<td>Leather Crafts</td>
<td>9</td>
</tr>
<tr>
<td>Pet Training</td>
<td>1</td>
</tr>
<tr>
<td>Stamp Collecting</td>
<td>1</td>
</tr>
<tr>
<td>Science Club</td>
<td>1</td>
</tr>
<tr>
<td>Dancing</td>
<td>1</td>
</tr>
<tr>
<td>Chess Club</td>
<td>1</td>
</tr>
</tbody>
</table>

Several of the faculty members felt that they were already well burdened with extracurricular activities and were reluctant to volunteer for any additional work. Other staff members, however, were quite
willing to cooperate in a united effort to improve the participation of students in the activity program.

IV. SPONSORSHIP

Since the interest, ability, and enthusiasm of the sponsoring faculty member is vitally important to the success of any new activity being initiated, the principal decided to move slowly with the formation of new activities. Each staff member was asked if he or she would be interested in sponsoring one of the selected activities. When an interest and desire to sponsor one of the activities was shown by a staff member, time was allotted, if possible in the activity period schedule, to allow for the formation of the new activity. Students were notified of the time and no limitation was placed on the number of participants. Within this organisational framework the following new activities developed: (1) beginning typing, (2) rifle club, (3) archery, (4) intramural basketball tournament, and (5) three additional assembly programs were scheduled.

V. SCHEDULING

The problem of finding time during the activity periods for new activities required no shifting of other activities, primarily because the new activities were not using the same students or sponsors already supervising activities in the activity program. In cases where a conflict resulted for a sponsoring teacher the new activity was scheduled
after school hours, as in the case of the rifle club. Since one faculty member sponsored both the beginning typing and archery clubs, these two activities were scheduled on alternate days during the activity period. Only students not in a conflicting music activity were allowed to take beginning typing. The intramural basketball tournament was scheduled during the noon lunch period which was free from any conflict with other activities. The band sometimes utilized part of the noon period for rehearsal, which resulted in a longer rehearsal time. During the tournament, however, the band did not use the extra time during the noon period. The students participating in the noontime intramural program were excused for lunch ahead of the other students to provide time for them to eat and participate in the game scheduled that day.

The additional assembly programs were scheduled during the first period of the day and did not conflict with any other activities. The morning class periods were shortened to allow time for the assembly programs.

VI. GUIDANCE

To promote the newly formed activities, time was spent in group guidance sessions with students, emphasizing the importance of participating in student activities. Faculty members stressed the necessity for sharing responsibility for the activity program. The importance of teacher-pupil planning was emphasized and encouraged by the faculty members also.
VII. SUMMARY

The mechanics of actually improving the co-curricular program consisted of a planned series of steps to be followed by the administration. These steps were: (1) to develop during the pre-school workshop a unified philosophy toward extracurricular activities, (2) to call a special faculty meeting to discuss problems of the preceding year, (3) to survey the student body to determine their interests in new activities, (4) to provide for the sponsorship of the newly desired activities, (5) to provide time in the schedule for the new activities, and (6) to emphasize the importance of activities in group guidance sessions.

The high school enrollment for the 1946-47 school year was 107. Each student was asked to answer the questions on the questionnaire (see Appendix C) during a specially called high school assembly. Of the 107 possible responses, 107, or 100 per cent, were actually returned. The results of the student questionnaires appear in Table IV. The students responded to the questionnaires in the following manner:

Of the students who replied, 100 per cent or more endorsed the idea of adding activities to that of which they participated in the previous school year. Thus, at least some students felt that their present school year was more enjoyable.

In terms of the number of activities they were enrolled in, the percentages are divided by the total number of questionnaires returned. The grades made up of...
CHAPTER V

EVALUATION OF THE 1958-59 ACTIVITY PROGRAM

To appraise the 1958-59 co-curricular program, a student questionnaire (see Appendix C) was used. In addition, and to supplement the student questionnaire, a parent survey (see Appendix D) was used. The parent survey was taken during the second parent-teacher conference, which was held March 23, 1959. Each parent was asked to answer the questions on the survey during the conference period.

I. THE STUDENT QUESTIONNAIRE

The high school enrollment for the 1958-59 school year was 107. Each student was asked to answer the questions on the questionnaire (see Appendix C) during a specially called high school assembly. Of the 107 possible responses, 102, or 97 per cent, were actually returned. The results of the student questionnaire appear in Table IV. The students responded to the questionnaire in the following manner:

Did you participate in any activities this year? How many?

