

# Journal of Education

**ISSN Online: 2616-8383**



**Stratford**  
Peer Reviewed Journals & books

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**Niyonshuti Bonaventure & Dr .Mukamazimpaka  
Marie Claire**

**ISSN: 2616-8383**

# **Influence of Extracurricular Activities on Students' Discipline in Twelve Years Basic Education in Rwanda**

<sup>1\*</sup>Niyonshuti Bonaventure & <sup>2</sup>Dr .Mukamazimpaka Marie Claire

<sup>2</sup>Research coordinator, School of education, Mount Kenya University, Rwanda

\*Email of the responding Author: [niyobona2020@gmail.com](mailto:niyobona2020@gmail.com)

*How to cite this article: Bonaventure, N. & Claire, M., M. (2020). Influence of Extracurricular Activities on Students' Discipline in Twelve Years Basic Education in Rwanda . Journal of Education, 3(4), 37-47.*

## **Abstract**

In 2015, Rwanda adopted a competency based curriculum to replace a knowledge-based curriculum where extracurricular activities (ECA) were introduced.. In this new curriculum, the students had an opportunity to participate in games, sports, debates and religious activities.. To this effect, this study aimed to establish the influence of extracurricular activities on students' discipline. The study employed correlation research design, Solvin's formula for sampling and purposive sampling technique were used to select 200 respondents from 398 targeted people. Questionnaires and guided interview were used as data collection instruments. SPSS version 21 was used to enter and to analyze the data. Quantitative data was analyzed using descriptive statistics (mean, percentages, and frequencies) and thematic approach was used for the qualitative data. Karl Pearson correlation coefficient and regression model were computed. Graphs, tables and textual model were used to present analyzed data. The findings revealed that there is a higher positive degree of relationship between extracurricular activities and students' discipline in twelve years basic education in Gasabo district as indicated by (r) of 0.529. This means that there is a significant influence of ECA on students' discipline. Regression model explained 50 percent of students' discipline in twelve years of basic education in the Gasabo district as indicated by r-square of 0.501. The study recommended that educational authorities to improve extracurricular activities facilities in all schools.

**Keywords:** *Extracurricular activities, discipline, student' discipline, influence and Itorero*

## **1.0 Introduction**

### **1.1 Background of the study**

Education in the world is the foundation of socio-economic, scientific and technological development (Olufunke, 2012). The quality of education is the one, which is equipped by sufficient facilities considered as the engine of change of both economic and social development of any given country (Shannon, 2013). Different social and additional activities that increase children's attention span were considered to be extra-curricular activities as indicated in school curriculum (Mittal, 2007). Extra-curricular activities are defined as activities in schools for strengthening students' learning either inside or outside classroom and developing learner's personality (Bhatia, 2016).

Across the world, the practice of extracurricular activities in secondary schools were discussed, In Montgomery, Kronholz (2012), indicated that in High schools like Maryland offered different ECA including clubs, sports and debates. Kronholz (2012) also added that when Students work in such an environment, they tend to have a higher chance of attending schools that lead to high academic performance. In similar ways, Mbiti (2007), researched by using the term discipline to explain the moral spirit of an individual which is developed into human personality that can be changed due to individual control. Later on, Massoni (2011) Carried out a research where indicated that involving students in extracurricular activities is highly correlated to positive effects related to students' discipline that leads to good performance, superior attitudes, high rate of school completion and improved social skills .Thus, discipline can be defined as having acceptable behaviors which are approved by society while students' discipline refers to having acceptable behaviors related to the school rules and regulations.

In Africa, South African students who are in high schools, automatically get opportunities of participating in school based extra-curricular activities since these activities mostly develop student's discipline where the students have freedom to participate in any extra-curricular activity that they prefer. South Africa school sport policy is purposively regulating school sport implementation in all educational levels regardless to their ability in order to strengthen their discipline as it was found that, only 51.7percent of secondary school students, participated in sports and recreation activities (department of sports& Recreation, 2005). In similar ways, Murano (2005), conducted research in Kenya which showed that extracurricular activities were introduced in regular school program in order to supplement academic goals. Later on, Anthony (2016), carried out research that showed that ECA contributed to students' social development in developing discipline, enhancing tolerance, and improving moral values.

