Extra-curricular activities in secondary schools

Robinson, Charles Marshall

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Thesis

EXTRA-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS

Submitted by

Charles Marshall Robinson
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the degree of Master of Arts

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OUTLINE OF A.M. THESIS

Name - Charles M. Robinson.

Subject - Extra-Curricular Activities in Secondary Schools.

I. Definition and Justification of Extra-Curricular Activities.
   1. They satisfy the desire for social life.
   2. They give an opportunity to form important habits.
   3. They develop leadership, initiative and cooperation.

II. Purpose and Value of Extra-Curricular Activities.
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   2. They reproduce real life in miniature form.
   3. The pupils learn to cooperate toward a common goal.

III. Organization and Administration of Student Activities.
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   4. All meetings should be attended by a sponsor.
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<th>Characteristic feature</th>
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<tbody>
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<td>Faculty Committees</td>
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</tr>
</tbody>
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EXTRA-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS.

I. Definition and Justification of Extra-Curricular Activities.

All boys and girls of high school age have a desire for social life - an instinct which comes emphatically to the foreground during the adolescent period. Should this desire be smothered entirely, should it be allowed to run wild, or should it be carefully directed and supervised? We all agree that the first two processes are entirely wrong, for these boys and girls are soon to take their places in society and must know its needs and its dangers. Instincts are gregarious, love of approval, rivalry, and love of mastery render organizations outside of the school inevitable. It would be impossible for us - parents, teachers and all - to try to prevent these young people from forming clubs, "gangs" etc., such opposition would tend only to drive the groups into secret places where more harm than good would be done.

Is the school justified in controlling these extra-curricular activities which are not provided for in the curriculum? Both classroom and extra-classroom activities have their distinct places in the education of youth. Each type is as important in its way as the other. In the classrooms, teachers aim to give to youth ideals of citizenship and the knowledge necessary to become intelligent and useful members of society; in the extra-classroom life of the school the youth applies, or fails to apply the knowledge he has gained. Here teachers work with the instincts, the capacities and the tendencies of adolescence as they manifest themselves in conduct - correcting and directing them as they crystallize into habits. (2)

Through the extra-curricular activities the school has its best opportunity to help pupils to take their places as members of social units and exercise, each according to his ability, those qualities of leadership, initiative, cooperation, and intelligent obedience - all of which are essential in society.
II. Purpose and Value of Extra-Curricular Activities

Surely no person today would claim that high grades is the sole aim or ideal in the secondary school. Leadership and, in no less degree, followership are more essential in life than a thorough knowledge of Latin or Algebra. A person may easily succeed in life without knowing a bit of Spanish or French, but without a thorough understanding of cooperation and how to use it, he is lost. Such ideals as that of social service and ability to assume social responsibilities should be incorporated into every school’s program. Extra-Curricular activities serve a need which the curriculum fails almost entirely to provide for, i.e., the adolescents’ craving for sociability. "The social training which comes from participation in such primary groups would be sufficient justification for the encouragement of these activities. The youth who has no social life is usually unhappy and is sometimes driven by his solitude to unfortunate habits of thought and conduct. Whatever, then, contributes toward the youth’s happiness and social development is decidedly commendable." (26)

By means of extra-curricular activities the pupil has a chance to form habits of cooperation and service, to develop a keen sense of justice and fair play; a chance to practice strict honesty and loyalty; and an opportunity to be trained so that he may appear before the public in an unembarrassed and effective manner. Are not all of these qualities very essential in everyday life; and yet what provision does the school curriculum make for the actual practice of such qualities? It is for this purpose that school authorities are beginning to promote and control the extra-curricular activities. While these activities are outside of regular classwork they certainly exert a tremendous influence on the life of the school. These activities, therefore, cannot be neglected, but must be so directed that boys and girls will want better clubs for a greater number of pupils, better athletics, better assemblies, better publications and better class organizations.

Some conservative people might argue that extra-curricular activities in the school will interfere with the so-called essentials, reading, writing and arithmetic. But evidence has shown that pupils do better work in these subjects and do so with greater interest; and, in addition, there is satisfaction in knowing they are working with the teachers and not for the teachers.

The values of extra-curricular activities will be given in detail in another section of this paper. Some general values may here be noted:
1. "An increase of 70.8% in the enrollment in the school, an increase of 81.2% in the number of high school graduates, and an increase of 70% in the scholarship marks of the school. The pupils are happy in their work, they feel they are treated justly and that they receive worth-while training in the extra-curricular activities of the school. The school is trying to give the boys and girls enough actual practice in the workings of a democratic organization to enable them later on to organize themselves to handle the problems of the community. It is trying to give them ideals of service, of tolerance and fair dealing, worthy of the nation in which they live". (46)
2. The organizations provide a "Testing laboratory and apparatus" for classroom information and instruction.
3. They furnish an experimental field where beginners may experiment with themselves and no great harm is done if they fail.
4. In these activities the experiments in group living concerted action and social adjustment are carried out.
5. Here are reproduced in miniature the conditions into which the students must go and in which they must find their place.
6. It is here that the interests, ambitions, and energies of the students come first into organized common touch.

III Organization and Administration

Principle One = There should be a central controlling agency for all student activities.

There are many ways in which the extra-curricular activities may be organized. In many high schools in which they are recognized and supervised, the activities are run separately and often to the disadvantage of both pupil and activity. In such a case the pupils are losing one of the most important habits that should result from these organizations, namely, the idea and ideal of cooperation. Surely no school is at its best unless it has a carefully worked out system for its extra-curricular activities. All money handled by organizations should be either properly checked up by a centralized auditing and accounting committee or handled entirely by a centralized treasurer. By the use of this idea, the pupil treasurer or financial secretary of any organization is forced to make a report in a business like way. Careless habits relative to money transactions cannot be formed with such a plan. It is educative, in that the pupil is introduced to the banking idea.

Not only should the finances of the organizations be centralized, but the whole social life should be controlled by a student council or some other general organization. In this way each activity may be given its proper share of attention and no single club will be able to monopolize most of the pupils' time. This governing body should consist of representatives of both faculty and pupils who should always act for the best welfare of the school as a whole and for any one or more organizations.

An example of a good system is that of the Mr. Vernon, N.Y., High School where all student activities have been centralized under a general organization. The membership of the general organization is open to all pupils and teachers on equal terms. Certain advantages are given to those who join; for example, reduction in price of admission to games, reduction in price of subscription to school magazine and yearbook etc. There are several points worthy of comment in this system.

First, the general organization has one treasury into which is paid every cent of income from every school activity
and from which is paid every bill incurred by any activity. Each expenditure must be approved by the Executive Council of the school before it is paid. In fact this Executive Council, consisting of representatives of faculty and student body, must approve of plans for raising or for spending money before either takes place. The council tries to give each school interest its proper share of the public funds no matter how much the income of each activity may be. In this way athletic teams may not spend all the money they may receive for admission and A.A. dues, but part goes to other activities which may need and deserve funds. Experience has shown that this common treasury idea has made it possible to do things which otherwise could not have been done. Excellent assembly speakers were secured and paid for their services, entertainments were given, and honors awarded for scholarship and for character.

The following chart shows the organization of the activities at Mr. Vernon High School, having an enrollment of 1250 pupils:

<table>
<thead>
<tr>
<th>Principal</th>
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<tbody>
<tr>
<td>Board of Directors (appointed by Principal)</td>
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<tr>
<td>Principal</td>
</tr>
<tr>
<td>Executive Council</td>
</tr>
<tr>
<td>Pres Vibe P</td>
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<tr>
<td>(elected by students; appointed opposite sex by Princ)</td>
</tr>
<tr>
<td>5 teachers elected by students</td>
</tr>
<tr>
<td>5 of 3rd and 4th years</td>
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<tr>
<td>Standing Committees (appointed by Princ. 2 boys, 2 girls, faculty memb.)</td>
</tr>
<tr>
<td>Ath.</td>
</tr>
<tr>
<td>Room Representatives (one boy and one girl elected in each official home room)</td>
</tr>
<tr>
<td>Students</td>
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</table>
Principle Two- School Activities should form an integral part of the curriculum and not be a side issue.

Whenever possible a definite time allotment in the regular program should be provided. This will result in a much better spirit of cooperation on the part of the pupils, and many will participate who otherwise would not. If the extra-curricular activities are conducted after school hours, there will not be an equality of opportunity for several reasons. (a) Many parents feel that their boy or girl should come home immediately at the close of the school session, (b) Employers will take advantage of the opportunity to secure at the earliest moment possible the services of pupils whom they employ. (c) Competing sports, entertainments and organization meetings will make difficult the decision to stay for extra curricular activities.

In the second place, a definite time allotment will cause better cooperation on the part of the teachers. They will not feel that such time is not "stolen" from their class periods. Teachers will not consider the adviser relationship as something imposed upon them or that it is gratuitous work on their part, but will take it as much a part of their duty as other classroom instruction.

Again, a definite time allotment will raise these activities to a place of dignity and respect that they deserve as an educational feature of the school in the eyes of pupils, teachers, and community.

By thus putting extra-curricular activities into the curriculum- really making them intra-curricular- school subjects and discipline may be greatly motivated. Pupils failing in any subject or whose conduct is unsatisfactory or who is unnecessarily absent from school should be debarred from all activities for a certain period of time. Such a system has worked successfully in a large number of schools regarding athletics and is an incentive to those pupils who have a special interest in any other organization work.