(estimate) Of the 102 questionnaires returned, 85 per cent of the students indicated that they did participate in some activity during the 1958-59 school year. This 85 per cent includes students who were engaged in one or more activities during the year. Students estimated the number of activities they were enrolled in and this figure was divided by the total number of questionnaires returned. The average number of
**TABLE IV**

**THE RESULTS OF A STUDENT QUESTIONNAIRE RETURNED BY 102 REDFIELD HIGH SCHOOL STUDENTS ABOUT THE 1968-69 CO-CURRICULAR PROGRAM**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you participate in any activities this year? How many? (estimate)</td>
<td>87</td>
<td>85</td>
</tr>
<tr>
<td>Did you participate in any activities last year? (only sophomores, juniors, and seniors answer) How many? (estimate)</td>
<td>60</td>
<td>88</td>
</tr>
<tr>
<td>Do you think other activities should be added to the ones presently being offered in Redfield?</td>
<td>70</td>
<td>69</td>
</tr>
<tr>
<td>Would you favor lengthening the school day 30 minutes in order to have another activity period?</td>
<td>15</td>
<td>87</td>
</tr>
<tr>
<td>Is the present activity program broad enough to interest everyone in some way?</td>
<td>64</td>
<td>63</td>
</tr>
<tr>
<td>Would you favor eliminating any of the activities in the present activity program?</td>
<td>21</td>
<td>77</td>
</tr>
<tr>
<td>Do you think students are given enough opportunity to help plan and organize the activity program for the school?</td>
<td>36</td>
<td>63</td>
</tr>
<tr>
<td>Do you feel students are given enough opportunity to propose the organization of new activities?</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>Should there be more balance between activities so that popular activities do not eliminate others?</td>
<td>84</td>
<td>18</td>
</tr>
<tr>
<td>Do you think activities are over-emphasized in Redfield?</td>
<td>12</td>
<td>90</td>
</tr>
</tbody>
</table>
Do you feel that sponsoring teachers are well enough qualified generally to sponsor the activities? 75 26 72 25

Do you think the addition of beginning typing, archery, rifle club, more assembly programs, and noon basketball has improved the activity program over last year?

<table>
<thead>
<tr>
<th>Improvement Level</th>
<th>1958</th>
<th>1959</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greatly improved</td>
<td>42</td>
<td>41</td>
</tr>
<tr>
<td>Improved</td>
<td>46</td>
<td>45</td>
</tr>
<tr>
<td>Slightly improved</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Little improvement</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>No improvement</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

activities enrolled in for the high school was 3.2 during the 1958-59 school year.

Did you participate in any activities last year? How many?

(estimate) Only sophomores, juniors, and seniors were asked to respond to this question. There were 88 per cent that indicated they participated in activities last year. This figure cannot be compared directly to the figure represented in the previous question because it is based on a selected group of students. It does seem to indicate, however, that by the standards mentioned in Chapter III the response to the activity program was excellent both years. Students estimated the number of activities in which they were enrolled one year previously and this figure was again divided by the total number of questionnaires returned. The average number of activities enrolled in for the 1957-58 school year was 3.1.
Do you think other activities should be added to the ones presently being offered in Redfield? To this question 69 per cent of the responding students answered "yes." Sixty-nine per cent seemed to indicate that the needs or interests of the students still were not being met completely even with the expanded program. Sixty-nine per cent might further indicate that the present program needed to be changed in other ways in order to meet student needs.

Would you favor lengthening the school day 30 minutes in order to have another activity period? To this question 85 per cent of the students responding checked "no." This seemed to clarify the situation in that, even though students wanted more activities, they did not want them on school time if it was going to make the school day longer. Any further change would have to be made within the present time limits of the school day and by better utilization of activity periods.

Is the present activity program broad enough to interest everyone in some way? To this question 63 per cent of the students responding said "yes." Although the present program was serving a majority of the students' needs, there was 32 per cent of the student body that did not feel the program was broad enough to interest everyone. However, since the majority of students did think the program was broad enough, major overhauling of the activity program did not seem to be justified.

Do you think the addition of beginning typing, archery, rifle
club, more assembly programs, and noon basketball has improved the activity program any over last year? To this question 86 per cent of the students responding indicated that the program was improved by the addition of these activities. The interest and enthusiasm shown for these activities during the school term left little doubt that these activities did help to stimulate interests in students who had heretofore shown little or no initiative toward activities. The desire and willingness of the students to support these newly added activities, along with other activity interests, was evidence enough to continue sponsoring them in the activity program.

