

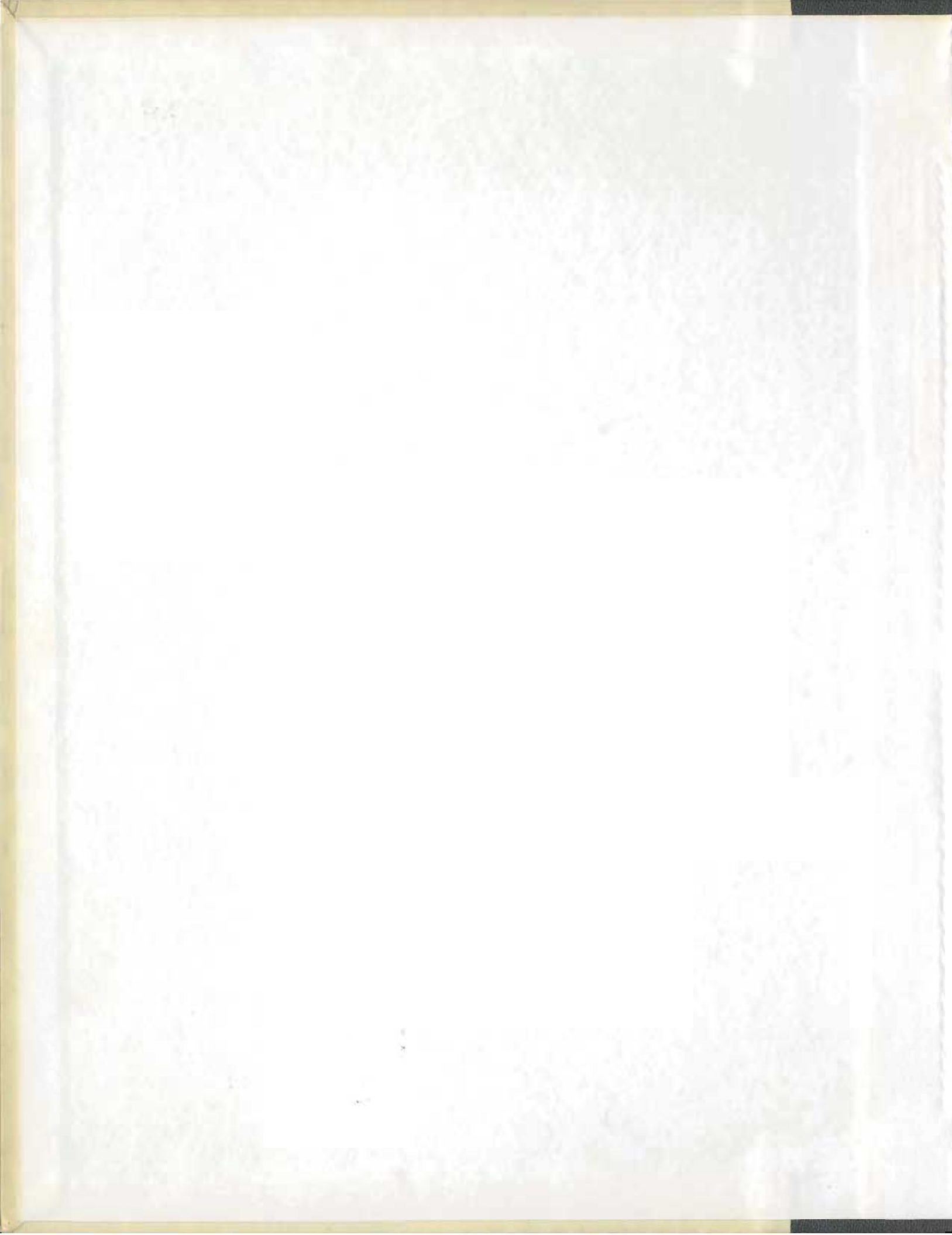
A STUDY OF THE CHARACTERISTICS, ORGANIZATION, AND
ADMINISTRATION OF THE CO-CURRICULAR PROGRAMS IN THE
REGIONAL HIGH SCHOOLS OF NEWFOUNDLAND AND LABRADOR

CENTRE FOR NEWFOUNDLAND STUDIES

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GEORGE SAMUEL CROCKER



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A STUDY OF THE CHARACTERISTICS, ORGANIZATION, AND ADMINISTRATION
OF THE CO-CURRICULAR PROGRAMS IN THE REGIONAL HIGH SCHOOLS
OF NEWFOUNDLAND AND LABRADOR

A Thesis

Submitted to

Memorial University of Newfoundland

and

The Department of Educational Administration

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by

George Samuel Crocker

August 1973

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by

George Samuel Crocker

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

COMMITTEE ON GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Committee on Graduate Studies for acceptance, a thesis entitled "A Study of the Characteristics, Organization, and Administration of The Co-curricular Programs in the Regional High Schools in Newfoundland and Labrador" submitted by George Samuel Crocker in partial fulfilment of the requirement for the Degree of Master of Education.

.....
Supervisor

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Date

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The writer wishes to express his gratitude for the assistance, advice and encouragement of Dr. R. D. Fisher, the supervisor of this study.

Appreciation is also expressed to the principals of the Regional High Schools who took time from their schedules to complete the questionnaire. Without their help this study would not have been possible.

Finally, the writer wishes to express appreciation to his wife for her patience, encouragement and assistance while the thesis was being prepared.

ABSTRACT

THE PURPOSE AND PROCEDURE OF THE STUDY

The purpose of this study was to survey the Regional High Schools of Newfoundland and Labrador to ascertain what the current practices were relative to the characteristics, organization, and administration of the co-curricular activity programs. To this end, the 37 principals of the regional high schools were surveyed by questionnaire and a 78 percent return was realized.

MAJOR FINDINGS AND CONCLUSIONS

1. The size of the regional high schools had no significant influence with respect to the characteristics, organization, and administration of the co-curricular programs.
2. An overall average of 66.5 percent of the staff members participated in co-curricular activities.
3. The most adequate activity in terms of student needs and interests was sports for boys and girls. The activities which the principals felt needed to be improved were subject related clubs and school publications.
4. The scheduling of activity periods during the school day is provided in few schools. The periods which were scheduled represented 1.79 percent of the total instructional periods.
5. The principal appointed the sponsors who had the greatest interest in and ability to perform the required duties for the

particular co-curricular activity.

6. The principal was the person usually responsible for direction and supervision of activities.

7. Fund raising activities by students was the basic means whereby principals financed their co-curricular programs.

8. Teachers did not receive any extra pay for the extra work done in sponsoring co-curricular activities.

9. The participation rate by students, in at least one activity, was less than 70 percent in 58 percent of the schools.

10. The most serious problem principals had was scheduling activities at a time which was compatible with bus schedules.

MAJOR SUGGESTIONS

1. Each principal should evaluate each of the co-curricular activities in his school's program, and determine which of the activities are meeting the goals of the program.

2. The student council should play more of an integral part in the organization and administration of the programs.

3. Principals should make greater efforts to get students involved in at least one co-curricular activity.

4. School boards should give adequate support from their budget to the co-curricular activities in the schools.

5. Teachers workloads and the human resources of the community should be considered when sponsors for the various activities are being assigned.

6. Co-curricular activities which have greatest educational value should be scheduled during regular class hours.

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Chapter 1

INTRODUCTION

Co-curricular activities are aspects of the secondary public schools' programs in Newfoundland and Labrador which have received no attention from researchers in the past. Presently, there is available no descriptive picture, and little information, concerning the characteristics, organization, and administration of co-curricular activities. From the scant evidence available, it seems that many of the activities have found their way into co-curricular programs mainly as the result of suggestions and insistence on the part of students, teachers, and community groups, with a minimum of centralized direction on the part of administrators and boards of education. As a result, it is likely that many problems exist which need to be studied both from the standpoints of total program conceptualization and general administration.

Classically, co-curricular activity programs have been designed to satisfy a need not served by classroom instruction. These activities, if properly organized and managed, can contribute greatly to the growth and development of high school youth.

Students value co-curricular activities quite highly. This fact was evidenced by Earl G. Pogue in 1949 when he conducted a study among 6,817 high school students in Illinois. Pogue asked the students to rate six types of activity in order of personal satisfaction. The results indicate that Illinois High School Students uniformly ranked

co-curricular activities above regular school subjects in terms of personal satisfaction.¹

J. Lloyd Trump identified eight values of activities in a study conducted among 3,525 secondary school students in 1944. The values were rated in the following order: (1) developed friendships, (2) became more interested in school, (3) learned how to win and lose in sportsman like manner, (4) developed greater loyalty to the school, (5) discovered worthwhile things to do in their free time, (6) developed friendly relationships with teachers, (7) became more willing to accept criticism, and (8) gained valuable information they had never received in a curricular course.²

Acknowledging the potential value of the co-curricular program is one thing; working it into the structure of the school's program is another. The co-curricular program presents many problems, and many questions need to be answered when organizing a program for a school.

Most educators accept co-curricular activities as an integral part of the school's program, but the practices show differences of opinion in the way in which the activities should be carried out. Should student participation be voluntary? Should school credit be given? Should over-participation be regulated, and if so how? To what extent should the program operate on time outside school hours?

¹Earl G. Pogue, "Participation in Extra Class Activities as Related to Socio-Economic Classification," (Ed. D. dissertation, University of Illinois, 1949), pp. 47-52.

²J. Lloyd Trump, High School Extracurricular Activities: Their Management in Public Schools of North Central Association (Chicago: University of Chicago Press, 1944), pp. 112-113.

Is the sponsoring of co-curricular activities an obligation of teachers, similar to classroom instruction? Should the program be self-supporting or is the necessary financial outlay a legitimate school district expense? What evaluative criteria are to be applied to the program?

These and many other questions plague the busy administrator. For this study it was the hope that the information collected would describe how administrators in the Regional High Schools of Newfoundland and Labrador have organized and administered their co-curricular programs, and how they have attempted to deal with these questions.

NEED FOR THE STUDY

The importance of co-curricular activities in the development of the child and the responsibility of the school in promoting these activities suggest the need for the constant improvement of co-curricular activities in the school.

A survey of the literature by contemporary writers on the responsibility of educational institutions with respect to developing the "whole person" has demonstrated the importance of a co-curricular activities program within a school system.

Karlin and Berger state:

Education must concern itself with those changes which will enable us to keep up with the times. One of our most important goals must be the development of the 'whole person' and in this development the student activities program must play a most important role. Teaching subject matter and skills is only one part of our task, a fraction of the total development. The child has psychological as well as physical needs which must be fulfilled if he is to grow into a well

adjusted, successful human being . . . a 'whole person'.³

Barbara Biber, in an article entitled "The 'Whole Child' Individuality, and Values," states in her discussion of Dewey's Learning Child:

By its implication, stated most simply, the learning child was to be an actively involved child learning through his own interaction with things, people, and ideas, free to initiate and partake in activities related to his interests and to the reality of his life outside of school, becoming acquainted with his world directly through exercise of physical and mental energies, acquiring symbolic skills in the functional contexts in which they are used, motivated by the meaningfulness and pleasure of his activities, and managing his impulse so as to be able to function in an informal cooperative mini-society.⁴

Davis' position has been that administrators cannot neglect their responsibilities for co-curricular activities any more than they can neglect other school functions. If co-curricular activities are to be educationally worthwhile, they must be carefully planned and periodically reviewed.⁵

The Royal Commission on Education and Youth in Newfoundland in 1967 made the following statement about co-curricular activities:

In the programme of the modern school, co-curricular

³Muriel S. Karlin and Regina Berger, The Effective Students Activities Program. (West Nyack, N.Y.: Parker Publishing Company, Inc., 1971), p. 231.

⁴Barbara Biber, "The 'Whole Child', Individual, and Values," A New Look at Progressive Education, ed. J. Squires (Association for Supervision and Curriculum Development, Yearbook 1972, Washington, D.C. 20036, 1972), p. 48, citing J. Dewey, The School and Society, (Chicago: University of Chicago Press, 1899), ch. 1.

⁵Dale E. Davis, Focus on Secondary Education (Glenview, Illinois: Scott, Foresman and Co., 1966), p. 215.

5

activities occupy an important place. . . . It is generally agreed that they contribute greatly to both the quality and scope of the educational services provided for students.

Many people claim that the major benefit of co-curricular activities is that they develop pupil responsibility and initiative. It is also claimed that they help satisfy certain psychological needs of pupils; for example, the need for an increasing degree of independence of both parental and teacher control; that they reinforce classroom learning; that they contribute to a sense of belonging; that they provide an opportunity to practice the principles of democracy; and that they provide an opportunity for students to engage in interesting activities that promote self-expression.

It seems to the Commission that this aspect of the curriculum has been neglected in many Newfoundland schools. . . . The Commission believes that all schools should provide a co-curricular programme (suited to local conditions). . . . Orderly and systematic provision should be made for periodic revision of all aspects of the programme.⁶

A more detailed description of the related literature will be made in a later section. However, the importance of co-curricular activities in the growth and development of students has been well established by the writers quoted. The final statement in the quote, taken from the Royal Commission, suggests that there is a need to explore this topic in Newfoundland. This study should provide some valuable information for administrators in the Newfoundland schools and also give guidelines for improving the programs which already exist.

STATEMENT OF THE PROBLEM

The purpose of this study was to survey all the Regional High Schools in Newfoundland and Labrador to ascertain what the

⁶Dr. P. J. Warren, (ed.), A Report of the Royal Commission on Education and Youth, I. (Province of Newfoundland and Labrador, 1967), 171-172.

current practices are relative to the characteristics, organization and administration of co-curricular activity programs. An attempt has been made to make certain recommendations to the extent that they follow from the data and relate to promising practices advocated by authorities in the field. More specifically, the study has attempted:

1. to ascertain the number and type of co-curricular activities being provided in the Newfoundland Regional High Schools,
2. to determine how these activities are organized and administered,
3. to discover how student participation is promoted, controlled, and limited,
4. to ascertain the methods used in financing co-curricular activities, both within the school itself and by outside sources, including the practices followed by School Boards in subsidizing these activities,
5. to discover the current extra pay practices being used to supplement the salaries of advisors,
6. to determine what news media are used to publicize co-curricular activities,
7. to identify, in the opinion of principals, which kinds of activities best meet the needs and interests of the students and which kinds of activities need to be strengthened,
8. to ascertain the involvement of parents and other adult groups in co-curricular activities,
9. to identify problems, as seen by principals, in administering co-curricular programs.

DELIMITATIONS AND LIMITATIONS OF THE STUDY

Delimitations

This study was delimited to the Regional High Schools of the Province of Newfoundland and Labrador. This type of school is a relatively new organizational structure for this province and its development has brought centralized school populations and expanded facilities. The Regional High Schools house students from grades nine through eleven and thus, each school's population is somewhat of a more homogeneous group, compared to other types of schools in the province.⁷ Generally students in these schools have similar needs and interests because of their limited age and geographical range. Since the regional high school is larger than many other high school settings, and seems to be the secondary school organization of the future, they were chosen as the most appropriate population in which to carry out a study of this nature.

In the schools described, the administration is generally expected to develop some kind of a co-curricular program. These programs have provided the data for this study.

Limitations

The usual limitations of data collection by means of a survey questionnaire apply in this study. This method was used because it offered the most logical way of getting the large amount of data

⁷Many high school students in Newfoundland attend multi-grade schools of a rather wide grade range, in many situations in combination with elementary, central, and junior high students.

required.

The researcher feels that other techniques such as interviews and case studies, would not give the information needed to give a complete picture of the status of co-curricular activity programs in Newfoundland and Labrador schools. Even though the limitations discussed here do exist, it is believed that the survey type questionnaire used has served the purpose in this study.

The basic format of the instrument has been devised by Dr. Guy Timothy Swain,⁸ who prepared the questionnaire on the basis of similar instruments and information gathered from the literature in the field of study. The researcher has tried to adapt the questions to suit the Newfoundland situation by conducting a pilot study. This pilot study was an attempt to improve the face validity of the items on the questionnaire by deleting non-appropriate items and by adding components that seemed to be unique to Newfoundland. However, data validity can not be guaranteed beyond face value. Neither can the information received be generalized to any other type school in the province. This is because other type schools have varying age groups and thus many different needs and interests exist within the same school.

No attempt should be made to generalize the findings of this study outside the province of Newfoundland and Labrador. Generally speaking, this is because co-curricular programs reflect the needs and

⁸Guy Timothy Swain, "A Study of the Organization and Administration of the Co-curricular Program in the Public Senior High Schools of North Carolina" (unpublished Doctor's dissertation, Duke University, 1968), p. 132-140.

interests of the students and these needs and interests vary with cultural backgrounds.

This study is limited to the statements included in the questionnaire. Even though these statements have been used in previous studies and derived from conjectural literature pertaining to co-curricular activities, it is possible, due to the complexity of the topic and the terminology used, that different interpretations were given to items by principals using the research instrument. In some cases, even though answers to each were requested, they were not always supplied. These cases of sporadic non-response were not analyzed. Open-ended questions were used to try and get information that may have been missed by the questionnaire items. The answers to these open-ended questions have been included in the data analysis to attempt to give a more complete picture of the co-curricular activity programs in the Regional High Schools.

It is recognized that the information received may be biased, through such things as oversights and response refusals, and in that the principals were the only school personnel who were asked to fill in the questionnaire. Therefore their views are the only ones recorded. Perceptions of others involved in co-curricular programs were not solicited. For these reasons the readers of this study may question the validity, and even comprehensivity of the data received. However, the researcher feels that the questions asked in this study are appropriate ones for the principal to answer. It is concerned with the vantage point of the administrator, and also how the principals have organized and are administering their co-curricular

activity programs for which they are ultimately responsible. Therefore the principals are the subjects who, in most cases, have the most extensive information.

The questionnaires were self-administered and no doubt were completed under varying conditions. However, the respondents filled in the questionnaires voluntarily and they were assured of confidentiality. Previous surveys in Newfoundland have received the cooperation of principals. It is believed that an honest attempt was made to give accurate information. The timing of the receipt of the questionnaire by principals was also considered, in an effort to obtain a maximum amount of information. The questionnaires were sent out during the period of the school year when principals were considered to be least busy. This was in hopes that they would spend more time answering the questions in a careful manner. This objective seems to have been realized, since questionnaires were carefully prepared.

Since a one-hundred per cent return of questionnaires was not accomplished a completely universal view of co-curricular activity patterns in Regional High Schools was not realized. However, in the researcher's opinion, a 78 percent return is substantial enough to give an excellent idea of the patterns that exist.

DEFINITION OF TERMS

Co-curricular Activities

These activities are defined as the part of the curriculum which is not included in the regular courses, is not part of the pupil personnel services, and is not required for graduation. (Other names

have been used by different authors. Some of which are: extra-curricular activities, extraclass activities, student activities, the inter-curriculum, and the (third curriculum).

Regional High School

According to the Schools Act of the province of Newfoundland and Labrador, a Regional High School is defined as a school established within an area for the express purpose of accommodating all pupils in designated grades not lower than Grade IX, from any or all schools within a district or districts, and which is in:

1. a building separate from other schools, or
2. a school building in which another type of school or other types of school exist, provided each type of school has a separate entrance and its own separate administrative and academic services.⁹

Activity Period

This is defined as a period within the regular school day when all or a portion of the students have an opportunity to participate in the previously defined co-curricular activities.

Sponsor (advisor)

This is a teacher or other personnel responsible to the administration for certain co-curricular activities. (It also is generally accepted that the functions of a sponsor are to encourage,

⁹Province of Newfoundland and Labrador, School's Act, Number 68, Sec. 2w (1969).

direct, and advise students in a particular activity, but not to dominate it).

METHOD AND PROCEDURE

The Instrument

The information used for this study has been collected through questionnaires. The questionnaires were sent to the principals of all the Regional High Schools in the province. The researcher has endeavoured to cover the total population of Regional High Schools in order to get as complete a picture of the co-curricular activity programs as possible. A 78 per cent return rate was accomplished. See Table 1 in Chapter 3, page 44.

The format of the instrument is somewhat similar to that used by Dr. Guy Timothy Swain, as mentioned earlier, in a survey done in the Senior High Schools of North Carolina.¹⁰ The questionnaire is divided into three parts. Part I contains questions which ascertain general information about each school. Part II consists of questions which determine the organization of the program, the activities sponsored, and the level of participation in each of the participating schools. Part III has questions which ask for information about the administrative practices used and problems encountered by principals in administering their co-curricular activity programs. A copy of the questionnaire has been included in Appendix B.

¹⁰Swain, loc. cit.

The Pilot Study

To insure that the items in the questionnaire were unambiguous and representative of the co-curricular activity programs in the province, and to maximize face validity, a pilot study was conducted.

The questionnaire was administered to a jury consisting of four former principals of Newfoundland High Schools and two professors in the Department of Educational Administration at Memorial University of Newfoundland. The jury was instructed to complete the questionnaire, making any comments they felt might add to the validity of the instrument. This study was controlled to the extent that all jurymen were together in one room and were instructed to answer the questions as though they were principals and had just received the questionnaire in the mail.

A number of questions were detected as being difficult to understand, especially those dealing with the problems principals have when organizing and administering co-curricular activities. The researcher, realizing that questionnaires are effective only when the respondents are able or willing to express their reactions clearly and with ease, reworded the questions referred to above to make them more explicit.

Initially a number of questions did not force the respondents to give an answer and thus an unanswered question could not be interpreted accurately. A number of the jurymen detected this problem in the pilot study, and, on their suggestions, items which forced answers to each question were added where necessary.

Procedure

A survey of the literature in the area of co-curricular activities was made to develop, (1) a brief history of co-curricular activities and their acceptance in schools, and (2) a framework of reference under the headings of Organization and Administration of Co-curricular Activities in secondary schools.

The questionnaire, containing thirty-two items, along with an introductory letter and a self-addressed stamped envelope, was sent to each of the principals of the thirty-eight Regional High Schools in Newfoundland and Labrador. The names of the schools were obtained from The Newfoundland and Labrador Schools Directory.¹¹

The first mailing of the questionnaire occurred March 12, 1973. A follow-up letter was mailed, to all principals who had not returned the questionnaire, on March 26. A second follow-up consisting of another questionnaire and a letter from Dr. R. D. Fisher, supervisor of this study, was sent on April 12.

Design

The data collected are presented in tabular form. The replies to each question have been presented in a table of frequencies and ranked according to total replies. Question number seven of the questionnaire contains a section asking for the approximate number of students participating in each activity. This information is presented

¹¹Newfoundland, The Newfoundland and Labrador Schools Directory, (Department of Education, St. John's: Government of Newfoundland and Labrador, 1972-73), pp. 1-65.

in a table which gives the mean number of student participants in each activity.

For comparative purposes, the schools participating in this study have been stratified according to enrolment 100-325 pupils and 326 and over.

The information is presented under the headings of general information, organization and administration. Although the dividing line between organization and administration is not easily defined, an attempt has been made to place each related item under one of the headings.

The format of the questionnaire has been followed item by item in an attempt to answer the questions asked in the 'Statement of the Problem' section.

