

III

EXTRA CURRICULAR ACTIVITIES
IN HIGH SCHOOL

Until quite recently education was regarded not as a part of life itself, but as a preparation for life. Not so long ago our colleges were indifferent to physical education, and were even opposed to student activity along athletic, dramatic, musical, and present-day lines. Social life used to be considered a problem of the home and concerned school only when it interfered with school work. It is not unusual to find high schools where the social life is still an incidental factor and forms the fringe of the educational process.

Social organizations were forbidden in some schools, regarded as an evil in others, and in some merely tolerated by teachers to work off the surplus energy and help in the discipline problem. Some teachers claimed that these activities required too much extra work. Principals who are careless about this matter are sure to have uninteresting and unprogressive schools.

With the changing view of education, educators feel that social life is as important as the intellectual life of a school, for in social situations in schools students are living in embryo many experiences they will have through life.

Education is regarded now as a training for present living. Hence the problem arises how best to utilize the good in the many social activities springing up in high schools and how to curb any antisocial tendencies in them which have hitherto gone unchecked. It is now also our problem to consider and provide for the girl well as for the boy.

Since education is life and not a preparation for living and since school life is to inspire in a child the instinctive love and loyalty that home and country do, rather than create an attitude of antagonism, it is time we take steps to make the high school a natural environment in which boys and girls find real satisfaction in opportunities for work and play which the school gives

and where social aims of education find concrete and organized expression.

We read "Cardinal Principles of Education," but where is there a high school that regards these objectives as part of the course of study, on the same basis with the formal course of study? Where is the school that gives adequate recognition of worthy use of leisure, civic education, ethical character or worthy home membership? Is there a school that keeps a record of social progress in comparison with those kept for scholarship? We are all progressing in acceptance of social aims, but the extent to which we give importance to activities is not so plain.

More attention is now being paid to social activities and from a questionnaire which I sent out, every high school principal recognizes their importance and intimates that they should be given more scope than at present.

Social activities that do not "carry on," or promote growth, are unworthy of the time and attention of any school. It is true that there are some organizations making more for socialization than others. Often students have no definite purpose in life and do not see the value of their subjects. Hence the spirit is often, "I don't care." Student activities offer the best solution. The Literary Society seems to be the oldest and most common type of high school organization. One answer, in the questionnaire, stated that these were the weakest societies of the school. Departmental clubs, Latin, French, Spanish, science, seem to be accomplishing their aims in most schools. Debating clubs held in history, civics, economics, and English classes seem to satisfy the adolescents' hunger for argument. The Student Council is composed of members that meet with the principal to give the students' point of view. The glee club and school orchestra should be encouraged and fostered. Too little attention is given to music in our public schools. These clubs vitalize school work. The dramatic club is excellent in furnishing exercises for English classes. Only one school reported that they had this club.

From the information gained the athletic association was made a joint affair for boys and girls. It was also present in every high school I heard from, except Lexington, Virginia. The training along this line for girls has been made more impressive in late years. Now women take up nearly all kinds of work done by men, and provision has to be made to keep them physically fit to assume this work. A plan should be worked out for girls as well as boys. As an illustration, I shall take my high school in Martinsburg, West Virginia. It has just been within the last five years that girls have formed an athletic association. Now they play inter-class, as well as inter-scholastic, basket ball games. But ever since I can remember the boys have kept an enviable record in track and basket ball.

The work done with periodicals, papers, and magazines can be made into a school project, in that it correlates with many phases of school work. All departments furnish material. They also furnish business experience in being editor, business manager, and so on.

Dancing seems to be an undesirable form of recreation, as some students will participate in no other activity, while those that do not dance will be left out. But some schools give dances and with proper chaperonage of parents and teachers there is no harm in this activity.

Few schools have the Camp Fire Girls or Scout organizations. The aim of these is to promote true companionship in home and in school. The Student Government Association does not function in many high schools.

Class organizations seem to be common to all schools. One school has only the Junior and Senior classes organized. Secret societies are prohibited in most schools.

Most of these organizations are successful, but so very few exist in our high schools. Often it is through these that a student gains whatever appreciation he or she may have of music, art, or drama. Social standards are also acquired.

From my data, I shall name the number of certain activities reported in high schools.