Would you favor eliminating any of the activities in the present activity program? To this question 76 per cent of the students responding said "no." Apparently there was enough need for all activities that the majority favored the inclusion of all the present activities in the program. The student body evidently felt no desire to drop or eliminate any of the sponsored activities in the program even though at times there was considerable conflict between activities during activity periods. These conflicts did have a detrimental effect in some cases on the size of group which was able to participate in some activities.

Do you think students are given enough opportunity to help plan and organize the activity program for the school? To this question 62 per cent of the students responding indicated a "no" answer. Even though an effort had been made to include the students in more of the
planning and organizing of the activity program, 62 per cent of them still thought they were not being allowed to engage enough in the planning. This particular aspect of the activity program will take longer to accomplish than one year, since students must be taught to accept responsibility if they are to have an active part in the planning. By the same token, students do not learn to accept responsibility unless they experience it occasionally.

Do you feel students are given enough opportunity to propose the organization of new activities? To this question 55 per cent of the students responding answered "no." Although this was a majority, the staff did not feel that this particular facet of administration of the activity program was being seriously curtailed. Some students apparently did feel they have the right to propose new ideas and activities and have done so. Usually it is the job of the student council to screen new suggestions and decide upon the course of action to take. Although the student council does not have final authority in adding new activities, the recommendations they make are seriously considered and discussed by the faculty.

Should there be more balance between activities so that popular activities do not eliminate others? To this question 82 per cent of the students responding answered "yes." Since there was a felt need indicated for all activities in a previous question, the students evidently felt that some activities should be protected by prudent scheduling or other means in order to maintain an equilibrium with the more
popular activities. Eliminating conflicts in the activity schedule seems to be a problem for smaller high schools due to the overlapping of student participation. Whether an activity is held after school hours or during a scheduled activity period has much to do with the participation in that activity.

*Do you think activities are over-emphasized in Redfield? To this question 88 per cent of the students responding answered "no."

This response again supports the contention that the activity program has a vital role to play in the lives of young people in school. Many of their needs can be met best by encouraging an active co-curricular program as an outgrowth of the academic curriculum. Students will naturally favor the things which seem to satisfy their desires and are therefore anxious to emphasize the activities program of the school.

*Do you feel that sponsoring teachers are well enough qualified generally to sponsor the various activities? To this question 72 per cent of the students responding answered "yes." Although the sponsor's personality has much to do with how objectively this question might be answered, there seems to be at least general agreement among the students that their sponsoring teachers are well qualified in the extra-curricular areas. Whether teachers have been slow to recognize the importance of the co-curricular program or whether they have not been trained to lead these various activities does not excuse them from their responsibility to teach the child in the best ways possible.*
II. THE PARENT SURVEY

Parents of high school students were asked to answer questions about the activity program during the second parent-teacher conference. These conferences are held twice during the school year, the first in the fall after the first nine weeks reporting period, and the second in the spring after the third nine weeks reporting period. Seventy parents responded to the survey (see Appendix D) and the results appear in Table V. Some parents were reluctant to respond to the questions, due to the fact that they were unfamiliar with much of the activity program. The responses to the survey were as follows:

Do you think that activities (music, drama, athletics, clubs, band, etc.) are over-emphasized at Redfield? To this question 12 parents answered "yes," while 52 responded with a "no." The student body responded in a similar manner to the same question. There seems to be agreement that activities are not over-emphasized and should be encouraged even more in the future.

Would you favor the elimination of any of the present activities in the program? To this question 3 of the responses were "yes," while 60 were "no." This indicated parents favored all of the present activities in the program. The students also supported this contention in their response to the same question.

Would you favor the addition of any activities to the ones presently being offered? To this question 15 responses were checked "yes"
and 45 were checked "no." The conclusion derived from a comparison of this question with the preceding one would be that the present activity program was about what parents favored.

TABLE V

RESPONSE BY 70 PARENTS TO QUESTIONNAIRE ON CO-CURRICULAR ACTIVITIES IN THE REDFIELD HIGH SCHOOL, 1958-1959

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think that activities (music, drama, athletics, clubs, band, etc.) are over-emphasized at Redfield?</td>
<td>12</td>
<td>52</td>
<td>6</td>
</tr>
<tr>
<td>Would you favor the elimination of any of the present activities in the program?</td>
<td>3</td>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>Would you favor the addition of any activities to the ones presently being offered?</td>
<td>15</td>
<td>45</td>
<td>10</td>
</tr>
<tr>
<td>Would you favor lengthening the school day in order to have more activities on school time?</td>
<td>10</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>Should there be balance between activities so that popular activities do not eliminate less popular activities?</td>
<td>50</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Should the school furnish transportation home for those students participating in after-school activities such as football, basketball, and other scheduled practices?</td>
<td>34</td>
<td>28</td>
<td>8</td>
</tr>
</tbody>
</table>

Would you favor lengthening the school day in order to have more activities on school time? The response to this question was 10 yes and 55 no answers. The parents' response again agrees with that of the student body on the same question. Lengthening the school day for
activities alone was not supported to any degree by either group.