Major findings have been drawn from the tabulated data and conclusions made relevant to the questions asked about scheduling practices, sponsoring activities, controlling activities, financing activities, what extra pay policies exist, how participation is controlled, and what problems administrators have with their co-curricular activity programs.

ORGANIZATION OF THE STUDY

In the succeeding chapters a review of related literature, in the field of study, with reference to theoretical writings and research studies will be given. The literature will provide a frame of reference for the reader as he reads the study.

The information collected from the Regional High Schools in

Newfoundland and Labrador is presented in tabular form with descriptive material presented on each table. This appears in Chapter Three.

The researcher has then studied these tables very carefully and recorded any findings and conclusions and have presented them under the headings which have been accepted as a framework for this study:

Scheduling Practices, Sponsors, Control, Financing, Extra Pay, Participation, and Problems of co-curricular activity programs.

The final chapter of this study provides a summary of the study and suggestions for administrators in hopes that co-curricular activities will be better understood when implementing future administrative practices. The researcher has also included recommendations for further investigation which may challenge future researchers interested in co-curricular activities.

SUMMARY

In this first chapter an attempt has been made to familiarize the reader with the status of co-curricular activities in today's schools. Values of this part of the schools' program have been given and questions which have to be considered by administrators have been raised.

The need for this study has been established and the specific problems to be dealt with have been stated.

The delimitations and limitations have been acknowledged and definitions of terms used have been supplied.

Finally the method and procedure used by the researcher has been explained and the organization of the study described in an

effort to help the reader follow the study with as little problem
as possible.

Chapter 2 }

REVIEW OF THE LITERATURE

HISTORY²

It should be mentioned that the bulk of the literature on co-curricular activities, available to this researcher, is concerned with the United States' school systems. However, since Canadian school systems and American school systems are similar in many respects, these materials are of interest from the standpoint of this study.

Several writers in the field of co-curricular activities traced student activities back to the ancient schools of Greece. However, they found that most of these activities were part of the required curriculum and therefore did not carry the same meaning as they do today. Other writers have commented upon them from a more contemporary historical perspective.

Grace Graham states:

Many persons assert that activity programs in schools began in Ancient Greece. The resemblance of the early Greek schools' debating, dramatics, music, and athletic competition to present-day student activities must be very slight indeed, for rhetoric, and music were among the original "liberal arts" and athletics was an integral part of Greek culture.¹

According to Frederick:

The story of the growth and expansion of the leisure-time

¹Grace Graham, "Student Activities--An Overview and Rationale," The Bulletin of the National Association of Secondary School Principals, Vol. 48, Number 294 (October, 1964), 4.

aspect of school life has never been completely told. Although sharp periodization of historical facts is never entirely possible, it appears that in the broadest outlines there have been three and perhaps an emerging fourth stage or period in the evolution of the non-study phase of school life.²

Ovard lists these four stages and, in addition, includes a fifth, or exploitation stage:

1. denial of the students activity programmes
2. toleration of the student activity programme
3. recognition of the student activity programme
4. wide acceptance of the student activity programme
5. exploitation of the student activity programme.³

In his book Focus on Secondary Education Davis states:

Some educators in the academics and early high schools resented extra-class activities; many others ignored them. Between 1900 and 1920 secondary school educators began to take more interest in extra-class activities, and by the end of the 1920's the activities were considered a legitimate part of secondary education. Two major factors lead to the shift in attitude: (1) pressure exerted by parents, students, and a few educators who wanted the extra curricular activities sponsored and supervised by the school: and (2) a great and rapid shift in educational philosophy which held that the school should develop personal and social competencies and that student activities could serve as one of the best vehicles for these goals.⁴

The activity program now has the approval of students, administrators, parents, board members, and the public in general.

²Robert W. Frederick, The Third Curriculum (New York: Appleton Century-Crofts, Inc. 1959), pp. 20-21.

³Glen F. Ovvard, Administration of the Changing Secondary School (New York: The MacMillan Company, 1966), p. 300.

⁴Dale E. Davis, Focus on Secondary Education (Glenview, Illinois: Scott, Foreman and Company, 1966), p. 204.

In many schools the program has become such an integral part of the school that the activities are scheduled during class hours in the same manner as any other subject. In other schools, the activity program may still be considered as extra curricular, but the program is given a high priority in the scheduling of events.

ORGANIZATION AND ADMINISTRATION

Scheduling Practices

Much discussion and debate has been held among administrators concerning whether to schedule co-curricular activities within the regular time table or to make provision for these activities during lunch time or after school.

According to Davis:

The organization and administration of these activities demand centralization of authority and supervision, which is the responsibility of the principal or assistant principal and others to whom authority has been delegated. . . . Extra-class activities should be accepted and planned as an integral part of the instructional program. Since these activities are designed to help students develop their interest and abilities, they are not merely supplementary to the major objectives of the school. They are, instead, an inseparable part of the total educational process which is planned to help students develop mentally, physically, and spiritually, to their greatest potential.⁵

Most authors agree with Davis' point of view. However, there are others who cite advantages in having activities scheduled outside the regular class hours. Tompkins gives the following advantages:

1. It extends the school day only for those participating.

⁵Ibid., p. 216.

2. It requires no elaborate machinery or extra personnel to manage.
3. It permits larger sections of activities.
4. It permits the individual pupils to engage in a greater number of activities.
5. It does not complicate the daily time schedule.
6. It permits meetings to end as desired, without prescribed time limits.
7. It is more easily adapted to the larger school or the school on double schedule.
8. Teachers who desire to sponsor activities, make the best sponsors.⁶

Sponsors

The success of any co-curricular activity program depends almost entirely on the sponsors. Thus it is very important that in the assigning of sponsors to activities, whether it be by administrative appointment or by sponsors choosing their own activities, the main criterion to be considered is the interest the sponsor has in the activity.

Paul Jacobson, William Reavis, and James Logson in their discussion of sponsorship activity give the following principles:

1. Well qualified sponsors should be carefully selected, and in-service training programmes devised to make persons more effective sponsors.
2. Sponsorship of extra-curricular activities should be considered in planning the total work load of teachers.

⁶Ellsworth Tomkins, Extraclass Activities for All Pupils, U.S. Office of Education Bulletin, No. 4 (Washington, D.C.: U.S. Government Printing Office, 1950), pp. 22-23.

3. Activities should be managed so that sponsors are free from community pressure to the largest degree possible.⁷

Control

The responsibility for the general organization, supervision, and administration of the co-curricular activities program generally rests upon the principal. He and his staff will (1) state the general philosophy and aims of the program; (2) provide adequate space, time, and facilities; (3) select, train, and supervise sponsors; (4) promote student participation; (5) seek financial support for and community acceptance of the co-curricular activity program.⁸

In most schools the principal and/or vice-principal generally accept the responsibility for the direction of the co-curricular activity program. However, responsibilities of administrators are increasing every year, and many administrators are becoming very concerned about being overloaded with work. Many administrators feel that teachers have to become more involved. This view was tested in a study carried out in Victoria, British Columbia, in 1971. The study found that:

In all areas of co-curricular activities, administrators were virtually unanimous in stating that their involvement here (in co-curricular activities) not be increased. With the exception of extra district athletic activities, both principals and vice-principals indicated that members of the

⁷Paul B. Jacobson, William C. Reavis, and James D. Logson, Duties of School Principals, (New York: Prentice-Hall, Inc., 1950), pp. 315-316.

⁸Frederick C. Gruber and Thomas B. Beatty, Secondary School Activities, (Toronto: McGraw-Hill Book Company, Inc., 1954), p. 41.

teaching staff should become more involved.⁹

To carry out an effective co-curricular program the principal must learn to select leaders and to delegate authority. In some of the larger schools the principal has found it necessary to appoint an activities director or co-ordinator. It is quite possible that most of the larger schools will have to look in that direction in the future in Newfoundland.

Grass has the following to say about the control of activities in the future:

The "Director of Student Activities" is a title that is gaining acceptance in educational circles. It is used to define an administrative role which deals with the vast areas of co-curricular experiences in our schools. With increasing emphasis on unification and consolidation of our smaller secondary schools into units of larger enrolment, we should continue to see new patterns of administration emerging.¹⁰

In the Regional High Schools of Newfoundland and Labrador it may be difficult to appoint a full time director of student activities, because salary units are attached to the student-teacher ratio and many schools are already understaffed. However the position could be filled by a teacher who is scheduled to teach part time and direct the co-curricular activities for the remainder of his time.

Financing

One of the biggest problems a principal in a school has is to

⁹Association of Principals and Vice-Principals, Greater Victoria Teachers' Association, A Study of the Role of the Administrator. Victoria, B.C. : 1971, pp. 24.

¹⁰Al W. Grass, "Directing Student Activities," National Association of Secondary School Principals Bulletin, Vol. 48, No. 294 (October, 1964), 75.

find enough money to finance the co-curricular activities. Arthur W. Reeves, Harold Melsness, and John Cheal give the following as suggestions for sources of financial support:

1. Student fees and assessment.
2. Paid admission to school events.
3. Fund raising projects.
4. Soliciting funds.
5. School Board grants.¹¹

Perhaps the best advice would be that given by Frederick when he submitted the following as a guiding principle:

The expenses [budget] involved in participating in any student activity and in the total programme for a school year should be set at a figure which will permit 100 per cent of the students to participate without financial strain.¹²

In addition to financing the co-curricular programme, an efficient method of accounting for funds must be adopted. Most co-curricular activities require funds to offset operational costs, such as supplies and maintenance. These funds are received through various means, such as, school board grants, membership fees, fund raising projects, gate receipts, and various others. In a school where a number of activities have been organized, keeping an accurate account of revenue and expenditure can be a very difficult and meticulous job. It is very important that the co-curricular activity programme have

¹¹Arthur W. Reeves, Harold C. Melsness, and John E. Cheal, Educational Administration--The Role of the Teacher, (Toronto: The MacMillan Company of Canada Limited, 1962), pp. 214.

¹²Frederick, op. cit. pp. 161.

financial records which are carefully kept for all activities.

Glen Ovard saw the importance of accurate financial records and stated:

To make the activity programme solvent, the yearly operating budget must be determined, the source of finances must be examined, and expenditure procedure must be initiated.¹³

Reeves, et al., suggest that:

The most effective method of handling the funds seems to be that of having a central treasurer who receives and pays out all moneys. Each activity group turns over all money received to the treasurer, and payments are made by him on requisition from the group, signed by the appropriate officer and sponsor of the group. The central treasurer may be either a staff member or a student. Whichever it is, a reliable system of checks and balances should be devised to insure effective management of funds, and regular auditing should be done.¹⁴

Extra Pay

The conduct of co-curricular activities often causes great inequality in teacher work loads. The interested sponsors spend a lot of time, and often money, to further an activity, while other teachers feel no responsibility after the regular school day is completed.

Frederick Gruber and Thomas Beatty feel that those members of the staff who devote extra time should be paid according to the educational worth of the activity and time spent on the activity. They recognized the fact that this is almost impossible to do equitably since many factors must be taken into consideration.¹⁵ However there is a suggested

¹³Ovard, op. cit. p. 308.

¹⁴Reeves, et al., op. cit. p. 215.

¹⁵Gruber, op. cit. p. 58.

partial solution to this problem through the use of the revised Douglass formula. This formula is considered to be one of the accepted methods for measuring the work load of high school teachers. It has received wide acceptance by educators. The formula takes into consideration such items as the amount of preparation needed to teach the various school subjects at different grade levels, the amount of preparation needed for teaching duplicate sections, the number of class periods per week in a teacher's schedule, the number of pupils, the number of periods spent on school duties, and period length.¹⁶

Other writers feel that extra pay is not the solution to the problem. Franklyn Miller, James Moyer, and Robert Patrick stated their position as follows:

While it is reasonable to understand that the principle "extra pay for extra service" is more justifiable than no pay for extra service, it is hardly the best solution to the problem. . . . A preferable method would be to make a compensating reduction in the teaching load for services as activity sponsor.¹⁷

Still others believe that extra pay should be related to overtime work done by teachers while working with a particular co-curricular activity. If this were the case, any time spent on co-curricular activities during regular school hours would be considered part of regular school time and no extra pay would be given. This

¹⁶Harl R. Douglass, "Applying the Revised Douglas' Formula for Measuring Load of High School Teachers," *Bulletin of the National Association of Secondary School Principals*, Vol. 36, No. 188, (October, 1952), pp. 66-68.

¹⁷Franklyn A. Miller, James H. Moyer, and Robert B. Patrick, *Planning Student Activities* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), p. 95.

situation could lead to a problem of getting teachers to act as sponsors of activities that take place during the regular school schedule.

In recent years there has been considerable interest and activity on the part of teachers' organizations to increase salaries and improve working conditions. One condition that has been severely criticized is the excessive demands made on teachers' time for supervision of co-curricular activities.¹⁸

Participation

One of the most persistent unresolved problems of administration is how to get all students involved in student activities. For if the values derived from participation are real, the advantages should be extended to all students. In this case, the principal would need to strive to have a sufficient number of activities for all students, and he would need to develop a system of accounting so he could tell which students are, and are not, involved in the co-curricular activity programme. Too frequently the well adjusted student is involved in many activities, while the shy, problem student is not.¹⁹

According to Davis, educators differ in their opinion as to whether students should be required to take part in extra-class activities. Some educators contend that all pupils should be required to engage in at least one activity because they believe participation

¹⁸Ovard, op. cit. p. 309.

¹⁹Ibid., p. 310.

results in desirable growth and development on the part of the student. Others argue that there is much value in permitting students to decide for themselves whether to participate. They further contend that forced participation destroys interest.

Davis believes that a balance in the students educational programme must be considered when discussing the problem. Also, according to Davis, many educators feel the best way to have a balanced programme for students is through an excellent counseling programme. He suggests that parents, teachers, and guidance personnel help students in making wise choices concerning co-curricular activities.²⁰

Douglass lists five methods of encouraging participation in the student activity program; (1) publicizing the activity through handbooks and assemblies, (2) using interest-analysis questionnaires as a basis for planning the activities of the school, (3) giving credit toward graduation, (4) awarding letters, certificates, and other prizes based on participation, and (5) developing student approval of participation in activities.²¹

In summary, the co-curricular activities program seems to have come of age. A number of generalizations follow from the previous readings.

Every administrator should realize the value of these

²⁰Davis, op. cit., pp. 216-217.

²¹Harl R. Douglass, Modern Administration of Secondary Schools (Boston: Ginn and Co., 1954), p. 177.

activities to a growing child and schedule them either as an integral part of the instructional programme or outside of regular class hours.

Sponsors for the co-curricular activities need to be carefully selected and each sponsor should have a keen interest in the activity if it is to be successful. Principals who are extremely busy with other work should look to their sponsors or some other member of their staff for administrative assistance, and possibly appoint a full time or part time director of co-curricular activities in the school.

Both school boards and administrators have to realize that co-curricular activities are important aspects of a school's program. This realization should be followed with financial assistance either as direct grants from the school boards or through a well organized fund raising effort by administrators and students. It is also very important that a sound accounting system be established to keep control of all revenues and expenditures of the co-curricular activities.

One of the most controversial topics of co-curricular activity programs today is whether sponsors should receive extra pay for extra time spent working with the activities. This issue will, without a doubt, be discussed much more in Newfoundland in the future now that teachers have collective bargaining rights. Whatever is eventually concluded, educators should not lose sight of the whole purpose for having co-curricular activities, which is to give each child a better chance to develop to his fullest potential and to enjoy doing it.

Participation is an aspect of co-curricular activities which varies considerably from school to school. The best co-curricular activity program, in this respect, is one where every child gets an

equal chance to participate in at least one activity. This can only be possible when the students, under the guidance of administrators and teachers have, some control over the type of activities which will be sponsored in their co-curricular program.

RELATED STUDIES

Much research has been done in the United States and Canada which relate to co-curricular activities in the Secondary Schools. Most of these studies relate to various states of the United States with relatively a limited number carried out in Canada.

The studies reported in this chapter have been organized under the headings which constitute the basic framework for the study. The pertinent information from each study has been selected and reported under: (1) scheduling, (2) advisors, (3) control, (4) extra pay, (5) financing, and (6) participation.

Scheduling

In a study conducted in the United States, by Buser, in 1971 it was found that the scheduling of activities appeared to be a prevailing problem. Out of the 100 principals reporting from some 25 states, a large number reported the allocation of school time for activities, while an equally sizeable number responded that all activities now meet before or after school. Following are some examples of the scheduling practices used by these principals:

1. Club meetings during evening hours in private homes.
2. Lengthening class periods one day each week to gain time for an activity period.

3. The use of rotating schedule over an eight-period day with an activities period.
4. The replacement of the homeroom period with an activities period.

A particularly interesting innovation, apparently designed to resolve the communication problem, was the election of student council representation through required classes, rather than homerooms, with subsequent feedback to the classes. This meant that all students would be voting at the same time, rather than at the discretion of each individual homeroom group, and everyone found out the results of the election through the same channels and at the same time.²²

In a study conducted by Harold Brinegar, among 9,744 high school pupils in 375 schools, in Indiana in 1955, it was found that more boys than girls believed that activities should be held during the school day. However, girls tended to hold a more favourable attitude toward making activities an integral part of the school program than did boys. Both boys and girls tended to like social activities better as they progressed through school.²³

Swain discussed the Morgan study, conducted in Tennessee to determine practices being used for scheduling co-curricular activities in the daily schedules. Morgan found that seventy percent of schools

²²Robert L. Buser, "What's happening in Student Activities in the Schools of the Seventies," National Association of Secondary School Principals Bulletin, Vol. 55, No. 356, (September, 1971), p. 1.

²³Harold Brinegar, "Pupil Attitudes Toward Extra-Class Activities," The School Review, Vol. 63, (January-December, 1955), pp. 432-437.

responding included an activity period in their daily schedules, and that fifty-nine percent did so on a daily basis. The basic scheduling methods employed were the activity period, the alternating schedule, the period obtained by shortening class periods, and out-of-school time.²⁴

Advisors (sponsors)

It is obvious that successful co-curricular programs require the active leadership and participation of teacher sponsors and coaches. The attitude and enthusiasm of the staff toward the co-curricular program will largely determine its success or failure.

In his 1959 study of extra-curricular activities in the Winnipeg School Division, Walker found that Winnipeg Superintendents agreed with this point of view. Two significant findings were that:

Teacher participation in the sponsorship and direction of some part of the extra-curricular program is vital to its success and this participation is an integral part of the duties of every high school teacher.²⁵

Many teachers would not agree with these concepts and very often the extra load that the extra-curricular program has placed on

²⁴Paul Claude Morgan, "Promising Practices in Scheduling Co-curricular Activities in Secondary Schools" (unpublished doctoral dissertation, George Peabody College for Teachers, 1956), cited by Guy Timothy Swain, "A Study of the Organization and Administration of the Co-curricular Program in the Public Senior High Schools of North Carolina" (unpublished doctoral dissertation, Duke University, 1968), p. 44.

²⁵Lewis E. Walker, "A Study of the Effects of the Extra-Curriculum on Achievement of Desirable Objectives of Education in some Winnipeg Junior and Senior High Schools" (unpublished Master's thesis, The University of Manitoba, Winnipeg, Manitoba, 1959), p. 65.

some teachers has raised many questions about how much time teachers should be expected to participate, if at all. Kratzman, in his study of extra-curricular activities in six high schools in Alberta, recommended that sponsors and supervisors should be given relief in the form of a reduced teaching load. This was considered to be essential if teachers are expected to fulfill their classroom duties, and, at the same time, to come to look upon the extra-curricular activities as an integral part of the school's program.²⁶

In his analysis of the data collected from the sponsors of co-curricular activities, Kratzman found that of the 251 teachers employed in the six high schools:

Fifty-three percent were engaged in sponsoring extra-curricular activities. The degree of sponsorship varied markedly from school to school. . . . Four schools operated on a completely voluntary basis, one principal used the art of persuasion, while the sixth school expected that every teacher assume a justifiable share of the total load of extra-curricular supervision. Seventy-six percent of the teachers had volunteered as sponsors. The chief reasons for offering their time and services were interest in the subject-matter of the activity, consideration of supervision as part of a teacher's responsibility, and an interest in recreational activity. One half of the sponsors who were assigned duties on a non-voluntary basis believed their qualifications and interests were the deciding factor in such assignments. All but five percent of the sponsors felt they were well, or reasonably well suited to the activities they sponsored.²⁷

²⁶Arthur W. Kratzman, "A Descriptive Survey of the Extra-Curricular Programs of the Composite High Schools of Alberta," (unpublished Master's thesis, University of Alberta, Edmonton, Alberta, 1958), p. 89.

²⁷Ibid., p. 64.

Control

In 1971 the National Association of Secondary School Principals conducted a study among certain secondary schools of 50 states of the United States where outstanding activity programs have been developed.

The student activity programs were considered to be outstanding if they had initiated innovations in the past five years in terms of, (1) activities added or dropped, (2) changes in activity policy, (3) scheduling practices, (4) financing procedures, and (5) student activity objectives. This study found that some schools were adding the position of 'director' or 'coordinator' of student activities while others were dropping the position from the organizational structure.

A number of principals reported the use of committees or councils to recommend policy and/or coordinate the activities program through inter-club councils, student faculty advisory committees, student activity advisory boards, and coordinating committees.²⁸

Kratzman concluded from his study in Alberta that there is a great diversity of structures for the central administrative organization of extra-curricular programs in the composite high schools of that province. The patterns in effect presented extremes--from the role of a principal who is all things to all activities, to the involvement of all staff members in a clearly outlined, but relatively complex administrative structure.²⁹

²⁸Buser, op. cit., pp. 6-7.

²⁹Kratzman, op. cit., p. 84.

Swain found that the principal is the person who most often assumes the responsibility for supervising the total activity program. Slightly more than one fourth of the fifty-eight principals responding reported that they had the full responsibility, with approximately one half of the principals reporting that they shared responsibilities. Four principals reported the use of a faculty-student committee, two principals reported the use of a faculty committee, and two principals reported using an inter-club council in supervising the activities program.³⁰

Extra Pay

In a study carried out in the Winnipeg School Division, Number 1, it was found that:

The picture obtained from teachers on the question of compensation seems quite clear. Thirty-eight point eight (38.8) percent of the teachers responding to the questionnaire were engaged in either sponsoring or coaching an extra-curricular activity. About one fifth of the respondents, twenty point four (20.4) percent, opted for the preference of compensatory time. One twentieth, five point one (5.1) percent, selected the payment alternative with eight point two (8.2) percent choosing a combination of both time and money.

A large number of teachers, seventy-seven point three (77.3) percent, indicated that they did not receive any time to compensate for their supervisory assignments. Almost half of the respondents, forty-four point six (44.6) percent, stated they were satisfied with the arrangement while about one third, thirty-four point two (34.2) percent, indicated they were not satisfied with an arrangement which gave them no compensatory time.³¹

³⁰Swain, op. cit., p. 78.

