

EXTRA-CURRICULAR ACTIVITIES:

SOME POINTS OF COMPARISON BETWEEN THE MONTREAL PROTESTANT
HIGH SCHOOLS AND THE HIGH SCHOOLS OF PILANI, INDIA.

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ABSTRACT

Following a brief description of the Protestant High Schools of Montreal in the mid 1960's, attention is focussed upon the High Schools of Pilani, India, provided and administered by the Birla Education Trust. A general review of the nature of extra-curricular activities in a North American setting is then given, before a comparison is sought between the operation of such activities in the two systems. The chosen measuring instruments were a structured interview with the Principals of the high schools, and questionnaire studies of extra-curricular activity sponsors, and student leaders. The major points of similarity and difference between the two systems were described, and some implications for further development in the Pilani schools were noted.

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TABLE OF CONTENTS

		Page
ACKNOWLEDGEMENTS.....		ii
LIST OF TABLES.....		vi
 <u>CHAPTER</u>		
I	INTRODUCTION.....	1
	Definition and Statement of the Problem....	1
	PURPOSE OF THE STUDY.....	5
	EXPLANATION OF TERMS.....	7
	1. The Protestant Schools of the Montreal Region.....	7
	2. Piliant Higher Secondary Schools.....	16
	3. Sponsors.....	18
II	REVIEW OF THE LITERATURE.....	20
	A. Historical Development of Extra- curricular Activities.....	21
	B. Values of Extra-curricular Activities..	24
	C. The Supervision of Extra-curricular Activities.....	34
	D. Student Participation.....	41
	E. Scheduling the Programme.....	46
	F. Financing the Programme.....	51
	G. Evaluation.....	54
III	THE PROBLEM, METHOD OF STUDY, AND SOURCES OF INFORMATION.....	58
	1. Central Organization of the Activity Programme.....	60
	2. Supervision of the Programme.....	61
	3. Student Participation.....	61
	4. Financing the Programme.....	61
	5. Evaluation of the Programme.....	61
	6. Scheduling.....	62
	7. Coordination of Activities.....	62
	8. Execution of Programme.....	62

IV	ANALYSIS OF QUESTIONNAIRE RETURNS AND INTERVIEW REPORTS.....	65
	A. Types of Activities.....	66
	1. Actual Activities Sponsored.....	66
	2. Initiation of the Extra-curricular Programme.....	74
	3. Organizational Administrative Structure.....	74
	B. Supervision of the Activities.....	77
	1. Degree of Sponsorship;.....	78
	2. Philosophies Concerning Sponsorship.....	78
	3. Assignment of Sponsors.....	79
	4. Suitability to the Activity.....	80
	5. Background for Sponsorship.....	81
	6. Weighting of Activities.....	83
	7. Opinion of Sponsors Concerning Remuneration and Other Favours for Supervising the Activities.....	83
	C. Students' Participation in Extra-curricular Activities.....	85
	1. Students' Participation.....	85
	2. The Encouragement of Students' Participation.....	86
	3. The Limiting of Participation.....	87
	4. Student Leaders' Participation.....	88
	D. Financing the Extra-curricular Programme.....	90
	Financial Structure.....	91
	E. Miscellaneous Aspects of the Administration of Extra-curricular Activities...	91
	1. Scheduling.....	92
	2. Time and Place of Meeting.....	92
	3. Evaluation.....	93
	4. Values Ascribed to the Programme...	95
V	ANALYSIS OF THE FINDINGS OF PELANI SCHOOLS AND THEIR COMPARATIVE ANALYSIS WITH MONTREAL SCHOOLS.....	100
	A. Types of Activities.....	101
	1. Inter Scholastic Athletics.....	101
	2. Intra Mural or Inter House Athletics.....	102
	3. Athletic Clubs.....	103
	4. Non Athletic Clubs.....	103
	5. Publications.....	103
	6. Administrative Activities.....	104
	Initiation of the Extra-curricular Programme.....	107
	Organizational Administrative Structure.....	108

CHAPTER

Page

V	Continued.....	
	B. Supervision of the Activities.....	109
	1. Degree of Sponsorship.....	109
	2. School's Philosophies Concerning Sponsorship.....	110
	3. Assignment of Sponsors.....	111
	4. Suitability to the Activity.....	112
	5. Background for Sponsorship.....	113
	6. Weighting of Activities.....	114
	7. Sponsors' philosophy Concerning the Supervision of Activities.....	115
	C. Students' Participation in Extra- Curricular Activities.....	116
	1. Degree of Participation.....	116
	2. The Encouragement of Student Participation.....	117
	3. The Limiting of Participation.....	118
	4. Student Leadership Participation...	119
	D. Financing of the Extra-Curricular Programme.....	120
	E. Miscellaneous Aspects of the Admin- istration of Extra-Curricular Activities.....	121
	1. Scheduling.....	121
	2. Time and Place of Meeting.....	122
	3. Evaluation.....	123
	4. Values Ascribed to the Programme...	124
VI	CONCLUSIONS AND RECOMMENDATIONS.....	128
	Conclusions.....	128
	Recommendations.....	132
	Concluding Remarks.....	136
	SELECTED BIBLIOGRAPHY.....	137
	APPENDICES - A TO F.....	144

LIST OF TABLES

<u>TABLE</u>		Page
I	Kinds of Activities Offered in Five Protestant Board High Schools of Montreal....	68
II	Common Athletic and Non Athletic Activities in Five Protestant Board High Schools of Montreal.....	72
III	Activities Restricted to Individual Schools Among the Five Protestant Board High Schools, Montreal.....	73
IV	Organizational Structure in A, B, C, & E Schools of Protestant Board High Schools of Montreal.....	75
V	Organizational Structure in D (Northmount) School of Protestant Board High Schools of Montreal.....	76
VI	Teachers Engaged in Sponsorship of Extra-Curricular Activities in Five Protestant Board High Schools.....	78
VII	Sponsors' Reasons for Volunteering and for Being Assigned Supervisory Duties in Five Protestant Schools.....	80
VIII	Background of Experience & Training Fitting Teachers for Sponsorship of Extra-Curricular Activities in the Five Protestant Board High Schools of Montreal.....	82
IX	Opinion of Sponsors Concerning the Philosophy of Supervision of Extra-Curricular Activities in Five Protestant Board High Schools of Montreal.....	84
X	Total Number of Student Participation in Each Type of Activities in Five Protestant Board High Schools, Montreal.....	86
XI	Values Ascribed to Extra-Curricular Programmes by Teacher Sponsors in Five Protestant High Schools of Montreal.....	97

TABLE	Page
XII Values Ascribed to Extra-Curricular Programmes by Student Leaders in Five Protestant High Schools of Montreal.....	99
XIII Kinds of Activities Offered in Three Higher Secondary Schools of Pilani.....	105
XIV Teachers Engaged in Sponsorship in Extra-Curricular Activities in Three Schools of Pilani.....	110
XV Sponsors' Reasons for Volunteering and for Being Assigned Supervisory Duties in Schools of Pilani.....	112
XVI Background of Experience & Training Fitting Teachers for Extra-Curricular Duties in Pilani Schools.....	113
XVII Opinion of Sponsors Concerning the Philosophy of Extra-Curricular Activities in Three Higher Secondary Schools of Pilani.	115
XVIII Total Number of Student Participation in Each Type of Activity in Three Higher Secondary Schools of Pilani.....	117
XIX Values Ascribed to Extra-Curricular Programmes by Teacher Sponsors in Three Higher Secondary Schools in Pilani.....	125
XX Values Ascribed to Extra-Curricular Programmes by Student Leaders of Three Higher Secondary Schools of Pilani.....	127

CHAPTER I

INTRODUCTION

Definition and statement of the problem.

Student activities have never been totally confined to those related directly to formal education in schools, but the rapid development and multiplication of such activities, and their incorporation into definite programmes is almost entirely a twentieth century phenomenon. Perhaps nowhere in the world has this development been more marked than in the high schools of North America. In part, the incorporation of student activities into extra-curricular programmes arose from the recognition of the relation between such activities and the future, adult life of the students. In the process the status of extra curricular activities has changed markedly. This would be as true of the period of growth from 1910 to the mid 1960's as it would be of the period since then.

According to an earlier definition, extra-curricular activities are,

those activities which take place outside the regular school day, originate in the spontaneous interest of pupils, and are carried on without the reward of school credit.¹

¹Johnston, Edgar G. and Roland C. Faunce, Student Activities in Secondary Schools, New York: The Ronald Press, 1952, p. 12.

But increasingly extra-curricular activities became an integral part of the regular school programme. They are no longer considered as out of class activities, to use the term suggested in Good's Dictionary of Education², but are treated as meaningful learning experience in the lives of pupils. Their educational value is recognized, and consequently the school of today has become far removed from the traditional classroom oriented school of the past. Bossing aptly described this state of affairs in these terms,

Consequently in many schools, activities traditionally classified as extra curricular are now being curriculized; time, facilities and materials are allotted to them and those who engage in them are given appropriate school credit.³

The incorporation of extra-curricular activities into the mainstream of school procedures was suggested by Monroe⁴ in his definition (1952)

extra-curricular activities are those student-initiated and student-organized events and undertakings which are planned for recreational purposes and which carry educational value. These activities are subject to some measure of control and direction by the administration of the school.

This may be set against the definition proposed by Good⁵ (1945),

²Good, Carter V., Dictionary of Education, New York: McGraw, 1945.

³Bossing, Nelson L., Principles of Secondary Education, Englewood Cliffs, N.J.: Prentice-Hall, 1959, p.420.

⁴Monroe, W.S. (ed.) Encyclopedia of Educational Research, New York: Macmillan, Revised Edition, 1952.

⁵Good, Carter V. Dictionary of Education, vide supra.

Programs and events carrying no academic credit, sponsored and organized by pupils' or students' organizations or by the educational institution designed to entertain, instruct and/or provide exercise of interest and abilities subject to some measure of control by the institution.

The third edition of the Encyclopedia of Educational Research (1959)⁶ carried an article by Faunce under the title, 'Extracurricular Activities', even though many were beginning to use the term "student activities". This trend was made clearer in the fourth edition (1969)⁷ which used the title, 'Student Organizations and Activities: Elementary and Secondary', and was preceded by another one entitled, 'Student Organizations and Student Activities: College and University'. Two of the individuals most influential in this change of attitude, and change of title, were Elbert K. Fretwell, and his best known student, Harry C. McKown. The former, offered the first course on extra-curricular activities in 1917, and wrote the first textbook with that title in 1931⁸, although he had also been instrumental in persuading the National Society for the Study of Education to devote their 1926 Yearbook⁹ to this topic. McKown, Fretwell's

⁶Encyclopedia of Educational Research. New York: The Macmillan Company, Third Edition, 1960.

⁷Encyclopedia of Educational Research. New York: The Macmillan Company, Fourth Edition, 1969.

⁸Fretwell, Elbert K. Extra-curricular Activities in Secondary Schools. Boston: Houghton, 1931.

⁹National Society for the Study of Education, "Extra-curricular Activities". 25th Yearbook, Part II, Chicago: N.S.S.E., 1926.

student in 1921, helped to found and edit the publication, "School Activities" in 1929.

McKown¹⁰ suggested that

nearly all teachers have some definite responsibility for their organization and promotion. Many full time professional directors of activities are employed; school rooms, time, equipment and materials are provided; their relationships with the regular curricula are many and vital; credit for participation is allowed and in some instances is required, and recognitions of all sorts are given.

At a later date, in a book with a somewhat arresting title, Frederick¹¹ indicated the greater participation of school officials when he defined student activities in the following terms,

Student activities are those school activities voluntarily engaged in by students, which have the approval of and are sponsored by the faculty and which do not carry credit towards promotion or graduation.

It can be seen, therefore, that there has been a growing acceptance by the school of such activities. From activities carried on entirely outside of the school, and perhaps even clandestinely, by way of passive acceptance, almost of inevitability, to active encouragement by school principals, these student activities have extended from the athletic and musical to a great variety of special interest groups.

¹⁰McKown, Harry C. Extra-curricular Activities. New York: Macmillan, 1952.

¹¹Frederick, Robert Wendell. The Third Curriculum: Student Activities in American Education. New York: Appleton-Century-Crofts, 1959.

From the evidence available, and from personally held beliefs, it appears that the essential feature of properly conducted extra-curricular activities is that they should be student initiated and student organized. This implies that success depends upon student organization and initiative; in a period of increased initiative new activities will compete for student interest, and in a period of declining initiative or declining student support some activities will cease to exist. These activities take place outside of regular course work, carry no academic credit for promotion or graduation, but are given official recognition, because they serve major educational purposes. They may be regarded as spices, added to a regular school programme that not only make it more attractive but render it more meaningful to the participating students. It is often because of such beliefs that staff members spare their time for help and some form of general supervision.

PURPOSE OF THE STUDY

Interest in extra-curricular activities is not new in Canadian schools. There are nineteenth century references to athletics' contests and to other contests in spelling, debating and public speaking which took place in the academies and public schools at that time.

Developments since then have so broadened the scope

and number of such extra-curricular activities that no single study can do justice to all. Consequently, the present study is limited to a consideration of extra-curricular activities in certain of the Protestant high schools within or adjacent to the island of Montreal. A comparison is then made with extra-curricular activities in Pilani schools in India.

The study is reported within an administrative framework. Questions are asked about the actual nature of the programmes of extra-curricular offered in those high schools, their organization and supervision, their importance in the life of the school, the amount of time allocated to them. Sponsorship and control, as important features of such programmes, are reviewed within the context of the organizational, administrative structure of the school. The value placed upon them by individual teachers and students is investigated, and attempts are made to gain the facts, data, and personal opinions from key personnel and other important witnesses. From these sources, it is hoped that a clear picture of the practices current in 1964 would emerge.

As far as can be ascertained, no previous study of this topic has been made in Quebec. To a student from another culture, with interest and participation in extra-curricular activities there, the problem seemed eminently worth studying.

EXPLANATION OF TERMS

Three expressions will be encountered frequently in the course of this study. They are expressions related to:

1. The Protestant Schools of the Montreal region.
2. The Pilani schools.
3. Sponsors of extra curricular activities.

Separate sections are devoted to explanation of these terms and some related concepts.

1. The Protestant Schools of the Montreal region.

Though there are several ethnic groups living in Canada, in addition to the two native peoples of Eskimos and Indians, the legal system confers special recognition upon the two which are regarded as the founders of Canada. These two are the French and English. The Confederation of the British Colonies in North America into a single Dominion was legalised by the British North America Act, which came into effect on July 1st, 1867. Mindful of the history of the separate colonies which existed before then, and of the recent events in the United States, this Act established the legal responsibilities of the Dominion and of its separate Provinces. One such provision related to Education: Section 93 stated:

"In and for each Province the Legislature may exclusively make Laws in relation, subject and according to the following provisions:

1. Nothing in any such law shall prejudicially affect any Right or Privilege with respect to Denominational

Schools which any Class of Persons have by Law in the Province at Union."¹²

Other provisions followed in order. However, as denominational schools existed in Quebec and Ontario in 1867, these schools continued after that date. In Quebec the majority of parents in any given area would determine the religious character of the schools of that area. Dissentients were allowed to establish their own schools. The term Separate Schools was used in Ontario, Dissident Schools expressed a similar meaning in Quebec. With one exception, all majority schools in Quebec were Catholic schools, the Dissident schools were Protestant. Until late in the 1960's only these two kinds of schools could enjoy public support.

Section 133 of this Act legislated for the use of the English and French languages in these terms:

"133. Either the English or the French language may be used by any Person in the Debates of the Houses of the Parliament of Canada and of the House of the Legislature of Quebec; and both these Languages shall be used in the respective Records and Journals of those Houses; and either of those Languages may be used by any Person or in any Pleading or Process in or issuing from any Court of Canada established under this Act, and in or from all or any of the Courts of Quebec.

The Acts of the Parliament of Canada, and of the Legislature of Quebec shall be printed and published in both these languages."¹³

It is by reason of this section 133 that English and French are referred to as the "official" languages.

¹²British North America Act, 1867. (British Statutes, 30 Victoria, Chapter 3) as given in J.H.S. Reid et al. "A Source Book of Canadian History" Toronto: Longmans Green, 1959. p.259.

¹³Ibid. p. 264.

For a great many years after Confederation, Catholic schools in Quebec operated only in French, and Protestant schools only in English. By the mid 1960's some Catholic schools were conducted in English and one Protestant school in French.

At all levels of the school system effective control rested with two committees, the Protestant Committee and the Catholic Committee.

The briefest account of this development was given by the Royal Commission of Inquiry on Education in the Province of Quebec, most commonly referred to as the Parent Commission after its chairman, Monseigneur Parent.¹⁴ This traces the legislation of 1841 which established the position of Superintendent of Education for the United Canadas and the practice of appointing one Superintendent for Upper Canada and one for Lower Canada (Quebec), made permanent by legislation in 1845 and 1846. The Council of Public Instruction followed after 1856; it was the "first body vested with authority to direct the Province's school system."¹⁵ Of the fifteen members eleven were Roman Catholics and four were Protestant.

The Act of 1841 established Boards of Examiners, to govern the schools, that is, to "examine teachers, establish

¹⁴Report of the Royal Commission of Inquiry on Education in the Province of Quebec, Part One. The Structure of the Educational System at the Provincial Level. Quebec, The Queen's Printer, 1963, pp. 8-15.

¹⁵Ibid. p.9.

curricula, choose textbooks, and make regulations for the proper operation of the schools."¹⁶ Where the school was a common school, with children of both religions in attendance, the Board of Examiners functioned as a unit. Where the school was attended by children of one faith only then only members of the Board of Examiners professing that faith would govern. Where dissentient schools existed, such a section of the Board of Examiners would be responsible. Thus Roman Catholic Boards of Examiners, and Protestant Boards of examiners came into being. Legislation in 1846 covered the cities of Montreal and Quebec, and created two separate Commissions, with directly appointed Commissioners, one for Roman Catholics and the other for Protestants. This legislation, protected by the British North America Act (1867) Section 93, makes the schools of those two cities, but not elsewhere, "at once confessional and common".¹⁷

For a few years after Confederation, the position of Superintendent of Education became that of Minister of Public Instruction, a post which reverted to its original title under legislation introduced in 1875 by the third holder of the title, Minister. At the same time the Council of Public Instruction became representative of the two faiths and its permanent division into two confessional Committees,

¹⁶Ibid. p. 11.

¹⁷Ibid. p. 12.

the Roman Catholic Committee and the Protestant Committee was established. The two Committees functioned as independent bodies "of last resort"¹⁸ and continued to operate in this way until the establishment of a Ministry of Education in 1964.¹⁹

Some consolidation of school commissions and school boards took place, particularly after 1920. Some of the major consolidations had resulted in the formation of the Protestant School Board of Greater Montreal, and the Montreal Catholic School Commission. However, some forty one other Catholic School Commissions existed on the island of Montreal but outside the metropolitan region. Similarly some smaller Protestant School Boards existed on and adjacent to the island of Montreal.

In the conduct of the schools, the Catholic School Commissions have held to the principle that not only should religion be taught, but its practice should permeate the life and work of the schools. Whilst some Protestant school administrators would make a somewhat similar claim on behalf of their schools, it is generally held that because of the diverse nature of the religions grouped as Protestant, and because Jewish children are included in Protestant schools, Protestant schools are more secular in their operation. No

¹⁸Ibid. p. 16.

¹⁹Revised Statutes 1964, c.233.

pupil is compelled to participate in religious observances against the wishes of the parents.

Canadian High Schools provide the secondary stage of education. The primary or elementary stage usually comprises the first six or seven grades or years of attendance at school. High schools under the Protestant School Boards in Montreal were usually housed in buildings distinct and separate from elementary schools and contained grades 8, 9, 10 and 11, sometimes only grades 9, 10 and 11. In recent years, by special permission, a grade 12 has been added to some selected high schools. (Still more recently, elementary schools continue to grade 6 only; grades 7 - 11 are to be found in the high schools, and soon all post-secondary (i.e. post grade 11) education will be provided in separate institutions.)²⁰ In rural areas, some Protestant schools are called High Schools when in fact they offer all grades from kindergarten to grade 11.