Meetings should be held at least once in every two weeks, the length of each period depending entirely on the school and the length of the school day. The last period on Friday is a good time to give to extra-curricular activities, having one-half of the organizations meet every other week, thereby giving all pupils a chance to hold membership in two clubs and yet attend all regular meetings. Under section number VII will be found certain illustrations of schools which have given a certain time in the school program to the so-called extra curricular activities.

Principle Three- Each organization should be sponsored by one or more faculty members who shall be appointed by the principal.

It is unnecessary to prove the need of an adviser for all activities- an older person to advise and direct the pupils so they will want and do better things. The only question is how shall the services of an older person be obtained. It may not
be democratic, that the pupils themselves should choose their own sponsor. Ideally, that is true, but experience shows that it presents difficulties.

A teacher who might be very popular with the pupils would be in great demand as a sponsor, and one of the following undesirable situations might arise: over-work on the part of certain teachers, a feeling of slight on discrimination on the part of the pupils who were unable to secure their choice and finally some teachers would be debarred from an opportunity to develop a skill which more and more will be demanded of Secondary School teachers. Then, too, a teacher who might be very popular with the pupils might lack sufficient disciplinary or executive ability to direct successfully an extra-curricular activity.

The principal, having a wider outlook and a knowledge of the limitations and aptitudes of his teachers is a better judge of the proper teachers to act as sponsors. Therefore, in the interests of economy, even distribution of time and opportunity of work, and the articulation of the various activities with the whole program of the school, it would seem wise that the principal appoint all sponsors of school organizations.

Principle Four- All meetings of organizations should be attended by one or more sponsors.

These young people need wise guidance— not repression— if they are to reach the social ideal of becoming useful and desirable citizens in this school democracy. The sponsor must be a real member of the group and lead the pupils rather than drive them. He must stimulate both a respect and desire for proper guidance and authority.

Granting that the principle of "gradual transition" should apply to extra-curricular activities as well as to subject matter and discipline, we may further apply this principle: "Every pupil should have in school a gradually decreasing amount of control and guidance until he becomes at leaving time theoretically capable of self-direction." (g)

Principle Five- There should be a club for every pupil and every pupil should be in a club.

These organizations should form a part of the education of every high school student just as much as the subjects of the curriculum. Knowledge without correct habits and attitudes is valueless. Each pupil should belong to at least one club besides the student body association and his own class. In fact if a definite time allotment is given in the school program, the authorities could and should require each student to do a certain amount of extra-curricular work before being granted a diploma. As far as possible the pupils should be given freedom in choosing the club in which they wish to work. This will give more enthusiasm to the activities thus securing genuine progress.
Principle Six- In contradistinction to the preceding principle, the school should limit the number of organizations to which a pupil may belong, keeping in mind the proper balance between curricular and extra-curricular activities.

Some schools accomplish this by classifying the activities into groups, viz, athletic, academic, art, social etc. No pupil is permitted to belong to more than one organization in any one group at any one time.

A similar system is to classify activities as Major and Minor. Most of the athletics, dramatics, orchestra, school paper etc., constitute majors; while thrift clubs, camera clubs, stamp clubs, and the like are rated as minors. The rule is adopted that a pupil whose conduct, health, and scholarship warrant may belong to one Major and two Minor, or to three Minors. (74)

In addition to checking those who attempt too much, the system should encourage or stimulate those who are inclined to be backward and retiring. Some schools state a minimum as well as a maximum amount of extra-curricular work. For example, the Ben Blewett School has the policy that every pupil shall either be present at some club activity or shall put the time allotted upon study in the study room. Attendance is kept at the clubs as for a class. Such a plan is limited, however, to schools where the activities are carried on within the school day.

Principle Seven- The School policy should guarantee absolute democracy as to admission and requirements for all organizations.

This means that all pupils should be given an equal opportunity to join any activity they may choose. Rich and poor, dull and bright must be admitted on the same conditions. Any system of selection or rejection simply by balloting is undemocratic and has no place in the school.

Membership should be determined by the work and purpose of the organization in accordance with the rules drafted by the members and approved by the principal. This is to aid pupils to become members of organizations in which they can best work because of their interest in that particular activity. Membership in debating, music, and dramatic clubs, etc., may be determined by tryouts. In any case, no matter what the rules for joining may be, for a pupil to continue a member of any organization he should meet certain requirements as to work in the club, dues and attendance.

Principle Eight- Pupils severing their connection with the school should cease to be members of any organization.

(a) The privilege of membership in a school organization has considerable force in retaining pupils in the school. This
force may be impaired by permitting boys and girls to continue as active members and participants in the extra-curricular activities after severing their connection with the school.

(b) An unrestricted membership may become unwieldy and may possibly work toward inefficiency due to the limited accommodations in most of our schools.

(c) Beyond a certain workable number, an increase of membership reduces the opportunity of developing each member to the highest possible degree of attainment.

(d) That the control of all school organizations may always remain in the school proper, no chance of a majority from the outside should be permitted.

This does not mean that organizations of former students are forbidden, as these are not extra-curricular activities and are not directly connected with the school.

Principle Nine- All meetings should be held in the school building unless permission is given by the principal to meet elsewhere and by all means a sponsor should be in attendance.

This serves to keep the organizations within the direct influence of the school as well as to give a proper and suitable place in which to meet. It will also prevent many things being done in the name of the school which really have no relationship to it and gives the school authorities thorough knowledge of the plans of every organization.

Principle Ten- Rules governing eligibility for office-holding in organizations should be in accord with the school policy.

The schools contain so many types of activities that a popular pupil is almost sure to be overloaded unless the school limits him in some way. One good plan is to give a rating to every activity. By thus limiting the number for each pupil, more pupils will have a chance to develop leadership. The point system is discussed more in detail in another section of this paper.
Do these extra-curricular activities contribute to the main objectives of education or are they simply social groups for having a good time? The commission on the reorganization of secondary education, appointed by the National Educational Association, has specified seven main objectives of education as a whole. As pointed out in bulletin No. 35, 1918 these objectives are: 1. Health; 2. Command of fundamental processes; 3. Worthy home membership; 4. Vocational efficiency; 5. Citizenship; 6. Worthy use of leisure; 7. Ethical Character. To what extent, then, do extra-curricular activities take care of these objectives?

1. Health- The school teaches how to take care of health-we should have regular sleeping hours, eat certain things etc., yet it takes an athletic association to make the pupils observe these rules. Such an organization—or in some cases the coach-prescribes for the players the number of hours of sleep, demands that they refrain from eating between meals, from doing without meals and from eating sweets, because they are in training. If athletics are not overdone and are regulated properly, the pupils are given a very good chance to learn health habits.

The main difficulty with our athletics in high schools today is that they are becoming commercialized. Schools pay enormous salaries to obtain football or baseball "stars", and many schools—a shame to admit it—give rewards to a good athletic pupil to remain in school or to transfer from some other school to theirs. The athletics should be for all the pupils instead of only a few who can stand the strain of hard practices. In fact, it would be well for schools to demand that all pupils who are physically able should enter some athletic sport—either between clubs, classes or schools. Such a program is feasible only when a sufficient number of sports are provided and are under the direction of an efficient physical director.

2. Command of fundamental processes.—Of the seven objectives this is the most difficult one to relate directly to extra-curricular activities of secondary schools. For smaller children, however, games and supervised play of many kinds aid in acquiring this command.

3. Worthy Home Membership.—Home Economics Clubs contribute by far the most toward this objective. These clubs work for better homes and improvements of all kinds in food, shelter and clothing. Under the efficient guidance and leadership of the head of the Household Arts Department, the girls form important habits and attitudes which they will never forget.

Musical organizations also contribute to worthy home membership.
4. Vocation.— One of the most important outcomes of extra-curricular activities is the development of leadership—a necessary thing for all vocations. Democratic society needs intelligent leaders and no less, intelligent followers. Club work in the school teaches pupils how to cooperate for a common good, which is very essential in all vocational lines.

5. Citizenship— Literary societies contribute to this aim. These give the pupils a chance to express themselves in music, art, literary, debating or parliamentary usage. In such organizations, school and group spirit is fostered and encouraged and does much to inculcate in the youthful members the qualities that make for citizenship. Membership in these societies should be compulsory for all high school students in the first and second year classes. Meetings should be held at least once in every two weeks during a regular school period. In this way all pupils will be given some civic training before the time when so many drop out of school. (49)

The school paper, yearbook, and class organizations also contribute toward this objective of education.

Student Council or Pupil Participation in School Government are forms of activity having great civic value. These encourage the initiative of the pupil and make our schools laboratories of democracy in which junior citizenship is taught through active participation. The principles and organization of "Student Government" are discussed in another section of this paper.

6. Worthy use of leisure— Most of the organizations which we are discussing contribute a great deal to this aim. Physical and literary societies; musical, dramatic and foreign language clubs; chorus, glee club, band and orchestra;— all these activities greatly enrich the leisure time of boys and girls. Not only is this true while the pupils continue in school, but they aid in preventing wasted time in later life.

7. Ethical Character— Among the characteristics that the American Nation needs in its citizens and that the American school can develop in its pupils through participation in extra-curricular activities, those of greatest significance are, freedom of the individual; respect for law; cooperation; and service. If pupils could only go from the high school inspired with the correct attitude on such essentials, could we ask for a better moral training or ethical character?