³¹J. W. Peach, Extracurricular Activities: Attitudes and Concerns (Winnipeg, Manitoba: University Publications, 1970), pp. VI-19.

The National Association of Secondary School Principals' Committee on Secondary Education carried out a study among high school administrators across the United States in 1969. In this study the association found that direct compensation was paid to 10% or less of the staff in 82% of the schools, and to 11% or more of the staff in 17% of the schools.

Other schools reported adjustments in schedules, such as giving teachers who sponsor activities less periods of academic instruction, for 10% or less of the staff in 71% of the schools, and for 11% or more of the staff in 27% of the schools.³²

In a study carried out by the National Association Research Division, a total of 1,080 salary schedules for teachers in systems with enrolments of 6,000 or more were analyzed, in connection with 1967-68 salaries. Of these, 523, or 48.8%, included information on specified supplements for directing extra-curricular activities for pupils.

Of the 523, 129 or 24.7%, provided supplements for sports activities only.

A total of 375 systems, or 71.7%, reported supplementary schedules for both athletic and non-athletic activities, while 19, or 3.6%, mentioned non-athletic activities only.

³²Robert J. Havighurst, "The Student Activities Program," National Association of Secondary School Principals Bulletin, Vol. 55, No. 351, Chapter VII, (January, 1971), p. 63.

³³Glen Robinson, "Extra Pay for Extra Duties," National Education Association, Research Division, 1968-R8, pp. 6-7.

In addition to the above this study found that among the 523 salary schedules which compensate teachers for sponsoring activities, 504, or 96.4%, provided supplements for one or more sports; 347, or 66.4%, indicated supplements for music activities; 288, or 55.1%, mentioned supplements for dramatics; 253, or 48.4%, provided supplements for the production of the school newspaper, magazine, yearbook and the like; and 187, or 35.8%, indicated supplements for supervising debates.

Supplements ranged from 20 dollars to 4,000 dollars. (The 4,000 dollars was paid for coaching a high school football team.)

In a research program carried out by J. W. Chalmers in Alberta, in 1954, it was stated that:

Parents' expectations of teachers are high. Only forty-three of 371 parents suggest that teachers should not be expected to spend time on out-of-class activities, while 257 suggest from one to three or more hours of such work would be reasonable, and 50 intimate that four or more hours might be expected. At the same time, almost half the respondents would compensate for such work neither by extra pay nor by lightened teaching loads, and 162 of the questionnaires indicate definite opinions that high school teachers as such should receive higher salaries in recognition of their out-of-class responsibilities.³⁴

Financing

It was mentioned in an earlier section that financing co-curricular activities is one of the biggest problems administrators have to deal with. This fact has been verified in studies carried out in this field. Some of these studies are reported below.

³⁴J. W. Chalmers, "A Co-operative Study of High School Extra-Curricular Activities," Alberta Journal of Educational Research, Vol. IV, No. 2 (June, 1958), p. 98.

Peach, in his Winnipeg study asked the question, "How is the extracurricular program financed"? The following responses were recorded.

Teacher Organization respondents indicate that a great variety exists within provinces across Canada. The variation is from total board support to complete local financing. The general indication is that the board is involved either through a direct contribution or through payment toward inter-school activities. Students are involved through payment of fees or admission or through special fund-raising activities. The school's community, in some cases, may also participate in the fund-raising activities.³⁵

In a study conducted by the National Association of Secondary School Principals in the United States in 1971, the overwhelming majority of schools reported that activities were required to be self-supporting; however, four schools indicated that districts were subsidizing activities through: (1) an allocation to the student council of \$4,000 per year for its operation (school 1); (2) a commitment by the board of education to pick up any activity deficit (school 2); (3) district payment of 70 percent of the cost of activity trips (school 3); (4) subsidization of activities by the district (school 4). Also, a number of schools reported established policies that forbid selling campaigns to raise funds.³⁶

Kratzman found that:

The financing of extracurricular activities in some composite high schools of Alberta approaches \$4,000 a year, with the greatest amount of money going to the support of inter-scholastic sports and to the publication of yearbooks.

³⁵Peach, op. cit., pp. 111-26.

³⁶Buser, op. cit., p. 6.

Financial structures for the administration of extracurricular monies are as numerous as the schools. Such structures vary from the principal-treasurer who also handles the finances, to the student-treasurer who is allowed to manage all financial undertakings, save auditing.³⁷

In the Alberta study done by Chalmers the question of the desirability of school boards financing extra-curricular activities was asked of principals and teachers. It was found that 20 of the respondents answered in the affirmative and 12 others suggested that boards finance such activities partially or to a degree which can be accommodated in the boards budget. Twelve others were opposed to such financial support by school boards.³⁸

Participation

Studies reveal some interesting patterns of participation in co-curricular activities. Peach, in his Winnipeg study, cites the following conclusions made by Erickson, and Mackenzie:

Erickson found that girls are more active generally than boys, although boys were more active in sports and athletics. He also found a strong and inverse relationship between school size and participation in all extra-class activities, except sports, subject related clubs, and interest clubs.

Mackenzie conducted a survey in a high school in Port Lavaca, Texas, and found that about 2% of students took part in five or more activities.³⁹

³⁷Kratzman, op. cit., pp. 73-74.

³⁸Chalmers, op. cit., p. 89.

³⁹J. W. Peach, Extra-curricular Activities: Attitudes and Concerns (Winnipeg, Manitoba: University Publications, 1970), pp. 111-6, citing R. Erickson, "Growing Up--or Growing Older," School Activities, 36: 3-10, (April, 1965), and R. F. Mackenzie, "Those Extra-Curricular Activities," Texas Outlook, 52: 35 (March, 1968).

MacLeod and Knill report a study made in the United States of students' council leadership, using grade ten, eleven and twelve high school students. They found that a greater proportion of council members were participating in extra-curricular activities than the case of non-members.⁴⁰

As early as 1939, in a study done by E. Arn in Saskatchewan, it was concluded that over 70% of total extra-curricular participation of Saskatchewan high school pupils was in athletics. He also noted a very limited participation by pupils of the higher grades.⁴¹ Kratzman noted that the programs in the Alberta schools studied placed a great emphasis upon athletics, especially inter-school competition. He also noted that student participation is highest in athletic activities, outnumbering the non-athletic by a ratio of four to one. Results of this study showed that only one fourth to one third of the school population takes part in the extra-curricular life of the school.⁴²

A definite relationship apparently exists between the size of the school and the amount of student participation. Kleinert found a striking decrease in student involvement in the activity programs of the larger schools studied. In the largest schools an average of 32 percent of the students participated in one or more activities; whereas, 76 percent participated in the small schools and 49 percent

⁴⁰A. R. MacLeod and W. R. Knill, "Students' Council Leadership," Alberta Journal of Educational Research, 14:203-208, (September, 1968).

⁴¹E. H. R. Arn, "Extra Curricular Activities in Saskatchewan Schools," (unpublished Master's thesis, University of Manitoba, 1939), p. 130.

⁴²Kratzman, op. cit., p. 72.

were active in the medium-sized schools.⁴³

Wicker reports similar results from a number of studies of the same sort.⁴⁴

Rees found that 35% of the students studied in five Alberta High Schools did not take part in any extra-curricular activity. Of those who were active, the vast majority exercised reasonable moderation, with the average student spending just over 2 hours per week on extra-curricular activities. Fewer than 4% of the students exceeded 10 hours per week.⁴⁵

Perhaps at least partial solution to the problem of the lack of student participation can be summarized by the following suggestions and observations gleaned from the writers previously cited in this section.

1. Make sure that the activities appeal to as many pupils as possible.
2. Involve students in the organization, administration, and development of the activity program.
3. Relate the activities to the needs of everyday life to ensure greater student participation.

⁴³John E. Kleinert, "Effects of High School Size on Student Activity Participation," National Association of Secondary School Principals Bulletin, Vol. 53: (March, 1969), 36-37.

⁴⁴Alan W. Wicker, "School Size and Students Experiences in Extra-curricular Activities," Educational Technology, Vol. 9: (May, 1969), 44-46.

⁴⁵Chalmers (Rees), op. cit., p. 91.

4. Divide large schools into several sub-schools. This is frequently called, "schools-within-a-school" or a "house plan".
5. Publicize activities and the activity program.
6. Allow credit toward graduation.
7. Give letters, awards, certificates or prizes based on participation.

SUMMARY

In this chapter a review of the theoretical writings and research studies has been presented. The theory and studies have been organized in a manner similar to the format of the questionnaire so that in a later chapter the ideas and findings expressed by writers and researchers in the field may be compared, in logical fashion, to the patterns of co-curricular activities which exist in Newfoundland and Labrador Regional High Schools.

The first part of the literature review provides a brief history of the development of co-curricular activities as an accepted part of the school program by educators. The second part of this review, and the studies as well, have been organized under the following headings: (1) scheduling practices, (2) sponsors, (3) control, (4) financing, (5) extra pay, and (6) participation. These headings have been utilized here and developed further along in the thesis to serve as a frame of reference for the study.

Chapter 3

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter was to present and analyze the data, concerning co-curricular programs, gathered from principals in public regional high schools in Newfoundland and Labrador. The information has been presented under the headings, (1) general information, (2) organization, and (3) administration. Although the dividing line between organization and administration is not easily defined, an attempt has been made to place each related item under the most appropriate heading.

Each item of the questionnaire has been dealt with separately in an effort to answer the questions raised in Chapter 1.

GENERAL INFORMATION

Person responding to the questionnaire. Principals responded to the questionnaires in twenty-eight of the twenty-nine cases. One questionnaire was filled in by a vice-principal. (See Table 1.)

Size of School. Table 2a shows that 18 schools had an enrolment between 100 and 325, with the median number of students being 213.

The number of classrooms in this classification ranged from five to eleven, with the median number being nine.

Table 2b shows that 11 schools had an enrollment over 325. The enrollment range was from 365 to 1427. The median enrollment

TABLE 1

NUMBER OF QUESTIONNAIRES SENT OUT, NUMBER OF
QUESTIONNAIRES RETURNED, AND PERCENT OF
RETURN, ACCORDING TO SCHOOL
ENROLMENT CLASSIFICATION

Enrolment	Number of Questionnaires Sent Out	Number of Questionnaires Returned	Percent Return
100 - 325	23	18	78
326 and OVER	14	11	78
Total	37	29	78

was 475.

The number of classrooms in this classification ranged from 12 to 43, with the median number being 15.

Extent of participation by full time staff members. The number of full time staff in each of the 18 small schools has been recorded in Table 2a. The number of professional staff in these schools ranged from 6 to 15, with the median number being 10. This table also indicates the number of full time staff who have become involved in the co-curricular activity program in each school.

As noted in Table 2a, 15 principals responded to the question of involvement. The least number of teachers involved in any one school is 2, the largest number is 14.

An interesting statistic in this table is the percentage of involvement by the teachers. Four principals report 100 percent involvement by their teachers, four indicated between 80 and 99 percent involvement, and the others indicated decreasing amounts of involvement, as low as 22 percent. The percent of involvement by teachers for all small schools is 68.

Table 2b gives similar information for the large school classification, 11 schools in all. The number of full time staff varies from 16 in the smallest to 62 in the largest. The median number of teachers is 21. Ten of the 11 principals reported teacher involvement in the co-curricular program. Two of the schools had 100 percent of their teachers involved. Two schools had between 80 and 99 percent of the staff involved. The six remaining schools vary in

TABLE 2a

SCHOOL DESIGNATION NUMBER, SIZE OF SCHOOL, AND EXTENT OF
PARTICIPATION BY FULL-TIME STAFF MEMBERS, IN SCHOOLS
WITH ENROLMENTS BETWEEN 100 AND 325 PUPILS

School Designation Number	Size of School		Extent of Participation by Full-time Staff Members		
	School Enrolment	Number of Classrooms	Number of Full-time Staff	Number of Full-time Staff Involved in Co-curricular Activities	Percent* of Involvement
1	114	5	7	2	29
2	117	5	6	3	50
3	130	5	7	-	-
4	140	5	9	9	100
5	180	10	10	5	50
6	190	8	10	10	100
7	190	10	10	9	90
8	200	10	10	4	40
9	202	9	10	9	90
10	204	6	9	2	22
11	209	10	8	7	88
12	215	7	11	9	82
13	254	9	14	14	100
14	290	9	13	6	46
15	296	10	14	-	-
16	296	10	13	13	100
17	300	11	15	4	26
18	302	11	15	-	-
Percentage of Involvement by Full-time Staff in the Small Regional High Schools					68*

N = 18

*Only data from schools reporting involvement was used in the
percentage calculations.

TABLE 2b

SCHOOL DESIGNATION NUMBER, SIZE OF SCHOOL, AND EXTENT OF
PARTICIPATION BY FULL-TIME STAFF MEMBERS, IN
SCHOOLS WITH ENROLMENTS OF MORE THAN
325 PUPILS

School Designation Number	Size of School		Extent of Participation by Full-time Staff Members		
	School Enrolment	Number of Classrooms	Number of Full-time Staff	Number of Full-time Staff Involved in Co-curricular Activities	Percent* of Involvement
19	365	15	16	-	-
20	375	15	19	10	52
21	380	13	18	18	100
22	400	12	17	17	100
23	408	13	19	2	11
24	475	14	21	20	95
25	587	19	26	23	88
26	600	19	28	20	71
27	780	23	33	23	69
28	812	22	33	24	73
29	1427	43	62	15	24
Percent Involvement by Full-time Staff in the Large Regional High Schools					63*

N = 11

*Only data from schools reporting involvement was used in the
percent calculations.

staff involvement from a low of 11 percent to a maximum 73 percent. The percentage of staff involvement in co-curricular activities in the large schools is 63.

ORGANIZATION

Information is presented below concerning the organization of co-curricular programs. The topics are introduced by either statements or questions.

Do you have a regularly scheduled co-curricular activity period during in-class hours? Only 10 of the 29 principals reported having periods of the regular school schedule designated for co-curricular activities (see Table 3a). The average length of each period was 40 minutes. Table 3b indicates that only 1.79 percent of the total number of periods per week, scheduled in the regional high schools reporting, are spent on co-curricular activities.

All of the schools reported having co-curricular activities scheduled in out-of-class hours.

Scheduled time of out-of-class activities. Table 4 provides information as to the time of the day in which out-of-class activities are scheduled. Twenty of the schools have activities scheduled after school, on an average of 4.45 days per week. Fourteen of the schools scheduled activities during lunch hour on every school day of the week. Eleven schools scheduled activities on the weekends and 8 schools have activity meetings in the evening, on an average of 2 days a week. Only 2 schools have scheduled activities before school begins, and these activities are not scheduled on a regular basis.

TABLE 3a

NUMBER OF SCHOOLS WITH AND WITHOUT REGULARLY SCHEDULED
ACTIVITY PERIODS DURING IN-CLASS HOURS,
ACCORDING TO SCHOOL SIZE

Question	Response	School Size Classification		Total
		100 - 325 Pupils	More than 325 Pupils	
Do you have regularly scheduled co-curricular activities during In-class hours	Yes	11	8	19
	No	7	3	10

N = 29

TABLE 3b

NUMBER OF PERIODS AND PERCENTAGES OF IN-CLASS TIME
SPENT ON CO-CURRICULAR ACTIVITIES,
ACCORDING TO SCHOOL SIZE

School Size				Totals	
100. - 325 Pupils		More than 325 Pupils			
Number of Periods Per Week	Percentage*	Number of Periods Per Week	Percentage*	Number of Periods Per Week	Percentage*
12	1.90	6	1.60	18	1.79

N = 29

*Percentages calculated on original data

TABLE 4

SCHEDULED TIME OF ACTIVITIES, NUMBER OF SCHOOLS BY ENROLMENT, AND AVERAGE
NUMBER OF DAYS PER WEEK IN EACH TIME BLOCK

Time of Activity	Number of Schools by Enrolment, and Average Number of Days Per Week					
	100-325 Pupils (N=18)	Average Number of Days/Week	More than 325 Pupils (N=11)	Average Number of Days/Week	Totals (N=29)	Average Number of Days/Week
After School	11	4.5	9	4.4	20	4.45
Lunch Time	8	5	7	5	15	5
Other (Sat. & Sun.)	4	-	7	-	11	-
Evening	4	1.6	4	2.5	8	2
Before School	0	-	3	3.5	3	-
No Schedule Reported	5	-	2	-	7	-

*Average number of days/week with reference to a 5 day week.

Total number of hours included in the school schedule during a week for co-curricular activities both in-class and out-of-class-

time. As Table 5 shows, 22 of the principals gave an answer to this question. The small schools had an average of 9.3 hours per week, while the larger schools had twice that number with 18.6 hours per week. The average for all schools responding was 13.7 hours per week. These numbers are estimates since the exact amount of time spent on each activity is difficult to calculate precisely, and some schools have activities on weekends when principals very often are not around to know how long these activities last.

Number of time blocks spent on co-curricular activities per week. According to Table 6 the least number of time blocks spent per week on co-curricular activities by any school is one. Five principals reported that number. The highest number is 17 which was reported by one principal of a large school. The majority of principals reported having 5 or less time blocks per week. Ten schools utilize weekend time blocks for co-curricular activities.

Summary of activities sponsored and their time of meetings, in schools reporting. The selection of activities offered in the Newfoundland and Labrador Regional High Schools is shown in Table 7. The data has been presented according to large and small school classifications. Table 7a shows that 21 of the schools had assembly programs, 25 had student councils but only 10 had homeroom programs. These activities are fairly evenly distributed between the large and small schools. Table 7a also shows that subject related clubs were organized in 16 of the regional high schools. Art and French clubs

TABLE 5

TOTAL NUMBER AND AVERAGE NUMBER OF HOURS PER WEEK
INCLUDED IN SCHOOL CO-CURRICULAR SCHEDULE
BOTH IN-CLASS AND OUT-OF-CLASS,
ACCORDING TO SCHOOL SIZE

Number of Hours According to Size of School; and Average Number of Hours/Wk. According to Size of School					
100-325 Pupils	Average/Wk.*	More than 325 Pupils	Average/Wk.*	Total	Average/Wk.*
121 (N = 13)	9.3	167.5 (N = 9)	18.6	288.5 (N=22)	13.7

*Averages were calculated from original data

TABLE 6

NUMBER OF TIMES CO-CURRICULAR ACTIVITIES ARE OFFERED PER
WEEK, ON THE BASIS OF THE NUMBER OF SCHOOLS,
BY SCHOOL SIZE, AND IN-CLASS AND
OUT-OF-CLASS TIME BLOCKS

Number of Times Offered	Number of Schools				Total
	100 - 325 Pupils		More than 325 Pupils		
	In-Class Time Blocks	Out-of-Class Time Blocks	In-Class Time Blocks	Out-of-Class Time Blocks	
Less than					
1	-	-	-	-	-
1	4	-	1	-	5
2	-	-	1	-	1
3	2	-	1	1	4
4	-	2	-	1	3
5	-	5	-	-	5
6	-	-	-	-	-
7	-	-	-	-	-
8	-	2	-	-	2
9	-	1	-	-	1
10	-	1	-	3	4
11	-	-	-	-	-
12	1	-	-	1	2
13	-	1	-	-	1
14	-	-	-	-	-
15	-	-	-	3	3
16	-	-	-	-	-
17	-	-	-	1	1
Weekends (Sat. & Sun.)	-	4	-	6	10

N = 23,

TABLE 7a

SUMMARY OF ACTIVITIES SPONSORED AND THEIR TIME OF MEETING, IN
SCHOOLS REPORTING, ACCORDING TO SCHOOL ENROLMENT

ASSEMBLY PROGRAM, HOMEROOM PROGRAM, STUDENT COUNCIL, CLUBS (Subject related)

Activity	Time of Meeting							
	In School		Out of School		Both in School and Out of School		Number of Schools Sponsoring the Activity	
	Number of Schools by Enrolment						(N =)	
	1 ^a	2 ^b	1 ^a	2 ^b	1 ^a	2 ^b		
Assembly Program	11	10	-	-	-	-	21	(21)
Homeroom Program	3	5	2	-	-	-	10	(10)
Student Council	2	-	12	8	-	3	25	(25)
Clubs (Subject related)								(16)
Art Club	-	-	1	5	-	-	6	
French Club	1	1	1	3	-	-	6	
Science Club	1	-	2	1	-	-	3	
Sewing Club	-	1	1	-	-	-	2	
Home Economics Club	1	-	1	-	-	-	2	
Physics Club	-	1	-	-	-	1	2	
Biology Club	-	1	-	1	-	-	2	
Phys. Ed. Club	-	-	1	-	-	-	1	
Math Club	-	-	-	1	-	-	1	
Health Club	-	-	-	1	-	-	1	

Student enrolment a = 100-325 pupils; b = more than 325 pupils

were organized in 6 schools, 3 schools had a science club, and 2 schools had sewing clubs, home economics clubs, physics clubs and biology clubs. A physical education club, a math club, and a health club had been organized in three or less of the 16 schools reporting. It should be noted that most of the clubs were organized in the larger schools and meetings are held in out-of-class hours.

Twenty-three schools had clubs which were affiliated with a national organization. Table 7b shows that 18 of these schools reported having red cross youth, 11 principals indicated that their schools had military cadets, and 7 schools had allied youth. Girl guides, boy scouts, rangers, four-H-clubs, UNICEF, key clubs, and UNESCO were organized in 3 or less of the schools. As was the case for subject related clubs these clubs were evenly distributed between large and small schools and met in out-of-class hours.

A large number of principals report having library clubs (22), cheerleaders (21), and prefects (19) (see Table 7b). Two schools indicated having a social committee and 1 school had a sports committee. These clubs had been organized in more of the small schools than in the larger schools, and the majority met in out-of-class hours.