The end of grade eleven is marked by a School Leaving Examination, often referred to as the Junior Matriculation Examination. Obtaining certain minimum marks in eight subjects (or papers) entitles a student to receive a School Leaving Certificate. Higher marks in eleven papers renders him eligible for admission to a university. For students who

²⁰R. Magnuson. Education in the Province of Quebec.
U.S. Dept. of Health, Education and Welfare (Washington, D.C.:
USGPO OE-14138.

elect to complete grade 12, and who obtain 70% in six papers, it is possible to seek admission directly into the second year of a four year university course. At grades below 11, in Protestant high schools not under the jurisdiction of the Protestant School Board of Greater Montreal annual examinations are conducted by the Department of Education. Within the Montreal area equivalent grade examinations have been conducted by the P.S.B.G.M. (as the Protestant School Board of Greater Montreal is more commonly known.)

"Before the establishment of the Department of Education, the Catholic Committee and the Protestant Committee were the real powers in education, prescribing curriculums and textbooks and setting examinations for Catholic and Protestant public schools, respectively."²¹

This rather bald statement indicates clearly the control exercised by a central body over the day to day operations of the schools of its religious beliefs. It explains the uniformity of procedures of intra-curricular activity. It remains to be seen what effect such control has upon extra-curricular activities.

Within the schools, the organization has traditionally followed a rigid grade system, with promotion to grade nine being dependent upon success in the examinations conducted by the Department of Education at the end of grade eight.

²¹Ibid. p. 25.

Further promotion was dependent upon success in the examinations which terminated each grade. A student who failed to make the required marks was retained in that grade for a further year, sometimes longer. This topic of "Grade Retention" has been treated more fully elsewhere.²²

An alternative to this scheme was developed first in the Protestant high schools outside of Montreal, and adopted later, but independently, by the high schools of the P.S.B.G.M. This alternative to total success or total failure has utilized grade promotion within subjects, or "Subject Promotion". This supposedly requires a thorough analysis of the performance of each individual pupil in order to determine his needs, his strengths and his weaknesses. As described by Jones²³, subject promotion means "that a pupil who completes one course in a subject may enrol in the next course. Expressed in negative terms, a pupil who fails any course in a subject would not necessarily have to repeat that course." (He may terminate his study of that particular subject at that grade level, but study other subjects at levels appropriate to higher grades.) The greatest advantage to a pupil, of subject promotion as an administrative device, is that he is able to take that combination of subjects that appear best suited

²²A.J.H. Gaité. A Study of the Outcome of Grade Retention in the Protestant High Schools of Montreal. (unpublished M.A. thesis, McGill University, Montreal) 1966.

²³S.C. Jones, Subject Promotion in the Province of Quebec. (unpublished M.A. thesis, McGill University, Montreal) 1963, p. 5.

to his ability and interests. On a wider scale it has led to subsequent changes in the form of the High School Leaving Examination which permits the student to exercise options, allows him to present for examination at the end of earlier grades those subjects he does not wish to pursue to a grade eleven level.

As noted above the internal arrangements of one Montreal Protestant high school are so similar to another that almost any one could be selected to represent the whole in those aspects, curriculum, texts, building standards and teaching methods, which are so clearly specified and controlled. Geographically, the location of a school will have other effects. The pupils will vary in their socio-economic background and schools may vary in their ethnic composition. The form of extra-curricular activities may also vary, but in each school a good athletic programme, a student council and a number of clubs and societies form an important part of the regular school programme.

Certain of the high schools under the control of the P.S.B.G.M. were chosen for study. Outside the central metropolitan area, towards the west of the island of Montreal another school board maintained control. This was the Pointe Claire and Beaconsfield School Board. Further to the west was the Macdonald School Board, and beyond the western tip of the island was the Hudson School Board. (All these are now part of the West Island Regional School Board). At the time

when data was being collected the Pointe Claire and Beaconsfield School Board operated three high schools - of which one, Beaconsfield High School, participated in the study. The Macdonald School Board operated an elementary school and a high school in what was virtually one building, with extensions of different ages. Each school was administratively separate and distinct. Students and staff appeared to know the geographical limits of each school, but no clearly marked physical boundaries could be observed. Macdonald High School, at that time, comprised of grades 9, 10, 11 and, by special permission, grade 12 also was included in the study.

The last school in the sample of schools was the Hudson High School. Despite its name the school catered to the whole Protestant school population of a suburban/rural area, and had all grades from one to twelve in the same building. In all there were some 450 pupils, of whom 250 were in the elementary division.

2. Pilani Higher Secondary Schools.

Pilani is a small village having a population of about 7,000 people, and lies about 120 miles west of Delhi, the capital of India. The University of Pilani is a residential university with affiliated institutions run by a private trust, the Birla Education Trust.²⁴ (In many of the following

²⁴Varma, V.P., (Ed.) The Diamond Jubilee Souvenir, Birla Education Trust, Pilani, Rajasthan; Birla Education Trust, 1961, p. 5.

pages this Trust will be referred to by the initials B.E.T.) The chairman of the Trust, Mr. G.D. Birla, probably the most important industrialist in India, has built up this educational centre at his birthplace, Pilani.

The nucleus of this gigantic educational project was a small "Pathshala" (school) started in 1901 by the grandfather of G.D. Birla. The metamorphosis of this tiny Pathshala into an institution of the status and magnitude of Vidya Vihar (the name of the Pilani Campus, which means the 'seat of education') with its fine educational and research institutions is a tribute to the vision of Shri G.D. Birla and the organising skill and pioneering work of Mr. S.D. Pandey, the Secretary of the Trust.

In Pilani there are three Higher Secondary Schools, the Birla Multi-Purpose Higher Secondary School, the Birla Balika Vidyapeeth (girls' school), and the Birla Public School (Public in the sense of the Public Schools of England). The Birla Multi-Purpose Higher Secondary School and the Birla Public School are for boys, and have on their rolls 1,000 and 800 students, respectively. Birla Balika Vidyapeeth is for girls only and has about 600 students enrolled.

Each school has a junior and a senior section. The junior section of the Birla Balika Vidyapeeth and the Birla Public School include grades I to VIII, the senior sections include grades IX to XI, with the two sections housed in two separate buildings. The Birla Multi-Purpose Higher Secondary School has grades IX to XI only. Extra-curricular activities form an integral part of the academic programme of these schools. Their important activities are physical training, sports, and the development of aptitude in histrionics, music

and debate, and through these the schools seek to help the students to grow into "whole men" and "whole women".

3. Sponsors.

Whilst no doubt many extra-curricular activities are student centred and student directed, and whilst youths are capable of planning their own activities, it is often considered, by schools and others, that they should have the counsel of an adult adviser. That "adult representative, working as a peer with the student representation"²⁵ is known as the sponsor of that activity. He is a participant in their planning, and also an interpreter to the administrator or faculty. His relation with the student members of that activity club is that of a counsellor and friend. He should allow the students the maximum of opportunity to conduct their own programmes. He must not be a dictator, nor yet an enthusiastic member of the group. He should have a sympathetic understanding and should be "aware of the potential values of the club and should understand the educational values which are inherent in club activities."²⁶

²⁵Johnston, Edgar G. and Roland C. Faunce, Ibid. P. 53.

²⁶"Educational Values in Club Programmes". U.S. Department of Health, Education and Welfare. Washington. U.S.G.P.O. 1962. p. 13.

A sponsor should have a strong and pleasing personality and a sense of human feeling. McKown has defined him as

The sponsor is a teacher who accepts responsibility for some particular phase or activity of the programme. He is an advisor of a club, committee, staff or other group. He is responsible for the organization, administration and promotion of his activity. His job is to counsel, advise and promote student activities.²⁷

²⁷McKown, Harry C. Ibid. p. 627.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter an attempt is made to review the educational literature related to the subject of extra-curricular activities in the United States of America and Canada. There is very little literature available on extra-curricular activities in Quebec schools in general and almost none related to the Protestant schools of Montreal and region. But it remains important that the background of general information available on extra-curricular activities should be considered. This information has been organized and arranged under headings which will later constitute some of the specific aspects of the present study.

- A. Historical development of extra-curricular activities.
- B. Values of extra-curricular activities.
- C. The supervision of extra-curricular activities.
- D. Student participation.
- E. Scheduling the programme.
- F. Financing the programme.
- G. Evaluation.

A. Historical development of extra-curricular activities.

Extra-curricular activities are by no means new, and are often considered to be as old as organised education itself. Variation from one community to another has prevented any exact chronology, but the long history of such activities can be traced in the educational system of ancient Greece, from whom came the modern Olympic Games.

Student activities were well known in the older English Public Schools, though not all of them would now be considered as worthy of praise. The first student publication of which there is a record began at Eton in 1786. Golf, cricket, rowing and football were found in schools such as Westminster in the eighteenth century, whilst the nineteenth century saw social clubs, natural history societies and musical organisations founded.

In America, athletics were not very important in the early schools, though football began to be popular early in the nineteenth century. Rhetorical societies and debating and dramatic clubs were organised in New England academies about the same time. Printed magazines and newspapers were introduced into the New England High Schools in the second half of that century. After the year 1900 debating societies, athletic associations, dramatic groups, musical organisations, clubs of all kinds, and finally honor societies began to be organized in large numbers. Extra-school organisations such as the Boy Scouts, and later the Girl Scouts, made their

appearance about 1910 and many have continued to flourish ever since.¹

During this development the nature of the activities and the form of organisation were influenced by the social conditions and educational theories then prevailing. The development of extra-curricular activities may be seen to fall into three time periods, according to whether they were ignored, opposed or consciously desired. In the beginning they were ignored.

The teacher considered his job to be that of class room instruction and this usually meant lecturing. He simply ignored the student's social and physical life and recognized no responsibility for what he did outside of his own narrow subject.²

The second period was that of opposition to the idea of extra-curricular activities. During this period the teacher bewailed the place and importance granted to such outside activities.

The extra-curricular activities became popular and the number of activities were also increased. They began to infringe upon the time of the student and to threaten the status quo of the academic atmosphere of the school. As students began to demand more consideration from the school for these unacademic activities, administration and faculties found it impossible to remain indifferent.³

The third period may be said to begin when the more enlightened teachers recognized the importance of these

¹Hansen, Carl W. and Terry, Paul W. in Encyclopedia of Educational Research. 1959. Ibid. P. 424.

²McKown, Harry C. Ibid. pp. 2-3.

³Bossing, Nelson L. Ibid. p. 430.

activities and their inherent possibilities for education. They made the logical demand that they be capitalized rather than ignored or condemned. The rapid shift in educational thinking which increasingly gives a large place to the importance of developing personal and social competences as educational functions was the major factor in the acceptance into the school of these so-called extra-curricular activities. They now form a part of the basic educational programme of the school, the principal idea of which, as part of a modern educational system, is the attainment of all roundedness. McKown has summed it up in the words, "the child comes into the school mentally, physically, socially, spiritually, and vocationally"⁴, and notes that the newer education systems recognize that in all of these phases the child is educable, and further, he must be educated in all of them if he is to be complete and well rounded as an individual.

As a result, the term "co-curricular" is preferred in some quarters to the older term "extra-curricular" activities. In many schools such activities are given full curricular status and are accepted as the regular class programme to be followed. The term "co-curricular implies a degree of belongingness that extra-curricular lacks".⁵ However, for the purpose of this study the older, and more generally understood

⁴McKown, Harry C. Ibid. pp. 3-4.

⁵Hook, J.N. The Teaching of High School English.
New York: The Ronald Press, 1962. p. 424.

term will continue to be used, though in no way being opposed to Hook's statement,

the old conception of antithesis between class room and extra-class activities has given way to the new idea that both are part of one unified process, that no barrier should exist between the two and that the appeal of the extra-curricular should serve as an animating and motivating force permeating the curricular programme.

B. Values of extra-curricular activities.

It has been generally accepted that extra-curricular activities have definite aims and educational values, and have secured greater recognition now than in the past.

Present day educational philosophy underlying extra-curricular activities include such values as training for leadership, wise use of leisure, better standard of taste and judgement in cultural pursuits, awareness of moral and spiritual attitudes, and the detection of special talents and skills. The truth is that they have won for themselves a secure place in the daily routine of the school as well as in teacher and pupil esteem.⁶

Educators agree that

the educational theory has shifted its emphasis from the importance of the mastery of encyclopedic information to that of the development of desirable personal and social competencies that involve wholesome attitudes and behavioural patterns which contribute to successful happy living in a democratic society, the school has begun to emphasize the importance of student activities as a medium of learning.⁷

The emphasis in the earlier days of formal education was upon knowledge and ideals but now the emphasis is

⁶Hanson, Frank, "Extra-curricular Activities in Music", The Educational Record of the Province of Quebec, Vol. LXVIII. No. 3, 1952, p. 154.

⁷Bossing, Nelson L., op. cit. p. 437.

on the development of the good citizen and on becoming an adequate social being. The education of mental as well as physical attributes is a major part of today's educational system. It is impossible to correctly educate any individual by concentrating on only one aspect. Extra-curricular activities, therefore, contribute much to the character building of youth. They have high potential value. There is, for example, a positive relationship between participation in such activity and success in later life, between participation and retention in high school. Thomas made a study of high school drop outs and discovered that not one person who dropped out before completing third year of high school had engaged in even one activity, and that 89% of those who finished high school had done so. His study also revealed that students with active participation in extra-curricular activities presented fewer disciplinary problems than those who were non-participants.⁸ His study failed to make clear which was cause and which was effect.

Another study found a high correlation between participation in extra-curricular activities and social adjustment among pupils. Behaviour problems were less where participation among all students was found.

The extra-curriculum offers one of the best areas of activity to the teacher in the development of morality.

⁸Thomas, R.J. "An Empirical Study of High School Dropouts in regard to Ten Possibly Related Factors." Journal of Educational Sociology, 28: 17, 1954.

Through the advisor's activities he is able to observe the student's action as well as his ideas. When unhealthy signs are observed the extra-curricular advisor is in a much better position to cope satisfactorily with it individually than the class room teacher who is concerned with an entire group.⁹

Regarding the relation of success in later life, in a study made on employees of the Bell Telephone Company, it was found that twenty five years after graduation, 452 college graduates with records of substantial achievement in extra-curricular activities were earning a salary on the average 20% above the group average while 855 employees with no record of participation in extra-curricular activities were about 10% below the median group salary.¹⁰

Apart from this, various authorities on extra-curricular activities have given a number of values which accrue from participation. Koos, Trump, McKown and other pioneers have given a number of such values. Trump, for example, made a study of 3,525 secondary school students and found that their participation in extra-curricular activities had the following important effects:¹¹

1. it leads to the development of new friendships,
2. the creation of greater interest in the school,

⁹Lundgren, Harry. "Teaching Morality through the Extra-curricular". School Activities, Sept. 1963. p. 20.

¹⁰Bossing, Nelson L. Ibid. p. 431.

¹¹Trump, J. Lloyd, "Extra Class Activities and the Need of Youth". 52nd N.S.S.E. Year Book, Chicago, University of Chicago Press, 1953. p. 162.

3. the teaching of sportsmanship,
4. it creates great loyalty to the school,
5. it provides something worthwhile for leisure time,
6. it resulted in more friendly relations with teachers,
7. it increased the ability to accept criticism from peers,
8. it fostered the growth of social contact,
9. valuable information was made available, which would not have been received during the regular course,
10. it increased the growth of such skills as being able to speak before an audience,
11. it induced tolerance of the opinions and wishes of others, and
12. participation created a great deal of interest in regular school subjects.

Ruth Strang has classified the above values into four categories:

1. Developmental values.

These satisfy basic needs - i.e. social maturity, emotional stability, have vocational value, aesthetic value and produce growth in knowledge and skills.

2. Diagnostic values.

Through participation in group life, the student is aided in self discovery and self realization and offered opportunities for self appraisal, which makes him aware of his abilities and limitations.

3. Therapeutic values.

Arising from the previous set, these enable one to

work out one's relations with others, to develop new habit patterns, and allows one to become more self reliant and independent, with the discovery of special talents and capacities.

4. Group values.

These are important for the development of group morale and group spirit, useful in arriving at solutions to school problems.¹²

Thus in the contemporary democratic society - that is, of the epoch during which the foregoing writing was done - the most important values which were held to accrue from participation in extra-curricular activities were the following:

1. Democratic training.

Authorities in the field of student council work were agreed that the promotion of good citizenship is one of the major responsibilities of a student council. It places pupils in situations where they may act as good citizens. Through student council work, pupils develop respect for others and promote the ability to work co-operatively and to think rationally. Not only knowledge but experience is most important in training for citizenship. Johnson and Faunce¹³ point out that

¹²Strang, Ruth. Group Work in Education. New York: Harper and Brothers, 1958. pp. 17-20.

¹³Johnson, E. and R.G. Faunce. op. cit. p. 29.

the understanding and skill involved in the practice of democratic citizenship cannot be acquired from books alone. The school itself must become a laboratory in government, where a boy and girl can learn democracy by practising it. Since freedom and responsibilities should be inseparable, students must learn by doing, must experience the assumption of responsibility in discharging it successfully.

2. Developing leadership.

McKown suggests that the object of extra-curricular activities is to discover and develop special qualities and abilities. "Many qualities of leadership are developed through extra-curricular activities which could scarcely be learnt while sitting in a class simply by listening to the words of others", added Percival, writing of Quebec.¹⁴ Qualities of leadership are developed through leading. These activities also lead to improvement in such skills as shown in oral expression, group discussion and parliamentary procedures, as well as in general personality development.

3. Social adjustment.

Participation helps to develop emotional maturity by developing control of the competitive spirit and by

¹⁴Percival, W.P. "Extra-curricular Activities." The Educational Record of the Province of Quebec, Vol. LXVIII, 1952. p. 131.

making good sportsmanship a habit.

Social growth and competence are gained in the interrelationship of the students as they plan and carry out social affairs. As parents react by paying attention to student performance, better public relations and extended community interest are developed.¹⁵

Scott has rightly said,

And certainly the extra-curricular activities provide a tremendous setting for social co-operation. Here boys and girls are working together as they naturally will in life, once they are finished with school. They are learning how to get along with each other, listen to and respect each other, and what to expect from each other in real life situations.¹⁶

4. Worthy use of leisure.

With the advance of technology and automation in the 20th century, youth has much leisure time. There is thus a growing demand for well planned recreational, physical education and club programmes in schools.

Increased leisure may be either a threat or a promise. Wisely used leisure time may deepen interest, develop abilities, contribute to mental health and broaden social understanding.¹⁷

With each succeeding year, the worthy use of leisure becomes more important. With a working week consisting of thirty five hours or less of work becoming common practice, the adult of the future must know how to fill

¹⁵Yon, John F. "What do Activities Contribute?", School Activities, Sept. 1963. p. 21.

¹⁶Scott, Anne. "The Useful Extra-curricular Programs", School Activities, Sept. 1963. p. 218.

¹⁷Johnson, Edgar G. and Roland C. Faunce. op. cit. p. 116.

the hours in which he is not at work. Constructive use of leisure time assists in structuring a strong and positive society. The school provides an important element in giving opportunities for learning how to use such leisure time. Improperly used, adolescent energy will go to waste.

5. Exploration.

Each student has a set of gifts or aptitudes which we commonly refer to as his individuality. These qualities can be developed and discovered in those activities fostered specifically in club programmes. Many a young person has discovered his true self and had his life's purpose fertilized by membership in a special interest club. These

extra-curricular activities provide the vehicle for securing a broad look at possible vocations. Many students find interest in a club or an associated organization which appeal to them so much that they follow it through to a lifetime's work.¹⁸

The vocational relationship is particularly clear in such clubs as 4H and Future Farmers of America. The future scientist may discover his bent through chemical experiments. Until recent years, of course, career orientation was provided entirely by the home. Now the student no longer follows the occupation of his father. Social mobility, as well as the disappearance of many

¹⁸Yon, John F. op. cit. p. 20.

traditional forms of work, compel changes. The extra-curricular activity participation explores vocational as well as avocational avenues. These activities are not designed to kill time but to build a sterling character. In addition, students gain experience through such activities as publication, dramatics, science experimentation groups, athletics and music. These activities often promote the development of personal marketable skills that ultimately contribute to career success.