In emphasizing freedom of the individual, the pupil must fully realize that freedom can only be relative. He must recognize that such freedom depends on the power of self guidance and ceases when the individual pupil in exercising his own freedom interferes with that of others. Through the extra-curricular activities the fact must be emphasized that privilege carries with it responsibility and that the pupil must use his freedom
and his opportunity for initiative to better the conditions in
the community from which he has derived them.

Respect for law as a result of participation in extra-
curricular activities is gained in those schools which have
adopted some form of student participation in the government
of the school. Active participation in the creation and en-
forcement of school regulations gives pupils a realization of
the true relation between the citizen and his government. Care
must be taken to have the pupils realize that this is coopera-
tive government and not self-government; otherwise all the
essential factors of citizenship are destroyed, and we find
anarchy instead of respect for law and order.

Readiness to render service is the quality most desirable
in the leaders of a democracy. If the public school is to
develop this quality, it must give the pupils a chance to
practice it. In no better place is the chance given than in
extra-curricular activities. "Pupils trained only to be effici-
ent in personal effort for personal ends are not the type of
pupils America expects from its schools. Cooperation will lead
to service, but mere assistance in achieving the ends of democ-

cracy without personal sacrifice is but a low form of service.
Our pupils must be led to feel that they owe their best to
society and must give that best even if doing so demands self-
denial on their part. The school that keeps the ideal of service
before it requires each pupil to consider his own special abilities
and how he can contribute to making the school better, in scholar-
ship, in athletics, in social activities. Such an attitude leads
the student body to recognize that the school is an institution
greater than the pupils attending it at any time, greater than
the faculty that happens to control its destiny at any period,
greater than the principal presiding at the moment." (66)

The General Organization, the Y.M.C.A. and Y.W.C.A., the
Hi-Y, the School Assembly, and the school athletics hold great
possibilities for contributing to the aim of ethical character.
If conducted in the right way, the athletic teams of the school
constitute the best opportunities for pupils to form the habits
of cooperation, respect for law, and service. The sorry thing
of it is that too few schools have this as their ideal. For
those not having the chance to play on the teams, other organ-
izations may be used to develop the same habits. In fact, moral
character may be developed by almost every extra-curricular activ-
ity if only the advisers and leaders are first inspired with
this ideal.
V. Number and Kinds of Activities.

The number of extra-curricular activities in a junior or senior high school should be determined by the size of the school. In part III of this paper I have discussed the controlling principles of such organizations. "A club for every pupil, and every pupil in a club" should be the keynote of club work. The kinds of clubs will depend largely on the interests of the various pupils. Wherever enough pupils show interest in a particular sort of activity, a club should be formed. This interest, however, must be based upon one of the seven educational aims of secondary education as pointed out in the preceding section. Each club must have a definite objective, the success of the club being determined by the accomplishment of this aim.

A. CLUBS

1. List of Clubs in Washington Junior High School, Rochester, N.Y.

In order to illustrate the various kinds of club work I am listing the activities found in the Washington Junior High School of Rochester, N.Y. Ninety percent of the 1650 children in this school are of foreign-born parentage, 50% Jewish, 20% Italians, 20% Poles and Germans. (50)

Club List

<table>
<thead>
<tr>
<th>(a) Activities</th>
<th>(b) Objectives</th>
<th>(c) Conditions</th>
</tr>
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<tbody>
<tr>
<td>AIRPLANE CLUB</td>
<td></td>
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<tr>
<td>ATHLETIC CLUB (Boys)</td>
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<td></td>
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<tr>
<td>ATHLETIC CLUB (Girls)</td>
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<td></td>
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<tr>
<td>BASKETRY CLUB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Making articles of raffia and reed</td>
<td>b. Knowledge of uses of raffia and reed; hand skill</td>
<td>c. Expense varies according to articles made, minimum forty cents. Maximum membership 15.</td>
</tr>
<tr>
<td>BIRD CLUB</td>
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<tr>
<td>BOYS SERIES CLUB</td>
<td></td>
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</tr>
<tr>
<td>a. Reading and discussion of boys' books</td>
<td>b. Better understanding and selection of boys' reading</td>
<td>c. Limited to boys interested in character building books.</td>
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CAMERA CLUB
a. Making of solution; developing and printing of films and plates; making enlargements.
b. Knowledge of photography

CAMP CRAFT CLUB
a. Camp life—preparation and realization; making of camp kits.
b. Training for emergency and pleasure

CAMPFIRE GIRLS
a. Holding of business meetings, council fires, parties etc; studying for honors, ranks, etc.
b. Pursuit of health, happiness and beauty
c. Twenty weeks of probation required. Applicant must have B average on report cards and be recommended by one teacher. National dues fifty cents. Each girl earns the money in her own way.

CARTOONING CLUB
a. Production of drawings and cartoons
b. Interest in drawing; skill in reproducing thoughts on paper in serious or humorous form
c. Applicant must submit a sample of his work and be accepted by the club director. Maximum membership 25.

CHEMISTRY CLUB
a. Chemical experiments demonstrated by members of club and discussed by director
b. Knowledge of simple chemical phenomena

CROCHET CLUB
a. Crocheting of laces, yokes, etc. Stories read aloud while work is in progress.
b. Hand training; saving of expense in purchase of laces etc.
c. Members must provide their own materials. Maximum membership 20.

DEBATING CLUB
a. Debates upon questions of public interest
b. Acquaintance with rules of debating; ease and fluence in public speaking
c. Maximum membership 20.

DRAMATIC CLUB
a. Dramatization of short plays and stories; preparation for assembly programs.
b. Interpretation, clear enunciation, knowledge of stage business.
c. All members given opportunity on one assembly program at least. Personnel of club changed every ten weeks. Maximum membership 25.
EMBROIDERY CLUB
a. Embroidery, readings and Victrola selections
b. Knowledge of design, good materials etc; pleasure in making of beautiful and useful articles
c. Members must furnish their own materials. Maximum membership 35.

ERNEST THOMPSON-SETON CLUB
a. Acquaintance with life in the big woods; knowledge of characteristics, habits and adaptability of wild animals through Seton's stories.
b. Increase of interest in wild animal life
c. Maximum membership 25.

FIRST AID CLUB
a. Study and demonstration of principles of first aid; making first aid kits.
b. Knowledge of first aid; ability to act in an emergency
c. Dues five cents per member. Maximum membership 25.

FOLK SONG AND DANCE CLUB
a. Learning of old folk songs and dances
b. Teaching of grace and keen sense of rhythm

FRENCH CLUB
a. Introductory work in conversation French; study of France and its people.
b. Broader knowledge of languages
c. Limited to students not in French Classes. Maximum membership 25.

HANDICRAFT CLUB
a. Working with raffia, Indian stitch, beads, applied design.
b. Training of eye and hand
c. Girls in advanced classes of vocational department eligible. Expense varies according to article made. Maximum membership 15.

HOME ECONOMICS CLUB
a. Distributing food prepared by classes; apportioning of food; setting tables properly.

HOME NURSING CLUB
a. Knowledge of bandaging; care of sick, and little children; visits to hospitals.
b. Training for home nursing, home emergency, welfare work.
c. Maximum membership 30.

ILLUSTRATORS CLUB
a. Making illustrations—pen and pencil sketching
b. Development of talent; training of eye and hand—to work together.
c. Applicants for club must submit free hand drawing to director. Maximum membership 20.
KIPLING CLUB
a. Reading and discussion of Kipling and other modern writers
   b. To instill a love for fascinating modern tales of men and animals.
   c. Maximum membership 20.

KITE CLUB
a. Making of kites
   b. Study of proper proportions of kites and use of hand tools

KNITTING CLUB
a. Knitting of any garment desired.
   b. Learning of various stitches and new uses of yarn.
   c. Each member must supply her own yarn and knitting needles.

KNOW YOUR CITY CLUB
a. Discussion of facts concerning Rochester; industries, public buildings, wage average etc. Visits to places of interest.
   b. Knowledge and appreciation of our city.
   c. Limited to eighth and ninth grades. Maximum membership 25

LANDSCAPE GARDENING CLUB
a. Principles of landscape gardening; recognition of common shrubs and trees; study of gardens through pictures and trips.
   b. Love for good landscape gardening; stimulation of desire to become landscape gardeners.
   c. Maximum membership 15.

LAUNDRY CLUB
a. Quick methods of washing and ironing; study of lines, materials and temperature of water.
   b. Development of artistic sense; respect for labor
   c. Maximum membership 12.

MARTHA WASHINGTON CLUB
a. Crocheting of beautiful rugs from colored rags for home uses; gaining of knowledge of colonial period.
   b. Development of thrift; home service
   c. Maximum membership 15.

MILITARY CLUB
a. Drilling and study of manual of arms; signaling Morse code and semaphore
   b. Training for promptness in executing orders; knowledge of signaling
   c. Membership limited to 32 boys who are interested in marching and signaling.

MILLINERY CLUB
a. Making and trimming hats
b. Knowledge of the trade method of making a hat.
c. Expenses vary from two to three dollars according to hat made. Limited to eighth and ninth grades. Maximum membership 15.
MUSICAL APPRECIATION CLUB
  b. Intellectual enjoyment in listening to music.
  c. Maximum membership 20.

MYTHOLOGY CLUB
  a. Reading and discussion of stories concerning Greek and Roman mythology, heroes, customs and manner of living
  b. Knowledge of early beliefs and superstitions.
  c. Maximum membership 30.

NEWSPAPER CLUB
  a. Make up and production of modern newspaper
  b. Reading of newspaper and magazine articles; trips for observation; oral and written reports.
  c. Maximum membership 15.