SUMMARY

<i>Name of Activity</i>	<i>Number</i>
Class organization	15
Athletic Association, boys and girls	15
Literary Society	12
Boy Scouts	10
Debating Society	8
Glee Club	8
School Orchestra	8
School Magazine	8
Student Government	5
Boys Branch Y. M. C. A.	5
School Paper	4
Girls Branch Y. W. C. A.	4
Girl Scouts	2
Dramatic Club	1
Patriotic Society	1
Secret Society	1
Violin Club	1
Departmental Clubs	
French	5
Spanish	3
Latin	1
Civics	1
Commercial	1
Science	3
Camp Fire Girls	1

The number of activities in each high school below mentioned for 1921 is as follows:

<i>High School</i>	<i>Number</i>
Newport News	15
Portsmouth	15
Norfolk	14
Richmond	13
Lynchburg	11
Harrisonburg	8
Norton	7
Staunton	7
Suffolk	7
Scottsville	6
Lawrencesville	6
Smithfield	5
Chester	5
Lexington	3
Winston-Salem	12

The real test of value of student organizations to the school should be the same as that applied to any other department of school work; namely, how far do they promote the chief ends of education of the type necessary for a democracy?

In considering the aims of secondary education, we find that they try to develop each student into a well-rounded individual fitted for citizenship. Therefore, he should have physical equipment and technical training to make him self-supporting. He is to be able to assume his part in government and so spend his leisure hours that they will contrib-

ute to his personality and give him a love for the finer things of life. Any social program that helps to promote the above objectives will be considered an asset or legitimate function of the school.

In places where social activities have been properly controlled they have been a value to the school. Since the pupil is to be prepared to take his part in a democracy, he should be given every chance to practice living in the democracy of the school. Just as a student can be benefited more by practicing the rules of hygiene than reading the text, so the student can derive more civic training by participating in the school organizations than by reading civil government in textbooks.

It is the duty of the school to train future citizens to work more efficiently through organizations. This training can be given through the work of student co-operative organizations. But this source of valuable information is merely being tapped by some schools. The individual will be taught to work to the best of his ability with his fellow student for the good of the school society as a whole.

The following are some remarks made by educators concerning the value of student activities:

Froebel, one advocate of social activities for little children, meant that these should be carried through high school. Pupils are given the chance to work out their natural, instinctive desires. Social activities furnish training in self-control, leadership, co-operativeness, initiative and responsibility; impart knowledge of human nature; give practice in business methods, and experience in the ways of the world. For these very reasons extra-curricular subjects are more valuable than many curricular subjects and should be given more thought, time, and attention than at present.

Every high school principal that answered my question, "What do you consider the chief advantages of these clubs?" answered favorably. I shall quote some.

1. N. E. Smith, Harrisonburg, Va.:

"Socializes school, develops spirit, valuable training, boosts and advertises school."

2. W. D. Cox, Smithfield, Va.:

"Athletics and music have undoubtedly kept many students in school, have developed a spirit of co-operation, and the music has earned money for school purposes and been a practical help to the community."

3. C. K. Holsinger, Lawrenceville, Va.:

"Increases school spirit."

4. J. I. Burton, Norton, Va.:

"Furnish training not otherwise provided for; furnish work for time that would otherwise be wasted; bring pupils into contact with other schools; add attractiveness to school life."

5. G. L. Johnson, Supt., Staunton, Va.:

"I have never seriously considered these questions. Such activities as these named are helpful."

6. E. R. Custis, Suffolk, Va.:

"The organizations tend to create a better spirit among the students and give them actual practice in administration."

7. Fred. M. Alexander, Newport News, Va.:

"These clubs motivate school work, contribute to and in fact make the 'esprit de corps' of the school. They also react favorably on the scholastic work of the school."

Student conduct on the whole is made more satisfactory, and a better understanding, comradeship, and response between student and teacher is gained. Respect for faculty and for assigned work has developed when the students see their teachers take an interest in their activities. Most students that take an active part in school activities will lead their classes in school work.

From my data, no principal recognized these activities as having a bad value. The following are some of the disadvantages some people attach to student activities:

1. Development of cliques.
2. Excess of money expenditure.
3. Conflicts with scheduling dates for events.
4. Limitations in number of pupils participating.
5. Overloading work upon a few.
6. Neglect of curricular work.
7. Too much burden on the principal.
8. Lack of adequate supervision.
9. Hard to find teachers capable of supervising.

Mr. J. I. Burton, of Norton, Va., states,

"There are no disadvantages where proper proportion between curricular and extra-curricular activities are maintained."

Mr. H. Waddell, of Lexington, Va., says,

"Too many organizations are very distracting."