6. Development of school morale.

Activities contribute to the improvement of school discipline, to some identification with the purposes of the school. Because of the factual information gained from certain activities, there appears to be greater motivation to do better work in school, and to continue longer in school because the school as an institution and a focal centre has gained added meaning. This was clearly demonstrated in one Canadian study in Alberta.¹⁹

It is true that extra-curricular activities properly organized and administered offer an excellent means of developing that wonderful quality in a school which is called "school spirit". A programme of inter-school sports helps

¹⁹Chalmers, J.W. and R.E. Rees. "A Co-operative Study of High School Extra-Curricular Activities." Alberta Journal of Educational Research, Vol. IV, 1958. pp. 84-99.

to develop a good school spirit and loyalty to the school. One of the important values gained in co-curricular activities is the establishment of good pupil-teacher relationships. In the more informal atmosphere a mutual friendship and respect can be developed that enables the teacher to understand the pupil and the pupil to recognize the teacher as an ally and friend. The rapport that is fostered in a club or similar organisation can lead to a better over-all school morale.²⁰ Kelley has stated,

One value of extra-curricular activities that is often overlooked is that they accord young people a society of their own, a peer culture in which they can learn their own developmental tasks.²¹

Thus all activities are recognized as of potential educational value, just as all the experiences the child has while in school are considered as a part of the school curriculum. No doubt participation in extra-curricular activities places more emphasis on the personal, social, vocational, recreational and physical and aesthetic needs of the youth. They supplement the educational value of the formal school programme. These extra-curricular programmes have now been recognized as a training ground, a field experience, and as a laboratory for the personal, social, moral character and personality development of the pupils.

²⁰Yon, John F. op. cit.

²¹Kelley, Janet, A. Guidance and Curriculum. Englewood Cliffs, Prentice Hall, Inc., 1956. p. 206.

C. The supervision of extra-curricular activities.

Extra-curricular activities have become so much a part of the programme of the school and so complicated in their organization and operation that their success requires mature, trained leadership from teachers or other adults. There is not a single writer who would claim that such management of activities by pupils should be completely unguided. Staff guidance in an activity programme appears to be a necessity.

One of the pioneer authors, Koos, has given one major reason why it should form a part of a teacher's assignment. He said,

The pupils themselves are active primarily on the play level, which means that they are specially motivated by sheer pleasure in the activity. Without guidance to follow their impulses, they are bound to waste time in ill balanced activity.²²

No doubt the typical teenager lacks sufficient maturity to organize and carry out an activity by himself. Teenagers need experienced guidance to follow with confidence, and it is the duty of the adult adviser that he should sense when assistance is needed. By making small decisions under expert guidance, a youth grows by degrees to make more important ones. Therefore the teacher should stimulate student participation and canalise students' efforts into activities that have educational benefits. Hall has also justified this by

²²Koos, Leonard V. Administering the Secondary School. New York: American Book Co., 1940. p. 137.

suggesting that if pupils organize and direct, the role of the teacher becomes more that of a mentor or counsellor. From his more mature approach to the problem, the teacher should be able to guide the children away from the unexpected difficulties and to direct their enthusiasm along sound lines.²³

Ruth Strang has also strongly recommended that all student activities should have an adult sponsor who will guide but not dominate.²⁴ Benjamin clarified the sponsor's role in extra-curricular activities by saying,

the sponsor plays a different role in out-of-class-work where he teaches as though he taught not, for character is caught not taught. Hence sponsors must be carefully selected and trained.²⁵

The older viewpoint, which support a social pattern of imposed discipline, where the teacher took full charge of organizing, planning and directing has no place in the activity programme that we are concerned with here. The teacher should rather assume the role of counsellor and helper; he should enlist student help in programme planning and be human enough to say, "I don't know the answer, but let us work together on the problem." A friendly, sympathetic and enthusiastic teacher attitude is a prime necessity in this work.²⁶

²³Hall, C.W. "The Extra in Extra-curricular." The Educational Record of the Province of Quebec. Vol. LXVIII, No. 3. 1952. p. 133.

²⁴Strang, Ruth, op. cit. p. 45.

²⁵Benjamin, Harold. Co-curricular Activities. American Education. 5th Edn. New York: McGraw Hill Inc., 1964. p. 397.

²⁶Hanson, F. "Extra-curricular Activities in Music." The Educational Record of the Province of Quebec. Vol. LXVIII. No. 3. 1952. p. 154.

Morgan takes the view that faculty representatives should be seated away from the main group. Their principal role should be a consultant role, guiding not directing. In such meeting a real attempt should be made by the sponsor to stimulate freedom of discussion and to encourage the "we" feeling so vital to vigorous school councils. A relaxed permissive atmosphere should prevail.²⁷ McKown, an authority on extra-curricular activities, goes further,

For proper development a close personal contact with an interested, sympathetic, wholesome and competent individual is necessary. The school of the olden days was built around the teacher and the text book. The school of now is built around the contact of the teacher with the pupil.²⁸

The duties and obligations of a teacher towards the student and community are not fulfilled by closing the classroom door after classroom teaching. He can no longer escape his responsibility from sponsorship of student activities in his school. The direction and the supervision of these activities are considered a part of the regular programme and hence a natural obligation of the teachers. Extra-curricular activities cannot make a full contribution to the student as long as they are regarded either by the staff or by the pupils as an extension of work. Both should consider these extra-curricular activities as part of a school curriculum. If these

²⁷Morgan, Willar J. "Increasing the Effectiveness of the Student Council". School Activities. April 1964. p. 234.

²⁸McKown, Harry C. op. cit. p. 10.

activities provide valuable learning experiences for the students they also pay large dividends to the teachers. The play life of a pupil is more important to him than his academic work and when a teacher can take advantage of this fact to weave the two together, he has added honour and esteem to himself, from the pupils' point of view. Then apart from the social, educational and physical advantage to the pupil, extra-curricular activities help the teacher in his regular class work through improved relationships.²⁹

Rugg, in his study, found that teachers with a substantial record of participation in extra-curricular activities tended to receive higher salaries, secure better positions, go to large school systems, do more graduate work and receive better proficiency ratings than those with little or no record of participation.³⁰ This certainly indicates advantages to the teacher who participates.

It is through these activity programmes that a good pupil-teacher relationship is established. For the development of a mutual friendship and respect, necessary to enable the teacher to understand the pupil and the pupil to recognize the teacher as an ally and friend, some aspect of informality, of a non-classroom type of meeting, appears to be necessary.

²⁹Royal, F.H.T. "Organizing Extra-curricular Activities in a Consolidated School." The Educational Record of the Province of Quebec. Vol. LXVIII. No. 3. 1952, p. 173.

³⁰Rugg, E.U. "Summary of Investigations Relating to Extra-curricular Activities." Greeley: Colorado State Teachers' College, 1930.

The feeling of trust that is bred by understanding will lead pupils to confide in the teacher and to seek his help when help is needed. On an individual basis the competent teacher will draw the pupil out in a tactful manner, but something more than classroom contact seems to be required. In the use of sponsors, therefore, for student activities, this rapport, which seems to be encouraged by informality of contact, needs to be carefully nurtured. The related literature indicates that all extra-curricular activities should have a teacher adviser, and that sponsorship of extra-curricular activities is the prime responsibility of the teachers. Thoughtful administrative care is required to organize the whole programme in such a way that no teacher should feel himself unnecessarily burdened by such duties. Sponsors should be assigned on the basis of their background, training, interest and abilities. Ideally, selection of sponsors should be such that those teachers best fitted to do so, should be assigned to supervise such activities. But this fact of selection means that some teachers are not going to be involved. Does this produce any feelings of resentment on the part of those who do supervise against those who do not?

It has been a subject of debate in recent years whether or not teachers should be paid for sponsoring an activity. In the case of time consuming activities, it has been found that the most convenient time to schedule them is after school hours. Those sponsors therefore are required to put

in long hours after the end of the normal school day. Some schools have attempted to equate the after school duties and the time required, by reducing the class teaching schedules of those teachers, while other schools have tried to meet the excessive time problem by extra pay. Kratzman, in his Alberta study, recommended that the school administration should endeavour to secure teacher participation in the supervision of extra-curricular programmes, as an act of deliberate policy. He suggested that the sponsor and supervisor should be given relief in the form of a reduced teaching load rather than in the provision of extra remuneration. The effect of extra remuneration is not by itself very pleasing. It changes the relation between the student and the teacher; it may destroy the informal nature of the contact between the two. The teacher may be more concerned with the money to be received than the value of the duties to be performed. Among teachers it may be that competition develops for assuming sponsorship because of monetary reward, and so the less competent and less interested may undertake duties to which they cannot do justice.³¹ Such discussion however tends to ignore the relative amounts of basic pay and extra remuneration, which must enter into the decision of the teachers concerned.

Some schools, in order to get sponsors for their extra-curricular activities, have been approaching adults

³¹Kratzman, Arthur and A.W. Reeves. op.cit. p. 178.

not directly connected with the school, though most education authorities do not permit this practice. Many years ago, Masters, in a survey conducted in the 1920's, found it unwise to have outside individuals acting as sponsors. Since then there have been great changes in the relations between schools and their surrounding communities.³² Today's practice of fostering such relationships between school and community would be more likely to favour enlisting outside adults in school activities, though with a different principle in mind.

There is no doubt that sponsoring activities entails additional work, and members of staff who are not naturally interested in a particular activity have to be "persuaded" to assume extra responsibility. The reduction of teaching load is designed to help this persuasion. Sometimes they are freed from record keeping, and the performance of other school routines. Unless they get relief from other types of school work they claim they cannot discharge these additional duties with either zeal or efficiency. Relief given in this way, has tended to increase the acceptance of the extra-curricular activities into the regular school curriculum, and in return has encouraged the recruitment into the educational service of numbers of para-professionals, from clerks upwards.

³²Masters, Joseph G. "A General Survey of Practices in Four Year and Senior High Schools." 25th Year Book of N.S.S.E. Bloomington: Public School Publishing Company. 1926. p. 48.

In this way the question of supervision of school activities, whether regular or extra-curricular, has led to the enlargement of the numbers and kinds of personnel employed in schools today.

D. Student Participation.

As pointed out above there have been marked changes in the educational philosophies prevailing in North America during the past forty years. Others have noted that included in such changing philosophies have been changes in attitude towards student participation. Certainly, in the opinion of some, "the newer concept of student participation implied a kind of team work among faculty, administration and students, which would make participation by all three groups possible and appropriate."³³ Nowadays in virtually all secondary school systems it is accepted that the teaching programme is not complete without at least some modicum of extra-curricular activity. These may range from literary to athletic competitions, but student participation is definitely sought.

With the changing emphasis from subject to student orientation, society nevertheless looks to teachers and scholars to provide some direction for the activities necessary to develop all the skills of their children. Families have entrusted the school with almost every aspect of their children's lives, and now expect proper guidance in the newer areas.

³³Johnson, Edgar and Roland C. Faunce. op. cit. p. 31.

If extra-curricular activities are valuable adjuncts of the school it would seem highly desirable that all pupils should participate to at least some minimum extent in such activities. If things are good for one student, they are probably good for all students, it is urged. However, a survey of the related literature reveals that extra-curricular activities are accepted more in theory than in actual practice. Some schools in Canada and the United States have elaborate, carefully designed programmes while the more conventional schools offer only incidental programmes. Many factors capable of accounting for such lack of participation or for incomplete participation have been reported. The most frequently cited include the inconvenient hours at which meetings are held, the lack of time, working for meagre pay or unattractive offerings, inadequate home or school guidance, and the difficulties produced by large enrollments.³⁴

As to the extent of participation, a study made by Trump showed that approximately one fourth of the students did not participate in any activity during the period of study. As many as 40% of the boys and 30% of the girls took part in only one activity or none at all.³⁵ Kratzman found that student participation is highest in athletic activities which outnumber the non-athletics by four to one. However,

³⁴Hanson, Carl W. and P.W. Terry. op. cit. p. 424.

³⁵Trump, J.L. op. cit.

overall student participation is rather limited with from one fourth to one third of the school population taking part in the extra-curricular life of the school. Participation is neither markedly encouraged nor markedly discouraged in any of the Alberta Composite High Schools.³⁶ Chalmers in his "five schools project" found that 35% of the students did not take part in any extra-curricular activities.³⁷ Erickson, in a study in Minnesota schools, found that girls are more active than boys in student activities, although participation for both sexes is low, averaging only one student out of two in each of the schools studied.³⁸ Participation tended to be greater among the children from middle and upper socio-economic classes than from the lower classes.

The extent of participation depends also upon the sex of the student and the type of activities offered. In a study of ten high schools the percentage ranged from a low of 8.8 to a high of 92.6 for boys, and from 4.4 to 98.6 for the girls. Activities of a literary or dramatic nature tended to attract girls, whilst athletics and debating were more attractive for boys.³⁹

There is a strong inverse relationship between

³⁶Kratzman, A. and A.W. Reeves. op. cit. p. 177.

³⁷Chalmers, J.W. and R.E. Rees. op. cit. pp. 84-99.

³⁸Erickson, R.J. "Decision Making in School Activities." High School Journal. 47. Oct. 1963. p. 27.

³⁹Hanson, C.W. and P.W. Terry. op. cit. p. 425.

participation in extra-curricular activities and school size. Erickson found that larger schools failed to provide enough such activities even though they enroll the majority of all students in attendance.⁴⁰ This tendency for some students to carry heavy programmes of activities while others scarcely participate is widespread. To alleviate this situation some schools have attempted to both limit and encourage participation. Wise participants are encouraged to participate but students are encouraged not to monopolize the more responsible positions. Programmes of activities should be made more interesting to more students, by intellectually planning activities which can intellectually involve all the students, and by placing greater emphasis upon the service of the activity. Rewards for participation should be as great, but no greater, than those received for class participation. But should some form of school credit be awarded? This is an unresolved question.

The obtaining of a balanced programme depends upon the careful organization of the school administration. The more adequate and comprehensive the administrative organization, the more likelihood there is of clear formulation of policy and understanding of purpose. At least that statement has been made of conditions in Alberta.⁴¹

⁴⁰Erickson, R.J. Ibid. p. 23.

⁴¹Kratzman, A. "Descriptive Survey of Extra-curricular Programmes." Edmonton: University of Alberta. M.Ed. thesis. 1958. p. 18.

If it is necessary to encourage participation from some, it may be necessary also to limit the participation of others, so that a balanced programme emerges for each individual. Bossing has suggested two ways in which limitations may be imposed, whilst securing minimum participation from all students. One method involves setting a minimum participation requirement as a pre-condition of graduation from high school. The complementary approach requires setting an over all maximum participation in extra-curricular activities allowable in place of class activities.⁴² Justification of such a dual approach has come from Hanson and Terry. It secures adequate protection of scholarship, more equitable distribution of offices among students whilst maintaining the quality of leadership necessary. It also confines the limits of membership to numbers sufficient to ensure effective working groups.⁴³

Kratzman offered still another reason - that schools should be suitably represented in public competitions. This he preferred to the use of academic limitations (academic probation) which does not secure that a student will spend more time in the study of those areas in which he is weak, but which is desired by teachers who see it as a motivational force in academic subjects.⁴⁴ Academic probation is a questionable

⁴²Bossing. op. cit.

⁴³Hanson and Terry, op. cit. p. 425.

⁴⁴Kratzman, A. op. cit.

tactic for if participation in extra-curricular activities has value in its own right, then pupils should not be deprived of its value for other reasons, or for limited success in other directions.

Briggs has stated

whether a pupil is notably dull in his studies, clever, rich, poor, handsome or ugly, he should have an equal opportunity to be a member of a school organization. Pupils should not be barred from any organization by electing, or rejecting by a system of balloting.⁴⁵

One of the ways used for rejection is a points system. Equally a points system has been operated in some instances to secure participation by requiring a certain number of points from such activities for successful graduation. The dual problem of participation for many and limitation of the individual's ability to participate to an extent dependent solely upon himself poses the school with a formidable task. Perhaps the best limitations are those which the individual imposes upon himself as a result of the guidance he has received, on an individual basis, and preferably arising from other extra-curricular activities, suitably sponsored.

E. Scheduling the Programme.

Proper scheduling is an important determinant of the extra-curricular activity programme. Thoughtful administrative care is necessary to ensure that maximum educational value

⁴⁵Briggs, T.H. "Extra-curricular Activities in Junior High School." Educational Administration and Supervision. No. 8. January, 1922.

is obtained by the participants. Equally, care and thought are necessary to see that the schedules permit the widest participation. Nevertheless clubs and athletic programmes are often scheduled in out-of-school hours, effectively barring from participation many young people who have responsibilities at home or who hold out-of-school jobs, or who must travel by buses which are scheduled to leave immediately after the close of school. The question therefore arises as to the most suitable time for these activities which are unquestionably so important.

One widely held theory is that although they are called extra-curricular they should be given a definite place in the daily school programme. Scheduling them in regular periods not only offers all students the chance to participate but gives dignity and official sanction to them, and this brings a correlative demand that this time be profitably spent. Trump has given support to such a suggestion, in order that all students may have the opportunity to participate.⁴⁶ Ruth Strang, for a different reason, has also recommended that extra-curricular activities should be open to all who would profit, rich students, poor students, of high or low intelligence, students who are failing in some subjects as well as those making a good scholastic record. She argues that since the individuals with the lowest socio-economic

⁴⁶Trump, T.L. op. cit. p. 160.

status usually have the least leisure time, because of home duties or for other reasons connected with the home, it becomes necessary to schedule these activities within the school day.⁴⁷

Kelley states the case for regarding extra-curricular activities as a social laboratory. It is as wrong for a teacher or student to have to take his social laboratory home as it would be to take his science laboratory home. There should be no need for extra-curricular advisors to have to develop this social laboratory after school hours or in their own homes in the evening. The time required should be found within the regular school schedule.⁴⁸ It would be necessary to add that some activities forming a part of this social laboratory would tend to spill over into homes and other locations. The important point would be that they originated within the school context.

Even within a school schedule there is a sub question - should the activities be given a fixed period on the time table? Certainly for a school where any considerable proportion of its students arrive by bus, scheduling within the limits set by bus arrivals and departures becomes imperative. Millar, Moyer and Patrick feel that flexible scheduling

⁴⁷Strang, Ruth. op. cit. p. 45.

⁴⁸Kelley, Janet A. op. cit. p. 211.

within these limits is sound both educationally and administratively.⁴⁹ McKown adduces two reasons, already noted by others, why these activities should be scheduled in school time, the opportunity for all students to participate, and the addition of dignity to the proceedings by virtue of the school's approval and sanction. He inclines to the opinion that the nature of the activity, athletic or dramatic, for example, may play a large part in determining the actual time at which they are held.⁵⁰ Bringigon indicated that students themselves prefer to have the majority of extra-curricular activities held within the regular school schedule, though this is not a surprising outcome. The exception, for them, would be social functions.⁵¹ Strang adds one other incidental reason for within-school scheduling,

Scheduling an active period during the school day emphasizes to parents and to students the importance of the informal curriculum and helps to break down the barriers between the curricular and the extra-curricular.⁵²

On the basis of the above arguments it must be concluded that schools should include an activity period in the regular school day, scheduled to offer the least possible conflict with other work, with bus schedules, and maximizing the

⁴⁹Millar, Franklin A., J.H. Moyer and R.B. Patrick. Planning Student Activities. Englewood Cliffs: Prentice Hall Inc., 1956. p. 82.

⁵⁰McKown, H.C. op. cit. p. 18.

⁵¹Bringigon, H.F. "Pupil Attitudes Towards Extra-curricular Activities." School Review. 63. Nov. 1955. pp.432-437.

⁵²Strang, R. op. cit. p. 49.

possibility of student participation. For schools with communal dining facilities, or where a large proportion of children remain at school at midday, the noon hour offers many possibilities. A welcome trend appeared to be the allocation of one period per day for each of four days for such activities, the activities being on a rotating basis. In this way, most of the factors which limit participation in student activities can be removed by careful planning.

The problem still remains in some of the older schools that their school building is not suited to many extra-curricular activities. But Fretwell's famous statement,

it is the business of the school to organize the whole situation so that there is a favourable opportunity for everyone, teachers as well as pupils, to practice the qualities of the good citizen, here and now, with results satisfying to the one doing the practising,⁵³

is applicable to both curricular and extra-curricular activities alike. The administrators and the teachers have the responsibility of examining the whole school situation for those experiences contributing to pupil growth, and to provide for each such activity the conditions, within that school, most favourable to making the maximum contribution.

Included in the facilities which the school may expect to provide are rooms for group meetings, which give an atmosphere conducive to business-like transaction of the society's affairs, some private files for record purposes,

⁵³Fretwell, E.K. Extra-curricular Activities in the Secondary School. Boston: Houghton, Mifflin, Co., 1931. p.2.

space for magazine displays, storage space for books, stationery and typewriters. McKown has noted that lack of such facilities detract from the dignity and importance of extra-curricular activities, leads to the dissipation of energy, and promotes correlative careless and slipshod procedures.⁵⁴ In actual practice most school sites are too small to provide adequately for the demands of continually expanding educational programmes. Inadequate facilities for extra-curricular activities can be attributed in part to school boards which have insufficient funds and in part to school trustees who are ill-informed about or out of sympathy with the aims and purposes of such activities. Other forces are increasing the speed at which schools are being regionalized, and the day of the inadequately financed small school board appears to be over. The major obstacle against adequate development of extra-curricular activities in the newer schools will be lack of information about the values and implications of such activities in the production of the citizens of tomorrow.