ORCHESTRA CLUB
  a. Furnishing of music for assemblies, plays, commencement exercises etc.
  b. Complete personnel of every orchestra instrument; training in school spirit.
  c. Gold pins for all who serve three terms. Maximum membership 40.

POTTERY CLUB
  a. Modeling in clay; objects in relief and round
  b. Study of form in three dimensions of space; hand skill
  c. Small expense for clay and tools. Maximum membership 20

PUBLIC SPEAKING CLUB
  a. Recitation of fine selections and original speeches.
  b. Training of members in public speaking.
  c. Maximum membership 15.

PUZZLE CLUB
  a. Making and solving puzzles; puzzles made give to convalescents in hospitals.
  b. Training in keenness, accuracy, individuality, service

RADIO CLUB
  a. Study of wireless telegraphy; practice in sending and receiving messages.
  b. Knowledge of wireless.
  c. Club limited to boys and girls in eighth and ninth grades. Maximum membership 15.

RED CROSS CLUB
  a. Making over clothes and knitting for European war orphans affiliated with National Red Cross
  b. Development of altruistic spirit; service.
  c. Maximum membership 15.
REPORTERS CLUB
a. Discussion of newspaper and magazine articles; trips for observation; oral and written reports.
b. Development of habits of observation; concise forms of expression.

SANTA CLAUS CLUB
a. Construction of toys
b. Making of playthings along scientific lines.
c. Small expense dependent on toys made. Maximum membership 15

SCRAPBOOK CLUB
b. Service for others.

SENIOR CORPS BOYS
a. Discussion of topics of interest to graduates; conducting of school campaigns
b. Knowledge of conditions to be met outside Junior High; service.
c. Membership limited to boys of graduating class.

SENIOR CORPS GIRLS
a. Discussion of every day affairs; conducting of school campaigns
b. Making prominent the reasonableness of honor in all relations of life, service.
c. Membership limited to girls of graduating class.

SHORT STORY CLUB
a. Reading of short stories
b. Acquaintance with best short story writers.
c. Maximum membership 25.

SOCIAL HOUR CLUB
a. Knowledge of etiquette for society and business
b. Increase of social efficiency
c. Maximum membership 20.

SPANISH CLUB
a. Simple conversation; a short play; songs.
b. Knowledge of vocational opportunity through Spanish
c. Of special interest to the commercial department as our Rochester firms do business with So. American firms. Maximum mem-15

SHORT STORY TELLING CLUB
a. Telling of stories
b. Creating and fostering a love for good stories
c. Maximum membership 25.

SUCCESS CLUB
a. Talks by successful men; examples of worthwhile men; discussion by club members; contact with industrial life.
b. Understanding of basic principles of success
c. Membership limited to boys who will not complete Junior High.
SWIMMING CLUB
a. Strokes, dives, life saving, swimming meets.
b. Enjoyment; preparation for emergencies
c. Maximum membership 20.

TATTING CLUB
a. Copying and making of original designs in tatting
b. Artistic and practical side of hand work
c. Each member must have shuttle and thread. Maximum membership 25.

TRAVEL CLUB
a. Imaginary trips by means of stereoptican views.
b. Appreciation and knowledge of actual travel
c. Maximum membership 30.

VIOLIN CLUB (Beginners)
a. Learning to play on violin
b. To convince child of his ability to learn the violin
c. Membership limited to 15 who have a violin, but do not take violin lessons.

VIOLIN CLUB (Intermediate)
a. Lessons in violin playing
b. Training for pleasure
c. Membership limited to 15 who have had one term in the Beginner's Club and do not take private lessons.

VIOLIN CLUB (Advanced)
a. Advanced lessons on violin
b. Training for orchestra and individual pleasure
c. Membership limited to 15 who have had one term in Intermediate Club and do not take private lessons.

WILD FLOWER CLUB
a. Learning names of wild flowers; collecting for herbaria;
   using nature to beautify the home.
b. Appreciation of the wonder and beauty of the great outdoors

WILLING WORKERS CLUB
a. Making articles of clothing for small children, e.g.
   simple dresses, aprons, bonnets etc.
b. Giving garments to poor children; service.
c. Maximum membership 15.

WIRELESS BUILDERS CLUB
a. Making of wireless apparatus
b. Working knowledge of wireless
c. Limited to students interested in wireless and willing
to pay cost of materials for own apparatus. Maximum membership - 15
The club organization of this school is directed by an executive committee of the faculty. There are 56 clubs, 72 faculty leaders and a membership of almost 1700 students. Each club has its own student organization and club meetings are conducted as are class meetings by student officers with faculty guidance. By reducing the School Activities period on Monday to 15 minutes, the Friday Club period is increased to 55 minutes. Membership of the clubs disregards all department and grade distinctions. Each club may include in its membership representatives of all departments and all grades of the school. The only determining factor in the club organization is the choice of the student. The guiding principle of the school creed - "make a democracy of the school" - prevails in the club organization. (R.L. Lyman of the University of Chicago, describes the Washington Junior High School in detail in the School Review for March, 1920.)

2. The Playgoers Club.

An excellent club found in some high schools and not mentioned in the above list is one known as the Playgoers Club or sometimes called the Theater Club. The purpose of this club is the inculcation of standards of taste for reputable current plays. Six plays, chosen under the guidance of a faculty adviser, are attended during the year. So great a success has this idea been, that recently there has been formed the "Students' Repertory Theater Association of New England". Mr. & Mrs. Henry Jewett, leaders of the Jewett Players at Copley Theater, Boston, were largely responsible for the organization of this association. The purpose of it is to encourage pupils of the high schools outside of Boston to attend some good clean plays. A fund has been set apart, the income of which is to allow members of the school clubs to attend the Copley Theater at the admission price of 10¢, the balance being paid from the fund. In order to enlarge the fund, Mr. Jewett has given over the theater on the last Friday afternoon of each month for the production of plays by local high schools, the profit of which is turned into the fund. The high schools of Brockton, Somerville, Cambridge and Winthrop have staged plays at this theater.

B- OTHER FORMS OF EXTRA-CURRICULAR ACTIVITIES.

In addition to the various clubs listed above, the extra-curricular activities of the school include the following, each of which is discussed in detail:

1. The General Organization
2. The School Paper & Yearbook
3. The School Handbook
4. The School Assembly
5. Athletic Association and teams
6. Class Organizations and the Home Room
7. School Dances
8. School Banks.

ONE - THE GENERAL ORGANIZATION

This idea has been discussed in detail in Part III, Principle One. The pamphlet on "The Student Councils", 
published by the Lincoln School of Teachers' College, is very helpful in organizing this phase of extra-curricular activities.

TWO - THE SCHOOL PAPER AND YEARBOOK

These publications have the power to promote constructive activities and the ideas that lie behind them. A school paper, as is true with any paper, can shape the public opinion of the school very largely and is able to encourage the good club work better than any other one factor. The news writing and editing of the paper or yearbook should be part of the regular English work of the school.

THREE - THE SCHOOL HANDBOOK

The Primary purpose of the high school handbook is to set forth facts about the school community to students, patrons and teachers in a clear, logical and forceful manner. The handbook should give particular emphasis to student organizations, social functions and school traditions, and it should offer wise counsel and safe guidance in the choice of studies and the selection of the kinds of school activities that are most desirable. Parents and citizens may learn from the handbook how complex and varied the activities and interests of the modern high school have become, and thereby establish a better understanding and deeper appreciation for the efforts of the school, and bring about greater unity of spirit and more willing cooperation for the best interests of the institution.

The handbook should treat all materials in a comprehensive way, producing them in such a simple and interesting manner that they may be read with intelligence and ease by incoming freshmen or the Board of Education. They should be produced in such an attractive form and compel the attention and interest so that wholehearted allegiance and loyal support are secured for all school activities.

FOUR - THE SCHOOL ASSEMBLY

The assembly, together with the school paper, offers the greatest opportunity for developing the community spirit of the school and for focusing public approval on worthwhile activities. "The assembly period should not exist primarily to enable the faculty or the head of the school to advise pupils - however good this advice may be, nor is it a place for a formal routine service, nor yet a place where pupils must sit through the delivery of required orations." (24)

The objects of the school assembly are to develop social coherence, school unity, and school spirit; to encourage higher standards and greater interest in school work; and to afford a medium to secure a closer relationship and understanding with the community. The activities may pertain to school business, such as clean-up week or the awarding of honors or insignia; or may commemorate some special day of the year, such as Lincoln's birthday, or Parents' Day. Various clubs and organizations of the school may be responsible for certain programs, setting forth to new members the purposes and aims of the club or the accomplish-
ments of the same. Such activities as debates, radio talks, or original stories are very good to broaden the pupils' interests. In a large high school, demonstrations of class work in all subjects give the various classes and departments some idea of the fundamental unity of the entire school curriculum.

The assemblies should be in the hands of the students supervised and guided by a member of the faculty. The student representatives should be elected by the student council or by classes and the faculty advisers appointed by the Principal. Certain important considerations are recommended:

(a) That a student preside over all assemblies.
(b) That every student be given an opportunity as often as possible to take a part in the programs.
(c) That every club or organization in the school be responsible for at least one assembly. Home rooms should put on assemblies working out all plans during the home room period. In small schools the various classes should be responsible for a program.
(d) That the members of the faculty have charge of an assembly. In a large high school the different members of the faculty could be asked to speak to the students instead of inviting in so many outside speakers.