Should there be balance between activities so that popular activities do not eliminate less popular activities? The parents responded to this question with 50 yes responses and 8 no responses. The feeling expressed would indicate that each activity should be given equal opportunity to function in the program without undue conflict with other activities.

Should the school furnish transportation home for those students participating in after-school activities such as football, basketball, and other scheduled practices? The response to this question was 34 "yes" and 28 "no." There seemed to be no general agreement on this point. One of the comments made was that perhaps more students living in the country could take advantage of the after-school activities if transportation were provided.

III. SUMMARY

In appraising the activity program, both a student questionnaire and parent survey were used. The questions in both were designed to indicate the degree of satisfaction students and parents had with the activity program. In most instances there was general agreement between parent and student. Students indicated that the addition of the new activities was an improvement over the preceding year. The students also indicated that still other changes such as more activities, more pupil planning in the activity program, and more balance between activities would improve the program.
CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this project was to improve the co-curricular program in the Redfield Community High School. The administration felt the 1957-58 activity program was not meeting the needs and interests of the student body as it should.

I. SUMMARY

The procedure followed in this project was: (1) to clarify the function of co-curricular activity programs, (2) to select criteria on which to evaluate an activity program, (3) to appraise the Redfield High School activity program, (4) to develop a plan which would improve the activity program, (5) to activate this plan during the 1958-59 school year, and (6) to evaluate the success of the 1958-59 activity program.

This project was carried out during the 1958-59 school year in the Redfield High School.

II. CONCLUSIONS

The conclusions reached as a result of this project were: (1) that the activity program in the Redfield High School was being well accepted by the students, (2) that the more variation there was in the activity program, the better the students liked the program, (3) that students
desire to help or share in the planning of the activity program,
(4) that students want the activities in the program balanced so that
some activities do not have a detrimental effect on other activities,
(5) that activities were not being over-emphasized in Redfield, (6) that
the emphasis on, and additions to, the 1958-59 activity program improved
the program, and (7) that faculty sponsors were generally well qualified
to sponsor activities.

III. RECOMMENDATIONS

As a result of this project the following recommendations are
hereby submitted:

1. The faculty members should, early in the school year, develop
a unified philosophy toward the activity program. This unification
should be the responsibility of the administrator in charge.

2. Activities need to be carefully planned and executed with
a minimum of conflict if the program is to operate smoothly. This
planning and executing can be best accomplished by teacher-teacher
planning and teacher-pupil planning.

3. Students should be given a chance to help plan the activity
program in which they will participate. This will serve a two-fold
purpose. First, a student will assume more responsibility for the
success of the program if he has a part in the planning; and, second,
the students' ideas will keep the program growing and improving.
4. Any improvement which is to be made in an activity program must be based on sound educational objectives.

5. Let students be the guiding influence when changes are being anticipated in the activity program. The necessary staff leadership should be provided to help students in promoting their own ideas and accomplishing their goals.
BIBLIOGRAPHY

2. GOVERNMENT PUBLICATIONS


A. BOOKS


B. GOVERNMENT PUBLICATIONS


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C. UNPUBLISHED MATERIAL


APPENDIX A

1. In your opinion, do you feel that the school district makes adequate efforts to provide adequate instruction to encourage the students to participate? ____________

2. In your opinion, is the activity program based on the interests and preferences of the students? ____________

3. Do you think the addition of other activities to the current program would be beneficial? ____________
FACULTY SURVEY

To help to evaluate the activity program in the Redfield High School would you answer the following questions in reference to it.