According to Table 7c a little more than half of the principals reported having special interest clubs. Photography clubs, film clubs, religious clubs, and chess clubs, in that order were most popular in the schools reporting. Three or less of the schools reported having a radio club, a stamp collectors club, an electronics club, or a bridge club. School size is a factor in the case of the organization of film clubs with 8 of the larger schools having one while

TABLE 7b

SUMMARY OF ACTIVITIES SPONSORED AND THEIR TIME OF MEETING,
IN SCHOOLS REPORTING, ACCORDING TO SCHOOL ENROLMENT

CLUBS (NATIONAL AFFILIATION), SERVICE CLUBS

Activity	Time of Meeting						Number of Schools Sponsoring the Activity
	In School		Out of School		Both in School and Out of School		
	Number of Schools by Enrolment						
	1 ^a	2 ^b	1 ^a	2 ^b	1 ^a	2 ^b	(N =)
Clubs (National Affiliation)							(23)
Red Cross	2	2	7	7	-	-	18
Military Cadets	-	-	5	6	-	-	11
Allied Youth	-	-	2	5	-	-	7
Girl Guides	-	-	2	1	-	-	3
UNICEF	-	-	1	2	-	-	3
Four-H-Club	1	-	1	-	-	-	2
Boy Scouts	-	-	1	1	-	-	2
Rangers	-	-	-	1	-	-	1
Key Club	-	-	-	1	-	-	1
UNESCO	-	-	-	1	-	-	1
Service Clubs							(27)
Library	4	4	8	5	1	-	22
Cheerleaders	1	-	10	10	-	-	21
Prefects	4	2	7	6	-	-	19
Social Committee	-	-	-	1	-	-	1
Sports Committee	-	-	1	-	-	-	1

School enrolment: a = 100-325 pupils; b = more than 325 pupils

TABLE 7c

SUMMARY OF ACTIVITIES SPONSORED AND THEIR TIME OF MEETING;
IN SCHOOLS REPORTING, ACCORDING TO SCHOOL ENROLMENT

INTEREST CLUBS

Activity	Time of Meeting					
	In School		Out of School		Both in School and Out of School	
	Number of Schools by Enrolment		Number of Schools by Enrolment		Number of Schools Sponsoring the Activity	
	1 ^a	2 ^b	1 ^a	2 ^b	1 ^a	2 ^b
Interest Clubs						(16)
Photography Club	1	-	4	4	1	1
Film Club	-	3	1	5	-	-
Religious Club	2	1	2	1	-	1
Chess Club	1	-	2	2	-	2
Radio Club	-	-	2	1	-	-
Stamp Collector's Club	-	-	1	-	-	-
Electronics Club	-	-	1	0	-	-
Bridge Club	-	-	-	-	-	1

Schools enrolment: a = 100-325 pupils; b = more than 325 pupils

only one had been organized in a small school. Apparently school size is not a factor in all other areas. Again most meetings were scheduled in out-of-class hours.

It is interesting to note that 19 principals reported having intra-school basketball for girls; and 23 for boys. Slightly more than two thirds of the schools reported having volleyball and badminton for both boys and girls. As can be seen from Tables 7d and 7e, approximately one third of the principals reported having softball and track for both boys and girls. Varying other sports were reported organized for both boys and girls but none of them were organized in more than seven schools. The only other widely organized sports were soccer and ice hockey for boys. These two sports were reported by 14 and 10 principals respectively. The tables show that the smaller schools have more intra-school sports than the larger schools. This is true for both boys' and girls' groups. Almost all sports were scheduled either entirely out-of-class periods or both in-class and out-of-class combined.

Tables 7f and 7g show that the principals followed the same patterns in organizing inter-school sports as they did for intra-school sports, since basketball and volleyball are again the two top sports for both boys and girls. Badminton and track were organized for both groups in slightly more than one half of the schools responding. Field hockey, curling, table tennis, and broomball were offered in one or two schools as well.

Tables 7f and 7g also indicate that boys have been given preference in inter-school sports since, in addition to the above,

TABLE 7d

SUMMARY OF ACTIVITIES SPONSORED AND THEIR TIME OF MEETING,
IN SCHOOLS REPORTING, ACCORDING TO SCHOOL ENROLMENT

INTRA*-SCHOOL SPORTS FOR GIRLS

Activity	Time of Meeting						Number of Schools Sponsoring the Activity (N =)
	In School		Out of School		Both in School and Out of School		
	Number of Schools by Enrolment						
	1 ^a	2 ^b	1 ^a	2 ^b	1 ^a	2 ^b	
Intra-School Sports for Girls							(25)
Volleyball	2	-	12	3	1	4	22
Basketball	2	-	9	3	1	4	19
Badminton	-	-	8	3	1	4	16
Softball	1	-	6	2	-	1	10
Track	1	-	2	2	1	3	9
Floor Hockey	-	-	4	-	-	1	5
Table Tennis (Ping Pong)	-	-	3	-	1	1	5
Field	-	-	2	1	1	1	5
Soccer	-	-	4	-	-	1	5
Field Hockey	-	-	1	1	-	-	2
Broomball	-	-	1	-	-	1	2
Trampoline	-	-	-	-	1	-	1
Borden Ball	-	-	1	-	-	-	1

*Sports within the school

School enrolment: a = 100-325 pupils; b = more than 325 pupils

TABLE 7e

SUMMARY OF ACTIVITIES SPONSORED AND THEIR TIME OF MEETING,
IN SCHOOLS REPORTING, ACCORDING TO SCHOOL ENROLMENT

INTRA*-SCHOOL SPORTS FOR BOYS

Activity	Time of Meeting						
	In School		Out of School		Both in School and Out of School		Number of Schools Sponsoring the Activity
	Number of Schools by Enrolment.						
	1 ^a	2 ^b	1 ^a	2 ^b	1 ^a	2 ^b	(N =)
Intra-School Sports for Boys							(25)
Basketball	2	-	11	4	1	5	23
Volleyball	2	-	10	4	1	4	21
Badminton	1	-	7	4	1	2	15
Soccer	2	-	5	3	-	4	14
Softball	1	1	3	4	-	2	11
Ice Hockey	-	-	4	5	-	1	10
Track	1	-	2	5	1	-	9
Field	-	-	2	3	1	1	7
Floor Hockey	-	-	4	1	-	1	6
Table Tennis	-	-	3	1	1	1	6
Broomball	-	-	-	1	-	1	2

TABLE 7e (Continued)

Activity	Time of Meeting						
	In School		Out of School		Both in School and Out of School		Number of Schools Sponsoring the Activity
	Number of Schools by Enrolment						
	1 ^a	2 ^b	1 ^a	2 ^b	1 ^a	2 ^b	(N =25)
Trampoline	-	-	1	1	-	-	2
Karate	-	-	1	1	-	-	2
Borden Ball	-	-	1	-	-	-	1
5BX Program	-	-	-	1	-	-	1
Canoeing	-	-	-	1	-	-	1
Orienteering	-	-	-	1	-	-	1
Wrestling	-	-	1	-	-	-	1
Cross Country	-	-	-	1	-	-	1

*Sports within the School

School enrolment: a = 100-325 pupils; b = more than 325 pupils

TABLE 7f

SUMMARY OF ACTIVITIES SPONSORED AND THEIR TIME OF MEETING,
IN SCHOOLS REPORTING, ACCORDING TO SCHOOL ENROLMENT

INTER*-SCHOOL SPORTS FOR GIRLS

Activity	Time of Meeting						Number of Schools Sponsoring the Activity (N =)
	In School		Out of School		Both in School and Out of School		
	1 ^a	2 ^b	1 ^a	2 ^b	1 ^a	2 ^b	
Inter-School Sports for Girls							(22)
Basketball	-	-	11	8	-	1	20
Volleyball	-	-	11	8	-	1	20
Badminton	-	-	3	7	-	1	11
Track	-	-	6	3	-	-	9
Softball	-	-	3	2	-	1	6
Field	-	-	2	3	-	-	5
Broomball	-	-	1	-	-	-	1
Table Tennis	-	-	-	1	-	-	1
Curling	-	-	-	1	-	-	1
Field Hockey	-	-	-	1	-	-	1

*Sports between schools

School enrolment: a = 100-325 pupils; b = more than 325 pupils.

TABLE 7g

SUMMARY OF ACTIVITIES SPONSORED AND THEIR TIME OF MEETING,
IN SCHOOLS REPORTING, ACCORDING TO SCHOOL ENROLMENT

INTER*-SCHOOL SPORTS FOR BOYS

Activity		Time of Meeting						
		In School		Out of School		Both in School and Out of School		Number of Schools Sponsoring the Activity
		Number of Schools by Enrolment						
		1 ^a	2 ^b	1 ^a	2 ^b	1 ^a	2 ^b	(N =)
Inter-School Sports for Boys								(22)
Basketball		1	-	9	9	1	1	21
Volleyball		1	-	9	9	1	1	21
Soccer		1	-	4	8	1	1	15
Track		1	-	5	8	-	-	14
Ice Hockey		-	-	3	8	1	1	13
Badminton		-	-	2	7	1	1	11
Field		1	-	3	5	-	-	9
Softball		-	-	2	5	-	-	7
Table Tennis		-	-	1	1	-	-	2
Broomball		-	-	1	-	-	-	1
Curling		-	-	-	1	-	-	1

*Sports between Schools

School enrolment: a = 100-325 pupils; b = more than 325 pupils

soccer and ice hockey had been organized in 15 and 13 schools respectively. School size does not seem to be a factor in the development of inter school sports, except, possibly, for soccer, badminton and ice hockey in which cases the larger schools seem to be more organized. All of the activities take place during out-of-class hours.

Music activities, as is shown by Table 7h, were not found in many of the regional high schools. Less than 60 percent of the schools have any form of music activity, with glee club and band being most popular in 11 and 6 schools respectively. Choir and orchestra have been offered in 3 and 2 schools respectively. School size didn't seem to be a factor for the organization of glee club. However, the larger schools had 5 bands while the small schools have only 1.

There were only two school publications which had received any attention in the regional high schools. They are the yearbook and the school paper. Table 7h shows that out of the 22 schools responding to this question, 21 had yearbooks and 16 had school papers. Most of the schools had these activities scheduled in out-of-class time.

Table 7i shows that 25 of the schools reported having speech activities. Eighteen of these schools had dramatics clubs; 17 had public speaking, and 13 had debating. "Model Parliament" and "Reach for the Top" were also reported as speech activities by 7 and 4 schools respectively. In most instances the speech activities took place during out-of-class time with more activity in the larger schools than in the smaller schools.

School dances and graduation exercises account for the social

TABLE 7h

SUMMARY OF ACTIVITIES SPONSORED AND THEIR TIME OF MEETING,
IN SCHOOLS REPORTING, ACCORDING TO SCHOOL ENROLMENT

MUSIC ACTIVITIES, SCHOOL PUBLICATIONS

	Time of Meeting						
	In School		Out of School		Both in School and Out of School		Number of Schools Sponsoring the Activity
	Number of Schools by Enrolment.						
	1 ^a	2 ^b	1 ^a	2 ^b	1 ^a	2 ^b	(N =)
Music Activities							(17)
Glee Club	2	1	3	3	-	2	11
Band	1	2	-	2	-	1	6
Choir	1	-	1	-	-	1	3
Music Appreciation Club	1	-	-	1	-	-	2
Orchestra	-	-	-	1	1	-	2
Festival Music Competition	1	-	-	-	-	-	1
Folk Group	-	-	1	-	-	-	1
School Publications							(22)
Yearbook	1	-	10	7	1	2	21
School Paper	2	1	6	5	-	2	16
Student Directory	-	-	-	2	-	-	2
Literary Forum	-	-	-	1	-	-	1

School enrolment: a = 100-325 pupils; b = more than 325 pupils

TABLE 71

SUMMARY OF ACTIVITIES SPONSORED AND THEIR TIME OF MEETING,
IN SCHOOLS REPORTING, ACCORDING TO SCHOOL ENROLMENT

SPEECH ACTIVITIES, SOCIAL ACTIVITIES

Activity	Time of Meeting						Number of Schools Sponsoring the Activity (N =)
	In School		Out of School		Both in School and Out of School		
	1 ^a	2 ^b	1 ^a	2 ^b	1 ^a	2 ^b	
Number of Schools by Enrolment							
Speech Activities							(25)
Dramatics Club	3	-	5	8	-	2	18
Public Speaking	5	1	1	7	-	3	17
Debate	3	-	4	4	-	2	13
Model Parliament	-	-	3	2	-	2	7
Reach For The Top	-	-	-	3	-	1	4
Radio Announcing	-	-	1	-	-	1	2
Mock Trial	-	1	-	-	-	-	1
Social Activities							(28)
School Dances	-	-	16	10	-	-	26
Graduation Exercises	-	-	16	9	-	-	25
Class Parties	1	-	4	3	-	-	8
Excursions	-	-	1	-	1	-	2

School enrolment: a = 100-325 pupils; b = more than 325 pupils

activities in 26 of the 28 schools reporting. Other social activities, recorded in Table 71 are class parties and excursions, which were reported by 8 and 2 schools respectively. These activities take place during out-of-class hours, with one exception.

Average number of students participating in each activity.

Table 8 shows the average number of participants in each of the activities. The figures given are the mean number of participants in each of the 141 activities for the schools reporting. It is noticeable from inspection that a correlation between the size of school and average number of participants in each activity does exist. The figures indicate that the smaller the school the lower the average number of participants, for most activities.

The mean number of participants was above 100 for six activities, between 50 and 100 for fourteen activities, between 25 and 50 for twenty-eight activities, and less than 25 for fifty-nine activities. Only five activities were found in 75 percent or more of the schools. These were student council, basketball for boys (intra-school), volleyball for both boys and girls (intra-school), school dances and graduation exercises.

Seventy-five percent of the schools had a mean of 50 or more students participating in each of four activities (Girls' volleyball, boys' basketball, school dances and graduation exercises). Fifty percent of the schools had a mean number of 20 or more students participating in each of eight activities (Prefects, volleyball, basketball, badminton, soccer, dramatics club, school dances and red cross youth). Twenty-five percent of the schools had a mean

TABLE 8a

MEAN NUMBER OF STUDENT PARTICIPANTS IN EACH ACTIVITY BY SCHOOL ENROLMENT,
ACCORDING TO NUMBER OF SCHOOLS REPORTING

STUDENT COUNCIL, CLUBS (SUBJECT RELATED), CLUBS (NATIONAL AFFILIATION)

Activity	Number of Schools having the Activity and Mean Number of Participants, According to School Enrolment				Total	
	N*	100-325 pupils	N*	More than 325 pupils	N*	Mean#
Student Council	13	13	10	22	23	17
Clubs (Subject related)					26	
Art Club	1	15	4	18	5	18
French Club	1	35	4	41	5	48
Science Club	2	11	1	60	3	27
Sewing Club	1	16	-	-	1	16
Home Economics Club	2	15	1	40	3	23
Physics Club	1	14	1	45	2	30
Biology Club	-	-	2	33	2	33
Phys. Ed. Club	1	30	-	-	1	30
Math Club	-	-	1	15	1	15
Health Club	-	-	1	10	1	10

TABLE 8a (Continued)

Activity	Number of Schools having the Activity and Mean Number of Participants, According to School Enrolment				Total	
	N*	100-325 pupils	N*	More than 325 pupils	N*	Mean#
Clubs (National Affiliation)					23	
Red Cross	6	23	8	70	14	50
Military Cadets	5	26	5	48	10	37
Allied Youth	1	50	6	48	7	49
Girl Guides	2	7	1	10	3	8
Boy Scouts	1	15	-	-	1	15
Four-H-Club	1	10	-	-	1	10
UNICEF	1	15	2	22	3	20
Rangers	-	-	1	10	1	10
Key Club	-	-	1	30	1	30
UNESCO	-	-	1	25	1	25

*Number of Schools having each activity

#Calculated from original data

TABLE 8b

MEAN NUMBER OF STUDENT PARTICIPANTS IN EACH ACTIVITY BY SCHOOL ENROLMENT,
ACCORDING TO NUMBER OF SCHOOLS REPORTING

SERVICE CLUBS, INTEREST CLUBS

Activity	Number of Schools having the Activity and Mean Number of Participants, According to School Enrolment				Total	
	N*	100-325 pupils	N*	More than 325 pupils	N*	Mean#
Service Clubs					27	
Library	11	15	9	12	20	13
Cheerleaders	11	15	10	18	21	16
Prefects	10	19	8	21	18	20
Social Committee	2	15	-	-	2	15
Sports Committee	1	12	-	-	1	12
Interest Clubs					18	
Photography Club	4	15	5	13	9	14
Film Club	1	15	7	20	8	19
Religious Club	2	9	3	60	5	39
Chess Club	3	14	4	41	7	29
Radio Club	2	6	1	12	3	8
Stamp Collector's Club	1	6	-	-	1	6
Electronics Club	1	15	-	-	1	15
Bridge Club	-	-	1	40	1	40

*Number of Schools having each activity

#Calculated from original data

TABLE 8c

MEAN NUMBER OF STUDENTS PARTICIPATING IN EACH ACTIVITY BY SCHOOL ENROLMENT,
ACCORDING TO NUMBER OF SCHOOLS REPORTING

INTRA@-SCHOOL SPORTS FOR GIRLS

Activity	Number of Schools having the Activity and Mean Number of Participants, According to School Enrolment				Total	
	N*	100-325 pupils	N*	More than 325 pupils	N*	Mean#
Intra-School Sports for Girls					25	
Volleyball	14	53	8	65	22	58
Basketball	11*	52	7	61	18	55
Badminton	9	35	6	55	15	43
Track	3	16	3	23	6	20
Softball	6	37	5	34	11	35
Soccer	3	103	-	-	3	103
Floor Hockey	4	48	1	60	5	50
Table Tennis	4	13	1	20	5	15
Broomball	1	15	1	60	2	18
Trampoline	1	16	-	-	1	16
Borden Ball	1	35	-	-	1	35

@Sports within Schools

*Number of Schools having each Activity

#Calculated from original data

TABLE 8d

MEAN NUMBER OF STUDENTS PARTICIPATING IN EACH ACTIVITY BY SCHOOL ENROLMENT,
ACCORDING TO NUMBER OF SCHOOLS REPORTING

INTRA@-SCHOOL SPORTS FOR BOYS

Activity	Number of Schools having the Activity and Mean Number of Participants, According to School Enrolment				Total	
	N*	100-325 pupils	N*	More than 325 pupils	N*	Mean#
Intra-School Sports for Boys					26	
Basketball	13	47	9	106	22	71
Volleyball	12	53	8	118	20	79
Badminton	8	21	7	56	15	37
Soccer	7	47	7	76	14	62
Ice Hockey	4	40	6	57	10	50
Softball	4	43	6	108	10	82
Track	3	29	6	25	9	25
Field	3	28	4	28	7	28
Floor Hockey	4	51	2	250	6	117
Table Tennis	4	21	2	85	6	42
Trampoline	1	4	1	30	2	17
Karate	1	8	1	40	2	24
Broomball	1	12	-	-	1	12
Borden Ball	1	70	-	-	1	70
5BX Program	-	-	1	50	1	50
Canoeing	-	-	1	30	1	30
Orienteering	-	-	1	30	1	30
Wrestling	1	12	-	-	1	12

@Sports within Schools

*Number of Schools having each Activity

#Calculated from original data

TABLE 8e

MEAN NUMBER OF STUDENTS PARTICIPATING IN EACH ACTIVITY BY SCHOOL ENROLMENT,
ACCORDING TO NUMBER OF SCHOOLS REPORTING

INTER-SCHOOL SPORTS FOR GIRLS AND BOYS

Activity	Number of Schools having the Activity and Mean Number of Participants, According to School Enrolment				Total	
	N*	100-325 pupils	N*	More than 325 pupils	N*	Mean#
Inter-School Sports for Girls					22	
Basketball	10	18	9	27	19	22
Volleyball	10	16	9	25	19	20
Badminton	3	8	8	11	11	10
Track	5	17	3	13	8	16
Softball	3	23	3	18	6	21
Field	2	24	2	18	4	21
Curling	-	-	1	6	1	6
Broomball	1	10	-	-	1	10
Table Tennis	-	-	1	10	1	10
Field Hockey	-	-	2	11	2	11

TABLE 8a (Continued)

Activity	Number of Schools having the Activity and Mean Number of Participants, According to School Enrolment				Total	
	N*	100-325 pupils	N*	More than 325 pupils	N*	Mean#
Inter-School Sports for Boys					23	
Basketball	10	16	10	25	20	20
Volleyball	10	15	10	22	20	19
Soccer	5	20	9	20	14	20
Track	5	16	8	12	13	14
Ice Hockey	4	17	9	23	13	21
Badminton	3	8	8	12	11	11
Field	3	19	5	12	8	15
Softball	2	28	5	18	7	21
Table Tennis	-	-	1	10	1	10
Gurling	-	-	1	6	1	6

@Sports between schools

*Number of Schools having each activity

#Calculated from original data

TABLE 8f

MEAN NUMBER OF STUDENTS PARTICIPATING IN EACH ACTIVITY BY SCHOOL ENROLMENT,
ACCORDING TO NUMBER OF SCHOOLS REPORTING

MUSIC ACTIVITIES, SCHOOL PUBLICATIONS

Activity	Number of Schools having the Activity and Mean Number of Participants, According to School Enrolment				Total	
	N*	100-325 pupils	N*	More than 325 pupils	N*	Mean#
Music Activities					17	
Glee Club	4	48	5	63	9	56
Band	1	15	5	31	6	29
Choir	2	40	1	40	3	40
Music Appreciation Club	1	290	1	20	2	155
Orchestra	1	8	1	40	2	24
Folk Group	1	30	-	-	1	30
School Publications					22	
Yearbook	11	11	8	15	19	13
School Paper	7	12	8	16	15	14
Student Directory	-	-	2	22	7	22

TABLE 8f (Continued)
SPEECH ACTIVITIES, SOCIAL ACTIVITIES

Activity	Number of Schools having the Activity and Mean Number of Participants, According to School Enrolment				Total	
	N*	100-325 pupils	N*	More than 325 pupils	N*	Mean#
Speech Activities					25	
Dramatics Club	7	38	10	25	17	25
Public Speaking	10	17	11	18	21	17
Debate	7	18	6	28	13	23
Model Parliament	3	10	3	25	6	17
Reach For The Top	-	-	2	9	2	9
Radio Announcing	1	8	1	30	2	19
Mock Trial	-	-	1	30	1	30
Social Activities					28	
School Dances	15	164	9	377	24	244
Graduation Exercises	15	123	8	229	23	160
Class Parties	4	146	2	70	6	121
Excursions	2	50	-	-	2	50

*Number of Schools having each activity.

#Calculated from original data

of fifteen or more students participating in each of thirty-two activities.

Estimate the percentage of student body participating in at least one activity. (Exclude assemblies, homeroom programs, and social activities.) Two schools out of the 28 reporting indicated that over 90 percent of the students participated in at least one co-curricular activity. As is shown by Table 9 more than half of the students in 10 schools participated in at least one activity. According to the Swain study, Thompkins said that less than 70 percent participation in at least one activity is the "danger point" for the co-curricular program in any school.¹ In other words, the inference is that a participation rate below the 70 percent level is indicative of a flaccid program for one reason or another. If this is accepted, then 15 of the Regional High Schools in Newfoundland and Labrador are past the "danger point," or accepted level, in student participation in co-curricular activities.

Based on your observation, which five of the major activity categories in number 7 seem to be valued most highly by your students? Information on this topic is reported in Table 10. When 27 of the principals ranked five major activity categories they gave first rank to intra-school sports for boys 14 times. This activity was followed

¹Guy Timothy Swain, "A Study of the Organization and Administration of the Co-Curricular Programs in the Public Senior High Schools of North Carolina," (unpublished Doctor's dissertation, Duke University, 1968), pp. 70, citing Ellsworth Tompkins, "Extra-Class Activities For All Pupils," (U.S. Office of Education Bulletin, No. 4, Washington, D.C.: U.S. Government Printing Office, 1951), pp. 25.