A student should be limited as to the number of "activity units" engaged in. The boy who plays basket-ball should not play base-ball. The senior president must also be guarded from having too many honors. The point system can be arranged by the student government officers.

In some places participation is overdone and poorly distributed. Often teachers do not stress the importance of students' taking part in clubs, but it is our problem to encourage all to take part in some kind of activity. The unsocial student should be developed and the shy one brought out.

If these activities are to contribute any good to the school, then it is necessary that sufficient time be given to carry out the work. Social agencies should form a part of the student's regular program, so that the girl or boy who works outside of school shall not be debarred from full participation in the orchestra or debate. Belonging to these has often revolutionized a boy's whole attitude toward school life, improved his personal appearance, and changed him into a social asset. These activities should be given the place they deserve instead of being relegated to the unattractive after-school period. A regular period should be set aside in the school program for social activities and this should be of as much value as algebra.

The idea of giving credit for this phase of student life is also new. Some schools give credit, but the greater number do not. From my data the following credit was given in schools:

1. N. E. Smith, Harrisonburg, Va.:

"Credit is given but does not count in the required units for graduation."

2. C. K. Holsinger, Lawrencesville, Va.:

"One-half unit per year credit in Glee Club, but only one total unit possible."

3. J. I. Burton, Norton, Va.:

"No credit given pupils on regular high school course for these activities. All pupils graded on some details in citizenship, rating according to their interest and proficiency in these activities."

4. Fred M. Alexander, Newport News, Va.:

"Credit is given Literary Society and Orchestra."

5. R. H. Lathan, Winston-Salem, N. C.:

"We are now working on credits for this kind of work."

Some schools give credit toward graduation for social efficiency. Mr. Johnson, in his book, *The Modern High School*, says that the high school in order to show appreciation for student activities ought to have for each year an hour of elective student activity credit, making it possible for a student to make during his course four hours of such credit. This can be earned in any one activity. But the student should perform his duties well and make a good record. In some high schools every boy, in order to stay on the basket-ball team, has to maintain a certain grade in his curricular work. I think the time will come when students will be given credit for these activities.

If we really believe there is educational value in developing character, in learning human nature, and in gaining administrative ability through school activities, should we not try to evaluate the training and file the students' records in the principal's office? This record would be of valuable aid to persons desirous of employing students. At "Georgia Tech" it is well known that a certain large industrial firm asks not for best students in class, but those who have been leaders in student activities.

"The record of pupils' social progress should be kept. Such a record kept for four years would furnish more reliable information about pupils' efficiency in school life, likelihood of success or failure in college and as a business man or woman, than the 93% that place them on the honor roll of the commencement program."

One of the most perplexing problems before educators in secondary education is how to control student activities. In some schools it is handled entirely by the faculty, but this deprives the student of much valuable knowledge. Then there are schools which have left the whole matter in the students' hands. This has its problems, such as dishonesty, irresponsibility and lack of training of the pupil. The best plan seems to be that of dis-

tributing students with the faculty as advisors. In every case this plan has worked well and students appreciate the teacher's advice.

Then comes the question, "How can teachers keep themselves in the background but make their assistance vital, be with the student when needed, but let him take the lead?" Many schools have come to the conclusion that the best solution is through a general organization of all students in school, which shall be a central organization for direction of every type of associations, clubs, etc. The faculty advisor is known as supervisor. This idea seems to be growing in favor. The aims of such a scheme should be to work in harmony with the school administration, foster school loyalty, and establish relationship between pupil and faculty. The students should be in the foreground, hold all officers and elections, and conduct meetings. The faculty advisors can be members of the activities on equal terms with the students; they should not do the work, however, but guide. The supervisor must be interested in his work, as well as a leader, with tact, sympathy and attractive personality. He must have that faculty of getting down into the lives of students so they will trust him and have confidence in his advice. He also has the power to prevent a few from dominating all the rest and encourages students to do their work so that a few would not have too many duties. In athletics, the supervisor can distribute the funds evenly and not let enthusiasm at the beginning of the year get too strong, but extend it throughout the year. Supervision should be to social activities what the principal is to academic activities.

Membership is often solicited on basis of social quality, where many a student with other excellent qualities will be excluded. New members in some schools are admitted because of scholarship standing or by try-outs. Some are elected on application or recommendation of teachers. In other schools membership is open to all. I think this is the best plan, for it is more democratic.