In Rwanda, curriculum policy (2000), emphasized on Rwandan ambition with skills to make a positive contribution to the economy and hence to achieve a higher standard of living. This curriculum introduced Rwandan heritage and culture where they prepared the subject syllabi that reflect to ECA including Arts, music, Drama, club and debate, sports and games, dance and religious activities. However, the implementation of these activities was not well done as educators are more stressed by academic performance, as stated by Anthony (2016).

## **1.2 Problem statement**

In African countries, extra-curricular activities were introduced in normal curriculum for more than one purpose such as increasing academic performance as well as influencing students' discipline where most African countries, their government put more efforts on discipline so as to strengthen education system. In this region, education system also should emphasize students' discipline in view of having effective behavior that student must have in order to fulfill the school rules and regulations (Ahmad, 2014).

This can enhance students' discipline leading to the quality of education in Sub-Saharan African Countries (SSAC) society including Rwanda. Extra-curricular activities play crucial role, not only in improving academic performance but also improving students' discipline by building character (Bush, 2003). Participating in extra-curricular activities (ECA) have positive effects, in such that students who behave well performed better, show positive attitudes, improve the rate of school completion as well as students' social values developed when are well involved in various activities such as arts, music, Drama, club and debate, sports and games, dance and religious activities (Musoni, 2011).

However, 12YBE students' discipline in Rwanda is low due to irregularity of student attendance, late submission of assignment, irrespective dressing style and low attention span taken as the results of poor implementation of these activities that also affect educators to be more stressed by academic performance, since the time of ECA is used in teaching core subjects (Joseph, 2016). 12YBE students' discipline is seen as the big issue in Rwandan education system where the researchers have shown that students' indiscipline can be one of the problems caused by low implementation of extracurricular activities in schools as students who are involved in ECA behave well when compared to those who are not involved. Therefore, this study was aimed to examine the Influence of extra-curricular activities (Sports and games, religious activities, Ndi umunyarwanda, debate, itorero and clubs) on 12YBE students' discipline in Gasabo district.

## **1.3 Objective of the paper**

The objective of this paper was to determine the influence of extracurricular activities on students' discipline.

## **2.0 Literature Review**

### **2.1 The concept of student's discipline**

Schon (2003) stated that schools should provide education to all children who attend school and train them to behave in and after school. Students' misbehavior affect education and students' misconduct interfere teaching and learning, even parents' education towards their children. Mbiti (2007) did a research that used the term discipline to explain the moral spirit of an individual which is developed into human personality which can be changed due to individual control. Discipline is a way in which individuals develop their behavior that should be employed to make an effective learning (Mwangi, 2006). Students need to develop their discipline in order to make effective progress related to their learning (Charles, 2002). Kohlberg (2008) said that discipline is a purpose of education and argued that students must be highly motivated towards the positive thoughts of actions. Max (2011), said that discipline is both changing and shaping students' discipline to help them have desired behavior.

## 2.2 The concept of extracurricular activities

According to Bhatia (2016), extracurricular activities are defined as the activities for strengthening learning in the classroom besides other activities both inside and outside the classroom to enhance children's personality. . Thus, such activities can be useful before, during and after class in order to refresh their minds and learn well. In similar ways, Shannon (2006), carried out research showing schools which do not involve students in extracurricular activities, students probably engaged in prohibited uses of drugs which leads to high risk of sexual behavior, yet ECA have seen to be advantageous to student's discipline. Killgo (2010), has shown that successful schools have strategic plan which includes apprentices in some types of school activities. The research referred to the poor performing high schools in extracurricular activities, where there is an increment of latecomers and low attention span of students. In similar ways, Massoni (2011), stated that extracurricular activities like debate, clubs, sports and games, were started in 19<sup>th</sup> century in some universities of united states, such as Harvard and Yale Universities.

In nineteenth century, the importance of building social cohesion through educational system, was stressed by educators, since the emphasis of educationists' emphasis was on the early grades. However, various educators believed that the secondary school process must show a significant portion since the common knowledge, ideas and interests of the elementary school adolescents cannot be alone developed due to American democracy (Spring, 2007). Students' involvement in ECA such as clubs, games and sports, debates and religious activities was one of the techniques used to promote students' discipline. It has shown that Students' indiscipline can delay the achievement of educational goals since it requires the students to have self- respect, self-determination and time management (Gitome *et al.*, 2013). This leads educators to be stressed by academic performance where the time of extracurricular activities used for teaching core subjects and reject ECA for increasing academic success. Rahimi and Karkami (2015), showed that rewarding students who behave well, improves the way they behave which lead to better academic performance. Students who are involved in school extracurricular activities are highly disciplined and best academic performer. Therefore, these students are accepted and appreciated by their teachers, peers at school, parents and their relatives at home. Extracurricular activities have a significance influence on both students' performance and discipline.