The following is a list of suggestions for Assembly programs:

Dramatics - 1. Scenes from Shakespeare
               2. Play by the Shorthand Club
               3. Latin, French and Spanish Plays
               4. Mock Trial by Civics Class

Minstrel show with local hits.

Pageants - 1. History of the school
               2. Of the school year given by Freshman Class
               3. Prominent historical events.

Recognition Assembly.

French and Latin songs and dances given in costume

Discussions - 1. The school tax proposition
               2. The coming election
               3. The school paper, handbook and annual

Victrola scene, with "records" made by students
"College Day" - short talks by alumni now in college.
Scientific demonstration by Science Club.
"Our Impressions of the Seniors" - impersonations by Juniors.
Fire drill assembly - talks given by students, fire chief and assistant.

Parents Day - Seniors entertain parents.
Masterpieces of Art - posed by members of art classes.
Seniors farewell speech to Juniors - parody on Mark Antony's speech.
Armistice Day - speeches by American Legion with Civil War veterans present.

Circus - featuring a tumbling team
Talkalogue - a take-off on school celebrities
Musical -
1. Study of an opera
2. Songs by glee club
3. Real artists if they can be secured.

Christmas Programs - "Still Life Scenes". (yy)

The Lincoln School of Teachers' College has published a booklet entitled, "Some Uses of School Assemblies", in which is told in detail the values and types of assemblies, together with a list of programs. The booklet should be in the hands of every elementary and high school Principal.

FIVE- ATHLETIC ASSOCIATION AND TEAMS

The purposes of an Athletic Association in a Secondary School are, or should be, twofold: first, to encourage, regulate and support all forms of extra-curricular recreational and athletic school activities; and secondly, to work to the end that every member of the school group shall partake of the physical mental and social advantages to be derived from such activities.

The pupils themselves must be left to work out the organization of such an association, the faculty acting merely in an advisory capacity. In too many school the Principal or the faculty undertake to run the athletics almost entirely, depriving the pupils of one of the best opportunities to develop initiative, leadership and cooperation.

A complete reorganization or readjustment in the athletics is needed in most high schools. Athletics is supposed to develop the health of the players; yet no critical observer can deny the fact that most of the games today demand almost a super-human amount of strength and endurance. In fact, many sports are detrimental to the health of the pupils as well as to their scholarship. Not how much of a work out does Smith need for his health, but how much he can stand is the question asked by the coach. The coach, to hold his job, must produce winning teams. He is hired for that purpose and it matters not how much he does for the physical or mental development, he must require the training or over-training necessary to win a large portion of the games. The elements of education, health, enjoyment, sociability are relegated to secondary place and thus sacrificed for the purpose of winning. (yy)

Comparatively few high school boys can stand the grind on the gridiron each day for two hours and still feel fit for study. Most high school men fall down in their school work during the football season and expect to make it up after the season is over. It is very seldom we find a strong athlete in football, basketball and baseball and at the same time at the top of his class in school work. Athletics should not be a hindrance to scholarship, but rather an aid.

There are many changes which should be made in the administration of physical education and athletics, many of which
could easily be effected if athletics were made a part of the curriculum.

The most important is that every pupil should take part in some form of organized play, instead of the selected few we now have. Very little more time should be required of those on the regular teams than of other students. The amount of time required should be determined by the health of each individual pupil. Many schools have what is called physical exercise, but still hold to the old idea of athletic teams for the chosen few.

No special privileges should be allowed athletics or athletes. Honesty, manliness, proper language, etc., should be required on the athletic field as well as in the school room. There is no reason why one hundred times as much should be spent on the physical development of the already strong athlete as upon the average individual. How often do you see high schools giving the total budget to specialized athletics and nothing for the physical development of the rank and file? (77)

The school physician and nurse, rather than the coach, should determine when a certain form of athletics is needed for the child's physical development. The coach should be a real teacher, with a knowledge of education, sociology and psychology, instead of being chosen because he has been an athletic "star" in one or more college sports. He should have the ideal of developing physical health rather than winning games at any price in any manner. Nevertheless, this will not come until public school officials and the public in general conceive the idea that the winning of a game is the sole motive, but that health, fair play, and team work are of far more importance. When athletics is given its proper place in the curriculum, then, and not until then, will this idea become established.

SIX- CLASS ORGANIZATIONS

Class organizations, or in the larger schools, home room organizations, are as essential for developing class spirit as is the assembly for school spirit. Many schools set apart 15 to 25 minutes daily for a home room period. Here again the best arrangement is to leave the organization entirely in the hands of the students, the teacher being merely an adviser and guide. In these small units one room or one class can compete with another in attendance, tardiness or athletics. Here plans for class activities or an assembly program can be made and discussed. In schools in which there is a student council or other type of pupil participation in school government, the home room period is used for the reports of each representative on measures passed by the governing body. The representatives from the Home Room groups should be at stated intervals in order to unify the plan and regulate its activities.

The following is a list of suggestions for Home Room activities:

1. School spirit and organization.
   (a) Getting acquainted through games, contests, room parties, hikes, etc.
(b) Community singing, school songs, yells and "pep" talks.
(c) Student talks about what is needed to better the school work and school life.
(d) Assemblies
(e) Regulations and requirements of school.

2. Organization and business.
   (a) Reading of daily bulletin, which should contain all school announcements.
   (b) Daily attendance reports
   (c) Enrollments of students at the beginning of each semester.
   (d) Sale of tickets for school affairs
   (e) Class and club meetings
   (f) Assemblies once a week

3. Americanization and Citizenship
   (a) Study and meaning of student participation in government - its application to school, community, nation.
   (b) Study and discussion of machinery and working of politics.
   (c) Discussion of city civics through government, special departments, public buildings and needs

4. Art appreciation through architecture, furniture, pottery, pictures, interior decorating, dress.

5. Entertainment by room or groups of rooms.
   (a) Assembly programs to encourage talent
   (b) Victrola concerts of noted artists and operas read.
   (c) Programs celebrating anniversary of famous people and events.
   (d) Occasional visits from musicians and other prominent entertainers who visit the city.

6. General
   (a) Discussion of current events
   (b) Debate and public speaking
   (c) Outside speakers
   (d) Athletics of the school
   (e) Book reviews
   (f) Student talks on industries of your city
   (g) Student talks on the history of your city

SEVEN- SCHOOL DANCES

Should social dances be conducted in the high school; and if so, why and how? This is the problem most Superintendents, high school Principals and other school authorities have to face. Many leading educators have concluded that we should conduct social dances in our high schools because young people will dance, and it gives the school authorities an opportunity to teach them how to do better the thing they will do anyway. In her survey of the Extra-Curricular Activities of the Two Girls' High Schools in Baltimore, Miss Stevens says: "Dancing is a perfectly natural
way for girls to give expression to their love of rhythm, love of motion and to desire to be with boys of their own age. Dances should be held in the school to teach young people how to conduct themselves when dancing."

During the summer of 1922, a committee studying this problem at Teachers' College sent questionnaires to principals of high schools in every state capital. Reports from 28 of these show that:

1. 20 conduct social dancing
2. 8 prohibit social dancing
3. Dances are chaperoned by parents and teachers.
4. No principal wishes to prohibit dancing where it is conducted.
5. Dances are held in the afternoons and evenings.
6. Principals believe it is the duty of the school to provide for the social life of the student.
7. It is better to have young people dance under supervision.
8. Young people want to dance because it furnishes an opportunity for sociability and acquaintance and is a legitimate form of amusement.

One of the strongest reasons for having school dances, in addition to teaching proper conduct, is that they tend to lessen the chances of a pupil's attendance at public dance halls. Many parents who object to young people attending unchaperoned public dances can easily prohibit their children from such places when school dances may be substituted.

Besides religious objectors to school dances we find the objection that they subject school authorities to severe criticism at times. This seems hardly worth considering, for we must educate the pupils in the right way to do things in spite of criticism from many objectors. A complete education cannot be limited to books.

For those schools which may have undue trouble with dancing, the following plan recently put into operation by an eastern city is recommended. "Each senior who attended the dance was formally introduced. Before the dancing began, two gymnasium teachers demonstrated the proper way to dance. The pupils were then told that they were expected to dance in a similar way. Only pupils who are dancing are allowed on the main floor; all others must retire to the balcony. At the close of the dance, each pupil is required to shake hands with the chaperons."  

Another method of dealing with the situation was adopted by a western city. The sponsors are supplied with printed warning cards upon which a check may be placed opposite the standard violated and this handed the offender. The card reads as follows:

1. Correct posture
2. Correct dancing position
   (a) Leader's right hand just under shoulder blade
   (b) Leader's left arm extended outward
   (c) Girl's left hand on leader's right shoulder.
3. No extreme steps.
EIGHT - SCHOOL BANKS

Another activity which may be classed as extra-curricular, although a vital part of some school systems, is that of the school bank. The aims of this activity are to develop a sense of economy and thrift; to develop individuality and self-responsibility; to teach industry, honesty and generosity; and to gain by the actual doing, accuracy and experience in business practice.

There are four different systems used in the schools. (54)

(1) Money Direct-
Bank Day is every Monday morning. At this time the money is brought to the room teacher who records the amount on a card folder which is the bank book for the pupil. The teacher makes out a list of depositors with the amount deposited by each which she sends with the money to the Superintendent who takes it to the bank. The bank records the total amount, opening individual accounts only when the pupil has $3.00 on deposit.