TABLE 9

PRINCIPALS' ESTIMATE OF THE PER CENT OF STUDENT PARTICIPATION IN AT LEAST ONE
ACTIVITY, ACCORDING TO NUMBER OF SCHOOLS BY
ENROLMENT CLASSIFICATION

Per Cent	Number of Schools by Classification		Total (N=26)
	100-325 pupils (N=17)	More than 325 pupils (N=9)	
0 - 10	1	1	2
11 - 20	-	-	-
21 - 30	2	1	3
31 - 40	3	-	3
41 - 50	2	1	3
51 - 60	-	3	3
61 - 70	-	1	1
71 - 80	3	2	5
81 - 90	4	-	4
91 - 100	2	-	2

by the intra-school sports for girls which was given a first rank 8 times.

The importance of an activity can also be determined by the number of times it received a ranking by the principals. The principals of the regional high schools gave a rank, either 1,2,3,4 or 5 to the activities in their programs in the following manner. Intra-school sports for boys and girls received 25 ranks each, with an average rank of 2. Social activities received 21 ranks with an average rank of 3. Inter-school sports for boys received 20 ranks with an average rank of 2. Nationally affiliated clubs received 11 ranks with an average rank of 4. School publications was given a rank by 10 principals with an average rank of 4. Speech activities was given a rank by 9 principals with an average rank of 4. Service clubs received a ranking 8 times with an average rank of 3. Student councils received a ranking 5 times with an average rank of 3. Interest clubs were given a rank by 5 principals with an average rank of 4. Subject related clubs received 3 rankings with an average rank of 3. Music activities were ranked by 2 principals and each gave it a first rank. Assembly programs and homeroom programs were not ranked by any of the 27 principals responding.

The most surprising statistic in this table is that student councils and interest clubs were ranked only 5 times each, and subject related clubs were ranked only 3 times. This is surprising since co-curricular activities are supposed to be organized for the students, and usually, grow out of the curriculum. Yet, such activities as student council, interest clubs and subject related clubs have not

TABLE 10

PRINCIPALS' RANK ORDER OF IMPORTANCE OF THOSE ACTIVITIES WHICH SEEMED TO BE VALUED MOST HIGHLY BY STUDENTS, ACCORDING TO NUMBER OF SCHOOLS BY ENROLMENT CLASSIFICATION

Activity	Number of Schools by Enrolment Classification and Rank										Total (N=27)
	100-325 pupils (N=17)					More than 325 pupils (N=10)					
	Ranks*					Ranks*					
	1	2	3	4	5	1	2	3	4	5	
Intra-School Sports - Boys	9	6	-	1	-	5	4	-	-	-	25
Intra-School Sports - Girls	5	10	-	2	-	3	5	-	-	-	25
Social Activities	2	2	7	2	-	2	1	4	1	-	21
Inter-School Sports - Boys	3	4	2	2	-	2	4	2	1	-	20
Inter-School Sports - Girls	2	4	1	3	-	1	5	1	1	-	18
Clubs (National Affiliation)	-	1	-	3	4	-	-	1	2	-	11
School Publications	1	-	1	1	3	-	-	-	3	1	10
Speech Activities	-	-	1	-	4	-	-	1	1	2	9
Service Clubs	-	-	2	2	2	-	-	2	-	-	8
Student Council	1	-	2	1	-	-	1	-	-	-	5
Interest Clubs	1	-	-	2	-	-	-	-	-	2	5
Clubs (Subject related)	-	-	-	1	1	1	-	-	-	-	3
Music Activities	1	-	-	-	-	1	-	-	-	-	2
Assembly Program	-	-	-	-	-	-	-	-	-	-	-
Homeroom Program	-	-	-	-	-	-	-	-	-	-	-

*Ranks: "1" indicates activity is valued most highly by students. Ranks decrease in importance to "5" which indicates the activity needs considerable improvement.

ranked very high on the scale as being valued by the students.

What devices are actually used in an effort to acquaint pupils with the program of activities available? Students need to be informed of the activities which are taking place within their schools' co-curricular program. Table 11 shows the devices used in Newfoundland and Labrador Regional High Schools. Twenty-three principals indicated that informal conversation between teachers and pupils was used most often, followed closely by homeroom discussions which were reported by 21 principals. The other devices used given in order of number of times reported are assembly programs (17), guidance program (16), planned publicity in school paper (11), exhibits (7), special co-curricular bulletin (7), student handbooks (5), letters to parents (1), and tackboard notices (1). The frequency of the number of times the devices were used is a little higher in the smaller schools than in the larger schools.

Methods used to assist students in making choices of activities in which they participate. Generally, a normal procedure, after students have been informed of the activities available, is to develop interest in the different activities. Table 12 shows how some of the principals in the regional high schools have attempted to develop this interest. Twenty principals reported that sponsors and members made an effort to secure members with ability in their particular activity. In 16 schools, students were urged to contact sponsors and learn more about the activities. In 13 cases, students were strongly urged to visit different activities until they found one of special interest; and in 7 cases, students were advised by counselors as to

TABLE 11

DEVICES USED IN ACQUAINTING STUDENTS WITH THE PROGRAM OF
ACTIVITIES, ACCORDING TO SCHOOL
ENROLMENT CLASSIFICATION

Device Used	Number of Schools by Enrolment Classification		Total (N=25)
	100-325 pupils (N=14)	More than 325 pupils (N=11)	
Informal Conversations with Teachers	13	10	23
Homeroom Discussions	14	7	21
Assembly Programs	9	8	17
Guidance Program	9	7	16
Planned Publicity in School and Local Newspaper	4	7	11
Exhibits	4	3	7
Special Co-curricular Bulletin	4	3	7
Student Handbook	3	2	5
Letters to Parents	1	-	1
Tackboard Notices	1	-	1

TABLE 12

METHODS USED TO ASSIST STUDENTS IN MAKING CHOICES OF ACTIVITIES IN
WHICH THEY PARTICIPATE, ACCORDING TO SCHOOL
ENROLMENT CLASSIFICATION

Method Used	Number of Schools by Enrolment Classification		Total
	100-325 pupils (N=18)	More than 325 pupils (N=11)	(N=29)
Sponsors and members make an effort to secure members with ability in a particular activity	9	11	20
Students are urged to contact sponsors and learn more about the activity	9	7	16
Students are strongly urged to visit different activities until they find one of special interest	9	4	13
Students are advised by counsellors	6	1	7
Activities selected by student and approved by counsellor or homeroom teacher	6	-	6
There is no specific school policy with respect to helping students choose activities	8	1	9

the best activity for them. Six principals simply indicated that activities are selected by the student and approved by the counselor or homeroom teacher.

One of the most striking facts shown by Table 12 is that 8 principals did not see the need for specific policies with respect to helping students choose activities. All of these cases were found in the small school classification.

Methods used to regulate student participation. There appeared to be very little regulation on the amount of participation a student could have in co-curricular activities in the Regional High Schools of Newfoundland and Labrador (See Table 13). Eighteen principals left the decision up to the individual student, and 12 principals indicated that they had established no regulations. Student participation was regulated by conflict with schedule in 9 cases, by administrative and/or staff policy in 8 cases, by academic grades in 6 cases and by bus schedules and house system in 1 case each.

ADMINISTRATION

Practices used for the directing or supervising of the total co-curricular activity program. Table 14 shows that 27 principals responded to this question. Eight principals indicated that there was no one person who was in sole charge of the co-curricular activity program. Five principals indicated that they are in full charge, while 3 other principals indicated that they left things up to a staff committee, and 2 other principals had a staff-student committee looking after the co-curricular activities. The most interesting

TABLE 13

METHODS USED TO REGULATE STUDENT PARTICIPATION, ACCORDING
TO SCHOOL ENROLMENT CLASSIFICATIONS

Methods Used	Number of Schools by Enrolment Classification		Total (N=29)
	100-325 pupils (N=18)	More than 325 pupils (N=11)	
Decision made by student	11	7	18
Not regulated	9	3	12
Conflict with schedule	5	4	9
Administrative and/or staff policy	5	3	8
Academic grades	3	3	6
Student council policy	3	-	3
Busing	1	-	1
House system	1	-	1
High school sports federation regulates inter-school sports	-	1	1

TABLE 14.

PRACTICES USED FOR THE DIRECTION OR SUPERVISION OF THE TOTAL ACTIVITY PROGRAM, ACCORDING TO ENROLMENT CLASSIFICATION

Program Supervisor	Number of Schools by Enrolment Classifications		Total (N=27)
	100-325 pupils (N=16)	More than 325 pupils (N=11)	
1. No over-all Program Director or Supervisor	5	3	8
2. Principal	3	2	5
3. Staff Committee	-	3	3
4. Staff-Students Committee	2	-	2
5. Director of Co-curricular Activities	-	1	1
6. Vice-Principal	-	-	-
7. Student Council	-	-	-
8. Combination of 2, 3 & 6	-	1	1
9. Combination of 1, 3 & 4	1	-	1
10. Combination of 2 & 6	1	1	2
11. Combination of 2 & 7	1	-	1
12. Combination of 2, 3, 5 & 6	1	-	1
13. Combination of 3 & 5	1	-	1
14. Combination of 2 & 4	1	-	1

point to note in Table 14 is that only 1 principal (of a large high school) had appointed a director of co-curricular activities to organize the school's program. Seven of the principals of small schools had a combination of a number of people supervising the activities. Out of these 7 cases the principals were involved in 5. Even though only 5 principals indicated they are in full charge, the data clearly indicates that the principal remains in a supervising position in most cases.

Practices used for the selection of sponsors. According to Table 15, 18 principals left the decision for teacher sponsoring entirely up to the teachers themselves. Twelve principals used their authority and selected the best qualified sponsors themselves, while 11 other principals were conscious of teacher workloads and selected sponsors for the co-curricular activities on that basis. Size of school did not seem to make any difference in the practices used for sponsor selection.

Practices used for the appointment of sponsors. Table 16 shows quite clearly that the principal made the appointments, since 17 of the 26 principals reporting indicated this to be the case. Three other principals left things up to a staff committee and 6 principals used varying combinations of people, which in all cases involved themselves.

Desirable qualifications in the selection of sponsors. It is interesting to note that all 24 responding principals reported that a special interest in the activity being sponsored was one of the most desirable qualifications. Six of the principals of small schools rated the above qualification as number 1 and 5 of the principals of larger schools also rated it number 1. The other 13 principals rated

TABLE 15

PRACTICES USED FOR THE SELECTION OF SPONSORS,
ACCORDING TO SCHOOL ENROLMENT

Selection of Sponsor	Number of Schools by Enrolment		Total (N=27)
	100-325 pupils (N=16)	More than 325 pupils (N=11)	
Teachers Volunteer to Sponsor	11	9	18
Principal Selects the Best Qualified Sponsor	6	6	12
Principal Selects the Sponsors to Keep Staff Load Balanced	8	3	11
Students Request a Certain Teacher as Sponsor	2	2	3
Staff Members Invited to Select their Interest Group	-	1	1
Teachers Suggest an Appropriate Sponsor	1	2	3

TABLE 16

PRACTICES USED FOR THE APPOINTMENT OF SPONSORS,
ACCORDING TO SCHOOL ENROLMENT

Appointment of Sponsors	Number of Schools by Enrolment		Total
	100-325 pupils (N=16)	More than 325 pupils (N=10)	(N=26)
1. Principal	10	7	17
2. Staff Committee	2	1	3
3. Vice-Principal	-	-	-
4. Director of Co-curricular Activities	-	-	-
5. Staff-Students Committee	-	-	-
6. Combination of 1 & 3	-	2	2
7. Combination of 1 & 4	1	1	2
8. Combination of 1, 2 & 3	1	-	1
9. Purely Voluntary	1	-	1

it either second or third in importance. The qualification which was rated second in importance is that sponsors should have a special ability to perform required duties in connection with sponsoring the activity. As Table 17 shows, previous experience in sponsoring the particular activity, ability to interest staff and students, and previous experience in sponsoring any co-curricular activity were rated in that order by more than half of the principals responding. Specific training in sponsoring activities was rated by less than 30 percent of the principals. School size did not seem to affect the qualifications principals expect their sponsors to have.

Procedure for getting new activities approved. There are four main approval procedures used by the 27 principals reporting. Table 18 indicates that 20 principals chose, (1) all activities must be approved by the principal before they are included, and (2) an activity is included when a specified number of students petition for it, as the two most commonly used procedures. The other two procedures which are used are, (1) new activities are usually suggested by the principal, or some other member of the staff, and (2) an activity must be suggested by the principal or some member of the staff before it is included. It is interesting to note that only 1 principal indicated that student activities must be approved by the student council. Again school size seemed to make little difference in the procedures used.

Number of schools keeping selected records of co-curricular activities. Table 19 shows that a membership role for each activity was kept by 17 principals, and 16 principals say that participation is noted in the cumulative record of the students. Financial records for each activity were kept by 16 principals. Eleven principals

TABLE 17

DESIRABLE QUALIFICATIONS IN THE SELECTION OF SPONSORS, ACCORDING TO
SCHOOL ENROLMENT AND A RATING FROM 1-5

Types of Qualifications	Number of Schools by Enrolment												Total Schools With Qualification (N=24)
	100-325 pupils (N=13)						More than 325 pupils (N=11)						
	Ratings*					No# Rating	Ratings*					No# Rating	
1	2	3	4	5	1		2	3	4	5			
1. Special Interest in the Activity being Sponsored	6	2	3	-	-	4	5	1	-	-	-	3	24
2. Special Ability to Perform Required duties in Connection with Sponsoring the Activity	1	4	-	3	1	3	-	2	1	-	2	1	18
3. Previous Experience in Sponsoring the Particular Activity being Considered	2	1	1	1	4	3	-	2	-	-	1	2	17
4. Ability to Interest Faculty and Students in a Given Project	1	2	1	3	-	3	-	1	2	2	1	-	16
5. Previous Experience in Sponsoring Co-curricular Activities	1	1	2	2	1	2	1	-	1	2	-	2	15
6. Individual is Engaged in Teaching a Subject Related to the Activity	-	-	3	1	2	2	-	-	1	1	-	3	13
7. Specific Training in Sponsoring the Particular Activity Being Considered	1	-	1	-	1	1	-	-	1	-	1	1	7
8. Specific Training in Sponsoring any Co-curricular Activities	-	2	-	-	1	1	-	-	-	-	1	1	6

*Rating scale: "1" indicates most important qualification, "2", "3", "4", and "5" ratings indicate decreasing importance in desirable qualifications.

#Principals checked the item but did not give a rating.

TABLE 18

PROCEDURE FOR GETTING ACTIVITIES APPROVED, ACCORDING
TO SCHOOL ENROLMENT

Approval Procedures	Number of Schools by Enrolment		Total (N=27)
	100-325 pupils (N=16)	More than 325 pupils (N=11)	
All Activities must be Approved by the Principal before they are Included	12	8	20
An Activity is Included when a Specified Number of Students Petition for it	10	10	20
New Activities are Usually Suggested by the Principal or Some Member of the Staff.	8	8	16
An Activity must be Suggested by the Principal or Some Member of the Staff	4	3	7
Activities must be Approved by the Director of Co-curricular Activities	-	2	2
Activities must be Approved by Student Council	1	-	1
Mutual Agreement between Administration, Staff and Students	1	-	1

TABLE 19

NUMBER OF SCHOOLS KEEPING SELECTED RECORDS,
ACCORDING TO SCHOOL ENROLMENT

Selected Activity Record	Number of Schools According to Enrolment		Total (N=26)
	100-325 pupils (N=15)	More than 325 pupils (N=11)	
Participation Noted in Cumulative Record	7	9	16
Membership Roll for Each Activity	11	6	17
Financial Records for Each Activity	11	5	16
Calendar of Activity Schedule	6	5	11
List of Individual Activity Accomplishments	4	5	9
Comprehensive List of Sponsors	2	4	6

devised a calendar of scheduled events, and 9 kept a list of individual accomplishments by students. Finally 6 principals kept a comprehensive list of the sponsors involved in the co-curricular programs. No more than 65 percent of the principals used any one of the above means for keeping records of the co-curricular activities.

Principals' ratings of the methods used to finance the co-curricular programs. Table 20 gives the methods chosen by principals to finance their co-curricular activity programs. Twenty-five of the 27 principals who responded to this question gave fund raising activities as an important means of financing their programs, with 18 of these principals rating it number 1. Collectively, gate receipts and activities fees are rated by 16 principals of small schools and 12 principals of large schools as very important means for raising funds for the activity programs. A very important point to note is that only 9 schools reported that they get financial assistance for co-curricular activities from their school boards. Membership dues, donations, and season tickets provided minor sources of financial assistance.

Schools receiving financial assistance from the school boards for administering the co-curricular program. Note that in Table 21, although earlier in this chapter principals ranked music activities very low with respect to how these activities are valued by students, 9 schools received financial assistance from their school boards for this purpose. Table 21 also indicates that both boys and girls sports of all types receive assistance in 6 and 7 schools respectively. Less than 20 percent of the schools receive assistance for any one of the other activities with a number of

TABLE 20

RATINGS BY PRINCIPALS OF METHODS USED IN FINANCING THE CO-CURRICULAR
ACTIVITIES PROGRAM, ACCORDING TO SCHOOL ENROLMENT

Methods of Financing	Number of Schools by Enrolment											Total Schools With Method (N=27)	
	100-325 pupils (N=16)						More than 325 pupils (N=11)						
	Ratings*					No# Rating	Ratings*						No# Rating
	1	2	3	4	5		1	2	3	4	5		
1. Fund Raising Activities (Sales, Walkathons, etc.)	10	3	-	-	-	1	8	2	-	-	-	1	25
2. Gate Receipts	2	6	2	-	-	1	2	2	4	-	-	1	20
3. Activities Fees	1	1	3	1	-	1	-	2	1	1	-	-	11
4. Grants From School Boards	2	2	-	-	1	-	2	1	1	-	-	-	9
5. Membership Dues	-	1	1	-	-	1	-	1	2	-	-	-	6
6. Donations	1	1	2	1	-	-	-	-	-	-	-	-	5
7. Seasons Tickets	-	-	-	-	-	1	-	-	-	-	-	-	1

*Rating scale: "1" indicates most important Method of Financing. Ratings of "2", "3",
"4", or "5" indicates methods used in decreasing order of importance.

#Principals checked the items but did not give a rating.

TABLE 21

NUMBER OF SCHOOLS RECEIVING FINANCIAL ASSISTANCE FROM THE SCHOOL BOARD FOR
ADMINISTERING THE CO-CURRICULAR PROGRAM, ACCORDING TO TYPE OF
ACTIVITY AND NUMBER OF SCHOOLS BY ENROLMENT

Type of Activity	Number of Schools by Enrolment		Total (N=16)
	100-325 pupils (N=9)	More than 325 pupils (N=7)	
MUSIC Activities	3	6	9
Intra-School Sports (Boys)	4	3	7
Inter-School Sports (Boys)	4	3	7
Intra-School Sports (Girls)	4	2	6
Inter-School Sports (Girls)	4	2	6
School Publications	1	2	3
Speech Activities	1	1	2
Social Activities	-	1	1
Homeroom Program	1	-	1
Interest Clubs	1	-	1
No Specified Category	1	1	2

schools receiving no assistance at all.

Limitations placed on cost of participation borne by students or schools by School Boards, P.T.A., or other groups. Table 22 shows that 8 principals report limitations put on cost borne by individual students. One principal reported a limit of one dollar per student, and another principal indicated a 25 cent limit per student per activity. Eleven principals indicated that their schools are limited to a certain cost ceiling. One of these principals said that a one thousand dollar (\$1,000.00) limit has been set for the entire program. Another principal indicated a limitation of one hundred dollars (\$100.00) per activity.

Eight principals were not specific but did indicate that their limit depends on the type of activity, and in no way should spending exceed the means or deprive other areas of the schools' program.

Does your school grant credit toward graduation for any of the co-curricular activities? An examination of Table 23 shows the number of schools which grant credit for certain types of activities and those which do not. Students who participate in debates, yearbook, school paper or athletics have received credit in two schools each. One school had given credit for participation in dramatics and three schools take participation in co-curricular activities into consideration when promoting "border line" students. One principal uses a students' co-curricular activity record for recommendations only.

How does a school inform parents about the co-curricular activity program? Essentially there are three groups of people involved in the educational process in any community. They are the

TABLE 22

NUMBER OF PRINCIPALS REPORTING LIMITATIONS OR LACK OF LIMITATIONS PLACED ON COST OF PARTICIPATION, BORNE BY STUDENTS OR SCHOOL: BY THE SCHOOL BOARD: PRINCIPAL; P.T.A.; OR OTHER GROUPS; ACCORDING TO SCHOOL ENROLMENT

Limitations to	Response	Number of Schools by Enrolment		Total Responses (N=26)
		100-325 pupils (N=16)	More than 325 pupils (N=10)	
Individual Students	NO	11	6	17
	YES	4	4	8
School	NO	9	5	14
	YES	5	6	11

TABLE 23

NUMBER OF SCHOOLS GRANTING GRADUATION CREDIT FOR CERTAIN CO-CURRICULAR
ACTIVITIES, ACCORDING TO SCHOOL ENROLMENT

Graduation Credit	Number of Schools by Enrolment		Total (N=26)
	100-325 pupils (N=15)	More than 325 pupils (N=11)	
No Credit Given	10	8	18
Debate	2	2	2
Yearbook	-	2	2
School Paper	1	1	2
Athletics	1	1	2
Play Productions	-	1	1
All Activities Considered	3	-	3
Used in Recommendations Only	1	-	1

staff (administrators and-teachers) of the school, the parents of the children and the children. Therefore it is necessary that each of these groups understand what the other is doing and share some responsibility in it. With this principle in mind principals should make an effort to let parents know what is happening at school with respect to the co-curricular activity programs. Table 24 shows what the principals in the Regional High Schools in Newfoundland and Labrador are doing toward this end. The main avenues used by principals are letters to parents, activities at P.T.A. meetings, bulletins to parents, and publicity through the school newspaper. It is interesting to note that five principals make no effort at all to inform parents of the schools' co-curricular program.

What are the major sources of publicity? According to Table 25 more than half of the principals reporting make use of local newspapers for their source of publicity. Next in importance is radio which is used by thirty-seven percent of the principals. Only three principals make an effort to use all sources of publicity including T.V., radio and newspapers. Twelve principals indicated that they have no major source and do very little publicizing.