F. Financing the Programme.

No activity programme can be operated without funds of some kind. Whilst not all activities are expensive, some, such as athletics and bands, require expensive equipment.

⁵⁴McKown, H.C. op. cit. p. 17-25.

The question then becomes one of asking who should bear the necessary expenses. If each student is required to pay for the activity he selects, then many students would be denied the opportunity to participate in band or orchestra groups. This would be in direct contradiction of the equal access to education, in its widest sense. If every individual has the right to equip himself with the best all round education, and if extra-curricular activities form a significant part of such education, can a student be required to pay for such activities? On the other hand, there is a belief in many parts of North America that support for such activities which are not participated in by all, represents a socialist or communist viewpoint. If a person wants something not provided by the community he should be willing to go out and earn the money necessary to pay for it. Having the money to pay for it then becomes equated with the right to have it, and, obversely, not having the money to pay for it means not having the right of access to it.

Hand, in his study in Illinois schools, revealed that the boys and girls of the upper socio-economic group participated in extra-class activities about twice as much as those in the lower socio-economic groups. In one school the ratio was as extreme as 6.5 to 1.⁵⁵ Riley introduced a denominational note in his dissertation. He found that diocesan

⁵⁵Hand, Harold C. "Principal findings of the 1947-48 Basic Studies of Illinois Curricular Programmes." Springfield: Office of the State Supt. of Public Instruction. May, 1949. p.26.

Catholic schools which had to keep school costs as low as possible, were not able to offer the programmes which could compare with those of better financed programmes, as found in the private schools which charged higher tuition fees and activity fees.⁵⁶ On a somewhat exhortatory note Johnson and Faunce have argued

if extra-curricular activities are really a part of the educational programme, it appears illogical and discriminating to levy fees, charging admissions, make assessment, or in any other way attempt to make the individual student bear the financial burden of the programme.⁵⁷

Despite such statements it is the general practice in the public schools of North America that a large proportion of the expenses incurred in extra-curricular activities should be paid by the pupils themselves. They raise funds by money making enterprises such as candy sales, fairs and carnivals, by showing motion pictures and by instituting a minimum activity fee. One such plan which has become popular is the activity plan ticket. A student signs a form of contract with an initial payment of twenty five cents, which entitles him to an activity identity folder containing his photograph. Each week thereafter he pays, in his home room, a fee of ten cents which entitles him to attend certain activities in that week. This particular plan is favoured because it yields a

⁵⁶Riley, Edward F. "Extra-curricular Activities Programme in the Catholic High Schools." Catholic University of America. Unpublished Ph.D. dissertation. 1954.

⁵⁷Johnson, Edgar G. and R.F. Faunce. op. cit. p. 327.

fixed income, from subscriptions, which leads to better budgeting. It tends to supplant the holding of special efforts and campaigns for funds. On the other hand some would claim merit in the organization of such a campaign to raise funds. However, it has the marked advantage of having increased participation in the schools which have adopted it.

G. Evaluation.

Evaluation has been recognized as an integral part of the educational process. Any educational programme has to undergo three steps in its effective development, i.e. planning, putting the plan into effect and appraising the results. Extra-curricular activities are no exception to this rule. Some measure of evaluation must also take place before they are introduced. Enthusiasts seeking to introduce such programmes have often concentrated on only the first two stages. This leaves them open to the charge of "jumping on a band wagon". No great results can be expected from the routine introduction of a programme of extra-curricular activities into a school's offerings without a clear analysis of the purpose such a programme should serve, and then the evaluation of the results in terms of those stated purposes.

Lack of systematic evaluation creates several problems. First and foremost, it is difficult to know what activities are of most potential worth in meeting the needs of youth, and whether the forms of activity should change to meet

changing needs. Unruh has noted

A careful evaluation is one defensible basis for the elimination or inclusion of any activity in the programme. It is not necessary that every activity be evaluated every year in rigorous and comprehensive fashion; but it probably is necessary that each year certain ones of the activities be rigorously evaluated and at stated intervals the entire programme should come under close scrutiny.⁵⁸

Evaluation should be planned to reveal evidence regarding the extent to which the real life needs of students are being served. Trump has suggested that the first requirement is for a systematic analysis of individual and group growth and developmental changes resulting from participation.⁵⁹ Johnson and Faunce have defined some of the characteristics for the evaluation of extra-curricular activities. There is a process of observing, recording and appraising significant changes in individuals and groups and the effectiveness of organized effort in achieving desirable changes.⁶⁰ We must learn what is happening to the individual member of a club. We have to appraise the effectiveness of the various student organizations, individually and collectively.

Working with a seminar group of twenty high school principles and graduate students in educational administration, Unruh began a discussion of how extra-curricular changes

⁵⁸Unruh, Adolph. "Improving Extra-class Activities." School Activities. January, 1964. p. 141.

⁵⁹Trump, J.L. op. cit. p. 163.

⁶⁰Johnson, Edgar G. and R.F. Faunce. op. cit. p. 344.

could be introduced, and how they could be validated. The seminar agreed on six criteria:

1. the activity must provide optimum educational value.
2. the activity must satisfy student needs.
3. the activity must be socially acceptable.
4. the activity must serve and promote democratic ideals.
5. the activity should have carry over value.
6. the activity must not be excessively costly, either to the student or to the school.

It will be noted that these criteria are in very general terms, and have not been operationalized. Even without this there appears to be little apparent effort by administrators to match their programmes against even such general prescriptions. Community pressures and traditions are more likely to determine the initiation or retention of an activity. Unruh concludes

One of the weakest links in the extra-class activity programme is the evaluation process. Without evaluation it would be impossible to improve the programme, to upgrade the content and to organize the activities on any sequential arrangement. Educational values will remain at a relatively low level unless there are actually built in processes for evaluation which provide for increased educational attainments and achievement. If the activity does indeed provide the values which have often been argued for it, it is essential that each and every activity in the entire programme be as rigorously evaluated and appraised as is each course in the curriculum.⁶¹

⁶¹Unruh, A. op. cit. p. 143.

The foregoing review of the literature was based upon material available at the time the study was started. There is no doubt that the rapidity of change since then has left much of the material completely out of date. Despite this, there is some hope that the main headings used in the review would still be capable of encompassing much of what is now available, save only for the increasing politicization of the high schools, particularly in the later years.

CHAPTER III

THE PROBLEM, METHOD OF STUDY, AND SOURCES OF INFORMATION

The problem to which this thesis addresses itself has already been stated. To quote,

the present study is limited to a consideration of extra-curricular activities in certain of the Protestant high schools within or adjacent to the Island of Montreal. A comparison is then made with extra-curricular activities in Pilani schools in India. The study is reported within an administrative framework.¹

It should be added that the Montreal portion of the study was carried out in 1963-64, and the Pilani study was made after returning to India.

A sample of five high schools of Montreal was selected in the search for information on the general nature and organization of extra-curricular activities in Protestant high schools of the district of Montreal. All the five schools, Northmount and Mount Royal High Schools of the Protestant School Board of Greater Montreal, Beaconsfield High School of West Island area, Macdonald High School of the Macdonald School Board and Hudson High School of the Hudson School Board of Protestant Education, were visited by the author. The survey was conducted by means of a structured

¹vide supra. p. 6.

interview with the Principals of the schools and by means of questionnaires sent to a random sample of ten sponsors and 100 student leaders of each of these schools except for the Hudson High School, where the number of student leaders was reduced to 50 because of the small number of students in the High School section. During the visits to those schools, the author had an opportunity of meeting most of the important members of the staff, and student leaders, who were directly involved with the extra-curricular activity programme of the schools. Documents such as the Yearbook, school newspapers, the constitution of the Student Council, Daily Bulletin, List of awards, and the Handbook for Teachers of Protestant Schools of the Province of Quebec, were also studied. The visit to the schools and the opportunity of getting direct contact with the important personnel connected with the extra-curricular activities of Montreal schools, enriched the author's experience and helped to give a truer and fairly clear picture of the practice of extra-curricular activities in Montreal schools current at that time. The author also attended a few club meetings at these schools such as United Nations and Dramatic Club meeting of Northmount High School, Swimming Club meeting of Mount Royal High School and the Junior Red Cross Club of Hudson High School.

As noted above, the structured interview and questionnaires were the major measuring instruments. The structured interview followed a pattern adopted earlier by Kratzman (vide

supra], and as a preliminary to its modification for use in Quebec, trial applications were made on some graduate students and members of the Faculty of the then Institute of Education. Similarly, questionnaire modifications were submitted for inspection to individuals familiar with Quebec practices. Details of the version used are provided in Appendices A, B and C. Copies of Daily Bulletins are also appended.

In the preceding chapter the literature available at the time of the study was surveyed, and seemed capable of being examined under seven headings, the first of which was a brief historical review, to place the whole topic in some perspective. The six headings remaining served to structure the interviews with school principals. Additional information was secured on central organization, the co-ordination of activities, and the actual execution of the programmes. These eight sections, or topic heads, are treated in more detail below.

1. Central organization of the activity programme: This included the information about the actual activities sponsored in the school and the basis of their initiation, the existence or not of a written constitution for the Student Councils, the administrative structure for the operation of the programme and the part that Student Council plays in the administration and initiation of the programme, and the way in which the records of extra-curricular activities were kept in each school.

2. Supervision of the programme: Enquiries were made about the nature of home room organization, the school's policy of supervision, the selection of sponsors and their training, the percentage of staff members taking an active part in extra-curricular activities, the provision for balancing a teacher's load by allowing time free from instructional duties in return for activity sponsorship and the use made of student sponsors.

3. Student participation: Information was sought regarding the number of students participating in each activity, whether the participation was encouraged, discouraged or controlled by the faculty, the existing extra-curricular awards and the responsibility for decision making in limiting, encouraging and rewarding participation. The basis of selection of student leaders was also desired.

4. Financing the programme: Included in this section was information on the cost of operating an extra-curricular programme, the distribution of the cost, the organizational financial structure, the source of funds, the manner in which the funds were allocated to various activities and the checks and balances placed upon school financing of extra-curricular programmes.

5. Evaluation of the programme: Questions were asked to see whether there were any goals formulated for extra-curricular programmes to achieve, and was any provision made by the school authorities to assess the worth of an activity as

seen by students and staff members.

6. Scheduling: Facts were gathered about the manner in which the activities were scheduled, e.g. on a yearly basis or on a daily basis, the time and place of meeting and the most common meeting place for activities.

7. Coordination of activities: It was felt important to ask whether there was any coordination between the school and other youth service agencies, to avoid duplication of efforts.

8. Execution of programme: Principals were also asked to state if they had any major problem in providing an adequate extra-curricular programme and the possible means by which those problems could be overcome.

After the structured interview of the Principals, the questionnaires were sent to 10 sponsors chosen at random from the sponsors of the extra-curricular activities of each school, to provide the necessary information. The sponsors were requested to give both information and their own points of view about the types of activities they sponsor, the subject matter they teach, the time they spend in conducting that activity, their teaching experience and the background on which they were selected to sponsor that activity, their opinion about the training given by Teachers' Training Institutions in relation to sponsorship of that activity, their ideas about their selection for that particular activity and the reason why they were chosen. Teacher sponsors were also

given a list of values which the school ascribed to the programme and they were requested to evaluate the amount of benefit that accrued to the student community. They were also requested to give suggestions for the improvement of extra-curricular activity programmes in their respective schools where they thought that was possible.

After the Principals and Sponsors, Student leaders are the most important persons who take active part in organizing extra-curricular activities in the school. These extra-curricular activities are actually student activities, so the viewpoint of student leaders, who are the representatives of the student body, is most essential in the investigation in this field. 100 student leaders from each of the four high schools and 50 from Hudson High School, where there were only 250 students in the secondary section, in comparison to the other four schools where the number of students vary from 1000 to 1,500, were requested to complete a questionnaire which was sent to them by mail. This was done to reduce possible bias due to presumed direct school influence, and possible future action. They were requested to give their grade, sex, programme of studies and their average grade standing and also their degree of participation in the extra-curricular programmes of the school. Their ideas about the stated values of extra-curricular activities and suggestions for their improvement were also solicited.

The questionnaires addressed to sponsors and student leaders consisted of objective questions and they were

requested to check the most suitable answer in the questionnaires. This, too, follows the general pattern advocated by Kratzman.²

The same method was used in the three secondary schools of Pilani, a structured interview with the principals, followed by questionnaire study of sponsors, followed in turn by a questionnaire given to student leaders.

The data from the two separate investigations, one in Quebec and one in Pilani, were tabled for purposes of comparison. As a result it was possible to consider future implications for Pilani, and to frame suitable recommendations.

²Kratzman, Arthur. "A Descriptive Survey of the Extra-curricular Programmes of the Composite High Schools of Alberta." M. Ed. thesis. University of Alberta. 1958.

CHAPTER IV

ANALYSIS OF QUESTIONNAIRE RETURNS AND INTERVIEW REPORTS.

This survey was designed to ascertain a general, somewhat approximate picture of the total student participation in extra-curricular activities. Most of the data has come from the structured interview with the Principals of the five schools and with certain individual teachers who had a large share of the responsibility of extra-curricular programmes. The activities offered during 1964-65 academic year in the following five schools viz.,

- A. Macdonald High School,
- B. Beaconsfield High School,
- C. Mount Royal High School,
- D. Northmount High School and
- E. Hudson High School

are included in this report, which is classified into the following categories:

- A. TYPES OF ACTIVITIES
- B. SUPERVISION OF THE ACTIVITIES
- C. STUDENTS' PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES
- D. FINANCING OF THE EXTRA-CURRICULAR PROGRAMMES
- E. MISCELLANEOUS ASPECTS OF THE ADMINISTRATION OF EXTRA-CURRICULAR ACTIVITIES.

A. TYPES OF ACTIVITIES

The following aspects have been analysed for the types of activities held in the five Montreal schools under study.

1. Actual Activities Sponsored: All the schools studied seemed to have a sufficient number of activities. All these different types of activities, offered in these schools, have been divided into the following seven groups:

(a) Inter Scholastic Athletics: These are well planned and supervised sports in which inter school competitions are held on league basis. These sports are supervised by the School Board and Physical Education Department of Montreal. The Physical Education Department arranges coaching if it is needed.

(b) Intra Mural Athletics: These sports are organised, planned and operated within the supervision and administration of one particular school without being in any way related to or dependent upon similar activities in other schools. These activities offer opportunities to many students who do not get chances in Inter Scholastic Athletics.

(c) Athletic Clubs: These are the clubs which are organised within the school and are run on a membership basis. These clubs are organised around some particular athletic skill or skills, e.g., Golf clubs, Swimming clubs and Chess clubs, etc.

(d) Non Athletic Clubs: These are the clubs which place emphasis more on non athletic activities and are usually subject or service centred clubs, e.g. Chemistry Club, U.N.O. club, A.C.C. etc.

(e) Publications: These are the activities associated with the publications of the School Year Book, Periodicals and Newspapers, etc.

(f) Administrative Activities: These are the activities which sponsor students to perform executive duties in their own administrative bodies, e.g. Prefect Board etc.

(g) Social Activities: These include the activities such as dances, fashion shows, etc. These are planned social events but are not sponsored by any of the affiliated clubs.

Table I lists the numbers of activities under each category or group and also indicates the actual number of schools out of the five schools which sponsored the particular activity for the year 1964-65.

It was found that in five Protestant Board Schools of Montreal, 119 kinds of activities were offered with a total of 273 individual offerings. 8 athletic and 8 non athletic activities as shown in Table II were common to all schools, while 152 activities expressing 56% of the total number offered were athletic in nature. The number of activities offered in the individual Protestant Board High Schools of Montreal

ranged from 18 to 42. The factor which determines the number of offerings is not the enrollment in the school, as the school with the smallest enrollment (Hudson School) has, comparatively, a large number of activities as shown in Table III.

TABLE I

KINDS OF ACTIVITIES OFFERED IN FIVE PROTESTANT
BOARD HIGH SCHOOLS OF MONTREAL.

<u>Group</u>	<u>Activity</u>	<u>No. of Schools with this activity</u>
(a) Inter Scholastic	Basketball (Boys)	5
	Basketball (Girls)	5
Athletics	Volleyball (Boys)	3
	Volleyball (Girls)	5
	Ice Hockey (Boys)	4
	Ice Hockey (Girls)	2
	Badminton (Boys)	1
	Badminton (Girls)	3
	Soccer (Boys)	4
	Soccer (Girls)	4
	Track & Field (Boys)	3
	Track & Field (Girls)	2
	Swimming (Boys)	2
	Swimming (Girls)	2
	Football (Boys)	5
	Wrestling (Boys)	3
	Tennis (Girls)	1
	Curling	1
	Skiing	3
	Golf	1
	Floor Hockey	2
	Cross Country	1

TABLE I, CONT'D.

Group	Activity	No. of Schools with this activity
(b) Intra Mural Athletics	Basketball (Boys)	5
	Basketball (Girls)	5
	Volleyball (Boys)	3
	Volleyball (Girls)	5
	Ice Hockey (Boys)	4
	Ice Hockey (Girls)	2
	Badminton (Boys)	1
	Badminton (Girls)	4
	Soccer (Boys)	4
	Soccer (Girls)	4
	Track & Field (Boys)	3
	Track & Field (Girls)	2
	Swimming (Boys)	2
	Swimming (Girls)	2
	Curling (Boys)	3
	Curling (Girls)	1
	Football (Boys)	5
	Wrestling (Boys)	3
	Skating	3
	Skating	1
	Water Polo	1
Floor Hockey	2	
Cross Country	1	
(c) Athletic Clubs	Badminton (Boys)	1
	Badminton (Girls)	4
	Cheerleaders	3
	Curling	4
	Skating	3
	Golf	1
	Tennis	1
	Wrestling	1
	Judo	2
	Gymnasium (Boys)	1
	Gymnasium (Girls)	1
	Water Polo	1
	Skating	1

TABLE I, CONT'D.

Group	Activity	No. of Schools with this activity
(d) Non Athletic Club	<u>Subject Centred</u>	
	Literary & Debating	5
	Art	3
	Typewriting	2
	Business Education	1
	Driving Course	2
	Mathematics	2
	Physics	1
	Circle Française	2
	Social Science	1
	Woodworking	1
	<u>Service Centred</u>	
	Red Cross	5
	School Shop	1
	Army Cadet Corps	1
	Nursing	1
	Key	1
	Inter School Christian Fell.	1
	Library	1
	Literary	1
	Technical Service Group	1
	Sway Club	2
	Students Volunteer Group	1
	Brownies Club	1
	Scouts & Girls Guides	1
	U.N.O.	2
	<u>Recreational & Hobby Centred</u>	
	Photography	4
	Drama	5
	Chess	3
	Orchestra	1
	Band	3
	Music & Chorus	2
	Glee	2
	Bridge Cards	1
	Coin	1

TABLE I, CONT'D.

Group	Activity	No. of Schools with this activity
(d) Non Athletic Club (Continued)	<u>Recreational & Hobby Centred (Cont'd.)</u>	
	Radio	1
	Stamp	1
	School Excursions	2
	Folk Dance & Song	2
(e) Publications	Year Book	5
	Newspaper Quarterly	3
	Daily Bulletin	2
	School Magazine	2
(f) Administrative	Student Council	5
	Home Room	5
	Prefect Board	3
	House League	5
	Cultural	1
	Publicity	1
	Freshman Reception Council	1
	Scholarship Fund Committee	1
	Guidance Council	1
	Social Committee	1
(g) Social	Awards Night	5
	Band Concerts	5
	Dance	3
	Fashion Show	1
	Operettas	5

TABLE II

COMMON ATHLETIC AND NON ATHLETIC ACTIVITIES
IN FIVE PROTESTANT BOARD HIGH SCHOOLS OF MONTREAL.

No.	Athletic	Non Athletic
1	Football	House League
2	Basketball	Home Room
3	Volleyball	Student Council
4	Soccer	Year Book
5	Cheer Leaders	Drama Club
6	Ice Hockey	Chess Club
7	Track & Field	Red Cross
8	Badminton	School Dances

TABLE III

ACTIVITIES RESTRICTED TO INDIVIDUAL SCHOOLS
AMONG THE FIVE PROTESTANT BOARD HIGH SCHOOLS, MONTREAL.

