

writing, or as meaning that effective colloquial speech may be devoid of nicety and distinction. Quite as much care and discrimination is needed in learning a natural effective colloquial style as in learning the more formal or the more literary style. And when learned, it serves as the basis of all successful language.

WALTER BARNES

### THE ROLE OF EXTRA-CURRICULAR ACTIVITIES

ONE of the major problems now confronting American secondary education is the making of a scientific curriculum adapted and adjusted to the needs of modern youth in our dynamic social order. Attention to the high school curriculum has revealed a need for a clearer conception of the rôle of extra-curricular activities in the program of secondary education. It is beginning to be apparent that no high school curriculum can be considered adequate that fails to make provision for these activities. As a result of changes in the character of American society that place new responsibilities on the high school, the extra-curriculum of the school has become an important educative agency, an agency to furnish those activities which were formerly provided for in large measure by the home, church, and community but are now cared for in the regular curriculum, and which give the basis for growth in effective ways of living. The extra-curriculum should be an essential part of the regular curriculum for it has, like the regular curriculum of the school, the function of providing significant activities and experiences. The activities and experiences of the regular curriculum are usually considered as formal in nature under the direction and control of the school; the activities and experiences of the extra-curriculum may be considered as informal in nature under pupil direction and control but school su-

pervision. Both of these curricula are agencies to common ends—social efficiency and individual development. They are complementary the one to the other and there is no real distinction between the two. The principles for curriculum-making are the same as the principles for the making of the extra-curriculum. The criteria for the selection of subject matter are the same for both. The rôle of the extra-curriculum is identical with the rôle of the regular curriculum of the school.

Until the time arrives when the activities and experiences of the high school curriculum includes the present so-called extra-curricular activities, it will be necessary for the school to set up a program for the organization, administration and supervision of the extra-curriculum. Some of the principles which should govern this program may be stated as follows:

1. Pupils should participate in those activities that make strongest appeal to their interests, needs, and tastes.
2. The program of activities should, at least, embrace those fundamental activities that boys and girls engage in and each pupil should participate in at least three activities including one in literary or forensic endeavors; one in health; and one in his avocational, vocational, or social interests.
3. These activities should be so arranged and classified that they may be attached to the regular departments of the school. If this be done a proper balance will be secured between curricular and extra-curricular offerings.
4. The extra-curricular activities should be under pupil direction and control, and under teacher guidance and supervision.
5. The participation of a pupil in an activity should be based on his interest, ability, and good will; and no one should dominate. It should not be determined by his scholastic standing.

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6. The supervision and guidance of the school should encourage those pupils, who for many reasons, apparently lack interest in those activities of normal boys and girls to develop those interests through the proper type of participation.
7. The supervision and guidance of the school with reference to these activities should cause the pupils, who for many reasons, have developed unwholesome interests, undesirable social habits, and improper attitudes to become interested in wholesome activities and thus develop proper interests, habits and social attitudes.
8. Participation in extra-curricular activities should supplement and motivate the curricular work of the school.
9. Each activity should have a program of work in terms of desirable outcomes and definite objectives, and each pupil participating should make a contribution to the program.
10. The student organization and control of these activities should be so arranged that all pupils belonging to an activity would be eligible for managerial offices.
  - (a) The supervision and control on the part of the school should prevent certain pupils from monopolizing these activities.
  - (b) Students should be encouraged to set up certain eligibility standards for those activities, the work of which necessitates standards.
  - (c) Membership in the activities should be from the school at large.
11. The school should not require pupils to engage in extra-curricular activities which are designed primarily to secure funds for the school and the community.
12. Success in extra-curricular activities should be given some form of recognition by the school.

WILLIAM R. SMITHEY

## EFFECTIVE HISTORY TEACHING

**E**FFECTIVE is not just a nice-sounding polysyllabic word. It must have a definite meaning. If our teaching is to be effective, we must know what we are to effect. I intend in this talk to assume that each of you has read a book, and therefore I will not give you any book ideas, nor any book terms, nor any cut-and-dried book theories. I will try to talk to you out of my own experience as to what seems to have proved effective in at least certain cases.

What, then, are we trying to do? To acquire such a knowledge of the past as will make us successful citizens of the present. I like to think of history as "a short cut to experience." Were it possible for me to live at all times and in all places I should need no history; I would know by experience. In lieu of this, I must short-cut it some way and solve the problems of other days vicariously.

How then shall I acquire this experience? By memorizing a list of dates, or preparing a chart of dates-events, or proving my ability to fill out one of those standardized tests that are so profitable to those who have standardized tests to sell? It seems to me almost self-evident that two things are necessary and in this order: (1) To know a certain number of facts thoroughly, definitely, and intimately. (2) To be able to reason about these facts. There is a world of literature available on methods of acquiring this first step in knowledge. You do not find a copy of your professional magazine (*e. g.*, *The Historical Outlook*) which does not give you true and tried devices for selecting, presenting, drilling, and memorizing historical facts. I shall assume that this is familiar to you, and shall confine my talk to the second phase of effective teaching, the use of reason in studying facts.

Let me say first that thinking about facts must follow the acquiring of facts. Whatever may be true in other subjects, it is