Which of the activities receive the most adequate publicity? Boys' and girls' sports of all types have received the most adequate publicity according to the rankings by principals shown in Table 26. Boys' sports have received most coverage with girls' sports following closely behind. Social Activities and speech activities have received fair coverage but the other activities have been neglected, with less than twenty-five percent of the principals indicating that they receive

TABLE 24

METHODS USED TO INFORM PARENTS REGARDING THE SCHOOL CO-CURRICULAR PROGRAM,
ACCORDING TO SCHOOL ENROLMENT

Methods of Publicity	Number of Schools by Enrolment		Total (N=26)
	100-325 pupils (N=16)	More than 325 pupils (N=10)	
School Paper	7	6	13
Letters to Parents	6	4	10
Parents Teachers Associations (P.T.A.)	6	2	8
Bulletins to Parents	4	2	6
Local Newspaper	1	2	3
Informally by Pupils	3	-	3
Does not Inform Parents	4	1	5

TABLE 25

NUMBER OF SCHOOLS USING MAJOR SOURCES OF PUBLICITY,
ACCORDING TO SCHOOL ENROLMENT

Sources of Publicity	Number of Schools by Enrolment		Total (N=22)
	100-325 pupils (N=13)	More than 325 pupils (N=9)	
All Major Media (Television, Radio, Newspaper, etc.)	-	3	3
Television	-	1	1
Radio	6	2	8
Newspaper	7	5	12
No Major Source	8	4	12
Not Interested in Publicity	-	1	1

TABLE 26

PRINCIPALS RATINGS OF ADEQUACY OF PUBLICITY COVERAGE OF
ACTIVITIES, ACCORDING TO SCHOOL ENROLMENT

Areas Publicized	Number of Schools by Enrolment												Total Schools Publicizing Activities (N=25)
	100-325 pupils (N=14)						More than 325 pupils (N=11)						
	Ratings*					No# Rating	Ratings*					No# Rating	
1	2	3	4	5	1		2	3	4	5			
Inter-School Sports - Boys	4	-	-	1	1	3	5	-	-	1	1	2	18
Intra-School Sports - Boys	1	4	2	-	1	3	1	1	1	-	-	1	14
Inter-School Sports - Girls	1	2	1	1	1	3	3	-	-	1	-	2	15
Intra-School Sports - Girls	1	3	1	-	-	1	1	2	1	-	1	2	13
Social Activities	2	-	1	1	1	3	-	-	-	-	2	1	11
Speech Activities	-	1	-	2	-	2	1	2	1	1	-	-	10
Student Council	1	-	1	1	1	-	-	-	-	1	-	-	5
Student Publications	1	-	-	-	1	1	-	1	-	1	-	-	5
School Clubs	-	-	-	1	-	-	-	-	1	1	2	-	5
Music Activities	-	1	-	-	-	-	-	2	2	-	-	1	6
Assembly Program	-	-	1	1	1	-	-	-	1	-	-	-	4
Homeroom Program	-	-	-	-	-	-	-	-	-	-	-	-	-
No Publicity Given	-	-	-	-	-	3	-	-	-	-	-	-	3

*Ratings: "1" indicates the activity receives most adequate publicity coverage.
Ratings decrease in importance to "5" which indicates the activity receives
least adequate publicity coverage.

#Principals checked the items but did not rate them on the scale given.

any coverage at all.

Principals' ratings of adequacy of co-curricular activities in which their schools are involved. As noted in Table 27, each principal was asked to rate each of the co-curricular activities in which his school is involved on a scale of 1 to 5. A "1" rating meant that the activity meets the needs and interests of the students, in the principals' opinion, and a "5" rating meant that the activity needs to be improved. A study of Table 27 shows that the five activities which are considered to be most adequate are: (1) intra-school sports for boys, (2) inter-school sports for boys, (3) social activities, (4) intra-school sports for girls, and (5) inter-school sports for girls. The five activities which were rated "2" most often by the principals were: (1) intra-school sports for girls, (2) social activities, (3) interest clubs, (4) speech activities and (5) intra-school sports for boys.

Further study of the table shows that the five least adequate activities are: (1) subject related clubs, (2) school publications, (3) interest clubs, (4) social activities and (5) nationally affiliated clubs.

Problems principals have in administering co-curricular activity programs. A study of Table 28 shows that when one considers the frequency in which problems were mentioned, one finds that bus schedules pose a problem for 21 of the 27 principals responding. The other problems, in decreasing order of frequency of mention, were: (1) difficulty in financing adequately the co-curricular activity program, (2) lack of adequate transportation of students to inter-

TABLE 27

PRINCIPALS' RATINGS OF ADEQUACY OF CO-CURRICULAR ACTIVITIES IN WHICH THEIR SCHOOLS ARE INVOLVED, ACCORDING TO SCHOOL ENROLMENT

Activities	Number of Schools by Enrolment										Total (N=26)
	100-325 pupils (N=16)					More than 325 pupils (N=10)					
	Ratings*					Ratings*					
	1	2	3	4	5	1	2	3	4	5	
Intra School Sports - Boys	4	4	4	1	2	3	2	2	1	-	23
Student Council	1	3	8	1	1	1	2	4	-	1	22
Intra School Sports - Girls	3	6	3	1	2	-	3	2	1	-	21
Inter School Sports - Boys	4	2	3	1	2	2	2	3	1	-	20
Social Activities	3	4	1	2	4	1	3	2	-	-	20
Inter School Sports - Girls	3	2	3	1	1	-	3	3	1	-	17
Interest Clubs	-	4	2	2	2	1	2	2	-	2	17
School Publications	2	4	1	-	4	-	1	3	1	-	16
Speech Activities	-	4	2	3	2	-	2	1	2	-	16
Assembly Program	1	4	3	1	1	-	-	2	2	1	15
Clubs (Subject related)	1	1	2	1	3	-	2	3	-	2	15
Homeroom Program	2	2	1	5	-	-	1	1	1	-	13
Service Clubs	1	3	2	-	2	-	1	3	1	-	13
Clubs (National Affiliation)	1	1	2	1	3	-	3	2	-	-	13
Music Activities	1	3	1	-	2	1	2	2	-	-	12

*Rating scale: 1 - Most Adequate; 2 - Fairly Adequate; 3 - Adequate; 4 - Not Very Adequate; 5 - Least Adequate.

TABLE-28

PRINCIPALS RATINGS OF THE PROBLEMS THEY EXPERIENCE IN ADMINISTERING
CO-CURRICULAR ACTIVITIES, ACCORDING TO
SCHOOL ENROLMENT

Problems	Number of Schools by Enrolment												Total Number of Schools (N=27)
	100-325 pupils ² (N=16)						More than 325 pupils (N=11)						
	Ratings*						Ratings*						
	1	2	3	4	5	No# Rating	1	2	3	4	5	No# Rating	
1. Bus Schedules Limit Pupil Participation	7	1	3	1	-	-	2	1	2	3	-	1	21
2. Difficulty in Financing the Co-curricular Activity Program Adequately	1	5	5	-	-	-	2	4	1	1	-	1	20
3. Lack of Adequate Transportation of Students to Activities Between Schools	3	5	2	-	1	-	1	2	2	-	-	1	17
4. Difficulty in Developing Adequate Student Initiative	1	1	5	-	-	-	-	3	4	1	-	-	15
5. Lack of Time in the Regular School Day Program	2	2	3	2	1	-	1	1	2	-	-	1	15
6. Lack of Equipment and Building Accommodations	4	3	2	-	-	-	1	-	3	-	1	1	15

TABLE 28 (Continued)

Problems	Number of Schools by Enrolment												Total Number of Schools (N=27)	
	100-325 pupils (N=16)						More than 325 pupils (N=11)							
	1	2	3	4	5	No# Rating	1	2	3	4	5	No# Rating		
7. Difficulty in Obtaining Staff Sponsors														
a) In Quality of Sponsors	1	1	2	1	-	-	-	-	1	1	1	1		9
b) In Quantity of Sponsors	-	1	-	2	-	1	-	-	1	1	-	1		7
8. Difficulty in Limiting Participation by Students	-	-	3	1	-	-	-	-	-	-	1	-		5
9. Difficulty in Restraining over Ambitious Student Leadership in Activities	-	-	1	3	-	-	-	-	-	1	-	-		5
10. Lack of Cooperation from the Home	-	1	2	-	-	-	-	-	1	-	1	-		5
11. Too Much Outside Interference	-	1	-	-	1	-	-	1	-	-	1	-		4
12. Insufficient Curriculum Planning	1	-	-	-	-	-	-	-	-	-	-	-		1

*Rating Scale: 1 - Very Serious Problem; 2 - Serious Problem; 3 - A Problem;
4 - A Minor Problem; 5 - A Very Minor Problem

#Principals checked the item but gave no rating.

school activities, (3) difficulty in developing adequate student initiative, (4) lack of time in the regular school day program and (5) lack of equipment and building accommodations. All of the above problems were mentioned by more than fifty percent of the principals. There were other problems recorded but less than thirty percent of the principals cited them as problems.

When one looks at the seriousness of these problems the order changes somewhat. Bus schedules give the most serious problems for most principals, followed by lack of equipment and building accommodations, lack of adequate transportation of students to inter-school activities, difficulty in financing the program, and lack of time in the regular school day program. Several other problems exist but their seriousness does not appear to be very great, according to the ratings given them by the principals.

Do you have any non-staff personnel involved in the co-curricular program? Table 29 shows that 17 of the 27 principals responding do not go outside their schools for help with the co-curricular program. Ten principals indicated that they did make use of available resource people outside of the staff of the school.

What areas are the non-staff personnel involved in? Six principals have given non-staff personnel the responsibility of supervising some of the co-curricular activities, five principals call on outside help for transportation purposes, three principals use non-staff personnel as sponsors and one principal involves non-staff personnel in the planning of the co-curricular activity program. One principal found a coach outside his staff and one principal had a music instructor

TABLE 29.

NON-STAFF PERSONNEL INVOLVED IN CO-CURRICULAR ACTIVITIES,
ACCORDING TO SCHOOL ENROLMENT

Involvement	Number of Schools by Enrolment		Total (N=27)
	100-325 pupils (N=17)	More than 325 pupils (N=10)	
Yes*	5	5	10
No	11	6	17
No response			2

*Involvement of outsiders consisted of participation in sponsoring, planning, and directing co-curricular activities and in transporting students. (See Table 30)

recruited from outside his staff. All of the above data may be found in Table 30.

Do you favour extra-pay for co-curricular duties performed by teachers in out-of-class hours? Fifty-five percent of the principals answered "no" to this question and forty-five percent of the principals answered "yes." Table 31 also shows the responses to a similar question asked about duties performed during in-class hours, during periods free from instruction. The unanimous answer to this question was "no." Further comments given by principals have been included in chapter 4 where this topic is discussed in more detail.

TABLE 30

AREAS OF INVOLVEMENT OF NON-STAFF PERSONNEL IN CO-CURRICULAR PROGRAM,
ACCORDING TO SCHOOL ENROLMENT

Area of Involvement	Number of Schools by Enrolment		Total (N=10)
	100-325 pupils (N=5)	More than 325 pupils (N=5)	
Help Plan the Co-curricular Program	-	1	1
Advisor or Sponsor	2	1	3
Provide Transportation	3	2	5
Provide Supervision	3	3	6
Coaching	-	1	1
Music Instructor	1	-	1

TABLE 31

PRINCIPALS' OPINION ON EXTRA PAY FOR TEACHERS CO-CURRICULAR DUTIES,
ACCORDING TO SCHOOL ENROLMENT

Question	Response	School Size		Total (N=27)
		100-325 pupils (N=16)	More than 325 pupils (N=11)	
Do you Favour Extra Pay for Co-curricular Duties Performed by Teachers in Out-of-Class Hours?	Yes	7	5	12
	No	9	6	15
	No Response			1
Do you Favour Extra Pay for Co-curricular Duties Performed by Teachers in In-Class Hours? (Duties performed during periods free from instruction)	Yes		-	-
	No	16	11	27
	No Response			2

Chapter 4

FINDINGS AND CONCLUSIONS

Since this thesis was designed to be a descriptive-survey much of the data gathered has been reproduced, per se, in a running discussion type of organization. In Chapter Three most of the facts have been presented in tabular form to give greater clarity of interpretation, and elementary statistics have been introduced where necessary. In this chapter the researcher has drawn the most important findings from the data and made some general conclusions where the data were sufficient to do so. These findings and conclusions have been discussed under the following headings: (1) size of school, (2) extent of teacher participation, (3) characteristics of the co-curricular activity programs, (4) scheduling practices, (5) sponsors, (6) control, (7) financing, (8) extra pay, (9) participation, and (10) problems.

Size of School

In the data from the general section of the questionnaire it was revealed that Regional High Schools in Newfoundland and Labrador vary in size from five classrooms to forty-three classrooms, and from an enrolment of one-hundred fourteen to one-thousand four-hundred twenty-seven.

The data has been presented in Chapter 3 according to small

and large school classifications.¹ There were eighteen schools in the small school classification, and eleven schools in the large school classification, totaling seventy-eight percent of the Regional High Schools. However, the data revealed few major differences, with respect to the characteristics, organization, and administration of the co-curricular programs, between the large and small Regional High Schools of Newfoundland and Labrador. The major differences which did exist are noted in this chapter.

Extent of Teacher Participation

Co-curricular program success in school generally depends to a great degree on the type of staff in the school, and the extent to which they become involved in the activities. In Newfoundland and Labrador, teacher participation in co-curricular activities varied from school to school, from a rate as low as eleven percent to a rate as high as one-hundred percent. The overall average in both large and small schools was sixty-six and five tenths percent or approximately two thirds of the staff. This relatively high participation rate by teachers seems to have been reflected in the quality of the co-curricular programs in the schools. In comparison with findings in other studies, the co-curricular programs in the Newfoundland and Labrador Regional High Schools were comprehensive, with a total of one-hundred eleven different activities being offered in varying kinds of organizations.

¹Small school--enrolment 100 to 325; Large school--enrolment 326 and over.

Schools which have developed fairly adequate co-curricular programs, with respect to the types of activities offered and how well the activities meet the needs and interests of the students, also had a high percentage of teacher involvement.

Characteristics of the Co-curricular Activity Programs

In general, most schools appear to be well balanced in regard to the number and variety of activities offered. The major activity categories consisting of assembly programs, nationally affiliated clubs, service clubs, sport (both inter-school and intra-school), school publications, speech activities, and social activities, have been organized to some degree in more than seventy percent of the schools responding. The most popular activities for each of these major activity categories were as follows:

<u>Major Category</u>	<u>Most Popular Activities</u>
Clubs (nationally affiliated)	Red Cross Youth
Service Clubs	Library, Cheerleaders, and Prefects
Sports (Inter-school and Intra-school for both boys and girls)	Basketball, Volleyball, Badminton, Inter-School Soccer for Boys, and Inter-School Hockey for Boys
School Publications	Yearbook, and School Paper
Speech Activities	Dramatics Clubs, Public Speaking, and Debate
Social Activities	School Dances, and Graduation Exercises

The major activity categories which have been neglected most often in the Newfoundland and Labrador Regional High Schools are

homeroom programs, subject related clubs, interest clubs, and music activities. Within these categories, the most popular activities were as follows:

<u>Major Category</u>	<u>Most Popular Activities</u>
Homeroom Programs	
Clubs (subject related)	Art Club, and French Club
Interest Clubs	Photography Club, Film Club, Religious Club, and Chess Club
Music Activities	Glee Club

When an overview of the characteristics of the co-curricular activity programs in Newfoundland and Labrador Regional High Schools is taken it can be concluded that sports activities have received the greatest attention in most schools, followed very closely by social activities and service clubs.

The principals' ratings of the adequacy of the co-curricular activities in which their schools are involved showed that intra-school and inter-school sports were judged most adequate for meeting the needs and interests of the students. Social activities, interest clubs, and speech activities also measured highly on the scale.

The activities which principals felt need to be improved were subject related clubs, school publications, and nationally affiliated clubs.

It was noted that some activities have appeared both among the high ratings and the low ratings of principals. Interest clubs and social activities have been rated high by some principals and low by others. This type of occurrence reflects the possibility that even

though activities exist in a school's program they may not be meeting the needs of the students in all cases. (It may also be reflecting principals' personal biases). This leads to the conclusion in either case that principals should attempt to evaluate objectively all the activities which they have allowed to be organized in their schools. Standards should be set and any activity which doesn't measure up to standard should either be dropped from the program or improved immediately so that students may receive maximum benefit from their co-curricular program.

Scheduling Practices

Scheduling co-curricular activities during the regular school hours has not been done very extensively in the Regional High Schools of Newfoundland and Labrador. Ten principals have included co-curricular activity periods in their daily schedule. These periods represent 1.79 percent of the total number of periods per week in a school schedule of seven periods a day for five days a week. In the opinion of the researcher, this statistic indicates quite clearly that the Co-curricular Activity Program, which is one of the three basic aspects of an Educational Program, along with the Academic Program and the Guidance Program (personnel services), is by no means receiving the proper attention it deserves by principals in planning their total program.

Most of the activities have been scheduled during out-of-school hours, primarily after school. Other time periods that have been used are lunch hours, evenings, and weekends. The co-curricular program is, as a result of the time the activities are scheduled, in

competition with other interests students have away from the school entirely and thus they may not get the full benefit that a good co-curricular program has to offer.

The average number of hours spent on co-curricular activities in a week in the small schools is 9.3, while the average number of hours spent on co-curricular activities in the large schools is double that at 18.6. The average for all regional high schools responding is 13.7 hours per week. It should be noted that these averages are based upon approximated data.

The average number of time blocks spent on co-curricular activities per week in any one school is five. It is also encouraging to find that some schools are being used on the weekends by school students.

Scheduling of activities during regular school hours must be considered on an individual school basis, especially where principals have bus schedules to contend with after the regular day has ended. Bused students should receive the same opportunities to participate in co-curricular activities as students who are not bused.

Sponsors

Finding sponsors for the co-curricular activities does not appear to be a very serious problem in Newfoundland and Labrador Regional High Schools. As was reported earlier, approximately 66 percent of teachers become involved. This involvement rate, along with the fact that most teachers become involved voluntarily, would

augur well for a healthy relationship between the teachers and students in the co-curricular activities.

Once teachers decide on the activities they wish to become involved in as sponsors the principals made the appointments in all but three of the schools reporting.

However, in making the appointment the principals were concerned about certain qualifications of the sponsors. A special interest in the activity has been determined to be the most desirable qualification of a sponsor. Principals also looked for sponsors who have a special ability to perform the required duties in connection with the activity.

Principals of most of the Regional High Schools do not go outside the staff of their school to get help with the co-curricular program. This may be due to the grace with which teachers on the staff have accepted responsibility, because the school and the community have not developed a good relationship or for a variety of other reasons. In areas where the school and the community have been working closely together, the principals have been able to find helpful people in the community to do such things as sponsor activities, transport students, coach, and even help plan a co-curricular program.

In general it can be concluded that sponsors for co-curricular activities in the Newfoundland and Labrador Regional High Schools are most often found on the staff of the schools. The teachers decide for themselves which activities they will become involved in and the principal appoints the person who is most interested in the

activity. From that point on the principal is more or less a watchdog of the total program.

Control

This thesis was mainly concerned with three basic types of control, from a descriptive basis. They are: (1) direction and supervision, (2) control of new activities, and (3) co-curricular records.

The principals in most of the Regional High Schools of Newfoundland and Labrador have seen themselves as the chief person who gives direction and supervision to the total co-curricular activity program. This control was exercised either directly or as a member of a committee which involved both staff and students. Only a few of the principals have delegated responsibility to staff committees or to staff-student committees. In one case the principal had appointed a director of co-curricular activities.

The organizational structures used by principals in controlling the co-curricular programs seem to be as numerous as the number of schools responding. The only common element that can be detected is that the principal is in ultimate control in most cases.

The principals exercised close control over new activities which were added to the co-curricular program by requiring that all activities must be approved by them before they were included in the program. Perhaps the principals are too much in control, since the data indicated that students councils have virtually no voice in the approval or disapproval of activities. There was only one exception

to this case in all the schools reporting.

The last type of control is that of record keeping. The most common types of records found in the Regional High Schools are comprehensive lists of activity membership, notation of participation in cumulative records of the students, and financial records.

In general it can be concluded that although the principals reported that they keep their fingers on the pulse of their co-curricular activity program, the organizational structures and controls to do this have not been developed to any great degree.

Financing the Co-curricular Programs

Fund raising activities, gate receipts, and activities fees were the three basic means whereby principals obtained funds for their co-curricular programs. These means of financing were used by ninety-two percent, forty-four percent, and forty percent of the principals respectively. Some used more than one means. School Boards provided assistance for this aspect of the schools' program in one-third of the cases included in this study. In the cases where the School Boards have given assistance, the money was earmarked for particular activities. Finances for sports activities and music activities have been provided by the School Boards in most of the cases mentioned above.

Some schools have had limitations of funds placed on them by the School Boards. For example, one principal is not allowed to spend any more than one-thousand dollars (\$1,000) on his entire co-curricular program. Another principal is limited to one-hundred

dollars (\$100) per activity.

From the information collected it can be concluded that the financing of the co-curricular programs in Newfoundland and Labrador Regional High Schools is almost entirely the responsibility of the school. To be more specific, in most cases the students have to furnish the funds themselves, through one means or another, if they wish to have a good co-curricular activity program.

It appears that the whole issue of financing co-curricular activities in the Regional High Schools of Newfoundland and Labrador needs much more attention by the School Boards and the schools' communities if the students are to be provided with a sound program. Experience of the researcher would indicate that the amount of money that students can raise themselves is far from adequate to finance such a program. However, it should be noted that the principals have done exceptionally well with the limited funds that they have available.

Extra Pay

Teachers are not paid extra for the duties they perform as sponsors and supervisors of co-curricular activities, in the Newfoundland and Labrador Regional High Schools. Two principals reported that assistance was given to teachers who worked with the military cadets (\$400) but these funds are not paid by the school or the school board.

The principals of the Regional High Schools unanimously agreed that extra pay should not be given to teachers who perform

co-curricular duties during the regular school hours. Comments concerning this issue were solicited from the principals, and the replies received can be summed up in one statement made by one of the principals. He said, "Any work done by a teacher during regular school hours should be considered part of his professional duties for which he is already being paid."

Extra pay for extra duties done on co-curricular activities after regular school hours is a topic for some serious debate if the votes of the Regional High School principals were any indication of the general feeling of principals and teachers in the Newfoundland Educational System. The 27 principals who responded to the "extra pay" question were divided into two fairly even groups. Forty-five percent of the principals voted "yes" and 55 percent voted "no." Some typical comments are given below to give some idea as to why principals voted either yes or no.

Question: Do you favour extra pay for co-curricular duties performed by teachers in out-of-class hours?

Response: Yes 12; No 15

Typical comments by principals who answered "yes."

- "The extra time (sometimes whole weekends) and responsibility for the safety and welfare in travelling, etc., should be compensated for."
- "I would be in favour of it but I do not think that teachers should always demand it."
- "... on the basis of performance (Performance Contracting.)"
- "Teachers who sponsor co-curricular activities have to do their corrections and planning at night because their afternoons are spent in co-curricular activities. This extra work deserves extra pay."

- "Overtime should be paid as such."

Typical comments by principals who answered "no."

- "... should be a reward in itself."
- "By performing freely teachers are involved through a sincere interest in their school community and its spirit."
- "... part of professional duties."
- "Paid duties may not result in obtaining teachers who are interested in the students but teachers who are interested in the pay."
- "Generosity of the staff would be affected if money entered as a factor."
- "Teachers should have the interest and initiative to become involved."

It can be concluded that a large percentage, 45 percent, of the Regional High School principals who responded to this question felt that extra pay is necessary. This opinion no doubt also reflects the attitude of a number of teachers. Therefore, much future discussion concerning this issue is imminent.