No.	A Macdonald H.S.	B Beaconsfield H.S.	C Mount Royal H.S.	D Northmount H.S.	E Hudson H.S.
1.	A.C.C.	Band	Scholarship Fund	Prefect Board	Cercle Français
2.	Social Club	Fashion Show	Sway Club	Coin	Stamp
3.	Technical Service	Key Club	Library Club	Cultural	Freshman Reception
4.	-	Nursing	Students Volunteer	Water Pojo	Brownies Club
5.	-	Literary	-	Orchestra	Scouts & Guides
6.	-	-	-	Business Club	Gymnasium
7.	-	-	-	Skating	Guidance Council
8.	-	-	-	-	Wood- working

2. Initiation of the extra-curricular programme: It has been observed that the basis for the initiation of the extra-curricular programme in all the five Protestant Board High Schools of Montreal is the same. The following factors were found to be significant in determining the continuance of extra-curricular activities in these schools:

- (a) Many activities continue year by year because of traditions. These activities were introduced a long time ago and it is very difficult for a Principal to break the traditions or cut the activity, all of a sudden.
- (b) The extra-curricular activities are initiated for the general widening of the students' interest. When the students show interest for a particular activity that activity is introduced.
- (c) Staff interests and their qualifications are strong influences for the initiation of a particular activity. Principals are very particular that any activity should only be introduced if there is a qualified and a willing sponsor.

3. Organizational Administrative Structure: The organizational administrative structure for the operation of the extra-curricular programme or activity is very much the same in all the five Protestant Board High Schools of Montreal. The Principal is the main authority or the main director of the programme. There are elected student bodies for every extra-curricular activity and these work under the jurisdiction of the elected Student Council. The Principal and the President of the student council are concerned with every facet of administration in every activity. Teachers are primarily concerned with the supervision of their own particular

activity. They receive administrative guidance from the Principal through the student body. There are mainly two types of organizational administrative structure in the five Protestant schools and these can be explained by the following two tables, Table IV and Table V.

TABLE IV

ORGANIZATIONAL STRUCTURE IN A, B, C, & E SCHOOLS
OF PROTESTANT BOARD HIGH SCHOOLS OF MONTREAL

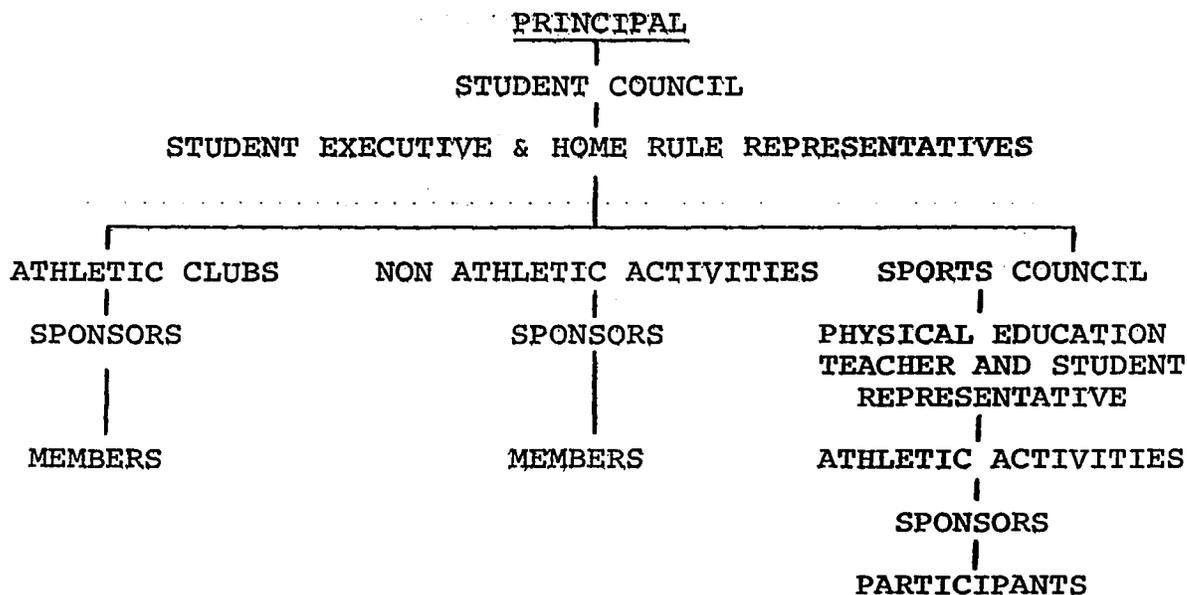
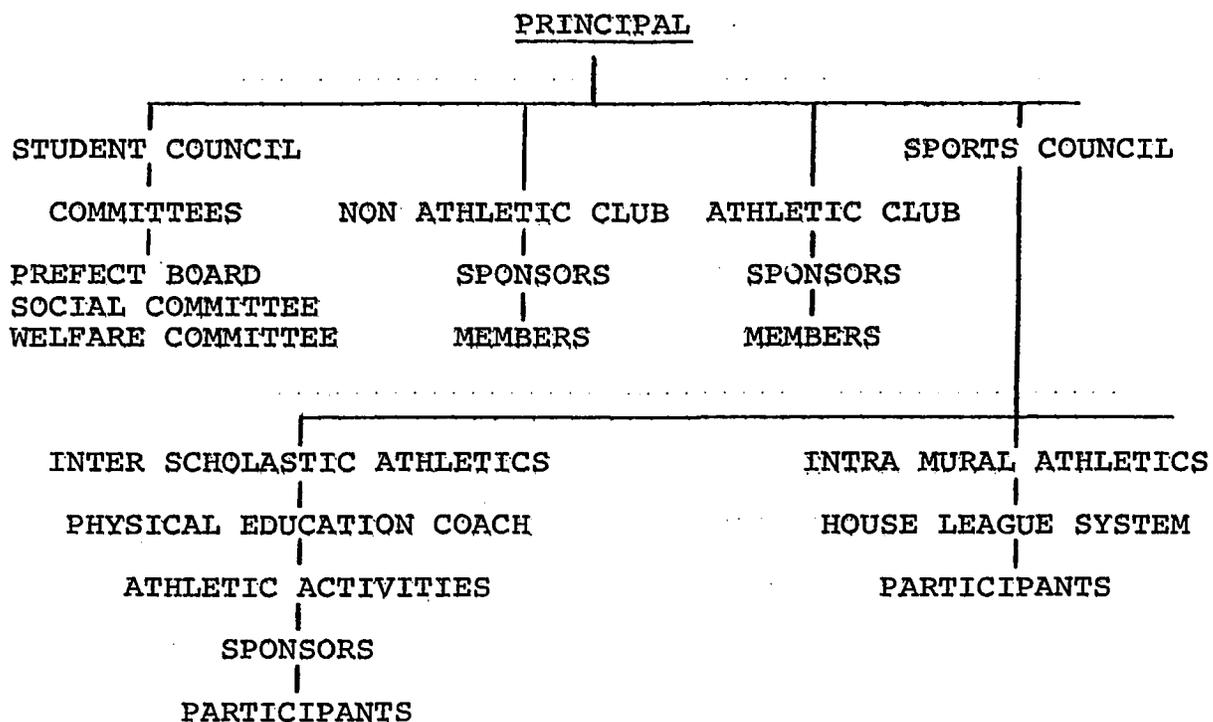


TABLE V

ORGANIZATIONAL STRUCTURE IN D (NORTHMOUNT) SCHOOL
OF PROTESTANT BOARD HIGH SCHOOLS OF MONTREAL.



B. SUPERVISION OF THE ACTIVITIES

In the survey regarding the supervision of the extra-curricular activities in the five Protestant Board High Schools of Montreal the Principals and ten teachers who were actively engaged as sponsors of extra-curricular activities in each of the five schools were interviewed according to the questionnaire (Appendix A and Appendix B) and the returns were scrutinized. The analysis reveals the answers to the following questions concerning the supervision of activities:

1. What percentage of teachers are actively engaged in sponsorship?
2. What are the philosophies concerning the teacher sponsorship?
3. How are the teachers assigned to the sponsorship of extra-curricular activities?
4. Do teacher-sponsors consider themselves suitable to supervise the activities they sponsor?
5. What background do sponsors have that fits them for the supervision of extra-curricular activities?
6. How are activities weighted in order to balance the load of supervision?
7. What consideration do teacher-sponsors favour with respect to remuneration or to reduction of their regular teaching load?

1. Degree of sponsorship:TABLE VITEACHERS ENGAGED IN SPONSORSHIP OF EXTRA-
CURRICULAR ACTIVITIES IN FIVE PROTESTANT BOARD HIGH SCHOOLS

<u>Schools</u>	<u>Percentage of teachers</u>
A.	50%
B.	85%
C.	80%
D.	50%
E.	60%
	Mean = 65%

The above table reveals that the degree of sponsorship varies from school to school. 65% of all the teachers were the sponsors of activities. The range on an individual school basis was from 50 to 85 percent which means that more than 50% of the staff sponsor one or the other activity in all the five schools. In two schools the percentage is quite high as 80% to 85%.

2. Philosophies concerning sponsorship: Philosophies concerning the teacher sponsorship in all the five schools of the

Protestant Board High Schools of Montreal are almost the same. In the structured interview all the Principals of the five schools were unanimous in their view that every activity must be supervised by a member of the staff. A staff-sponsor is a "must" with every activity though he may be just an advisor. It matters little whether the staff members volunteer themselves or are persuaded by the Principal to sponsor that activity. From the interview it was found that 83% of staff sponsors took sponsorship of a particular activity because of their own interest. It is a part of a teacher's responsibility and duty to assist the extra-curricular programmes.

In five schools of Montreal no definite policies regarding the supervision of extra-curricular activities were laid down. In two schools (A and C) there is a provision of inservice training but to a very small extent. In the other three schools there is no inservice training programme. The new staff members get guidance from an experienced sponsor.

3. Assignment of Sponsors: As stated earlier 83% of the staff members volunteered themselves for sponsoring the activity. The reasons for volunteering their services to supervise the extra-curricular activities are shown in Table VII. 50% of teachers volunteered because of their interest in the subject matter of the activity while the remaining did so because of different interests. The 13% of the teachers (as 4% did not reply) who did not volunteer to supervise the activity, were

chosen either because of their teaching subject, or to give every teacher a share in supervising extra-curricular activities.

TABLE VII

SPONSORS' REASONS FOR VOLUNTEERING AND FOR BEING
ASSIGNED SUPERVISORY DUTIES IN FIVE PROTESTANT SCHOOLS.

<u>NO.</u>	<u>REASONS FOR VOLUNTEERING</u>	<u>PERCENTAGE OF SPONSORS</u>
1.	Interest in the subject matter of the activity.	50%
2.	Administrative interest.	5%
3.	Genuine desire to share the load.	10%
4.	Part of a teacher responsibility.	15%
5.	Recreational interest.	10%
6.	Miscellaneous reasons.	10%

4. Suitability to the Activity: The sponsors were asked whether they felt that they were best fitted to the activity which they were sponsoring. The replies given were as follows:

YES ----- 78%

NO ----- 4%

As well as any -- 18%

Since it has been indicated in earlier paragraphs that 83% of these teachers entered as supervisors by their own choice, the small percentage of "No's" is an expected outcome. It is a matter of significance and importance for the administration of activities that the majority of the teachers who supervise extra-curricular activities are suited to the sponsorship.

5. Background for Sponsorship: All the five Protestant Board High Schools of Montreal which were surveyed had no programme for the orientation of new members of the staff in terms of extra-curricular duties. They did not have any provision for inservice training, except coaching received in inter school teams. These schools have two coaches, senior and a junior one. The junior coach receives the job training. The background, which in the opinion of the sponsors themselves, best fitted them for the sponsorship, is indicated in the following table. As shown in the Table VIII about 46% of the teachers indicated that they had received significant help through the participation in similar activities at the high school or college level. 25% got help through university instructions.

TABLE VIII

BACKGROUND OF EXPERIENCE & TRAINING FITTING TEACHERS
FOR SPONSORSHIP OF EXTRA-CURRICULAR ACTIVITIES IN THE FIVE
PROTESTANT BOARD HIGH SCHOOLS OF MONTREAL.

No.	Experience or Training	Percentage of Sponsors
1.	Participation in similar activities at the High School or College levels.	46%
2.	University courses.	25%
3.	Experiences as a leader of a similar activity beyond the school building.	8%
4.	No experience or training in particular.	4%
5.	Miscellaneous experiences.	7%
6.	No reply.	10%

The question whether teacher training institutions give stress to extra-curricular programmes in their preparation of teachers who are destined to become sponsors, revealed the following responses from the five Protestant schools of Montreal:

- (a) Too little ----- 63%
- (b) Adequate ----- 13%
- (c) Too much ----- 0%

24% did not reply.

6. Weighting of Activities: Different methods were used in the five Protestant Board High Schools of Montreal for weighting activities in an attempt to balance the load of supervision. The following were the significant methods for weighting activities which were observed in the five schools:

(a) Athletic coaches are excused most supervisory duties for the duration of the sport being coached. Physical Education teachers who take the majority of the extra-curricular athletic load had no supervisory duties.

(b) Physical Education teachers were allowed some time free from instructional duties for activity sponsorship as they instruct for approximately 27 teaching periods per week as compared with approximately 33 periods taught by subject teachers.

(c) Usually the best teachers were also sponsors for most of the activities.

(d) The major load for publications was carried by the English teachers.

7. Opinion of Sponsors concerning remuneration and other

favours for Supervising the Activities: The study revealed that there was a diversity of opinion among sponsors concerning remuneration or other favours for supervising the extra-curricular activities. In general those teachers who were required to undertake duties of supervision without remuneration and without time privileges, tended to reflect approval of such a situation in their responses. Those teachers who were paid tended to be divided in their opinion. There was a little support for the hiring of special extra-curricular teachers. Almost half of the sponsors favoured supervision by the regular staff, but with some time allowed free from instructional duties to compensate for additional effort.

TABLE IX

OPINION OF SPONSORS CONCERNING THE PHILOSOPHY OF
SUPERVISION OF EXTRA-CURRICULAR ACTIVITIES IN FIVE
PROTESTANT BOARD HIGH SCHOOLS OF MONTREAL.

Type of Supervision	Percentage in Favour
1. Regular classroom teachers without added pay, with supervision over and above a regular teaching load.	29%
2. Regular classroom teachers with pay in proportion to the amount of supervision of activities, over and above a regular teaching load.	17%
3. Regular classroom teachers, without added pay, but some time allowed free from instructional time to allow for the supervision of activities.	47%
4. Special extra-curricular teachers, hired and paid specially for the responsibility of supervision of activities and without any regular teaching load.	3%
5. Other suggestions.	4%

C. STUDENTS' PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

This section was designed to ascertain only an approximate picture of the total student participation in extra-curricular activities. The total population of students in each of the four Protestant Board High Schools of Montreal was around 1,100 to 1,500, but Hudson High School was a small school with a student population of around 200. The interviews with the Principals of the five Protestant Board High Schools of Montreal revealed the answers to the following questions concerning the students' participation in extra-curricular activities:

1. What are the numbers participating in each activity?
2. Is participation in activities encouraged?
3. Is participation controlled?
4. How are the various student leaders chosen?

1. Students' participation: The total number of students participating in extra-curricular activities and their exact numbers are shown in the following table, Table X.

As seen in the table, Athletic participation outnumbered non-athletic. However the principals unanimously accepted that in House league or in intra mural athletics almost everybody takes part. In inter scholastic athletics only those students take part who are really good.

TABLE X

TOTAL NUMBER OF STUDENT PARTICIPATION IN EACH TYPE
OF ACTIVITIES IN FIVE PROTESTANT BOARD HIGH SCHOOLS, MONTREAL.

Type of Activity	Approximate number of participating students
1. Inter Scholastic Athletics	1,695
2. Intra Mural Athletics	3,415
3. Athletic Clubs	1,885
4. Non Athletic Clubs	1,090
5. Publications	265
6. Administrative positions	325

2. The Encouragement of Students' Participation; All the Principals of the five schools of Montreal under study had a common view that participation in extra-curricular activities should be encouraged but none of the schools had a definite policy for direct encouragement of participation. All the schools have different arrangements for giving publicity to encourage students to participate in extra-curricular activities. In almost all the five schools the activities were publicized through home room announcements, through the bulletin board and through announcements in assembly gatherings.

Individual guidance in the selection of a suitable activity was mostly lacking.

The five Protestant Board High Schools of Montreal had initiated the giving of awards in recognition of students' outstanding achievements in the fields of athletic and non athletic activities. Awards were provided by the School and Physical Education Department of the School Boards. Each of the five Protestant Board High Schools of Montreal had a definite set of extra-curricular awards. These were in the form of trophies, crests and pins. The prizes were awarded to such persons as;

1. The best all round athlete,
2. Outstanding track and field stars,
3. Successful interscholastic and intra mural athletics,
4. Holders of executive positions and
5. Outstanding participants in non athletic activities.

3. The Limiting of Participation: The five Protestant High Schools of Montreal which were included in this survey, had an effective control of the participation of students in extra-curricular activities. The principals of four schools had a common opinion that students should not participate in more than two or three activities. Participation was controlled in some cases by league rules and in others by academic demands. If the student's work was lagging due to their over-emphasis on extra-curricular activities, their participation in such activities was reduced. The principal of the fifth

school remarked that if he found that students were slipping from academic courses, then no activities were organized in the evenings. Every activity was finished by 5.30 P.M. Dances and athletics were organized only on Fridays. In this way the school policy encouraged participation to a maximum of one physical activity and one club activity. Academic emphasis came first. No academic limitations were set for the participation in intra mural athletics and for club memberships.

4. Student Leaders Participation: The selection of student leaders for various activities was almost identical in all the five Protestant High Schools of Montreal. Certain restrictions were imposed to choose the student's chief executive. The President of the students' council had to be a grade XI student, possessing at least a basic academic standing and with credit and attendance qualifications. The aspirants for council executive positions had also to fulfill the above qualifications but with slightly less demanding requirements.

Team captains and club executives were chosen in all the five Protestant schools by the popular votes of members, hence met no restrictions other than popularity within the group and the approval of the sponsors. Editors of publications were chosen by the teaching staff with the joint consent of the Principal and the publication sponsors.

The analysis of returns of student leaders' questionnaires from the five Protestant Board High Schools of

Montreal, had revealed the following facts, which are reproduced in the order in which they appeared on the questionnaire form (Appendix C).

(a) Pertinent data concerning student leaders:

1. Most of the student leaders were Grade XI students -

Grade X	-----	8%
Grade XI	-----	92%

2. There existed no significant opportunity differences between the sexes -

Male leaders	-----	48%
Female leaders	-----	52%

3. The great majority of student leaders followed the matriculation programme -

Matriculation	-----	90%
General	-----	6%
Commercial	-----	1%
Technical	-----	3%

4. Leaders did not tend to concentrate their attention upon the leadership of one or two activities but were participants in many of activities -

Engaged in 1 or less activity	-----	15%
Engaged in 2 activities	-----	22%
Engaged in 3 activities	-----	15%
Engaged in 4 activities	-----	15%
Engaged in 5 activities	-----	6%
Engaged in 6 or more activities	-----	27%

D. FINANCING THE EXTRA-CURRICULAR PROGRAMME

Magnuson¹ has reported that Quebec School Boards draw their revenue from two sources - local property taxes and a Provincial grant. In Montreal and Quebec City the payment of school taxes by property owners is on a denominational basis. Catholic taxpayers direct their taxes to Catholic boards, and Protestant and Jewish taxpayers direct their taxes to Protestant boards. Beside the yearly financial grants by the board, the other sources of funds to support student activities in the schools under study are the following; general student fees and assessments, student council fee, athletic fee, season ticket sales and gate receipts for athletic events, receipts from admission to plays, concerts, and other performances, sales of publications, sales of advertising space, outside contributions, carnivals, fairs, candy sales, and motion pictures.

The exact figures for the financial operation in each activity in Protestant high schools were not available. However it was found that major portions of the funds in the five schools were spent in Inter scholastic sports and publications. Very small amounts were spent on clubs, and the amount spent for intra mural athletics was small in terms of the numbers of participating students. The publication of the Year Book also involved the spending of a good amount of money.

¹Magnuson, Roger "Education in the Province of Quebec." op. cit.