(2) Stamp-
Each pupil who becomes a depositor is given a folder with spaces for fifty stamps worth one cent each. These stamps with the purchase from the teacher. When the folder is filled it may be exchanged for cash or it may be deposited in the bank.

(3) Direct Banking-
In Duluth, Minn., the First National Bank operates a direct system in the school. Two employees of the bank give their whole time to the schools going to each and receiving the money direct from the pupils, the teacher having nothing to do with it.

(4) Miniature Banks-
A. At the Boston High School of Commerce a trustee or bank director is chosen by each room. They elect their own officers and the administration of the bank is in their hands, supervised by a teacher. All of the clerical work connected with the receiving of deposits is done by pupils.

B. In Alameda, Cal., the work is done by the Commercial Department of the High School with the head of the department as manager. Regular bank equipment is used and the procedure is the same as in a public bank.

C. In Meriden, Conn., the school bank is operated by the Business Department of the High School. Not only are individual accounts kept, but it is the general treasury of all student organizations including even the lunch room.

Of the above systems, the last is the ideal for a large high school, for through it the pupils receive valuable training and first hand experience with the actual business problems involved. The direct banking system is feasible only when there are large enough deposits to warrant the time of bank employees and when a miniature bank is impossible. The danger of the stamp system is that pupils will withdraw the deposit as each card is filled. Most small or medium-sized high schools use the
Money direct system; yet many could well afford to give their pupils business practice by establishing a small bank, thereby saving much of the teachers' as well as the Superintendent's time.

VI DANGERS OF EXTRA-CURRICULAR ACTIVITIES

In bringing extra-curricular activities under school supervision - or, in other words, making them intra-curricular activities - there are many dangers which should be guarded against. Some of these have been mentioned in the discussion of the preceding sections, but a brief summary of them at this point will focus our attention of them. I will not attempt to list these in the order of importance, for in many cases it is difficult to decide which of two bears the more weight.

(1) In the first place, the activities must not be too numerous. Enough organizations to insure the enrollment of every member of the school in at least one, is a safe rule to follow. Where too many clubs are started, the pupils will soon lack interest in some and the work thereby will be neglected. No new activity should be started unless there is a felt need for such by a sufficient number of pupils, and then only with the approval of the administrative head of the school.

(2) Sometimes extra-curricular activities may cause the neglect of regular school work. Such is often the case with regard to athletics. This is entirely unnecessary, however, and can easily be prevented by a careful check of the marks at the principal's office. These organizations must supplement, not supersede, the classroom work.

(3) No particular type of activity should be over-emphasized. Pupils must be made to understand that membership on an athletic team is not necessarily of greater importance than a part in the orchestra or an editor of the school paper. Many schools have a plan of dividing the activities into Major and Minor groups, all activities of each group being of nearly importance.

(4) Pupils should not be allowed to spend too much time on extra-curricular work, nor permitted to distribute that time over too many activities. Most schools regulate this problem by limiting the number of activities that may be carried on at one time to a major and a minor, or to one major and two minors.

(5) In contradiction to number four is the danger of some pupils entering no organization whatever. Some schools require the satisfactory participation in a certain amount of extra-curricular activity work in order to graduate. Such amount can easily be regulated by a point system, which is discussed in the next section.

(6) A few pupils should not control all the offices of the
various clubs as is often the case; to develop leadership a large number of pupils need to be given the opportunity to hold office. The point system will take care of this danger.

(7) Care must be taken regarding the finances of the various organizations - reckless spending of money is detrimental to the educational purposes of extra-curricular activities. It is difficult for many clubs to earn the amount of money they actually need for carrying on their work, while other activities, such as the orchestra or dramatic club, ought not to spend nearly as much as they can earn. The best way to regulate finances is to have a board of control of student activities, a student council, or some other centralizing agent. The details of such a plan are described in another section of this paper. (See the plan of Mt. Clemens, Mich., High School).

(8) Many scholastic and social organizations may be intolerant and snobbish of members of other organizations. This is true of the majority of high school fraternities and is given as one of the strongest points for the elimination of the latter. Arguments in favor of, and against fraternities will be given in another section of this paper.

VII THE POINT SYSTEM

As has been pointed out, one of the grave dangers of extra-curricular activities is that a few of the most popular and most forward pupils are apt to hold the offices in too many activities. Even if the membership is limited to two or three organizations, certain boys and girls are very likely to run or try to run the activities. In some cases these pupils are really good leaders—often they are merely self-assertive students, "politicians", or are bluffs. Even if they possess the qualities of leadership, there are many others in whom such qualities need to be developed. All of us have had experience with the reserved boy or girl who remain in the background until somebody actually pushes them forward; then they show they can shoulder responsibility and are capable leaders, but simply a little bashful.

In order to eliminate the tendency to monopolize office-holding, a large number of schools have instituted a point system. Such a system endeavors to score each office commensurate with its responsibility and time needed. Thus the president of the Student Government body receives a higher score than the president of a class or club. In this way the point system states the maximum number of points which may be carried at any one time by an individual pupil, thereby dividing the work as well as the honor among more of student body.

Not only is it possible to regulate the maximum amount of duty to be undertaken in extra-curricular activities, but it is also convenient to state a minimum number which must be successfully completed each year. For instance, points are given for parts in plays, in debates, in participation in class or school
athletics, etc., as well as for the offices of the organizations. Some schools have considered extra-curricular activities so valuable that they require a considerable number of points before a pupil can graduate. Other high schools have not gone so far as to require points, but encourage organization work by allowing pupils to earn part of their graduation credit by participation in extra-curricular activities.

For example, in the Winfield, Kansas, High School, one credit out of 16 required for graduation can be claimed for participation in outside activities. By means of a point system, merit points are given for all activities. An activities' card is provided for each pupil on which is the following information:

1. Name, class and department
2. Number of card
3. Total merit points of previous cards
4. Merit points of present card
5. Total points up to date
6. Activity
7. Amount of time spent and nature of the work
8. Rating of student participation, A, B or C by immediate student supervisor
9. Rating A, B, or C by faculty sponsor

A pupil must receive the mark of A or B by both student supervisor and faculty sponsor in order to credit the points of that activity. At the end of the year the total number of points are transferred to the school record card. Eighty points from extra-curricular activities give one of the sixteen credits necessary for a diploma. As the above cards are only temporary, very little time is required to operate the system. In addition, a letter is given to students who win an extra-number of merit points for which no award has already been provided. This encourages maximum participation by students and serves the contributions of these pupils to the citizenship of their school.

Another aim of the point system is to devise some method to aid in the selection of honor students. If the citizenship objective of the school is to be properly stressed, scholarship in classroom work should not be the sole basis for the selection of honor students. It takes very little observation to learn that in too many schools honors and high honors are based entirely upon high marks in book knowledge. And the shame of it is that the most of these honor pupils are ones which contribute nothing to the welfare of the school and are therefore losing very valuable civic training. How much more credit should be given to the pupil who, in addition to good grades, is a member of the Student Body organization, or the editor or manager of the school paper. While we must not minimize the classroom work, extra-curricular activities are also very important in the lives of secondary school pupils. In fact, if the latter are administered properly, they will be an incentive for pupils to do better in the regular school studies.
The following is a suggestive point system showing the proportionate values given to the various activities by one school:

### A. Student Body Organizations

<table>
<thead>
<tr>
<th>Position</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>15</td>
</tr>
<tr>
<td>Secretary and Treasurer</td>
<td>10</td>
</tr>
<tr>
<td>Other officers</td>
<td></td>
</tr>
<tr>
<td>High School annual or paper:</td>
<td></td>
</tr>
<tr>
<td>Literary editor, managing editor</td>
<td>12</td>
</tr>
<tr>
<td>Business manager, Advertising</td>
<td>6</td>
</tr>
<tr>
<td>Other officers</td>
<td></td>
</tr>
<tr>
<td>Other members of staff</td>
<td></td>
</tr>
</tbody>
</table>

### B. Debates and Oratorical-Declamatory Contests

<table>
<thead>
<tr>
<th>Participation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in try-out</td>
<td>5</td>
</tr>
<tr>
<td>Participation in intra-school contest</td>
<td>6</td>
</tr>
<tr>
<td>Participation in inter-school contest</td>
<td>10</td>
</tr>
</tbody>
</table>

### C. Athletics

<table>
<thead>
<tr>
<th>Participation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captain of any team throughout season</td>
<td>10</td>
</tr>
<tr>
<td>Manager of any team throughout season</td>
<td>10</td>
</tr>
<tr>
<td>Participation in each inter-class games</td>
<td>2</td>
</tr>
<tr>
<td>Participation in each inter-school games</td>
<td>4</td>
</tr>
</tbody>
</table>

### D. Musical Organizations

<table>
<thead>
<tr>
<th>Participation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>For 80% attendance of all meetings, regular and special</td>
<td>5</td>
</tr>
<tr>
<td>For each participation in a public program</td>
<td>3</td>
</tr>
<tr>
<td>For participation in each program before the school</td>
<td>2</td>
</tr>
<tr>
<td>Musical plays, as operettas, etc.</td>
<td></td>
</tr>
<tr>
<td>Major part for male character</td>
<td>5</td>
</tr>
<tr>
<td>Major part for lady character</td>
<td>5</td>
</tr>
<tr>
<td>Minor parts for either</td>
<td>3</td>
</tr>
</tbody>
</table>