1. In your opinion is the present activity program sufficiently broad and varied enough to offer opportunities for all students to participate? _____yes _____no

2. In your opinion is there cooperative planning of the activity program between students and teachers? _____yes _____no

3. Does the present activity program challenge the interests and abilities of all the students? _____yes _____no

4. Does the program provide balance between activities so that some are not perpetuated at the expense of others? _____yes _____no

5. In your opinion should students be limited in the number of activities they can participate in? _____yes _____no

6. In your opinion does the school district make a reasonable effort to provide adequate facilities to encourage the activities program? _____yes _____no

7. In your opinion is the activity program based on individual needs of the students? _____yes _____no

8. In your opinion is the activity program based on the interests and enthusiasms of the students? _____yes _____no

9. Do you think the addition of other activities to the present program would encourage more participation by students? _____yes _____no

10. Is enough opportunity provided for students to propose the organization of new activities? _____yes _____no

11. Are modifications made as needed in the activity program to make sure it is serving the accepted goals of the total educational program? _____yes _____no

12. Do you feel that the present program is adequate enough to serve the major needs of the student body? _____yes _____no
<table>
<thead>
<tr>
<th>Club</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
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<td>Knitting</td>
</tr>
<tr>
<td>Chess</td>
<td>Basketball</td>
<td>Swimming</td>
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<td>Drama</td>
<td>Card Games</td>
<td>Dancing</td>
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<td>Home Economics</td>
<td>Auto Mechanics</td>
<td>Leather Crafts</td>
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</tr>
<tr>
<td>Club</td>
<td>Home Economics</td>
<td>Pet Training</td>
</tr>
</tbody>
</table>
STUDENT SURVEY

GRADE

NAME

Mark the two activities which interest you most. Label them as your first choice and your second choice.

- Radio
- Management of Athletics
- Dating Problems
- Evolution of Baseball
- Beginning Typing
- Travel and Culture
- Outdoor Cooking
- Camping
- Hunting and Fishing
- Rifle Club
- Astronomy
- Geology
- Photography and Projection
- Gymnastics
- Volleyball
- Rockets
- Archery
- Homemaking Club
- Auto Mechanics
- Leather Crafts
- Pet Training
- Stamp Collecting
- Science Club
- Dancing
- Chess Club
APPENDIX C

6. Would you favor eliminating extracurricular activities from the current activity program? Yes

7. Do you think students are given adequate opportunity and encouragement to participate in extracurricular activities? Yes

8. Do you feel students are given adequate opportunity and support to organize extracurricular activities? Yes

9. Should there be more liaison between extracurricular activities and regular activities do not exist or interfere? Yes

Greatly improved

Slightly improved

Not much different
STUDENT QUESTIONNAIRE

The following questions are about the activity program this year. Check the answer which best expresses your feeling.

1. Did you participate in any activities this year? _______yes _______no
   How many? (estimate) _______

2. Did you participate in any activities last year? (only sophomores, juniors, and seniors answer) _______yes _______no
   How many? (estimate) _______

3. Do you think other activities should be added to the ones presently being offered in Redfield? _______yes _______no

4. Would you favor lengthening the school day 30 minutes in order to have another activity period? _______yes _______no

5. Would you say that the present activity program is broad enough to interest everyone in some way? _______yes _______no

6. Would you favor eliminating any of the activities in the present activity program? _______yes _______no

7. Do you think students are given enough opportunity to help plan and organize the activity program for the school? _______yes _______no

8. Do you feel students are given enough opportunity to propose the organisation of new activities? _______yes _______no

9. Should there be more balance between activities so that popular activities do not eliminate others? _______yes _______no

10. Do you think activities are over- emphasised in Redfield? _______yes _______no

11. Do you feel that sponsoring teachers are well enough qualified generally to sponsor the various activities? _______yes _______no

12. Do you think the addition of beginning typing, archery, rifle club, more assembly programs, and noon basketball has improved the activity program any over last year?

   _______Greatly improved _______Improved
   _______Slightly improved _______Little improvement
   _______No improvement
APPENDIX D

6. Would the school furnish equipment for those students participating in after-school activities such as baseball, football, and other scheduled practices? Yes ___ No ____
PARENT SURVEY

I would appreciate it very much if you would take a minute or two to answer the following questions about the school’s activity program.

1. Do you think that activities (music, drama, athletics, clubs, band, etc.) are over-emphasized at Redfield? ___yes ___no

2. Would you favor the elimination of any of the present activities in the program? ____yes ____no Which ones? _______________________

3. Would you favor the addition of any activities to the ones presently being offered? ____yes ____no Specify what ______________________

4. Would you favor lengthening the school day in order to have more activities on school time? ____yes ____no

5. Should there be balance between activities so that popular activities do not eliminate less popular activities? ____yes ____no

6. Should the school furnish transportation home for those students participating in after-school activities such as football, basketball, and other scheduled practices? ____yes ____no