It was only through an intensive drive for advertising donations and by the direct appropriation of a large share of the students' general fees that year books get through the press. The total yearly cost of operating the extra-curricular programmes in the five schools were, approximately, as follows:

- A. Macdonald High School\$4,000
- B. Beaconsfield High School\$5,000
- C. Mount Royal High School\$4,500
- D. Northmount High School\$5,500
- E. Hudson High School\$3,500

Financial structure: The student involvement in the handling of extra-curricular funds was very small in all the five Protestant schools. The Student Council controls the allocation of funds to clubs and other individual activities, but the principal is the chief person who keeps the overall control of extra-curricular programme funds. A permanent staff member is appointed as treasurer, and he helps the Principal in keeping books and in getting the accounts audited.

E. MISCELLANEOUS ASPECTS OF THE ADMINISTRATION OF EXTRA-CURRICULAR ACTIVITIES.

Several aspects of the administration of extra-curricular activities in the five Protestant High Schools of Montreal are treated in this chapter. The study has been limited to the following four aspects of the administration of extra-curricular activities:

1. Scheduling

2. Time and Place of meeting
3. Evaluation
4. Values ascribed to the programme.

1. Scheduling: One very important factor which can make the activity programme popular or a failure is the scheduling. Generally the clubs and athletic programmes are scheduled after school hours. This arrangement bars many young people who have responsibilities at home or who hold after school jobs and also those who must leave when the school bus leaves. In the present survey it was found that the activities in the five Montreal schools are scheduled on a yearly basis. Most of the activities were associated with seasonal sports and so were nicely spread over the year. Inter scholastic games were governed or scheduled by the Inter school league itself, while the House league committee set the programmes in consultation with the Principal. If the time scheduled by the league was not liked by the principals they could refuse permission or change the time. In each of the five schools, the various clubs decide their time and place in consultation with the principals.

2. Time and Place of meeting: The principals of the schools insisted that wherever possible activities should be held in the school premises except where it was not possible, such as inter scholastic athletics, curling and swimming, etc. Limits were imposed on time and place for sports by the governing league and for other activities by the school principal. The

availability of school hours and the availability of room in the school were important factors for determining time and place. The most common meeting time in two larger schools was 8 to 8:50 A.M. in the morning, during noon hours and 3:30 to 5:30 P.M. in the evenings. In the other two schools the activities were scheduled only after 3:15 P.M. and in the last small school all the activities were scheduled during noon time, which was most suitable for those who came to school by bus and for those who were occupied after school hours with part time employment. Every club activity had a definite time. Sports were mostly conducted after school hours in all the schools at 3:15 or at 3:30 while athletic clubs and non athletic clubs met during noon hours. Home rooms, assemblies and other clubs met in the morning and so the allocation of rooms could be done easily. The bulletin board was used to list time and places of meetings in two schools. (See Appendix D and Appendix E)

3. Evaluation: In general, school authorities in all the five Protestant schools of Montreal in this study believed that they had good extra-curricular programmes relative to their size, faculties, and facilities. The investigator asked the Principals of the five schools two main questions, namely, (a) What goals had been formulated in the school for the extra-curricular programmes to achieve?, (b) What provisions were made to assess the worth of an activity and justify its inclusions in the programme? The answers received from different

principals were as follows and are in their own words. 1. "To provide students with the opportunity to compete both at the inter scholastic and at the internal house league level for the worthwhile experience to be gained and for the wider horizons which are opened by experimenting with media not normally found in day to day classroom work."

2. "The primary aim of an extra-curricular programme is to make students better citizens. They learn lots of things unconsciously by participating in extra-curricular activities."

3. "Physical activities assist in the development and the growth of the child. Welfare activities give students a sense of responsibility towards their fellow men. Students become leaders if they develop leadership in the school."

4. "I do not know if we make any provision for students to indicate the degree of interest."

5. "Student participation is an indicator as to whether the activity should be continued or not."

After the extra-curricular activity programme of each of the five Protestant Schools had been compared, the investigator wishes to emphasize that evaluation of extra-curricular outcomes is an escapable responsibility of the school concerned to make its maximum contribution to the growth of young people through the activity programme. It is important for sponsors individually and the school as a whole to utilize the most effective means available in carrying on continuous evaluation of student activities as of other phases of the educational programme.

4. Values Ascribed to the Programme: The sponsors and student leaders were asked about their views on the values of extra-curricular activities and what they thought about their importance. Table XI tabulates the responses made by the teacher sponsors in the five Protestant High Schools of Montreal. In the questionnaire (Appendix B) about 20 values were listed to be evaluated by the teacher sponsors. It was found that most of the sponsors gave "much value" to those which are most commonly found in the published literatures on extra-curricular activities. More than 60% of the sponsors indicated that there was 'much value' or 'some value' to 16 of the items listed. Over 90% of teachers found considerable merits for the first 10 values as listed below in order of merit:

1. Development of worthwhile friendship;
2. Training in **basic** skills;
3. Training in assuming responsibility;
4. Training for social co-operation;
5. Training for leadership;
6. Outlet for super-abundant energy;
7. Improved school spirit;
8. Training for use of leisure time;
9. Training for citizenship; and
10. Improved discipline in the school.

The opinion of sponsors was supported by the opinion of student leaders also. Most of the values rated highest by students were among the ten values as listed above. Over 80%

of student leaders felt that these extra-curricular activities contributed a lot in making worthwhile friendship, better school spirit and discipline, improvement of physical health, better social spirit and discipline, developing recreational skills and training in citizenship. The sponsors, as well as the students, gave the least value to vocational training, motivation for academic work, and retention of students in school. Table XII depicts the responses of the student leaders with their degree of contribution on the basis of returns of the questionnaire supplied (Appendix C).

TABLE XI

VALUES ASCRIBED TO EXTRA-CURRICULAR PROGRAMMES
BY TEACHER SPONSORS
IN FIVE PROTESTANT HIGH SCHOOLS OF MONTREAL.

Item No.	Statement	Value Degree of contribution (% of respondent)		
		Much Value	Some	Little
1.	Training for social co-operation.	82	14	4
2.	Development of worthwhile friendship.	68	32	0
3.	Improved school spirit.	63	32	5
4.	Training for citizenship.	59	32	9
5.	Training for basic skills.	55	46	4
6.	Training for leadership.	55	41	4
7.	Outlet for super abundant energy.	55	41	4
8.	Improved discipline in the school.	55	36	9
9.	Training in assuming responsibility.	50	50	0
10.	Training for use of leisure time.	50	45	5
11.	Training for sportsmanship.	50	32	18
12.	Improved physical health.	50	27	23
13.	Therapeutic values for individuals.	27	59	14
14.	Training for Aesthetic participation.	23	41	36

TABLE XI, CONTINUED.

Item No.	Statement	Value Degree of contribution (% of respondent)		
		Much Value	Some	Little
15.	Improved school-community relationship.	18	73	9
16.	Retention of students in the school.	18	50	32
17.	Cultural development.	18	41	41
18.	Training for parliamentary usage.	5	18	77
19.	Motivation for academic work.	0	86	14
20.	Vocational training.	0	36	64

TABLE XII

VALUES ASCRIBED TO EXTRA-CURRICULAR PROGRAMMES
BY STUDENT LEADERS
IN FIVE PROTESTANT HIGH SCHOOLS OF MONTREAL.

No.	Value	Degree of contribution (% of respondent)		
		Great	Some	Little
1.	Making worthwhile friends.	63	32	5
2.	Better school spirit and discipline.	60	33	7
3.	Improvement of physical health.	55	40	5
4.	Better social adjustments.	53	42	12
5.	Developing recreational skill.	46	42	12
6.	Training in citizenship.	36	46	18
7.	Learning of important facts.	22	51	27
8.	Help in choosing a vocation.	20	48	32
9.	Improves regular class work.	9	43	48
10.	Keeps students in school longer.	7	32	61

CHAPTER V

ANALYSIS OF THE FINDINGS OF PILANI SCHOOLS AND THEIR COMPARATIVE ANALYSIS WITH MONTREAL SCHOOLS.

This chapter included that part of the study which was done to ascertain the approximate picture of the total student participation in extra-curricular activities in the three Higher Secondary Schools of Pilani and the comparison with the earlier studies of the Protestant Schools of Montreal. The activities offered during 1964-65 academic year in the following three schools of Pilani, viz.,

- A. Birla Multipurpose Higher Secondary School,
- B. Birla Balika Vidyapeeth Higher Secondary School, and
- C. Birla Public School,

are included in this study. The Birla Multipurpose Higher Secondary School and Birla Public School are for boys and have 1,100 and 700 students on their rolls respectively. Birla Balika Vidyapeeth is only for girls and has about 500 girls on its roll. These schools have their junior and senior sections. The junior section of Birla Balika Vidyapeeth and Birla Public School include Grades I to VIII and the senior section includes Grades IX to XI. Birla Multipurpose Higher Secondary School includes only Grades IX to XI. All these schools are governed by the Birla Education

Trust which is a private body and is financed by Birla Industries.

The data was collected from the questionnaire returns obtained from the Principals, staff sponsors and student leaders of the three schools of Pilani. The report is classified into the same categories as was done earlier and is as follows:

- A. TYPES OF ACTIVITIES.
- B. SUPERVISION OF THE ACTIVITIES.
- C. STUDENTS' PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES.
- D. FINANCING OF THE EXTRA-CURRICULAR PROGRAMMES.
- E. MISCELLANEOUS ASPECTS OF THE ADMINISTRATION OF EXTRA-CURRICULAR ACTIVITIES.

A. TYPES OF ACTIVITIES.

In Pilani schools the types of activities were of six types as compared to the seven types in Protestant Board Schools of Montreal. The six types of activities were of the following groups:

- 1. Inter Scholastic Athletics.
- 2. Intra Mural Athletics.
- 3. Athletic Clubs.
- 4. Non Athletic Clubs.
- 5. Publications.
- 6. Administrative Activities.

1. Inter Scholastic Athletics: The inter scholastic sports were very well planned and supervised in all the three schools

of Pilani. Inter School competitions were held in outdoor games, sports, literary and social activities. In sports, boys' competitions were held separately from the girls but in physical training, marching, debating and other intellectual activities competitions were open to all boys and girls of the same section. The Birla Education Trust sponsors all these activities. The best sportsmen were selected in these interschool competitions. They were given special coaching and were sent out to the State and National competitions. Every year many students of these three schools are selected to take part in the National championships and to compete in other nearby countries like Ceylon and Pakistan.

2. Intra Mural or Inter House Athletics: The students were divided into different parties or groups in all the three schools of Pilani. There were four groups or parties named after four beautiful flowers viz., lotus, jasmine, rose and marigold, in Birla Balika Vidyapeeth. The Birla Public School also had four groups or houses named after ancient Indian saints and philosophers viz., Katyani, Patanjali, Panini and Kanad. There were eight groups or houses named after the past and present political leaders in the Birla Multipurpose School. Inter house or group competitions in various activities were held in each of the schools. A trophy is awarded to the 'house' or group which scores the highest points in all activities that year. In Birla Balika Vidyapeeth all the four groups or parties stage a cultural

programme of one hour's duration, during the second or third months of the new year of every session. Marks are awarded on these cultural programmes and a trophy is given to the winning party. In these intra mural activities many of the students who did not get a chance in inter scholastic activities, got the chance to show their talents.

3. Athletic Clubs: Compared to the Montreal Protestant Board Schools the number of athletic clubs were few in Pilani schools. There were more facilities in Birla Public School than the other two schools for athletic club activities. Swimming was the common activity of all the three schools while Horse Riding, Boxing and Tracking were restricted activities of Birla Public School whilst Gymnasium and Table Tennis were of the Birla Multipurpose School.

4. Non Athletic Clubs: Like Montreal schools there were not many non athletic clubs in Pilani Schools. Most of the popular clubs like the drama club, photographic club, hobby club, Red Cross, Boy Scouts, Girl Guides, Art Club, Music and Dance Club, etc. were common to all the three schools in Pilani. Every school had its own band. The Girls' band of Birla Balika Vidyapeeth is of national importance and every year is invited to the Republic Day Parade on 26th January at New Delhi. N.C.C. is also compulsory for boys and girls in Pilani schools.

5. Publications: All the three schools had their annual magazine. There were no newspaper or daily bulletins. Daily

news or notices were put on the Notice board. The activities and achievements of all the three schools were published in the B.E.T. Quarterly Patrika.

6. Administrative activities: These activities were not well developed in the three Pilani schools. Prefects were appointed in the Birla Public School and in the Birla Balika Vidyapeeth, monitors were appointed. Prefects and monitors were responsible for maintaining discipline among the students in and outside the school premises.

In Table XIII the number of activities under each category or group are listed along with the actual number of schools out of the three schools which sponsored the particular activity for the year 1964-65.

Comparing the activities offered in the five Protestant Board High Schools of Montreal and the three Higher Secondary Schools of Pilani, the data show that in the Montreal schools there were 119 kinds of activities offered with a total of 274 individual offerings. 8 athletic and 8 non athletic activities were common to all the five schools while 153 activities representing 56% of the total number were athletic in nature. The number of activities offered in the individual Protestant Board Schools ranged from 18 to 42. According to the activities listed in Table XIII, in Pilani schools 69 kinds of activities were offered with a total of 138 individual offerings. 12 athletic and 12 non athletics were common to all schools, while 74 activities representing

54% of the total number were athletic in nature. The number of activities offered in the individual higher secondary schools of Pilani ranged from 23 to 42.

TABLE XIII

KINDS OF ACTIVITIES OFFERED IN THREE
HIGHER SECONDARY SCHOOLS OF PILANI.

Group	Activity	No. of Schools
(1) Inter Scholastic Athletics	Basketball (Boys)	1
	Football (Boys)	2
	Volleyball (Boys)	2
	Cricket (Boys)	2
	Hockey (Boys)	2
	Swimming (Boys)	2
	Track & Field (Boys & Girls)	3
	High Jump (Boys & Girls)	3
	Long Jump (Boys & Girls)	3
	Table Tennis (Boys)	1
	Physical Training	3
	Marching	3
	Cross Country (Boys)	2
	Kabaddi (Boys)	1
(2) Intra Mural Athletics	Football (Boys)	2
	Volleyball (Boys)	2
	Cricket (Boys)	2
	Hockey (Boys)	2
	Swimming (Boys)	2
	Table Tennis (Boys)	1
	Cross Country (Boys)	2
	Chess (Boys)	1
	Basketball (Boys & Girls)	3
	Track & Field (Boys & Girls)	3
High Jump (Boys & Girls)	3	

TABLE XIII, CONTINUED.

Group	Activity	No. of Schools
(2) Intra Mural Athletics, Cont'd.	Long Jump (Boys & Girls)	3
	Physical Training	3
	Marching	3
	Badminton	1
(3) Athletic Clubs	Swimming	3
	Horse Riding	1
	Table Tennis	1
	Badminton	2
	Chess	1
	Boxing	1
	Treking	1
	Gymnasium	1
(4) Non Athletic Club	<u>Subject Centred</u>	
	Debating & Literary	3
	Art	3
	Clay modelling	1
	Aero modelling	2
	Ship modelling	2
	Tailoring	1
	Carpentry Craft	3
	Metal Craft	2
	Weaving	1
	Home Science	1
	Science Club	3
	Typewriting	1
	Recitation	3
	Essay Writing	3
	School Panchayat	1
	<u>Service Centred</u>	
	Junior Red Cross	3
	Girl Guide & Scouting	3
	Cubs & Bulbuls	3
	N.C.C.	3
	<u>Recreational & Hobby Centred</u>	
	Rifle Club	2
Photography	2	
Drama Club	3	
Orchestra	2	

TABLE XIII, CONTINUED.

Group	Activity	No. of Schools
(4) Non Athletic Club, Cont'd.	Band	3
	Stamp Club	1
	School Excursions	2
	Dance Club	1
	Music Club	3
(5) Publications	School Magazine	3

Initiation of the Extra-Curricular Programme:

It was observed that the basis for initiation of the extra-curricular programme in all the three higher secondary schools of Pilani was different from that of the earlier studies of the Protestant Board High Schools of Montreal. The structured interview with the three Principals had revealed the following factors which were found to be significant in determining and continuance of the extra-curricular activities in these schools:

1. New activities were introduced when the Chairman or the Principal thought it worthwhile and proper. The initiative did not come from the students but they were encouraged by the teacher sponsors and by the distribution of prizes to individuals or groups on School's Annual Day or by the B.E.T. on its Prize Distribution Day.
2. The activities were continued from year to year and

once started would seldom be discontinued. New activities were added every year.

3. The authorities felt that extra-curricular activities programme widened the young students' interests and helped in their all round development.

Organizational Administrative Structure:

The organizational administrative structure for the operation of the extra-curricular programme or activity was very much the same in all the three Higher Secondary Schools of Pilani, as they are governed by the same Secretary of the Birla Education Trust. The School Principal is the whole and sole authority and the main director of the programme. He, with the help of the Staff Council, supervises these activities. There were no home room organizations or Students' Council. Class monitors or House Prefects represented the students' point of view to the Principal or Staff sponsor. Students had no responsibility for keeping any record or money, which is kept by the teacher sponsor of the particular activity. Teacher sponsors were concerned with the supervision and organization of the extra-curricular programme with guidance from the Principal. The Secretary of the Birla Education Trust, coordinated the extra-curricular programmes of all the three higher secondary schools of Pilani.

B. SUPERVISION OF THE ACTIVITIES.

The results of the survey regarding the supervision of the extra-curricular activities in the three Pilani schools with that of the five Protestant Board Schools of Montreal are compared below. Principals and ten teachers who were actively engaged in the activities were interviewed according to the questionnaire (Appendix A and Appendix B) and the returns were analysed. The returns provided answers on the following aspects concerning the supervision of activities:

1. Degree of sponsorship,
2. School's philosophies concerning the sponsorship,
3. Assignment of Sponsors,
4. Suitability to the Activities,
5. Background for Sponsorship,
6. Weighting of Activities, and
7. Sponsor's philosophies concerning the supervision of Activities.

1. Degree of Sponsorship: The degree of sponsorship varied from school to school in Pilani as shown in the Table XIV. 81% of all the teachers were the sponsors of the activities. In Birla Public School every teacher had to sponsor one other activity. It was a part of their duty. In the other two higher secondary schools the older teachers were exempted from the sponsorship of extra-curricular activity. In comparison with Montreal schools the percentage of sponsorship is much higher at Pilani schools.

TABLE XIV

TEACHERS ENGAGED IN SPONSORSHIP IN EXTRA-CURRICULAR
ACTIVITIES IN THREE SCHOOLS OF PILANI.

<u>Schools</u>	<u>Percentage of teachers</u>
A	70%
B	75%
C	100%

2. School's Philosophies concerning sponsorship: The philosophies concerning teacher sponsorship were almost the same in all the three schools of Pilani. In the structured interview all the Principals of the three schools agreed that every activity should be supervised by an experienced teacher. In Montreal schools the staff sponsor was just an advisor but here in Pilani schools the teacher or staff sponsor had to take a direct and a leading role. He had to encourage the students to participate and guide them to choose the right activity. It matters little whether the staff members had volunteered themselves or were persuaded by the Principal to sponsor a particular activity. About 83% of the staff sponsors agreed that they themselves volunteered their services for the

sponsorship of a particular activity in which they themselves were interested. The teachers in the three schools were sent out for special courses and practical training and to attend the seminars and camps and were awarded certificates. New staff members were asked to become helpers to senior teachers in the supervision of activities. Thus the new staff members were oriented to the extra-curricular programme under the guidance of an experienced sponsor.

3. Assignment of Sponsors: Eighty three percent of the staff members of the three Pilani schools agreed that they had volunteered their services to work as sponsors for the supervision of activities. Their reasons for offering their services as sponsors are given in Table XV. 73% of the teachers who volunteered did so because of their interest in the subject matter of the activity while the remaining ones did so because of different interests. The remaining 17% of the teachers were assigned sponsorship on a non-voluntary basis because of their requisite qualifications and secondly to balance the load and give them their share; their percentages were 67% and 33% respectively.

In comparison with the Montreal schools the percentage of teachers volunteering for the sponsorship is the same at Pilani schools also, but the reasons for volunteering are different. In Montreal schools 50% of the sponsors believed that they had volunteered because of their interest in the subject matter while in Pilani schools the percentage was 73.

In Pilani schools 13% volunteered the sponsorship for 'somebody has to do it' while this was not true for the sponsors of activities at Montreal schools.