Participation

Participation in co-curricular activities by students depends on a number of factors. The factors which have been considered in this thesis were: (1) the extent to which principals go to familiarize students with the activities which are available, (2) the methods whereby students are encouraged or discouraged to become involved, (3) methods used to regulate participation, (4) whether credit for graduation is given or not, and (5) how well the activities are publicized.

In the Newfoundland and Labrador Regional High Schools

participation in co-curricular activities varies considerably from school to school. However, participation is at the "danger point" (less than seventy percent of the students participating in at least one activity) in 58 percent of the schools reporting. This apparent lack of participation may be partially a result of how the principals have dealt with the above factors.

Students have had to pick up their information about co-curricular activities from informal conversation with teachers and other students or through homeroom discussions. This type of situation makes it very difficult for a shy, quiet person to find out what he needs to know about an activity before he decides to take part. There has been a limited effort made through the Guidance Program to reach these students. Generally speaking the principals have not used print to give information about the co-curricular program in their schools.

The main device used by the schools to interest students in particular activities was the recruiting by sponsors and members of the activities of students who have already displayed some ability in the particular activities. This situation may tend to develop to the point where groups of students dominate particular activities and it becomes very difficult for the non-aggressive, average, or talented person to become involved. The only other methods that principals have used to any extent is to urge students to contact sponsors or to visit activities and learn what they are all about before choosing.

It is encouraging to see that no strict regulations have

been set up in the Newfoundland and Labrador Regional High Schools to regulate student participation in co-curricular activities. It appears that students were allowed to participate in which ever activities they chose, with minor limitations placed on them by conflict with schedules, including bus schedules, and their academic standing. Academic standing has to be considered in order to protect the students' academic progress, since co-curricular activities tend to be extremely time consuming in some cases.

The participation rate in co-curricular activities established by the students of the Regional High Schools is probably the result of their own interest in the activities and the enjoyment they get out of participating. Credit for graduation has only been given in two schools and for such activities as debating, yearbook, school paper, athletics, and play productions. Some of the principals consider a pupil's involvement in co-curricular activities for promotion of borderline cases, or for recommendation purposes, but generally no formal credit is given.

Studies have shown that publicity increases the prestige of an activity, which in turn increases student participation, since students find glory in popularity. To do well in a prestigious activity is one of the goals of most high school students. Two of the most common ways used to publicize co-curricular activities in the schools surveyed was through contacts to parents by letters, bulletins, and Parent-Teacher Association meetings, and also through the news media such as newspapers, radio, and television.

The principals of the Regional High Schools have made very

little effort to use any of the above means to publicize the co-curricular activity programs of their schools. Less than 50 percent of the principals made an effort to contact parents and inform them of what the school has to offer in co-curricular activities. In most cases the method used was by school papers or letters to parents. The picture is somewhat similar with respect to general publicity through the media. Less than 50 percent of the principals made use of any form of publicity and of those who did the majority used the newspapers.

It is realized that unlimited numbers of factors affect the rate of participation in any activity, but from the information collected from the principals of the Newfoundland and Labrador Regional High Schools it can be concluded that students are not receiving the proper encouragement or guidance with respect to their involvement in co-curricular activities. As a result the participation rates are down in many activities and very likely the shy, non-aggressive students are not becoming involved.

Administrative Problems

The co-curricular activity program is no different from other aspects of a school's program when it comes to posing administrative problems for the administrator. Problems have to be dealt with from year to year and in many cases from day to day. Some problems are no doubt unique to the individual schools but there are many problems which are common to most principals.

The biggest problem that principals have to contend with in the Newfoundland and Labrador Regional High Schools is to organize

and schedule a co-curricular program, in which the best interests and needs of all the students are met, which is compatible with bus schedules. The busing problem is a very serious problem for more than 75 percent of the principals.

Principals are also limited in what they can do by lack of finances. As was stated earlier, schools have to depend almost entirely on their own resources with little or no assistance from the school boards. Many of the co-curricular activities require a substantial amount of money for their existence and therefore students in Newfoundland and Labrador Regional High Schools have to be content with the least expensive activities.

A number of principals reported a lack of equipment and building accommodations for their co-curricular activities. This is a problem which extends far beyond the co-curricular program. A facilities study has been carried out in Newfoundland and Labrador by Dr. R. D. Fisher and Dr. P. J. Warren of the Department of Educational Administration at Memorial University of Newfoundland.¹ The reader is referred to this study for further detailed information on this problem.

A problem which some principals have contended with almost daily is transporting students from their own school to another school to participate in inter-school co-curricular activities. In most

¹R. D. Fisher and P. J. Warren, Schools in Newfoundland and Labrador; A Survey of Existing Facilities (Department of Educational Administration, Memorial University of Newfoundland, St. John's, 1972).

cases principals have had to revert to the generosity of the teachers and sometimes the parents to overcome this problem.

The only other problem which the principals indicated to be serious was trying to provide too much curricular and co-curricular activity in a limited amount of time. Most principals found that there was not enough time in a regular school day to do what they would like to do in their school program.

In retrospect it may be said that the major problem areas of Regional High School principals in Newfoundland and Labrador, with respect to their co-curricular activity programs, were concerned with bus schedules, lack of facilities, lack of transportation, lack of finances, and lack of time in the regular school day.

SUMMARY

The Co-curricular Programs in the Newfoundland and Labrador Regional High Schools have been organized very comprehensively with respect to the number of activities offered. One hundred and eleven different activities were organized. On the average, approximately two thirds of the teachers of each staff participate in the program, either acting as sponsors or as supervisors of the activities.

In general, school activity programs appear to be fairly well balanced with respect to the number of activities being offered. In cases where the activities are concentrated in one area, the emphasis has been put on sports, both inter-school and intra-school. The major activity categories which are most popular are: (1) Clubs (nationally affiliated), (2) Service Clubs, (3) Sports, (4) School Publications,

(5) Speech Activities, and (6) Social Activities. The major activity categories which have not been very widely organized are: (1) Clubs (subject related), (2) Interest Clubs and (3) Music Activities.

Co-curricular activities have been scheduled in the regular days schedule for 1.79 percent of the periods. This means, of course, that the great bulk of the activity time was concentrated in out-of-class hours.

The sponsors of the activities were found, in nearly all cases, within the staffs of the schools. Each teacher chose the activity or activities he was interested in and the principal appointed those teachers who showed the most interest and also had the ability to perform the required duties.

Basically the principals are in control of the programs in their schools, with a few schools having the program run by a staff-student's committee or a director of co-curricular activities.

Finances for the co-curricular programs were raised by the individual schools through fund raising activities by the students. The school boards gave some assistance in one third of the cases studied in this thesis.

Teachers do not receive extra pay for the duties performed in co-curricular activity in the Newfoundland and Labrador Regional High Schools. However, this situation is not accepted by principals without some disagreement. Twelve principals feel that teachers should receive extra pay, while 15 principals feel that teachers should not be paid extra for doing these duties. Direct quotes to this effect have been included in the text of this chapter.

Student participation in the co-curricular activities in the Regional High Schools is not as extensive as it should be. This situation may have developed from the organizational structure of the activity programs in each of the schools. It has been noted earlier that students are on their own to a great extent, with very little encouragement and assistance from the administration in an effort to help them choose an activity which would be most beneficial to them. As a result of this lack of direction by the administrators, the students may have developed an apathetic attitude toward the entire program.

The administrators in the Newfoundland and Labrador Regional High Schools have reported many administrative problems with the co-curricular programs. The most serious problems were experienced in accomodating regular bus schedules; finding funds; and trying to function with a shortage of equipment, building accomodations, time and transportation facilities.

Chapter 5

SUMMARY AND RECOMMENDATIONS FOR FURTHER STUDY

The purpose of this study was to survey all the Regional High Schools in Newfoundland and Labrador to ascertain what the current practices are relative to the characteristics, organization, and administration of co-curricular activity programs. Specifically, the study has attempted:

1. to ascertain the number and type of co-curricular activities being provided in the Newfoundland and Labrador Regional High Schools,
2. to determine how these activities are organized and administered,
3. to discover how student participation is promoted, controlled and limited,
4. to ascertain the methods used in financing co-curricular activities, both within the school itself and by outside sources, including the practices followed by the School Boards in subsidizing these activities,
5. to discover the current extra pay practices being used to supplement the salaries of sponsors,
6. to determine what news media are used to publicize co-curricular activities,
7. to identify, in the opinion of the principals, which kinds of activities best meet the needs and interests of the students and which kinds of activities need to be strengthened,
8. to ascertain the involvement of parents and other adult groups

in co-curricular activities,

9. to identify problems, as seen by principals, in administering co-curricular programs.

In an attempt to answer the above questions a questionnaire was mailed to all the principals of the Regional High Schools in the province. The content of the instrument was developed from a similar instrument devised by Dr. Guy Timothy Swain of Duke University, of North Carolina. The basic format of this instrument was developed from instruments used in similar studies and from information gathered from the literature written by experts in the field. The researcher tested the resultant instrument for face validity in relationship to the Newfoundland Educational System. Final revisions were made on the advice of a jury which engaged in a pilot study.

The revised instrument was mailed to the thirty-seven Regional High School principals in Newfoundland and Labrador in March, 1973. Twenty-nine, or 78 percent, of the questionnaires were completed and returned.

For comparative purposes, the schools participating in this study were stratified according to enrolment. Schools with an enrolment from 100 to 325 have been classified as small schools, and schools with an enrolment of 326 and over have been classified as large schools.

The principals' responses have been presented item by item as they appeared on the questionnaire. The responses to each item have been presented in tabular form to give greater clarity of interpretation. Each table is accompanied by a descriptive paragraph in which the most important points are mentioned. In some cases,

elementary statistics have been used to help explain the patterns of co-curricular activity programs which exist in the schools.

The presentation and analysis of data is followed by a chapter discussing the findings and conclusions which were determined from the data. A summary of these findings and conclusions are given below as responses to each of the questions asked in this study. Following each question and response are suggestions for improvement of the activity programs which the researcher has acquired from the principals in the field and also from the literature which has been reviewed on the topic.

Question 1: What are the numbers and types of co-curricular activities being offered in Newfoundland and Labrador Regional High Schools?

Response: There were one hundred and eleven different types of activities offered in the Regional High Schools at the time of this study. These activities can be grouped into fifteen major categories as follows: (1) assembly program, (2) homeroom program, (3) student councils, (4) clubs (subject related), (5) clubs (affiliated with national organizations), (6) service clubs, (7) interest clubs, (8) intra-school sports for girls (within the school), (9) intra-school sports for boys (within schools), (10) inter-school sports for girls (between schools), (11) inter-school sports for boys (between schools), (12) music activities, (13) school publications, (14) speech activities, (15) social activities.

Sports activities, assembly programs, student councils, nationally affiliated clubs, service clubs, school publications,

speech activities, and social activities have been organized in more than seventy percent of the schools responding.

Sports activities, both inter-school and intra-school, for both boys and girls were the most popular of all the activities offered. All of the principals who responded indicated that they had some form of sports organized in their schools. The particular sports which were most popular were basketball, volleyball, and badminton, for both boys and girls. Inter-school soccer for boys and inter-school hockey for boys were also very popular.

Red Cross Youth was organized in 18 schools. This is a nationally affiliated club. Eleven of the schools had Military Cadets and 7 of the schools had Allied Youth. Other clubs were organized, but none existed in more than 3 schools.

Service clubs were organized in 27 schools. Library clubs, cheerleaders, and prefect's organizations appeared as part of the co-curricular program in most of the schools.

The school yearbook and school paper appeared most often as activities among the school publications which were reported by 22 schools.

Dramatics clubs, public speaking, and debate constituted nearly one hundred percent of the speech activities offered in the Regional High Schools.

The social activities of the high school students did not extend beyond school dances, except in 8 cases. In these situations the students had class parties. Of course, most schools had graduation exercises which are held once a year. These graduation exercises

generally consisted of a dinner and dance.

The activities which were most often omitted were music activities, clubs (subject related), homeroom programs, and interest clubs.

Suggestions:

1. Each principal should evaluate each of the activities included in the school's co-curricular program, and determine which activities are meeting the goals of the program. This implies that policies for the management of co-curricular programs must be developed, and also that aims of the different activities should be clearly defined so that the evaluation may be made in relation to the stated purpose.

There are three basic questions which a principal may ask when he is attempting to find out the condition of his activity program. They are: (1) Do any of the students appear to specialize in co-curricular activities? (2) What percentage of the student body takes part in at least one activity? (3) How effective is each of the activities in meeting the needs of the students?

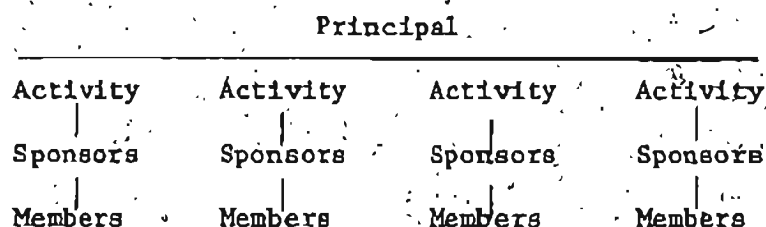
2. The activities' program should be characterized by both a vertical and horizontal balance in offerings. Vertical balance means that similar activities are offered for students of various interests and abilities. Horizontal balance means that a broad variety of activities are offered to keep one activity from overshadowing another.

3. Principals need to focus on the cultural activities as well as on the recreational activities.

Question 2: How are the activities organized and administered?

Response: This question led to a complex answer since the

discrete organizational structures appear to be as numerous as the number of schools reporting. However, there does seem to be a basic organizational structure which applied to most schools. This structure is illustrated in the following figure:



**Figure 1. Organizational Structure for the
Co-curricular Programs of the Newfoundland
and Labrador Regional High Schools**

As the figure illustrates the principal is the chief person who controls and supervises the total co-curricular program. Each activity is controlled mainly by the sponsor.

The sponsors generally were the teachers in the school who have chosen the activities they are interested in. The principals appointed the sponsors who have the greatest interest and ability to perform the required duties.

The students learned of the activities from informal conversation with teachers and other students. The members of each activity were generally those students who have demonstrated that they have the abilities which are needed for the activities.

Scheduling co-curricular activities during regular school hours has been done on a small scale by ten principals. These periods represent only 1.79 percent of the total number of instructional periods in one week. Most of the activities have been scheduled in

out-of-class hours, mainly in the afternoon and during lunch time. Some principals have scheduled activities in the evenings and on weekends.

Twenty-eight of the principals kept close control over the new activities which were allowed to be included in the co-curricular program. This was evidenced in the fact that the principals require that their approval must be given before any activity is organized.

Principals have developed further controls on their activities programs by keeping a comprehensive list of activity members, reviewing financial records, and making a notation of student participation in cumulative records. However, the researcher does not consider these controls to be stringent.

The above response has dealt with some of the major aspects of the organization and administration of the co-curricular programs in Newfoundland and Labrador Regional High Schools. Other aspects are dealt with in the suggestion section which follows.

Suggestions:

1. The student councils should be more of an integral part of the organization and administration of the co-curricular programs in the schools. The students should be part of a planning body, which includes teachers, administrators, and students, whose responsibility it should be to develop policies for the management of the co-curricular program. A suggested organizational structure is that given by Kratzman. Figure 2 gives a picture of that structure.

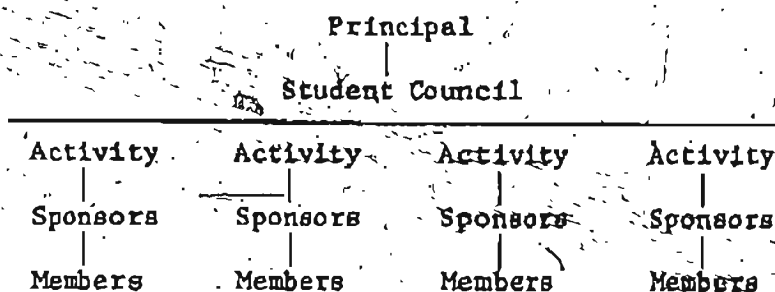


Figure 2. A Type of Organizational Structure
for the Administration of Co-curricular
Programs.

This type of organization will still have the principal in control of activities but it will also have the students involved in the administrative procedure of their co-curricular program. In the opinion of the researcher, both these elements are essential in the mounting of modern co-curricular programs.

2. Teachers who have a great deal of interest in certain activities but do not have the training to be able to sponsor these activities should be considered in the planning for in-service training. Other teachers who have displayed their ability could be very helpful in these situations.

3. A greater effort to contact all students and teachers to find out their interests should be made by the administration. This could be accomplished by giving each student and teacher a survey form on which he might indicate the types of activities he would be interested in joining or sponsoring. A tally of student preferences could then be made and correlated with teachers' interest. From this information

¹Arthur W. Kratzman, "A Descriptive Survey of the Extra-curricular Programs of the Composite High Schools of Alberta" (unpublished master's thesis, University of Alberta, Edmonton, Alberta, 1958), pp. 89.

a list of clubs and activities which might function during the year could be compiled. In cases where student interest is high but no staff member indicates interest, the principal could go to the school's community to try and find a sponsor.

Students should then receive an orientation to the adopted program through general explanations and homeroom discussions. Responsibility should be stressed.

4. It is strongly suggested that principals who have problems with student participation and bus schedules should look into the possibility of scheduling some of the more important activities during the regular school day. The scheduling of co-curricular activities should receive the same careful attention as other phases of program development. Other suggested methods of scheduling are: (1) alternating schedules,² (2) rotating schedules,³ (3) and shortening regular periods to give time for activities to take place in the regular schedule.

5. It is suggested that principals should continue to keep accurate and comprehensive records of the activities in their co-curricular programs. This would serve to enhance efforts to evaluate the programs.

Question 3: How is student participation promoted, controlled and limited?

²Activity periods are alternated with another subject or subjects on a regular basis (weekly, bi-weekly, etc.).

³The revolving of class periods (activity periods) through a regular and recurring succession of changes so that each class meets once in each of the activity period time cells during the course of the complete cycle.

Response: The greatest effort to promote participation in the activities was made by the students themselves. Students who are already members of an activity recruited other students who have shown that they have the ability to perform the duties required to be part of the activity. The only part administrators played in promoting activities was to urge students to contact sponsors and visit activities to see what they are interested in. Principals also contact parents by letters or bulletins and through the P.T.A. to inform them of what the activities have to offer.

Participation in co-curricular activities in the Regional High Schools has not become great enough for principals to consider controlling or limiting it. To the contrary 58 percent of the schools had under-participation and no school gave any indication of over-participation. If any limitation factors do exist there is some indication that conflict with schedule (including bus schedules) and academic grades would be involved.

Suggestions:

1. Principals should refrain from setting limits to pupil participation except where extreme cases of either under-participation or over-participation develop. If the principal suspects something amiss in the activity program, such as total apathy or students specializing in co-curricular activities, then steps should be taken to control the situation.
2. Principals should make a greater effort to get more students involved in at least one activity.
3. An effort should be made to reach students who are "involved

in nothing, belong to nothing, and are interested in nothing." Such apathy may be harmful to the students. Student activities may be an avenue to give them a sense of belonging and a willingness to cooperate with other students and adults.

Question 4: What methods are used for financing the co-curricular programs?

Response: Most of the funds for financing co-curricular activities were raised by the students through activities such as walkathons, magazine sales, candy sales, etc. A small portion of the funds is raised in a small number of schools by activity fees and gate receipts.

Only one third of the schools in this study receive any assistance from the school boards for the co-curricular program. This finding was exclusively related to sports activities.

Suggestions:

1. It is suggested that the students continue to raise as much money as they can for their co-curricular activities.
2. It is also suggested that the school boards give adequate support from their budget to the co-curricular activity programs in the schools under their jurisdiction. Students should not be prevented from participating in co-curricular activities because of cost.

Question 5: What extra pay practices are being used to supplement the salaries of sponsors?

Response: Neither the Department of Education, nor the School Boards, nor the Principals had made any provision for extra pay for extra work done by teachers as a result of becoming involved in co-curricular activities. In addition to this information it has been further revealed

that the principals are divided 44 percent for and 56 percent against such extra payments.

Suggestions:

1. It is suggested that if teachers cannot be paid extra for the extra duties they perform, then their workload be considered when sponsors for the various activities are being assigned.

2. It is also suggested that the sponsors consider the duties they perform in the co-curricular program, whether they are being paid for it or not, a part of their responsibility to the students with whom they are working and do the best job that they can possibly do.

Question 6: What news media are used to publicize co-curricular activities?

Response: The local newspaper and the school paper are used by the principals most frequently to publicize their activities. Sports, both inter-school and intra-school, receive the most adequate coverage according to the principals' ratings. Less than half of the principals make any use of the media to publicize their activity programs.

Suggestions:

1. Principals should realize that publicity makes an activity prestigious and therefore more appealing to the students.

2. It is suggested that principals make more use of the avenues for publicity available to them and in so doing let the schools' community know what the schools are doing for the students by way of co-curricular activities. This action will no doubt lead to better school-community relations.

3. It is suggested that one person be responsible for the publicity

of a school's co-curricular program. This publicity director could be either a staff member or a student.

Question 7: Which kinds of activities best meet the needs and interests of the students and which kinds need to be strengthened?

Response: Principals rate sports as being most adequate, followed by social activities, interest clubs and speech activities.

The activities which need to be strengthened are subject related clubs, school publications, and nationally affiliated clubs.

Suggestions:

1. It is suggested that every principal evaluate his co-curricular activity program and give serious consideration to include activities which are now lacking. The most important points to be remembered when new activities are initiated into a program is that the activities should be characterized by definite assignment of responsibility, ease of operation, and relevance to the students' wishes.

2. It is further suggested that each school district or, at least each school set up a policy whereby continuous evaluation of individual activities in the total program may be done on a systematic basis.

Question 8: To what extent are parents and other groups involved in the co-curricular programs?

Response: Involvement by persons other than staff members was almost non-existent in the Newfoundland and Labrador Regional High Schools. Very few schools have gone outside the staff to find help. However, some principals have found parents helpful when they wanted activities supervised, students transported or even help in planning the activity program.

Suggestions:

1. It is suggested that school-community relationships be greatly improved in all areas. Principals should not stop at the school door when help is needed. There are many talented and willing community personnel who will respond to any request to help the youth of the community.

Question 9: What are the problems experienced by the Principals of the Regional High Schools of Newfoundland and Labrador while administering the co-curricular programs?

Response: The most serious problem that the principals had was scheduling activities which were compatible with the bus schedule. In many cases this problem goes unresolved and students who travel on the buses lack the opportunity to participate in the co-curricular programs.

Other serious problems which principals had to contend with were lack of finances, lack of equipment and building accommodations and lack of transportation. Principals also found that a shortage of time in the regular school schedule created problems. This was not rated as being very serious.

Suggestions:

1. The problem that principals have with bus schedules has been discussed earlier, but this problem is of such magnitude that the researcher wishes to suggest again that this aspect of the school's program should receive some consideration when the schedule for the regular school day is being developed.