### E. Dramatics

<table>
<thead>
<tr>
<th>Participation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>President of dramatic club</td>
<td>6</td>
</tr>
<tr>
<td>Other officers</td>
<td>4</td>
</tr>
<tr>
<td>Participation in play before public</td>
<td></td>
</tr>
<tr>
<td>For leading man</td>
<td>5</td>
</tr>
<tr>
<td>For leading lady</td>
<td>5</td>
</tr>
<tr>
<td>Other characters</td>
<td>3</td>
</tr>
</tbody>
</table>

### F. Cadet Corps

<table>
<thead>
<tr>
<th>Position</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captain</td>
<td>10</td>
</tr>
<tr>
<td>1st Lieutenant</td>
<td>7</td>
</tr>
<tr>
<td>2nd Lieutenant</td>
<td>5</td>
</tr>
<tr>
<td>Sergeants</td>
<td>3</td>
</tr>
<tr>
<td>Corporals</td>
<td>2</td>
</tr>
<tr>
<td>For 80% attendance at all drills and meetings</td>
<td>5</td>
</tr>
</tbody>
</table>
G. Other Organizations

- President of club: 9
- Secretary of club: 4
- Treasurer of club: 3
- Other officers: 2
- For 80% attendance at all regular and special meetings: 5
- Participation in a public program of club: 3
- Participation in a program before the school only: 3

H. Class Organizations

- President of Senior Class: 8
- President of each of other classes: 5
- Secretary of any class: 3
- Treasurer of any class: 2
- Other officers: 1
- Participation in class program before school only: 2
- Participation in class program before public: 3

I. Additional

- Students having all grades above 90% for year: 5
- Perfect attendance for a year: 5

In some schools - even with a large membership - the point system may be difficult to introduce or may prove entirely unsatisfactory. If the student are being conducted in a manner which seems entirely satisfactory to the majority of the student body, a point system will find no favor among those boys and girls. The Mr. Vernon, N.Y. High School attempted the point system and after a few years gave it up; instead are these rules controlling activity participation:

1. All candidates for athletic teams shall meet the requirements of the County Athletic League.

2. Managers, assistant managers and members of the athletic committee shall also meet the above requirements.

3. Candidates for student membership on the Executive Council of the General Organization shall fulfill these requirements:
   - Unconditional promotion and a general average of C or above in the preceding term's work. The candidate must carry at least 15 hours of work.

4. Members of the standing committees, and editors and managers of the school publications, must meet these same requirements.
5. All participants in plays, debates, etc.,:
   Unconditional promotion in the preceding term's work in every subject. Any such participant may be disqualified at the beginning of any rehearsal on the request of any teacher. This does not apply to members of the orchestra.

VIII Illustrations of Extra-Curricular Activities
   with the
   Characteristic feature of each.

1. The University High School in Chicago, is a school which has given very careful attention to the administration and supervision of its extra-curricular activities. The main feature of its plan is the use of faculty committees.

   All the activities are in charge of four faculty committees:
   (a) Athletics and Games, (b) Literary Clubs, (c) Science and Arts Clubs, (d) Student Publications. The following rules have been adopted:

   1. All clubs must have faculty advisors
   2. No club can hold its meetings in the evenings
   3. New clubs to be formed must obtain the approval of the appropriate faculty committee.

   This school is fortunate to have a clubhouse for boys and clubrooms for girls. There are also Friday afternoon informal dances.

2. The Central High School of Grand Rapids, Mich., has a closely unified and correlated plan of administration, the characteristics features of which are the Advisory Board and the grouping of activities. The plan is outlined as follows:
   
   **Advisory Board** - Every society or organization has its advisory board, consisting of two teachers who are chosen by the pupils and approved by the principal, and of two or more students, according to the size of the organization. The teachers on the board act as leaders. The principal is a member of the board ex-officio.

   **Advisory Council** - The teachers on the various boards may be brought together by the principal as an advisory council to deal with difficult problems and determine the general social policy of the school.

   **Student Council** - The students who are members of the various boards and also certain students chosen at large to represent those who may not be members of any society, act as a student council. This council is used to secure the good will and loyal support of the general student body for the administration of the school.

   **Leadership Clubs** - The principal calls together the boys of the student council and the lady vice-principal, the girls, to discuss in an intimate way the problems of leadership.
All activities are classified into five groups: (1) the Academic Group, (2) the Arts Group, (3) the Athletic Group, (4) the Social Group, (5) the General Group. No pupil is allowed to belong to more than one organization under the same group at the same time. No pupil is allowed to hold office in more than one organization at the same time. (14)

The plan not only prevents a few students from monopolizing the offices of several organizations, but also prevents students from going into too many activities, especially those of a similar nature.

2. The following plan of the Mt. Clemens, Mich., High School is unique in its method of financing the student activities:

"The entire student body is divided into groups; each group being placed under the supervision of one faculty member with a chief supervisor for the number of groups compromising each class. These groups meet regularly on Friday of each week during the thirty-minute period that is used for assembly program and music work on other days. At the beginning of the school year each group elects one of its members to its class executive committee. This class executive committee working under the supervision of the chief class adviser is the legislative and the executive body of the class. This committee in turn elects one of its members to represent the class on a board of control of student activities.

"In addition to these four class representatives, the board of control consists of a student manager, a treasurer, a girls' representative, with the superintendent and the high school principal as members ex-officio. This board meets at the call of the principal and takes action on all student affairs which he desires to submit to it.

"This board of control directs the student body in all of its activities; it has nothing to do with the discipline of the school directly; the students understand that all things they desire to do must be submitted to this board; and the board members keenly feel their responsibility to students and school.

"The group of about thirty pupils is the basis of our financial program. In each of these groups, two group representatives are elected who take charge of weekly collections into which each student pays ten cents. These collections are taken at the Friday meeting of the group. After two such payments have been made at the beginning of the year, the student is awarded an arm band. This he may retain as long as he keeps up his weekly payments. This arm band entitles him to free admission to all events which are given by the student body at large, including football, basketball, all athletic contests, debates and annual opera. As each student pays his weekly contribution to the student activities fund, he is given a copy of the school paper which is published by the students.

"After the collection has been made, one of the representatives checks up with the teacher in charge of the group
and then takes the money to the student treasurer in the commercial department, who issues a receipt. After all money is received, and instructor in the commercial department checks up the total amount, after which it is deposited by the student treasurer in the local bank.

"This money constitutes a high-school fund that is used for any student activity which seems worthy of financial support. The money is spent by check which is issued by the student treasurer upon receipt of a requisition from the principal. The principal is thus enabled properly to finance some activities which might not be self-supporting, such as commercial contests and public speaking events. The principal should issue these requisitions in accord with a budget framed in conference with directors of the various activities at the beginning of the year. Various needs should be listed and a pro rata assignment of funds made.

"This plan has afforded the principal an opportunity to carry out plans of giving balance to student affairs that otherwise would have been impossible. By careful direction of faculty members, who are group advisers, it has been possible to create a personal touch with students in their participation in students' affairs that has done much good. The activities of students in matters affecting the welfare of the school are never without direction and yet the direction is not burdensome to any one individual. All suspicion arising in the handling of student funds has been eliminated and financial affairs have been put where they may be easily scrutinized by the principal." (34)

4. The plan of the Lindsay, Cal., High School is interesting and important in that it divides the student body into citizenship classes, such classification to be made by a board of faculty and student members.

(1) Citizenship Classes - A, B and C.

A class A citizen is one who has educated his conscience, judgment and reason to that extent that he almost always is able to see clearly the rightness or the wrongness of an act; and he has developed enough of the spirit of "fair play", and his will power, so that he chooses to be right or to do right. He is dependable and can be trusted out of sight. He will be especially careful of his conduct or manner so as to offend no one - in short, be a gentleman. He has proper respect for property rights, and uses school property with care. He is loyal and he readily and cheerfully assumes the responsibility which may be placed upon his shoulders. In short he does what can be expected of one at that age.

A class B citizen is one who is genuinely trying to attain the standards of class A, but has not educated his judgment and reason extensively enough or at times the will power or determination is not sufficient to carry him into right actions or situations. He wants to be and do right, but needs helpful sympathetic guidance at times.

A class C citizen is one who either does not wish to avail himself of the opportunities and privileges of the system, or is one whose judgment is inaccurate, or whose will power does not tend to lead him into right actions or situations.
(II) Classification Board.

This board shall consist of the student body cabinet and members of the faculty; provided, however, that no member of the cabinet may sit in the Board unless a class A citizen.

(III) Classifications, Promotions & Demotions.

The pupils are classified as far as possible on the basis of their acts - or failure to act; that is, they are classified according to conduct. The record of student offenses are placed on file for the reference of the classification board. Each student's classification is reviewed once a month by the board. Promotions are made by the unanimous vote of the board. Demotions are made by and at the time of, acts are committed, or omitted, which are an offense against the standards of Class A or B citizenship.

(IV) Privileges

In order to have a probationary period, the students are not placed in class A until their name has appeared at least twice before the classification board. This provides for the introduction of the system into a school and for new students coming into the school.

Class A citizens may study at such places as they may choose - they must, however, register where they will generally be found at those times.

Class B citizens, having a study period the first or last period of the day, may study at home if they choose. They may transfer without permission from the study hall to a vacant class room for study; but at such times they must observe class A standards.

Class C citizens are under supervision in the study hall at all times. Thus no student is compelled to come under the system adopted.