TABLE XV

SPONSORS' REASONS FOR VOLUNTEERING AND FOR
BEING ASSIGNED SUPERVISORY DUTIES IN SCHOOLS OF PILANI.

No.	Reasons for volunteering	Percentage of Sponsors
1.	Interest in the subject matter of the activity.	73%
2.	Somebody has to do it.	13%
3.	Recreational interest.	7%
4.	Other reasons.	7%

Reasons for non volunteering

- | | | |
|----|---|-----|
| 1. | Assigned sponsorship because of qualifications. | 67% |
| 2. | Assigned sponsorship because of balancing the load. | 33% |

4. Suitability to the Activity: Sponsors of Pilani schools replied as follows to the question whether they felt that they are best suited to the activity for which they are sponsors:

YES ----- 78%

NO ----- 0%

AS WELL AS ANY ---- 22%

If it is important for the administration of activities that the majority of the teachers who supervise extra-curricular activities should be suited to the sponsorship, then Pilani teachers feel themselves able to sponsor those activities allocated to them.

5. Background for Sponsorship: Unlike the Protestant Board High Schools of Montreal, Pilani schools had programmes for the orientation of new staff members to extra-curricular duties. The background which best fitted the sponsors for sponsoring the activities are given in the Table XVI.

TABLE XVI

BACKGROUND OF EXPERIENCE & TRAINING FITTING
TEACHERS FOR EXTRA-CURRICULAR DUTIES IN PILANI SCHOOLS.

No.	Experience or Training	Percentage of Sponsors
1.	Participation in similar activities at the high school or college levels.	72%
2.	Inservice training.	18%
3.	No experience or training in particular.	4%
4.	Experience as a leader of the similar activities beyond the school building.	6%

The response of the teachers of the three schools of Pilani to the question whether the teacher training institutions gave stress to extra-curricular activities in their preparation of teachers who are destined to become sponsors, were summarized as follows:

- (a) Too little 27%
- (b) Adequate 56%
- (c) Too much 17%

When these figures of Montreal and Pilani schools are compared it is seen that the Montreal school teachers feel that the teacher's training institutions give too little stress to extra-curricular programmes, while the teachers in Pilani believe it to be very adequate.

6. Weighting of Activities: The Administration in the Pilani Higher secondary schools had used different methods of weighting activities in an attempt to balance the load of supervision. The following are the significant methods for weighting activities which are observed in the three schools.

1. The teachers sponsoring sports and other after school activities were paid a special allowance.
2. The teacher who went with the teams received the daily allowances and travelling allowances along with his salary.
3. The teacher sponsor is made free for some time from instructional duties during school hours in recognition of extra-curricular supervisory duties. Physical education teachers and finance teachers have no supervisory duties.
4. In the Birla Public School the administration had a philosophy which accepts that every member of the staff should take a justifiable share of the supervisory load.

7. Sponsors' philosophy concerning the supervision of activities:

The study revealed that there was diversity of opinion among the sponsors concerning remuneration or other favours for supervising the extra-curricular activities as shown in the Table XVII. By comparison, the percentage of sponsors was higher in Pilani than in Montreal for those who believed that regular classroom teachers should be paid extra for supervising the activities.

TABLE XVII

OPINION OF SPONSORS CONCERNING THE PHILOSOPHY
OF EXTRA-CURRICULAR ACTIVITIES
IN THREE HIGHER SECONDARY SCHOOLS OF PILANI.

<u>Type of Supervision</u>	<u>Percentage in favour</u>
1. Regular classroom teachers without added pay, with supervision over and above regular teaching load.	11%
2. Regular classroom teacher with pay in proportion to the amount of supervision of activities, over and above a regular teaching load.	39%
3. Regular classroom teachers, without added pay but some time allowed free from instructional duties to allow for supervisory activities.	39%
4. Special extra-curricular teachers, hired and paid especially for the responsibility of supervision of activity and without any regular teaching load.	11%

C. STUDENTS' PARTICIPATION IN EXTRA-CURRICULAR
ACTIVITIES.

This part of the survey was done to ascertain the approximate picture of the total student participation in extra-curricular activities in three Higher Secondary Schools of Pilani. The total population of students in each of the schools was 1,100, 500, and 700 in Birla Multipurpose Higher Secondary School, Birla Balika Vidyapeeth and Birla Public School respectively. The interviews with the principals of the three Higher Secondary Schools produced answers to the following questions concerning the students' participation in extra-curricular activities:

1. What are the numbers participating in each activity?
2. Is participation in activities encouraged?
3. Is participation controlled?
4. How are the various student leaders chosen?

1. Degree of participation: The following table, Table XVIII, gives the total number of students participating in each type of activity in Pilani schools.

As in Montreal schools athletic participation outnumbers non-athletics.

TABLE XVIII

TOTAL NUMBER OF STUDENT PARTICIPATION IN EACH TYPE OF
ACTIVITY IN THREE HIGHER SECONDARY SCHOOLS OF PILANI.

No.	Type of Activity	Approximate number of participating students.
1.	Inter Scholastic Athletics.	150
2.	Intra Mural Athletics.	500
3.	Athletics Clubs.	300
4.	Non-Athletic Clubs.	200
5.	Publication.	50

2. The encouragement of student participation: The principals of all the three Higher Secondary Schools of Pilani had a common view that participation in extra-curricular activities should be encouraged. All the schools encouraged participation by giving awards and prizes. Announcements were made in the morning assembly or on the notice board regarding the activities programme. It was accepted that the participation in activities is healthier but no individual guidance in the selection of suitable activities was given.

Each of the schools surveyed had a definite set of

awards in the form of trophies, cups, individual prizes and cash prizes. First and second prizes were given to the best all round athlete, outstanding track and field star, successful interscholastic and intra mural athlete, holder of first academic position, best all rounder and best helper in the school. Awards were provided by the Birla Education Trust and were distributed to the outstanding student participants in athletics and academic activities. Thus B.E.T. contributed a great deal in encouraging students' participation in extra-curricular activities.

3. The Limiting of Participation: In Pilani schools participation was not merely controlled but it was encouraged. Still very few students came forward for the extra-curricular activities. The extra-curricular activities were made compulsory. The initiation did not come from the students in Pilani schools. Prizes and awards were given to further encourage participation. In Birla Public School each and every student had to take part in every one of the activities and there was no option of not taking part. In the Birla Public School and Birla Balika Vidyapeeth the activities were generally organized after dinner in the night and games in the evening and horse riding, in the case of Birla Public School, in the early morning. All the three schools were residential schools and so resident students have more benefits than the day scholars in this matter of activity participation.

4. Student Leadership Participation:

In Pilani schools the student leaders were nominated by the members of certain clubs and committees. Team captains were nominated by sponsors in consultation with the student members. The Students' Council was not popular in Pilani schools.

All accounts were kept by the school clerks and accountants. No student treasurers were elected. Editors of the magazines were the staff members appointed by the Principals.

The analysis of returns of the student leaders' questionnaires from the three higher Secondary Schools of Pilani have revealed the following facts which are reproduced in the order in which they appeared on the questionnaire form. (Appendix C)

(a) Pertinent data concerning student leaders:

1. Most of the student leaders were Grade X students:

Grade X	60%
Grade XI	40%
2. Sex had no influence in the participation as the two schools A and C are boys schools while B is the girls school.
3. All the students followed the higher secondary programme as there was no other alternative.
4. Leaders did not tend to concentrate their attention upon their leadership of one or two activities but were participants in a number of activities.

Engaged in 1 or less activities 4%

Engaged in 2 activities	30%
Engaged in 3 activities	45%
Engaged in 4 activities	11%
Engaged in 5 activities	4%
Engaged in 6 activities	5%
Engaged in 7 activities	1%

5. None of the students occupied a similar leadership role outside the school.

The main difference between the student leadership participation in Pilani schools and that of Montreal was because of lack of co-education at the higher secondary level in Pilani, and in India in general. Higher Secondary Schools are separate for boys and girls.

D. FINANCING OF THE EXTRA-CURRICULAR PROGRAMME.

In Pilani schools a games fee of Rs. 6.50 a year and a magazine fee of Rs. 2-00 per student is charged to the student and the remaining expenditure is met by the Birla Educational Trust. The Physical Education instructor and the sports teacher, with the guidance of the Principal, spends the money raised. The full amount authorized was spent during the year. The B.E.T. takes a great interest in encouraging extra-curricular activities by increasing its budget every year. In Montreal schools extra-activity tickets were issued for participation in certain activities such as non-athletic club, social events, etc. but in Pilani schools no such extra charges were realised. The B.E.T. contributes a great deal in financing the students'

programmes. In Pilani schools all the records were kept and audited by the school clerks.

E. MISCELLANEOUS ASPECTS OF THE ADMINISTRATION
OF EXTRA-CURRICULAR ACTIVITIES.

In this section some of the miscellaneous aspects of the administration of the extra-curricular activities of three higher secondary schools of Pilani are treated. The study was limited to the following four aspects of the administration of the extra-curricular activities;

1. Scheduling,
2. Time and place of meeting,
3. Evaluation, and
4. Values ascribed to the programme.

1. Scheduling: Scheduling is known to play a very important part in the success of the extra-curricular activity programme. If the activities are scheduled during the school hours and in the school premises the number of participants will naturally increase, and the students who do not participate in the extra-curricular activities will get encouragement by watching the achievements of their friends and class mates. Scheduling after the school hours limits the students' participation. In the structured interview with the principals of three high schools, the investigator was informed that mostly the main activities were scheduled on a yearly basis. The sports council of the B.E.T. made a programme of different inter-

scholastic competitions for the whole year. Apart from this the schools also prepared their calendar for the whole year activities, and then acted accordingly. The principals gave enough time and due notification for holding the activities.

2. Time and Place of Meeting: The principals of the Pilani schools also insisted that all the schools' activities should be held on the school premises itself. In inter-scholastic athletics, swimming, football and science competition, etc., B.E.T. set the time and the place. In the schools, nearly all the athletic activities were conducted either after school hours or in the last period. All these Pilani higher secondary high schools were residential schools so the activities were scheduled during the whole day. In the Birla Public School and the Birla Balika Vidyapeeth the number of hostel residents was greater than the number of day scholars so that the principals of these schools preferred to have their activity period after school hours. In the Birla Multipurpose Higher Secondary school there were more day scholars so the activities were scheduled during the school hours or in the last period when the interested students and the sponsors could give more time for the activity if needed. The most popular time for the athletic activities in Birla Public School and Birla Balika Vidyapeeth was 5:00 P.M., i.e. after the evening tea, and 6:00 A.M. in the morning. In the Birla Multipurpose Higher Secondary School it was 4:00 or 4:30 P.M., in the last period. The other athletic and non athletic clubs held their activity

during the school days. In Birla Public School creative writing, debating, current affairs, and other activities of non athletic clubs were scheduled mostly after the dinner time.

The most significant difference in the time and the place in scheduling the activities between the Montreal and Pilani schools was that no activities are scheduled during noon hours and morning hours just before the start of the schools in Pilani. Pilani schools do not have any daily bulletins as do some Montreal schools. The time and place of various club meetings were fixed and if there was any change the president of the sponsor would inform the members by circulating a notice.

3. Evaluation: The main objective of evaluation is to discover if the programme of extra-curricular activities is providing the desired educational experiences. Additional or alternative areas of interest may be identified when a total evaluation is made. In Pilani high schools the goals of the programmes were not very clearly formulated to sponsors nor to the students before they were introduced. The principals of the three schools were asked by the investigator about the goals and provisions made to assess the worth of the programmes and the answers received were of a very casual nature. The principals of two schools said that they had introduced the extra-curricular activities to widen the knowledge of their school children and to inculcate the spirit of healthy

competition. The principal of the Public School had a better evaluation for the activities. He desired that every individual should improve his record and activities, and that the programme should provide adventure and character building. More emphasis was laid on the inter scholastic games in the Birla Multipurpose Higher Secondary School and the Birla Balika Vidyapeeth as these activities brought more fame to the school and recognition from the management. Stimulation and initiation for a programme did not come from students in Pilani schools.

4. Values ascribed to the Programme: Values ascribed to extra-curricular programme by teachers of the three schools of Pilani were obtained through questionnaire (Appendix B) returns and the responses are tabulated in the following table.

The degree of contribution in 20 values as shown in Table XIX is different from teacher-sponsors as described in Table XI about Montreal schools. About 60% of the sponsors indicated that there was 'more value' or 'some value' in 16 of the items listed in the table as did the sponsors of Montreal schools. About 80% of the sponsors rated the following ten values as very significant in the following order of importance:

1. Training in assuming responsibility;
2. Training for social cooperation;
3. Training for the use of leisure time;
4. Improved school spirit;
5. Training for sportsmanship;
6. Development of worthwhile friendships;
7. Training for basic skills;
8. Training for leadership;
9. Improved discipline in the school; and
10. Outlet for super-abundant energy.

TABLE XIXVALUES ASCRIBED TO EXTRA-CURRICULAR PROGRAMMESBY TEACHER SPONSORSIN THREE HIGHER SECONDARY SCHOOLS IN PILANI.

Item No.	Statement	Value Degree of contribution (percent of respondent)		
		Much Value	Some	Little
1.	Training for use of leisure time.	78	11	11
2.	Training for basic skill.	72	16	12
3.	Training in assuming responsibility.	67	33	0
4.	Improved physical health.	67	11	22
5.	Improved school spirit.	61	28	11
6.	Improved discipline in the school.	56	28	16
7.	Training for social cooperation.	45	50	5
8.	Training for sportsmanship.	45	44	11
9.	Outlet for super-abundant energy.	45	39	16
10.	Improved school-community relations.	44	28	28
11.	Training for leadership.	39	45	15
12.	Training for citizenship.	39	44	17
13.	Cultural development.	39	39	22
14.	Development of worthwhile friendship.	33	56	11

TABLE XIX, CONTINUED.

Item No.	Statement	Value		
		Degree of contribution (percent of respondent)		
		Much Value	Some	Little
15.	Training for parliamentary usage.	28	28	44
16.	Motivation for academic work.	22	50	28
17.	Vocational training.	17	33	50
18.	Retention of students in school.	16	28	56
19.	Training for aesthetic participation.	11	72	17
20.	Therapeutic values for individuals.	11	50	39

The opinion of sponsors was supported by the opinion of student leaders as obtained through the returns of the questionnaire (Appendix C) from the student leaders. Over 80% of student leaders of Pilani schools felt that these extra-curricular activities contributed a lot to the improvement of health, better school spirit and discipline, better social adjustment, training in citizenship, learning of important facts and developing recreational skills. The importance given to the values ascribed to extra-curricular activities in matters of degree is not identical for the student leaders of Pilani schools and Montreal schools. The most important of the

values ascribed to extra-curricular activities by Pilani schools is to "Improvement of physical health" while Montreal schools student leaders chose "Making worthwhile friends". This reflects the social and cultural pattern of the two places. Least importance is given to the value "Keeps students in school longer" by both the student leaders of Pilani and Montreal.

The following table depicts the responses of the Pilani student leaders about the extra-curricular programmes.

TABLE XX

VALUES ASCRIBED TO EXTRA-CURRICULAR PROGRAMMES
BY STUDENT LEADERS
OF THREE HIGHER SECONDARY SCHOOLS OF PILANI.

Item No.	Statement	Value Degree of contribution (percent of respondent)		
		Great	Some	Little
1.	Improvement in physical health.	55	37	8
2.	Better school spirit and discipline.	48	46	6
3.	Better social adjustment.	46	45	9
4.	Training in citizenship.	44	40	16
5.	Help in choosing a vocation.	44	27	29
6.	Learning of important facts.	42	49	9
7.	Improves regular class work.	37	39	24
8.	Making worthwhile friends.	33	43	4
9.	Developing recreational skills.	23	65	12
10.	Keeps students in school longer.	14	49	37

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Extra-curricular activities form an integral part of the educational process and have been investigated in the present study. The data has been collected from five Protestant High Schools of Montreal and three Higher Secondary Schools of Pilani. A comparison has been made between the activities of the Montreal and Pilani schools. Questions were asked about the actual nature of the programme of extra-curricular activities offered in the schools, their organization and supervision, their importance and the value placed to them by teacher-sponsors and students. Based upon the data presented in preceding chapters the following conclusions can be drawn:

CONCLUSIONS

1. Programme offerings revealed different kinds of activities that were sponsored in Montreal and Pilani schools. Athletic participation outnumbered non-athletic participation.
2. The factors which determined the number of offerings was not the enrollment in the school, as the Hudson High School in Montreal and Birla Public School in Pilani were smaller

schools but had more activities in comparison with other schools.

3. Initiation of the extra-curricular programme came from the students in Montreal schools while in Pilani schools it came from the Principal or the Secretary.
4. Traditions played a very important part in the continuity of the programme. It is very difficult for the Principal to break the traditions and to stop an activity which was once started.
5. The interests of staff and their qualifications were important factors for the initiation of a particular activity. The principals in both places were very particular that any activity which was going to be introduced must have a qualified and interested sponsor.
6. The organizational administrative structure for the operation of the extra-curricular programme was very much the same in all the five Protestant Board High Schools of Montreal, where the principal was the main authority or director of the programmes. All the activities came under the jurisdiction of the Student Council in the four schools while in one school (Northmount), Student Council looked after different committees and clubs whereas the sports council took the care of inter-scholastic and intramural athletics.

In Pilani schools the principal was the main administrator of extra-curricular activities because of the

absence of any Student Council. The principal with consultation and help from the staff council supervised the extra-curricular programmes.

7. Eighty three percent of the teachers at Montreal and Pilani schools were actively engaged in extra-curricular programmes. In the Birla Public School, Pilani, a hundred percent of the staff members were engaged in supervision of the activities. (Birla Public School, Pilani, is organized on the style of the public schools of England.)
8. The philosophy concerning teacher sponsorship was nearly the same in all the schools studied. 83% of staff members volunteered their services for sponsorship duties. A good percentage of teachers in Pilani schools were assigned sponsorship duties because some extra-curricular work has to be given to them to balance the load.
9. Inservice training programmes for supervising the extra-curricular activities were not found in Montreal schools while it was present in Pilani schools to coach the new staff members.
10. Different methods had been implemented to weight activities for the purpose of supervision; physical education teachers and athletic coaches who took the maximum load of sponsoring extra-curricular activities were made free from the instructional duties. Sponsors themselves were in disagreement as to the number required for adequate supervision, but a large proportion favoured the load

being carried by regular classroom teachers, without added pay or remunerations but with some time allowance made to their instructional responsibilities in lieu of extra-curricular duties.

11. Student participation was highest in athletic activities. Participation was neither markedly encouraged nor limited in any of the schools of Montreal or Pilani. Principals had a common opinion that students should not participate in more than two or three activities. Academic emphasis came first.
12. The financing of extra-curricular activities in any one of the Protestant High Schools of Montreal ran into thousands of dollars, with the maximum amount given to the support of inter-scholastic sports and to the publication of the Year Book.

In Pilani schools, also, the extra-curricular activities received a good share of money from the school budget and this ran into thousands of rupees, with the maximum amount spent on inter-scholastic sports and on the activities of non athletic clubs. The degree of student involvement in both the schools of Montreal and Pilani was very low.

13. The great majority of student leaders and sponsors in Protestant schools of Montreal and Higher Secondary Schools of Pilani ascribed much value to extra-curricular activities. The general feeling was that there was very

little relationship between academic progress and participation in extra-curricular activities, but their responses would indicate that the latter had inherent values which were not to be found in day to day activities of the regular classrooms.

RECOMMENDATIONS

The following recommendations are based upon the data derived from questionnaires, the literature reviewed in Chapter II and the reports obtained on the schools visited by the investigator.

1. Objectives: There is need for more precise definition of the over-all objectives of the extra-curricular programmes in all the five Protestant Schools of Montreal and three Higher Secondary Schools of Piloni. There should be a continuous evaluation of the extra-curricular programme by each school to see how well the programme is attaining its objectives. The successful implementation of the programme depends on clear alliance with local needs and conditions, with a more direct statement of aims and objectives.
2. Pupil participation: The percentage of participation of the pupils in the activities programme of the schools studied was fairly high. Satisfactory pupil participation depends on the facilities provided. The facilities, such as the gymnasiums, athletic fields and auditorium, are

important factors in enabling widespread participation. A later bus service to take care of students who travel long distances would improve students' participations in after school activities.