RECOMMENDATIONS FOR FURTHER STUDY

The basic purpose of this study was to survey all the Regional High Schools in Newfoundland and Labrador to ascertain what current practices are, relative to the characteristics, organization and administration of co-curricular activity programs. The researcher feels that this has been accomplished and that this field of study has now been opened up for future studies which may deal with more specific topics.

The following are suggested topics that the researcher feels need further study:

1. A study of the values which students derive from co-curricular activities during their years of school attendance, and after they have completed their formal schooling.
2. An analysis of the aims and objectives of the co-curricular activities found in Newfoundland schools.
3. A study to determine the degree to which students are involved in the organization and administration of the co-curricular programs.
4. A study of the problems principals have with co-curricular programs and the methods used to solve these problems.
5. Planning co-curricular activities in the regular school schedule.
6. Teacher load, training, and compensation, as these items relate to co-curricular activities.
7. A study of student participation in co-curricular activities and its relationship to student achievement.
8. A case study of a small number of High School Co-curricular

Activity Programs to determine the organizational structures and the administrative procedures involved.

9. A study of the characteristics, organization and administration of co-curricular activities in the Central High Schools and Junior High Schools of Newfoundland and Labrador.

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APPENDICES

APPENDIX A

P.O. Box 13
March 8, 1973

Dear

As a graduate student in the Department of Educational Administration at Memorial University, I am conducting a study of co-curricular activities in the Regional High Schools of Newfoundland and Labrador. I am respectfully requesting the assistance of fellow administrators in this study.

In order for this study to be representative, it is important that a maximum number of principals respond to the enclosed questionnaire. I assure you that the results of the questionnaire will be treated in the strictest confidence. The data received will not be published in any manner to identify school systems or individual participants.

Having served as an administrator in the field, I realize how difficult it is to find time for added responsibilities. This personal and professional favour will be of great importance to me, and I hope that the results of this study will be of value to you.

Will you please mark the questionnaire as instructed and return it at your earliest convenience. A self-addressed stamped envelope is enclosed for your reply.

If you desire a summary of the results of this study, please fill in the requested information at the bottom of this page, and I will mail a summary as soon as the study is completed.

Please feel free to call me at M.U.N., extension 2668, if you have any questions--and please accept my thanks for your assistance.

Sincerely yours,

George Crocker

I would like to have a copy of the summary of this study.

Name: _____

Address: _____

P.O. Box 13
Education Building
March 26, 1973

Dear Principal:

A few weeks ago, I forwarded to you a questionnaire from which I hope to gather data for my study of the Co-curricular Activity Programs in the Regional High Schools in this province.

I am happy to say that during the past two weeks many principals have returned these questionnaires completed in detail. This is very encouraging for, as you know, as many returns as possible will be needed. However, there are a number of principals who have not yet responded. In the event that you have not already completed the questionnaire, would you please take a few minutes from your busy schedule to complete it now, and return it to me as soon as you can? I need your support and co-operation in this project. If you have already taken care of this matter, please accept my sincere thanks.

Please be assured that no attempt will be made to identify either you or your school. As I stated in a previous letter, all findings will be published in summary form.

If you have not received the questionnaire, or if it has been misplaced, will you kindly advise me so that I can forward another one? Contact me at the above address or phone extension 2668 at Memorial University.

Yours very truly,

George Crocker

April 12, 1973

Dear Principal:

Probably you remember that George Crocker, who is a graduate student in the Department of Educational Administration, recently sent you a questionnaire concerning certain aspects of the co-curricular program in your school.

Principals of Newfoundland have indicated that there are many problems connected with the management of such programs. George is making an effort to carefully define the problems that you are having. The idea being that definitive solutions cannot be developed until more is known about the actual situations that exist in the Province.

Only a few principals have been asked to participate in this study--and you are one of these principals. You can appreciate that we are very interested in learning about your situation; we need your "input."

I would personally appreciate it if you would fill out the attached questionnaire. (If you have not already done so.)

I can personally guarantee that, at the conclusion of the study, we will be able to provide you with a summary of the findings along with suggestions from principals, and other sources, as to how co-curricular programs may be strengthened.

George and I can realize that you are on the "firing line" and are very busy, but we would appreciate it if you could spend a few minutes to prepare and return the attached questionnaire.

Many thanks.

Sincerely,

R. D. Fisher
Assistant Professor
Department of Educational Administration

Enclosures

APPENDIX B

QUESTIONNAIRE FOR PRINCIPALS

A STUDY OF CO-CURRICULAR PROGRAMS
FOR THE REGIONAL HIGH SCHOOLS
OF NEWFOUNDLAND AND
LABRADOR

Conducted by

George S. Crocker
The Department of Educational Administration
Memorial University
St. John's, Newfoundland

QUESTIONNAIRE ON CO-CURRICULAR PROGRAMS FOR THE
REGIONAL HIGH SCHOOLS OF NEWFOUNDLAND

General Information

Name of School _____ Address _____

Number of Classrooms _____ Position of Person responding _____

Enrollment 1972-73 _____ (as of January, 1973)

Number of people employed full time in your school.
(including administrators, teachers, guidance
personnel, and others who provide professional
services.) _____

Number of people employed part time in your school.
(including administrators, teachers, guidance
personnel, and others who provide professional
services.) _____

Total Number of full time personnel involved in
co-curricular activities:* _____

Total Number of part time personnel involved in
co-curricular activities:* _____

*co-curricular activities are defined as that part of the curriculum
which is not included in the regular courses, is not guidance in
nature, and is not required for graduation. (Other names have been
used by different authors. Some of which are: extra-curricular
activities, extra-class activities, student activities, the inter
curriculum, and the third curriculum.)

Directions: Please check (✓) one answer, except where otherwise directed, for each item you believe is most appropriate for your school. If the answer given does not describe your program, please feel free to write out your answer in the margin.

Organization, Activities, and Participation

1. Do you have a regularly scheduled co-curricular activity period during in-class hours? (exclude Physical Education classes.)

Yes _____ No _____

2. If Number 1 is "yes" show period(s) offered by checking (✓) day(s) in the spaces provided after each period.

	1st day* of schedule	2nd day of schedule	3rd day of schedule	4th day of schedule	5th day of schedule	6th day of schedule	7th day of schedule
1st Period							
2nd Period							
3rd Period							
4th Period							
5th Period							
6th Period							
7th Period							

3. How long in minutes is each class period? _____ (minutes)

4. Do you have a regularly scheduled co-curricular activity period during out-of-class hours? Yes _____ No _____

5. If Number 4 is "yes" show time(s) by writing day(s) in the spaces provided after each time(s).

	1st day* of schedule	2nd day of schedule	3rd day of schedule	4th day of schedule	5th day of schedule	6th day of schedule	7th day of schedule
Before school							
After school							
Evening							
Other (e.g. Saturday)							

6. Estimate the total number of hours included in the school schedule during the week for co-curricular activities. (Include both in-class and out-of-class hours. Exclude physical education classes).

*I have used this method instead of "Monday thru Friday" because some schools are on five, six, seven, or more, day schedules. Answer according to your own schedule.

Question 6 (Continued)

6. E.g. 1st day of schedule could have 30 minutes scheduled in in-class time, 1 hour lunch time, and 1½ hours after school. This would be a total of 3 hours for the 1st day of the schedule. Do the same for the other days and total them in the space at the right _____ hours

7. Check below if your school sponsors this type of activity in-class (during class hours), and/or out-of-class (before class, after school or during lunch); approximate the amount of extra pay to staff sponsors, and closely approximate the number of students participating in that activity.

	(✓) If in Regular School Hours	(✓) If not in Regular School Hours	Extra Pay	Approximate Number of Students Participating
A. Assembly Program			\$	
B. Organized Homeroom Program			\$	
C. Student Council			\$	
D. Clubs (Subject Related)				
Art Club			\$	
French Club			\$	
Latin Club			\$	
Physics Club			\$	
Others (list)			\$	
			\$	
			\$	
E. Clubs (Affiliated with National Organizations)				
Allied Youth			\$	
Four H-Club			\$	
Red Cross			\$	
UNICEF			\$	
Military Cadets			\$	
Girl Guides			\$	
Boy Scouts			\$	
Others (list)			\$	
			\$	
			\$	

	(✓) If in Regular School Hours	(✓) If not in Regular School Hours	Extra Pay	Approximate Number of Students Participating
F. Service Clubs.				
_____ Cheerleaders	_____	_____	\$ _____	_____
_____ Prefects	_____	_____	\$ _____	_____
_____ Library	_____	_____	\$ _____	_____
_____ Others (list)	_____	_____	\$ _____	_____
_____	_____	_____	\$ _____	_____
_____	_____	_____	\$ _____	_____
G. Interest Clubs				
_____ Film Club	_____	_____	\$ _____	_____
_____ Radio Club	_____	_____	\$ _____	_____
_____ Stamp Collectors' Club	_____	_____	\$ _____	_____
_____ Photography Club	_____	_____	\$ _____	_____
_____ Religious Club	_____	_____	\$ _____	_____
_____ Others (list)	_____	_____	\$ _____	_____
_____	_____	_____	\$ _____	_____
_____	_____	_____	\$ _____	_____
H. Intra School Sports for Girls (within the school)				
_____ Basketball	_____	_____	\$ _____	_____
_____ Volleyball	_____	_____	\$ _____	_____
_____ Track	_____	_____	\$ _____	_____
_____ Field	_____	_____	\$ _____	_____
_____ Softball	_____	_____	\$ _____	_____
_____ Soccer	_____	_____	\$ _____	_____
_____ Field Hockey	_____	_____	\$ _____	_____
_____ Badminton	_____	_____	\$ _____	_____
_____ Others (list)	_____	_____	\$ _____	_____
_____	_____	_____	\$ _____	_____
_____	_____	_____	\$ _____	_____

(✓) If During Regular School Hours	(✓) If Not in Regular School Hours	Extra Pay	Approximate Number of Students Participating
--	---	--------------	---

I. Intra School Sports for Boys (within the school)

Basketball			\$	
Volleyball			\$	
Track			\$	
Field			\$	
Softball			\$	
Soccer			\$	
Ice Hockey			\$	
Badminton			\$	
Others (list)			\$	
			\$	
			\$	

J. Inter School Sports for Girls (between schools)

Basketball			\$	
Volleyball			\$	
Track			\$	
Field			\$	
Softball			\$	
Soccer			\$	
Field Hockey			\$	
Badminton			\$	
Others (list)			\$	
			\$	
			\$	

K. Inter School Sports for Boys (between schools)

Basketball			\$	
Volleyball			\$	
Track			\$	
Field			\$	
Softball			\$	

	(✓) If During Regular School Hours	(✓) If Not in Regular School Hours	Extra Pay	Approximate Number of Students Participating
--	--	---	--------------	---

K. (Continued) Inter School Sports for Boys (between schools)

Soccer			\$	
Ice Hockey			\$	
Badminton			\$	
Others (list)			\$	
			\$	
			\$	

L. Music Activities

Orchestra			\$	
Band			\$	
Glee Club			\$	
Music Appreciation Club			\$	
Others (list)			\$	
			\$	
			\$	

M. School Publications

School Paper			\$	
Yearbook			\$	
Student Directory			\$	
Others (list)			\$	
			\$	
			\$	

N. Speech Activities

Public Speaking			\$	
Debate			\$	
Dramatics Club			\$	
Model Parliament			\$	
Radio Announcing			\$	
Others (list)			\$	
			\$	
			\$	

	(✓) If During Regular School Hours	(✓) If Not in Regular School Hours	Extra Pay	Approximate Number of Students Participating
O. Social Activities				
_____ School Dances	_____	_____	\$ _____	_____
_____ Class Parties	_____	_____	\$ _____	_____
_____ Graduation and Speech	_____	_____	\$ _____	_____
_____ Night Exercises	_____	_____	\$ _____	_____
_____ Others (list)	_____	_____	\$ _____	_____
_____	_____	_____	\$ _____	_____
_____	_____	_____	\$ _____	_____
P. List any other Clubs you have which do not come under the above headings.				
_____	_____	_____	\$ _____	_____
_____	_____	_____	\$ _____	_____
8. Estimate the percentage of student body participating in at least one organized activity (exclude assemblies, homeroom programs, and social activities). _____ %				
9. Based on your observation which five of the <u>major activity</u> categories (e.g. Social Activities, Interest Clubs, etc.) in Number 7, pages 3 thru 7 seem to be valued most highly by your <u>students</u> . (Base your answers on interest shown by students and voluntary participation rate in each category.) Rank those valued most highly. If your school has less than five <u>major activity</u> categories, rank only those that are available.				
1st _____	4th _____			
2nd _____	5th _____			
3rd _____				
10. What devices are actually being used in an effort to acquaint pupils with the program of activities available? (Check all items which apply.)				
_____ Exhibits				
_____ Assembly programs				

Question 10 (Continued)

10. ☐ Guidance program (advisor suggests participation, etc.)

☐ Informal Conversation with teachers

☐ Planned publicity in school or local newspaper

☐ Special Co-curricular bulletin

☐ Student Handbook

☐ Homeroom discussions

☐ Others (list)

11. What steps are being taken to assist pupils in making choices of activities in which they will participate? (Check all items which apply.)

☐ Students are advised by counselors as to appropriate activities.

☐ Activities selected by a student must be approved by his counselor or homeroom teacher.

☐ Students are urged to contact sponsors in order to find out more about the different activities.

☐ Sponsors and members make an effort to secure new members with ability along the lines of the activity.

☐ Students are strongly urged to visit different activities until they find one of special interest.

☐ There is no specific school policy with respect to assisting students in choosing activities.

☐ Others _____

12. How is the number of activities in which a student may participate regulated? (Check all items which apply.)

☐ Not regulated ☐ Decision made by student

☐ Student Council Policy ☐ Grades (academic standing)

☐ Administrative and/or Staff policy ☐ Conflict with Schedule

☐ Other _____

Administration of Co-curricular Program

13. How is the total co-curricular activity program in your school directed or supervised? (Check single item which applies. If more than one item can be checked do so and explain at the right of the items.)

☐ No over-all program director or supervisor

☐ Principal

☐ Vice-Principal

☐ Director of co-curricular activities

☐ Staff committee

☐ Staff-Student committee

☐ Others (list) _____

14. How are the staff sponsors selected? (Check all items which apply.)

☐ Students request a certain teacher as sponsor

☐ Teachers suggest an appropriate sponsor

☐ Teacher volunteers to sponsor

☐ Principal selects the best qualified sponsor

☐ Principal selects the sponsor to keep staff load balanced

☐ Other _____

15. Who appoints the sponsors of co-curricular activities? (Check the single item which applies.)

☐ Principal

☐ Vice-Principal

☐ Director of co-curricular activities

☐ Staff committee

☐ Staff-student committee

☐ Other _____

16. In the selection of sponsors, which of these qualifications are actually considered as being desirable? (Select the five qualifications which you consider to be best and number them in order of importance.)

☐ Previous experience in sponsoring co-curricular activities

Question 16 (Continued)

16. ☐ Previous experience in sponsoring the particular activity for which the sponsor is being selected
- ☐ Specific training in sponsoring co-curricular activities
- ☐ Specific training in sponsoring the particular activity for which the sponsor is being selected
- ☐ Special interest in the activity being sponsored
- ☐ Special ability to perform required duties in connection with sponsoring the activity.
- ☐ Individual is engaged in teaching a subject related to the activity.
- ☐ Ability to interest faculty and students in a given project
- ☐ Other _____
17. Who decides whether a given activity should be included in the program of the school? (Check all items which apply.)
- ☐ An activity must be suggested by the principal or some member of the staff
- ☐ New activities are usually suggested by the principal or some member of the staff
- ☐ An activity is included when a specified number of students petition for it
- ☐ All activities must be approved by the principal before they are included
- ☐ Activities must be approved by the director of co-curricular activities
- ☐ Other _____
18. What co-curricular activity records are kept by school officials? (Check all items which apply.)
- ☐ Comprehensive list of sponsors
- ☐ Financial records for each activity
- ☐ Membership roll for each activity
- ☐ Calendar of activity schedule
- ☐ List of individual activity accomplishments
- ☐ Participation noted in cumulative record
- ☐ Other _____

19. Please indicate in order of importance the method(s) used to finance the co-curricular activities program. (Indicated by using numbers. "1" will mean "most important," "2" will mean next in importance, etc. Omit any methods not used in your school.)

<input type="text"/> Activities fee	<input type="text"/> Fund raising activities (sale of candy, sale of magazines, walkathons, etc.)
<input type="text"/> Season tickets	<input type="text"/>
<input type="text"/> Membership dues	<input type="text"/>
<input type="text"/> Donations	<input type="text"/> Gate receipts
<input type="text"/> Grant of funds by the School Board	<input type="text"/> Other (specify) <input type="text"/>

20. If your school receives financial assistance from the School Board for administering the co-curricular program, please indicate the area(s) receiving this assistance.

<input type="text"/> Assembly Program	<input type="text"/> Interschool Athletics (girls)
<input type="text"/> Homeroom Program	<input type="text"/> Interschool Athletics (boys)
<input type="text"/> Student Council	<input type="text"/> Music activities
<input type="text"/> Clubs (subject related)	<input type="text"/> Speech activities
<input type="text"/> Clubs (affiliated with National organizations)	<input type="text"/> School Publications
<input type="text"/> Service Clubs	<input type="text"/> Social activities
<input type="text"/> Interest Clubs	<input type="text"/> Others (list) <input type="text"/>
<input type="text"/> Intrascchool Sports (girls)	<input type="text"/>
<input type="text"/> Intrascchool Sports (boys)	<input type="text"/> No specified category

21. Does the School Board, Principal, P.T.A., or any other group place any limitations on the cost of participation borne by:

a) individual student	Yes <input type="text"/>	No <input type="text"/>
b) school	Yes <input type="text"/>	No <input type="text"/>

If your answer to either (a) or (b) is yes, what is the limitation (cost or amount)?

a) individual student	\$ <input type="text"/>
b) school	\$ <input type="text"/>

22. Does your school grant credit toward graduation for any of the following activities? (Check all items which apply.)

<input type="checkbox"/> Athletics	<input type="checkbox"/> play productions (dramatics)
<input checked="" type="checkbox"/> Debate	<input type="checkbox"/> School Paper
<input type="checkbox"/> Chorus or Glee Club	<input type="checkbox"/> Yearbook
<input type="checkbox"/> Band	<input type="checkbox"/> Other _____
	<input type="checkbox"/> No credit given

23. How does the school inform parents regarding the co-curricular activity program? (Check all items which apply.)

<input type="checkbox"/> P.T.A.	<input type="checkbox"/> School Paper
<input type="checkbox"/> Bulletin to Parents	<input type="checkbox"/> Local Newspaper
<input type="checkbox"/> Letters to Parents	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Does not Inform Parents

24. What are your major sources of publicity?

☐ All (television, radio, newspaper)

☐ Television

☐ Radio

☐ Newspaper

☐ Other _____

25. Which five of the major activity categories listed below receive the most adequate publicity coverage? (Rank these five in order of importance, 1-5. Omit any activities which are not part of your program.)

<input type="checkbox"/> Assembly Program	<input type="checkbox"/> Interschool Athletics (girls)
<input type="checkbox"/> Student Council	<input type="checkbox"/> Interschool Athletics (boys)
<input type="checkbox"/> Homeroom Program	<input type="checkbox"/> Music Activities
<input checked="" type="checkbox"/> School Clubs	<input type="checkbox"/> Speech Activities
<input type="checkbox"/> Intrascchool Sports (girls)	<input type="checkbox"/> Student Publications
<input type="checkbox"/> Intrascchool Sports (boys)	<input type="checkbox"/> Social Activities
	<input type="checkbox"/> No Publicity Given

26. In question 7 page 3 thru 7 you have indicated categories of co-curricular activities in which your school is involved. Please rate each of these activities on a scale of 1 to 5. Use the scale at the right of the categories for your ratings. ("Most adequate" should be taken as the activities which, in your opinion, best meet the needs and interest of the students in your school. "Least adequate" should be taken as the activities where greatest improvement should be made. Omit any activities which are not part of your program.)

	<u>Rating</u>	
A. Assembly Program	_____	1. _____ Most adequate
B. Homeroom Program	_____	2. _____ Fairly adequate
C. Student Council	_____	3. _____ Adequate
D. Clubs, subject related	_____	4. _____ Not very adequate
E. Clubs, Affiliated with National Organizations	_____	5. _____ Least adequate
F. Service Clubs	_____	
G. Interest Clubs	_____	
H. Music Activities	_____	
I. Speech Activities	_____	
J. School Publications	_____	
K. Social Activities	_____	
L. Intra School Sports (girls)	_____	
M. Intra School Sports (boys)	_____	
N. Inter School Sports (girls)	_____	
O. Inter School Sports (boys)	_____	

27. a) Put a check (✓) in front of any of the following items which you consider are problems in your school.

- _____ A. Difficulty in limiting participation of students
- _____ B. Difficulty in developing adequate student initiative
- _____ C. Difficulty in restraining over ambitious student leadership in activities
- _____ D. Difficulty in financing adequately the co-curricular activities program
- _____ E. Difficulty in obtaining staff sponsorship:
- _____ a) In quantity of sponsors
- _____ b) In quality of sponsorship

Question 27 (Continued)

27. ☐ F. Lack of time in the regular school day program
☐ G. Lack of equipment and building accommodations
☐ H. Lack of cooperation from the home
☐ I. Too much outside interference
☐ J. Lack of adequate transportation of students to activities between schools. (Such as inter school sports, debating contests, etc.)
☐ K. Bus schedule limits pupil participation
☐ M. Others (list) _____
☐ N. _____

27b. Rate each of the above items which you have checked (✓) on a scale from 1 to 5. (See the scale below)

		Scale	
A. _____	G. _____	1 _____	Very Serious Problem
B. _____	H. _____	2 _____	Serious Problem
C. _____	I. _____	3 _____	A Problem
D. _____	J. _____	4 _____	A Minor Problem
E. _____	K. _____	5 _____	A Very Minor Problem
_____ a)	L. _____		
_____ b)	M. _____		
F. _____	N. _____		

28. Do you have any parents or persons not on your staff, involved in the co-curricular program in your school? Yes _____ No _____

29. If the answer to Number 28 is "yes," check the areas of involvement. (Check as many as apply.)

- ☐ Help in planning the co-curricular program
☐ Advisors or sponsors
☐ Provide transportation
☐ Provide supervision
☐ Other (list) _____

30. Do you favour extra pay for co-curricular duties performed by teachers in out-of-class hours? Yes _____ No _____

Comment: _____

31. Do you favour extra pay for co-curricular duties performed by teachers in in-class hours? (Duties performed during periods free from instruction.) Yes _____ No _____

Comment: _____

32. If you have any additional information about the organization and administration of your co-curricular program which you feel I should have but have not asked for it in the questionnaire please feel free to give this information below, or on the back of this page. Please send me any forms, bulletins, etc. which would be of help to me in this study. (I would return these materials to you, if you so stipulate.)