The finance phase of student affairs has caused much discussion and trouble. Many principals think high school students are too young and inexperienced to handle money and therefore put it in charge of a faculty treasurer. This deprives the student of valuable experience. Now, many men and women are treasurers of large clubs and need to know how to handle money. Some schools let the faculty supervisor handle it. Each board makes out its budget and with this the supervisor fixes the assessment to be laid on each student. Another plan is that in which a financial manager is appointed by the principal to take charge of all money. Raising money is done by treasurers of activities and is handed to the financial manager. Most schools let treasurers of different clubs take care of the finance. This is the best way. Still another way is to let a member from the Commercial Class be elected association treasurer. Let treasurers of all clubs act together to form a board to handle all school money. By the last two plans students have a chance of doing business on a small scale. A faculty member should be in readiness whenever needed by the board.

Financing organizations is a vital problem and should be handled in the most economical way. Dues should be as small as possible.

1. Dramatic and debating clubs will be taken care of through paid admission to performances.
2. Athletics by tickets sold for games.
3. Annuals and school periodicals by advertisements and subscriptions.
4. Fees may be charged; there are various ways in which to take care of class expenses.

Money left over at the end of the year may be invested in a present for the school, or given to some worthy cause. All the above plans need close supervision of teachers to be carried on properly.

An ideal program for a city high school may be put as follows:

1. Faculty supervisor over the entire scheme in which the principal co-operates.
2. Faculty advisor of clubs, organizations, etc.

- a. Dramatic and debating clubs under direction of English teachers.
- b. Orchestra and Glee Club under music teacher.
- c. Literary work under English teachers.
- d. Business activities, paper, and magazine under the mathematics teacher.
- e. Athletics under the athletic director.
- f. Departmental clubs under teachers of each subject, as Science, French, etc.
3. Students from commercial department, with treasurers of clubs, to manage money.
4. Student government association in which the whole faculty can help.
5. Each class and club to have its officers.
 - a. Have student chairman of different boards and managers from boards over different activities.
6. Each teacher should have charge of one branch of activity and give a grade. Keep this record. Require each student to make one credit in some one activity a year, along with the regular work. Failure will cause an incomplete record for the year.

Program for small town high school:

Athletics Principal
 Literary clubs English teacher
 Science and Art clubs . . . Science teacher
 Student publications . . . Math teacher
 Music English teacher
 A faculty advisor for all activities.
 Club treasurers to take charge of dues.
 Have all forms of activities properly organized.

LENA M. REED

IV

HOW ONE BOY BECAME STRONG

"There he is, 'Mamma," said Harold.

"Whom do you mean, dear?"

"Why, Arthur. Don't you 'member I told you about Arthur, the boy who has only one mother?"

You see Harold was a little boy who had had *two* mothers. To be sure, he did not remember the first mother, but her picture stood on the table by his bed, and Grandma, Daddy and the new mother often talked with him about her.

The first mother had not been strong, and no more was the baby whom she left as a precious legacy to Grandma and Daddy.

No food could be found that seemed to agree with the little stomach. He had severe cases of eczema, asthma, bronchitis. The doctors said he would never grow up.

Then one day, when Harold was about four years old, Daddy had brought home another mother.

This mother was a kindergartner and every day when Harold was well enough they went to the kindergarten together.

When they came home at noon they had luncheon together, and then the new mother told him stories until he fell asleep.

When he awoke from his nice nap, they filled their pockets, one with rice for the birds and the other with peanuts for the squirrels, and went for a walk in the park.

About five they returned, and Mother gave Harold a bath. He liked to take a bath now because Mother had given him some celluloid ducks, swans and geese to float in the water. Later when he tired of these she bought him a boat and then a submarine, and finally when he was older and stronger, a bathing suit. And in the warm days of summer he put on his bathing suit and played on the lawn for fifteen or twenty minutes while mother sprinkled him with the hose.

So there was never any more coaxing to get this little boy to take his bath.

Then when the bath was over Mother gave him such rubbing with the bath towel that his little body just glowed all over.

He slept on the porch all summer where he could see the little stars winking at him and hear the crickets chirping in the grass. And even though the new mother *did* say that little boys should be in bed at six o'clock while one could "hear the grown-up people's feet still going past me in the street," Harold didn't mind, because the birdies used to wake him very early in the morning, and so he had plenty of time to play.

When Harold's birthday came Mother made an angel cake or a sponge cake and decorated it very beautifully, and everybody in the family had a wee taste. But on other days Harold ate no cake, pie, candy or cookies. But mother sent to Vermont for