3. Home-rooms: There is a lack of general understanding of what functions the home-room is expected to serve. In the three of the schools in Montreal, the home-room period is used for announcements, (Appendix F) drives and some counselling while in the other two schools home-room period is used for planning their coming events, such as dramatics, assemblies and parties. However the home-room period should be used for special activities programmes and some counselling. Pilani schools lack any home-room system and the schools should decide to adopt it.
4. Joint planning by Teachers and pupils: The extra-curricular activities should form an integral part of the educational programme. Bearing in mind the utility of these activities, they ought to be planned as a cooperative effort of the teachers and pupils. It would be wise to set up a time for the different activities so that they become a part and parcel of the school programme. It is strongly recommended that the school administration should have more faith in the ability of the students to plan, to make intelligent decisions, and to shoulder responsibility. A Student Council consisting of elected student members should be formed in Pilani schools and should be consulted

by the authorities in matters of activity programming. Teachers who are more burdened as sponsors of activities should get some relief from regular classroom teaching duties and some recognition for their work.

5. Financing: Schools in Montreal and Pilani have worked out satisfactory procedures for financing the extra-curricular activity programmes. The private schools of Pilani, with their higher tuition and activities fees have better financed programmes. It is recommended that schools should introduce an activity-ticket plan whereby each pupil is given a ticket for the week upon payment of some fixed money (say 25 cents for Montreal schools and 25 paisa for Pilani schools) which admits him to every activity for which a charge is made. It is further recommended that while part of the money may come from students voluntary contribution or a specific fee charged for the purpose, the education Department should give liberal grants for their encouragement.
6. Community participation: In order to have cooperation and suggestions from the community, it would be advisable to invite members of the community to witness as many activities as possible. It is true that parents and other lay citizens may object to programmes which they do not understand, or which are poorly conducted and do not appear to contribute anything of worth to the educational programme. However, there is a responsibility on the part of the school

to interpret the school trip to parents through the school and community newspapers, school bulletins and such meetings of parents as the Parent-Teacher Association.

7. Importance of activities: The most important aspect is that of student indiscipline these days. Discipline is in fact inculcated slowly and gradually through a process of interaction between individuals. Students remain at school for six to eight hours six days a week. They can certainly be guided so as to gradually change wrongly developed attitudes. The extra-curricular activities provide enough scope for the pupils to mix and share ideas and thereby understand the environment. The poor provision of these activities in schools deprives the pupils of a healthy environment for disciplining themselves. If enough of these activities are provided by the schools under proper guidance, the students will have less reason to get involved in wrong doing and at the same time a proper spirit of discipline will also be promoted. Such extra-curricular activities as boy scouts, girl guides, the national cadet corps, the junior Red Cross and social service activities help to provide a proper spirit of discipline. It is time that schools in a free country like India should pay enough attention to them and not accept them as an added burden.

CONCLUDING REMARKS

The present study was undertaken in the year 1964-1965 when the investigator was a student at Macdonald College of McGill University. Much time has passed since the data was collected and the scene in both countries may have changed greatly. The observations and recommendations given in the present thesis may be found biased towards Indian schools because of the longer associations of the investigator with the activities of Indian schools than that of schools in Montreal. More detailed studies of each of the extra-curricular activities considered here are necessary in order to give a more complete picture of the relation of such activities to school and pupil progress, both now, and in the future. It is important to know both the extent and degree of pupil participation in each of them. The investigator would feel satisfied that this present study has fulfilled its major purpose if it has revealed to school administrators some methods of improving their own programmes.

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APPENDIX A

QUESTIONS ASKED OF ADMINISTRATORS IN A STRUCTURED INTERVIEW CONCERNING EXTRA CURRICULAR PROGRAMS

Central Organization

1. What are the actual activities that are sponsored in this school?
2. Does the school have a written constitution, guidebook, or similar written document of policy concerning extra-curricular activities?
3. What were the bases for the initiation of the extra-curricular program in this school?
4. What is the organizational administrative structure for the operation of the program?
5. What part does the student council play in the initiation and administration of the program?
6. What record is kept of programs and of participation?

Supervision of the Program

1. What is the nature of the home-room organization in this school?
2. What is the school policy concerning the supervision of extra-curricular activities?
3. How do sponsors become sponsors?
4. Are student sponsors used in any capacity?
5. What percentage of the staff is actively engaged in extra-curricular sponsorship?
6. Is there any provision for the in-service training of sponsors?
7. How are new staff members oriented to the program?
8. Is there any method used for weighting activities in order to balance the load of supervision?
9. Is any time allowed free from instructional duties for activity sponsorship?

APPENDIX A, Continued.

Student Participation

1. What are the numbers participating in each activity?
2. Is participation in activities encouraged? To what extent? Why?
3. Is participation controlled? To what extent? Why?
4. What system of extra-curricular awards exists in this school?
5. Who makes the decisions regarding limiting, encouraging, and rewarding participation?
6. How are the various student leaders chosen?

Financing the Program

1. What are the total yearly costs of operating the extra-curricular program?
2. How is the cost distributed?
3. What is the organizational financial structure in this school?
4. From what sources are funds drawn?
5. In what manner are funds allocated to various activities?
6. What checks and balances are placed upon school financing of the extra-curricular programs?

Evaluation

1. What goals have been formulated in this school for the extra-curricular program to achieve?
2. What provisions are made to assess the worth of an activity and justify its inclusion in the program?
3. What stock is taken of student participation?

Scheduling

1. In what manner are the various activities scheduled on a yearly basis? On a day-to-day basis?
2. What limits are set on time and place of meeting?
3. What is the most common meeting time for activities?

APPENDIX A, Continued.

Coordination

1. What efforts are made to gear the program to the anticipated adult life of the students as they enter the community?

2. What coordination takes place between school and other youth-serving agencies to avoid duplication of effort?

Miscellaneous

1. What do you find to be the major problems or obstacles in providing an adequate extra-curricular program?

APPENDIX B

SURVEY OF EXTRA CURRICULAR ACTIVITIES

1964-65

QUESTIONNAIRE FOR SPONSORS

1. What type of extra-curricular activity(ies) do you sponsor? (Check where applicable)

- (1) Interscholastic athletics
- (2) Intramural or house league athletics
- (3) Athletic club
- (4) Non-athletic club
- (5) Publication
- (6) Administrative (e.g. Council Adviser)

2. What time (approximately) per school week would you spend in sponsorship of the activity(ies) if such time were spread evenly over the forty week year?

hours per week.

3. What subject takes most of your instructional time in your regular classroom teaching load? Check one only, unless you give even amounts of teaching time to various fields.

- | | |
|-------------------------|----------------------------|
| (1) English | (8) Industrial subjects |
| (2) Social Studies | (9) Home Economics |
| (3) Health and P.D. | (10) French, Latin, German |
| (4) Physical Education | (11) Art, Music, Drama |
| (5) Mathematics | (12) Economics |
| (6) Science | (13) Psychology, Sociology |
| (7) Commercial subjects | (14) Agriculture |
| (15) Other (Specify) | |

4. How many years of teaching experience have you had?

- (1) Less than five years
- (2) Five to nine years
- (3) Ten years or more

APPENDIX B, Continued.

5. What background do you have that, in your opinion, fits you best as the sponsor of the activity(ies) for which you are responsible? (Check one only)
- (1) University courses
 - (2) Participation in similar activities yourself at the high school or college level(s)
 - (3) Experience as a leader of a similar activity beyond the school building
 - (4) Other experience (Specify briefly)
 - (5) None in particular
6. Do you feel that teacher training institutions give too little, adequate, or too much stress to extra-curricular programs in their preparation of teachers who are destined to become sponsors?
- (1) Too little
 - (2) Adequate
 - (3) Too much
7. Is the activity which you sponsor the one for which you feel you are best fitted?
- (1) Yes
 - (2) No
 - (3) As well as any
8. Did you volunteer to supervise the activity?
- (1) Yes
 - (2) No
9. Why did you volunteer? (Answer if applicable) Check one.
- (1) Interest in the subject matter of the activity
 - (2) Recreational interest
 - (3) Administrative interest
 - (4) Genuine desire to share the load
 - (5) Part of your responsibility
 - (6) Somebody had to do it
 - (7) Other reason (Specify briefly)

APPENDIX B, Continued,

10. If you did not volunteer, why were you chosen? (Check one)

- (1) Because of the subject you teach
- (2) Because of your qualifications
- (3) Because of a knowledge of your interests
- (4) To balance the load and give you your share
- (5) You don't know
- (6) Other reason (Specify briefly)

11. In the following, check the one response which comes closest to your philosophy concerning the supervision of extra-curricular activities:

Supervision should be done by

- (1) Regular classroom teachers, without added pay, with supervision of activities to be over and above a regular teaching load.
- (2) Regular classroom teachers, with pay in proportion to the amount of supervision of activities, over and above a regular teaching load.
- (3) Regular classroom teachers, without added pay, but with some time allowed free from instructional time to allow for the supervision of activities.
- (4) Special extra-curricular teachers, hired and paid specifically for the responsibility of supervision of activities and without any regular teaching load.
- (5) Any other suggestion (Specify)

12. Participation by students in extra-curricular activities, considered as a group,

- (1) Enhances their progress in regular course work;
- (2) Has little effect upon their regular course work;
- (3) Impedes their progress in regular course work.

13. A list of values ascribed to extra-curricular activities is given below. Judging from your experience with extra-curricular sponsorship, please evaluate the amount of benefit to students in each instance. Much

	<u>Value</u>	<u>Some</u>	<u>Little</u>
(1) Training in basic skills			
(2) Training for social cooperation			
(3) Training for leadership			
(4) Training in sportsmanship			
(5) Improved physical health			
(6) Outlet for super-abundant energy			
(7) Training in assuming responsibility			

APPENDIX B, Continued.

	<u>Much</u> <u>Value</u>	<u>Some</u>	<u>Little</u>
(8) Cultural development	-----	-----	-----
(9) Improved discipline in the school	-----	-----	-----
(10) Improved school spirit	-----	-----	-----
(11) Retention of students in school	-----	-----	-----
(12) Development of worthwhile friendships	-----	-----	-----
(13) Training for use of leisure time	-----	-----	-----
(14) Therapeutic values for individuals	-----	-----	-----
(15) Training for aesthetic participation	-----	-----	-----
(16) Motivation for academic work	-----	-----	-----
(17) Vocational Training	-----	-----	-----
(18) Improved school-community relations	-----	-----	-----
(19) Training for parliamentary usage	-----	-----	-----
(20) Training for citizenship	-----	-----	-----

14. What suggestions would you like to make for the improvement of any aspect(s) of the program of extra-curricular activities in this school?

15. List any areas of the program or any particular problems that you would like to see studied on a provincial scale.

APPENDIX C

QUESTIONNAIRE FOR EXTRA CURRICULAR STUDENT LEADERS

1. In what grade are you now enrolled?
 Grade X Grade XI Grade XII
 2. Indicate your sex
 Male Female
 3. What program of studies are you pursuing?
 Matriculation
 Diploma General
 Diploma Commercial
 Diploma Technical
 Diploma Home Economics
 4. What is your estimated average grade standing?
 H
 A
 B
 C
 D
 5. Of how many extra-curricular activities are you a member
 (including those in which you have a leadership position)?
 activities.
 6. Are you also a leader of one or more similar activities
 out of school?
 Yes No
 7. Which of the following values derived from extra-curricular
 activities do you consider of great value, of some value,
 and of little value? Check one evaluation in each case.
- | | Great | Some | Little |
|--|--------------------------|--------------------------|--------------------------|
| (1)Improvement of physical health | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (2)Better social adjustment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (3)Help in choosing a vocation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (4)Learning of important facts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (5)Developing recreational skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (6)Better school spirit and discipline | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (7)Making worthwhile friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (8)Training in citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (9)Improves regular class work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (10)Keeps students in school longer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

APPENDIX C, Continued.

8. What suggestions, if any, would you like to make for the improvement of the program of extra-curricular activities in this school?

APPENDIX D

MOUNT ROYAL HIGH SCHOOL, MONTREAL

BULLETIN OCTOBER 30th, 1964.

URGENT

Combined Teachers meeting today at 1:00 in the Common Room.

MUSIC NOTICES

1) ADVANCED BAND - full rehearsal at 12:50 p.m. on stage.

2) LAKE PLACID CHORUS - rehearsal at 3:20 p.m. today for S. Allen, S. Thomson, S. Phillips, M.E. Neely, D. James, D. Stalker, R. Spielman and T. Vikander.

ALL STUDENTS

Come to the Dance Tonight featuring the Crowns.

TORCH BOARD

Meeting today in room 201 at 12:35 p.m. for all editors. The printer, Mr. Gross, will attend.

TULIP PLANTING COMMITTEE

- All tulip planters are requested to bring spades to school Monday and meet at 8:30 outside room 201.

PUBLIC SPEAKING AND DEBATING CLUB

- There will be a meeting at 3:30 p.m. in room 205. Novices please come to rm. 205 at 12:35.

RADIO CLUB

Don't forget to come to the meeting on Mon. Nov. 2 at 3:20 in Physics Lab.

OTHER DRUMMERS

Today is your last chance to sign up. Come to the front of the General Office at noon and make the club a success.

PREVIEW 'N REVIEW

For only ten cents read all the latest school sports, gossip and club reports. There is even an article on "the teacher of the month" - Mr. Baugnet. The person who has an autographed snow-bird ad, will win a ski hat.

SCHOLARSHIP WINNERS

Students who have not yet picked up their certificates must do so today from Miss MacDonald. Books are to be purchased and returned to the school by Tues, Nov. 3rd.

APPENDIX D, Continued.

G.A.A. RED HOUSE JUNIOR - Meeting at 12:40 in room 116.

YELLOW HOUSE FUDGE SALE - location: girl's gym on Mon, Nov. 2.
Fudge is only a dime and all proceeds will go to SWAY.

- B.A.A.
1. Touch Football at noon today. Grade VIII.
 2. Rugger team meet in locker room at 1:00 p.m. This afternoon at 3:30 ten teams from different high schools will play at Mount Royal in a tournament to decide the High School Rugger Championships.
 3. Wrestling Team Clinic tonight at Chomey.

RED CROSS There will be a meeting for the following people in Rm. 226 at 12:40 p.m. today; Alison Vida, Elliott Macklovitch, Liz Samson, Carlyne Taylor, Joyce Pantel, Joan Cooper. PLEASE BE ON TIME.

<u>DATE</u>	<u>HALLS</u>	<u>CAFETERIA</u>	<u>DETENTION</u>
October 30th	Mr. Fish Mr. George	Mrs. Chicoine Miss Feher	Mr. Mitchell Miss Anderson (R.108)
November 2nd	Mr. Hunter Mr. Logan	Mrs. Heuser Mrs. Holmes	Miss Feher Mr. Messenger.

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APPENDIX E

NORTHMOUNT HIGH SCHOOL, MONTREAL

DAILY BULLETIN

Wednesday, October 14th, 1964:

ATTENTION ALL STUDENTS: All students, except those that have a detention in Room 115, require passes to enter the building before 8:30 a.m. Use only lower door on Lavoie, not the Main Entrance.

ATTENTION 9L: Periods 1 and 2 report to Library for study period. There will be no Gym.

SUSPENSION: Martin Wajoman for 3 days. Reason: rudeness, telling lies.

TEACHERS OF 9L: Brief meeting, Thursday, 3:15 p.m., in Room 129.

MUSIC BULLETIN: Graduation Choir rehearsals as follows:-
Wed: 12:20, Room 129, Boys only.
Thurs: 12:20, Room 129, Girls only.
Fri: 12:20, Room 129, Full Choir.

GRADE XI GIRLS: Montreal General Hospital will hold open house on Saturday, Oct. 24, 9 a.m. Only ten invitations may be given. Please see Mrs. Steber today at 3:10.

HOMEROOM TEACHERS: Would homeroom teachers please record previous grades of students new to Northmount on the Kardex cards.

GRADE XI STUDENTS: Students interested in Engineering should explore courses at University of Waterloo. Calendars are in Guidance Office.

COMPOSITIONS: Due Thursday, Oct. 15th at 3:10, for 11C, 11I, 11K, 11L.

ANNUAL PHOTOGRAPHS: Be warned: Positively last day for Grade XI and teachers for photographs in Year Book.

APPENDIX E, Continued.

ANNUAL BOARD: Meeting of all editors Wednesday, Oct. 14th,
3:10, Room 316.

BASKETBALL REFEREE PRACTICE: Wednesday, Lunch hour. All girls interested in playing intermediate inter-scholastic Basketball who will be 15yrs. old on January 1st, 1965, come ready to play Wed. lunch time.

JUNIOR SOCCER: Game at St. Laurent High School at 2:45 today. Please dismiss team members at 2:45 p.m. Team posted on Boys' Athletic Board.

JUNIOR VICTORIA: Meeting in Gym, Wednesday, at 3:00 for all those wishing to play and those who have signed for intramural indoor Soccer.

BOYS' GYMNASTIC CLUB: Meets today 3:10 p.m. in Gym. Total cost for slacks and slippers \$9.40, inc. tax. Please order soon.

AUDIO VISUAL PROJECTIONISTS: Commencing today, training sessions in Projection Room for all three groups, time 12:25. See Bulletin Board outside Guidance Office for Groups.

STUDENTS' COUNCIL MEETING: Today, 3:10, in Vis. Ed. room. Reps. who cannot attend should find substitutes.

RINGS: Class decisions on rings to Students' Council Meeting today.

CULTURAL COMMITTEE: Meeting Friday, noon, tentatively in Room 211.

MONEY FOR CLUBS & COMMITTEES: Meet Julius Grey, Room 316, 3:10 p.m. on Tuesday, 20th, to fill out forms.

WOODWORKING & METAL WORKING CLUBS: First meeting, Rooms 21 and 27, Wednesday, Oct. 14th, 3:15 p.m.

STAMP CLUB: Meeting today 12:05, Room 19. Topic: Stamps of the United Nations. All welcome.

DUTY: 1 Mrs. D. Cameron; 2 Mr. D. Pourchot; 3a Mr. H. Byo
3b Miss R. Green; 4 Mr. A. Adlerblum; 5 Mr. Bortnichuk.

LOCKS: On sale General Office today.

CAR PASSES: Photos, Thursday, 15th. Students must have 50¢ and official card ready. For further information see Mrs.

Fowler.

N.J. KNEELAND
Principal,

APPENDIX F

BEACONSFIELD HIGH SCHOOL, MONTREAL.

HOME ROOM ATTENDANCE - OCTOBER 21, 1964.

Lesley MacDonald	8E	Sandra Hay	10C
Stephen Rattigan	8G	Gary Kennell	10D
Susan Simms	8H	Linda Leith	10E
K. Vidler	8I	Jim McBain	10E
W. Swinden	8I	Alison Mordell	10E
Brian Arless	9A	Peel Steven	10G
Chal Hale	9C	Glenn Taylor	10H
John Malcolm	9E	Robert Young	10H
Glenn McNicoll	9F	Marlene Barnes	11A
Peter McBride	9F	Judy Burch	11A
Sandy McIlwain	9F	Ann Barden	11A
Adele Poupart	9G	Bruce Gale	11B
Ann Wyman	9I	Bart Chislett	11B
		June Morrison	11E
		Cheryl Reid	11E
		Louis van den Berg	11F

NOTICES

Key Club - The following students have been elected to the Club:

Gr. X Girls	Deane Brebner	Gr. XI Boys	Phil Biggs
	Wendy Brown		Brian Gibb
	Chris Bunner		Ernie Heidersdorf
	Anne Lapp		Kevin Moore
	Linda Mason		Murray Wilson

There will be a meeting for all students tomorrow in Room 511 at 1:05.

Today only, the 4:45 bus will depart at 5:15 to accommodate spectators attending the football game.

Yeomen Records - if you have not received yours - see Mr. Pollock.

Please remember auditions for IOLANTHE. See notice posted in classrooms.

APPENDIX F, Continued.

Meeting of all Red Cross Home Room representatives tomorrow in Room 407 at 12:30.

All those interested in Curling - there will be a meeting, October 21, at 1:00 p.m. in Room 313.

Apple Sale - Apples will be on sale at the senior game today at a cost of 5¢ each. Profits will go towards the Students' War Against Yaws (SWAY) project or a bursary fund. Please use the provided trash cans for your cores.

Meeting today for all Grade 9 Cameron Boys at 12:30 in Room 306. Please attend - you may bring your lunches.

Bantam Football practice: today at 4:00 sharp.

Bantam Football meeting: today at 12:30 in Room 305.

Big Senior Football Game - B.H.S. vs. Dunton on homefield today.

Eaton's Bandwagon will be here to help cheer our team on.

Everybody out!