"This plan has caused a remarkable change in the attitude of the student body. At the first classification the student body was divided 50% in class B and 25% in each of the other classes. The second classification brought class A up to 60%, class B to 30% and C down to merely 5%. Thus has been proven that what is necessary to bring out the best citizenship qualities in young irresponsible students is to place full trust and confidence in them and to put responsibility completely and squarely upon their shoulders for the consequences of their acts." (c)

There are many and varied plans of so-called student government or pupil participation, but the above idea is one of the best forms of cooperative civic training of any I have examined.
The following plan for student participation is in operation in Devil's Lake, N.D. The chief feature of the plan is the student-faculty cooperation in the administration of extra-curricular activities by means of a Students' Association working through various boards.

The Students' Association provides for student-faculty cooperation in the administration of extra-curricular activities and in the solution of school problems. Its object is to develop true social consciousness and to emphasize the importance of cooperation to the end that good citizenship may be realized. All the various school organizations - athletic association, literary societies, school paper, musical organizations, etc., are centered in and directed by the Students' Association. The work of the association is handled mainly by boards. No plan devised by any board is put into execution except on the approval of the faculty adviser of that board.

(I) The executive board is known as the Booster Board. Its objectives are:

1. To foster leadership based upon real ability. Leaders must have the ideal of service.
2. To unify the various student activities.
3. To promote and foster democratic pupil participation in school affairs.
4. To develop loyalty and proper school spirit.
5. In every way to equip students for the duties of future citizenship.

The Booster Board cooperates with the following boards, the chairman of which are elected from its membership:

(II) Finance Board.

The membership consists of the four class treasurers, the student association treasurer, the treasurer of the athletic, social and literary boards, the commercial teacher and faculty business manager. The Board has supervisory power over all school funds. It draws up and has printed all the vouchers needed for the efficient handling of all school money.

(III) Athletic Board.

Membership - President and Treasurer of Student Association, football, basketball and track managers, manager of girls' athletics, coach, and the president of the athletic association.

Duties - Supervises all athletics.

(IV) Literary Board.

Membership - The Secretary and two other members from each literary society, two faculty members, and the editor of the High School paper.

Duties - The supervision of any activities of a literary or musical nature.
(V) Social Board.

Membership - Two elected from the senior class and one from each of the others, and a faculty adviser.

Duties - To develop and foster proper democratic spirit and social life among all of the students. A definite social program is planned. To welcome new students and to extend sympathy to any who are ill.

(VI) Scholarship Board -

Membership - The four class Secretaries, one member of each class elected on the basis of the highest scholarship for the preceding year, the president of Students' Association, and the school principal as adviser.

Duties - To cooperate with the faculty to raise the standard of scholarship in the school; to cooperate in the enforcement of any rule governing participation in extra-curricular activities. (57)

In the above cooperative plan the Booster Board is an honor society as well as the executive board. It is not an end in itself; it exists not for its members but for the school and its honor.

A system similar to the above one is operated in the High School at Pasadena, Cal., where instead of the various boards, each individual pupil in the executive board has supervision of a specific part of the extra-curricular activities. (57)

The following diagram shows in graphic form how the Students' Association working through various boards links all the extra-curricular activities into a complete unit. (See Fig. 37 A)

6. A very interesting experiment in administering extra-curricular activities was started last September in the Everett, Mass., High School. The usual school day consists of six periods, from 8 A.M. to 1 P.M. Such a short day did not allow sufficient time for outside activity work, unless this were done after school hours. As has been pointed out previously, this arrangement was entirely unsatisfactory; so the principal secured the permission of the Superintendent and the School Board to have a longer session on Wednesday afternoon. On this afternoon school is kept until 4:30 and attendance at school is compulsory - in fact this is considered part of the regular session. At the first there was some objection to this plan especially from business men who hired boys in the afternoon; but they were told that it was for the best interests of the pupils and the community.

The added time is used entirely for extra-curricular activities; the band and orchestra have their rehearsals and the clubs hold their regular meetings. Membership in these organizations is not compulsory, and for those not attending must be in the supervised study hall. The sub-master states that those who did not belong to any organization at the first, joined some activity after two or three weeks of study. An hour at noon time provides sufficient time for out of door games and sports for those who
Students Association

Senior Class: President, Vice-Pres., Secretary, Treasurer
Freshman Class: President, Vice-Pres., Secretary, Treasurer
Superintendent: President, Vice-Pres., Secretary, Treasurer
Sophomore Class: President, Vice-Pres., Secretary, Treasurer
Junior Class: President, Vice-Pres., Secretary, Treasurer

Treas. Ath. Socials (Pres) Supervisor (mem-
Student of Social) Student
Assoc. Athletics) Assoc.

Finance Athletics Social Arts Literary Census

Chairman Supervisor Adviser Adviser Adviser Adviser Supervisor
4 Class Treas 6 Members 6 Members 6 Members 4 Class Sec 5 Bd. Sec.
(elect Secretary-Treasurer)

Banquets Boy Scouts Camp Fire Girls Parties Assemblies Lunch Room
Glee Club Orchestra Camera Religious Social Service Choral
Literary Spoken English Dramatics Debating Publications Civic
might not have a chance on other days because of work and other duties.

In this plan the students may belong to two organizations, as the time is divided into two periods, but they cannot join more than two. No credit for graduation is given from participation in the extra-curricular activities.

IX HIGH SCHOOL FRATERNITIES

Among the other extra-curricular activities, should a high school have fraternities or other secret societies? If you answer, as many schools and states have answered, "No", what, then, is the best method of dealing with them?

During the past ten or fifteen years these two problems have perplexed many school principals and authorities. They have found that although there are arguments in favor of the fraternities, the negative arguments outweigh the affirmative. Many of these arguments, pro and con, will be given below.

The high school fraternity was the natural outgrowth of enthusiastic college graduates going into the high schools to teach, and, taking advantage of the adolescent desire for social groups, organized local chapters of their own college fraternity. After many years of trial and experience with such organizations, educators have concluded that secret societies in high school are detrimental for these reasons:

1. High School fraternities are undemocratic. They narrow the influence of leadership to the clique instead of giving individuals the pleasure of centralizing their activity in the purpose of the school. It is the business of the public school to foster the democratic spirit and anything which impedes the growth or threatens the existence of such a spirit should be suppressed in the school.

2. School elections are carried out more or less on fraternity lines, instead of the best candidate for the position.

3. Fraternities discourage scholarship and retard their members in their progress through the high school.

4. Membership in fraternities often increase the general problems of control and discipline. Frequently fraternities encourage wrong attitudes and a spirit of disregard for the established order.

5. Fraternities break up school spirit and establish a group spirit in its place.
6. The high school student is too young for fraternity life. The parent and the teacher should be taken into the confidence of the child.

Some of the advantages in favor of, and arguments for, the high school fraternities are:

1. They seem to develop courtesy.
2. Their members take an active part in school affairs.
3. They can aid in maintaining high scholarship and effective discipline.
4. They give an incentive to pupils to go on to college.

It does not need close observation to see that the arguments against secret societies far outnumber and out-weight those in favor. The next problem, however, is what to do with those fraternities already in existence. There are two ways of solving this problem:

First, By Indirect Substitution. The social appeal is recognized and an effort is made to satisfy it by forming other organizations "in order that students will soon recognize the inadequacy of fraternities and forsake them". This idea was put into operation three years ago in Tucson, Arizona, High School as a means of eliminating their fraternities and sororities. Two clubs were organized by the administration.

(a) The Rousers' Club - for boys - had as its purpose to build up school spirit and develop each boy socially and morally. It meets once every two weeks at which time speakers from outside the school talk on subjects such as:

Choosing a Vocation
Essentials of a Gentleman
The Value of Being Democratic
How Girls Should Be Treated
What the School expects of Me, etc.

(b) The Girls' Social Hour - for girls - meets once a week at which times games are played and refreshments are served. The girls also have speakers come to them and talk on similar subjects.

After these clubs had been running successfully for some little time the principal called in the leaders of the fraternities and some influential alumni for a conference. At this time the pros and cons of the fraternity subject were carefully discussed. The principal was then invited to the fraternity meetings to discuss disbandment with the members. The altruistic appeal had great weight with the pupils who showed a fine spirit of cooperation. The final result was that every secret organization surrendered its charter without a single note of discord.
The Second way of dealing with fraternities is absolute prohibition. This method involves:

(a) The attitude of the parents. If the parents can be made to see the undemocratic spirit of the societies, they can prevent their sons from joining.

(b) Discrimination against them by college fraternities.

The Phi Delta Theta fraternity at its national convention in January 1913, passed a resolution stating that "no person shall be eligible to initiation to membership in this fraternity who shall have been a member of any general or class secret society in any public preparatory or high school". (77)

(c) Acts by School Boards. Section 76 of the board rules of Chicago reads, "All persons attending the public high of Chicago, who are members of secret societies known as fraternities or sororities existing wholly or in part in any high school in the city, shall be expelled from the schools".

(d) Legislative enactments.- The United States Bureau of Education says that eighteen states have laws prohibiting secret societies in public high schools: California, Colorado, Illinois, Indiana, Iowa, Kansas, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Vermont and Washington. (78)

(e) Decision of Courts-

A law was enacted in Illinois in 1919 placing a heavy fine on persons who joined or promised to join a public school fraternity. A test case was brought to court claiming the act was unconstitutional in that it prevented certain persons from obtaining free education. The court, however, after citing several cases declared the act was constitutional and valid. (72)
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