## 2.3 Influence of extracurricular activities on students' discipline

Extracurricular activities are highly correlated with students' discipline. Anthony (2016), showed that students' involvement in extracurricular activities earn various values needed by society like tolerance, teamwork, and social cooperation and enable them to perform their responsibilities based on their moral values. The study added that effective development of the education system should be based on school extracurricular activities. However, educators' speed of academic outcomes causes educators to ignore ECA, which is mostly found in developing countries like Rwanda. . Extracurricular activities are an integral part in learning process since they influence students' discipline where reducing time wastage of students in doing immoral actions. These activities are more vibrant and rewarding in a school set-up when are timetabled, viewed as normal lessons and when learners are involved in one way or another way promote their discipline. This is exactly what presented by Riviera High School in Kigali, among many other schools, has been doing for years, and despite being vibrant in activities such as music,



debate, sports and school clubs among others, they have still managed to perform well academically, which can be the same in twelve years basic education in Rwanda as stated in New Times (2016). Moreover, extracurricular activities influence students' discipline as a student's discipline depends on ECA.

### 3.0 Research Methodology

The study employed correlation research design. The Solvin's formula for sampling and purposive sampling technique were used to select 200 respondents from 398 targeted people. Questionnaires and guided interview were used as data collection. SPSS version 21 was used to enter and to analyze the data. Descriptive statistics such as mean, standard deviation and correlation and regression analysis and regression were used to analyze quantitative data while thematic analysis was used to analyze qualitative data.

## 4.0 Research Findings and Discussion

### 4.1. The extent at which extracurricular activities are practiced in 12YBE

Questionnaires were distributed to the students and interview guides to discipline masters to gather information regarding how extracurricular activities are practiced in 12YBE. The results of the perception of students on extracurricular activities practiced in twelve years basic education is presented in Table 1.

**Table 1: Perception of students on extracurricular activities practiced in twelve years basic education**

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Prefer sport to other ECA	6	3.1	1	0.6	5	2.5	17	8.6	165	85.3	4.72	0.81
Availability of dancing clubs	126	65	55	28.2	2	1.2	4	1.8	7	3.7	4.49	0.91
Students involvement in Itorero and Ndi umunyarwanda.	4	1.8	7	3.7	2	1.2	75	38.7	106	54.6	4.4	0.84
Refreshing mind through dancing	99	50.1	79	41.1	4	1.8	8	4.3	4	1.8	4.34	0.86
There is the opportunity of participating in debates	118	60.7	12	6.1	2	1.2	52	27	10	4.9	4.32	1.09
Religious activities help people to feel well.	94	48.5	12	6.1	8	4.3	75	38.7	5	2.5	4.24	0.96
Volley ball is taken as hobbies	5	2.5	11	5.5	1	0.6	100	51.5	77	39.9	4.2	0.89
Availability of playgrounds	115	60.1	14	7.4	16	8	8	4.3	42	20.2	3.84	0.97

**Source: Field data (2020). SD: Strongly disagree, D: disagree, N: Neutral, A: Agree and SA: Strongly agree.**

The Table 1 indicates the perception provided by students learning in twelve years basic Based on the results presented in Table 1 93.9 percent of students agreed that they prefer sport to other ECA at 4.72 of mean. Further, 93.3 percent of students agreed that students are involved in Itorero and Ndi umunyarwanda at 4.4 of mean . Besides, 41.2 percent of students agreed that religious activities help them to feel well at mean of 4.24. 24.5 percent agreed that in their schools, playgrounds are available at 3.84 of mean. With reference to the findings, it is clear that, sport is the most ECA practiced in 12YBE as shown by the mean of 4.72. However, discipline masters of 12YBE found in Gasabo district were given guided interview about the extent to which extracurricular activities are practiced in twelve years basic education, indicated that games and sport, clubs, debates, religious activities, Itorero and Ndi umunyarwanda are extracurricular activities which are being practiced in twelve years basic education. They also added that, such extra- curricular activities are not practiced effectively due to insufficient time to perform such activities.

Basing on the perceptions of different respondents related to extent at which ECA practiced in 12 YBE, the researcher made comparative interpretation where it was shown that respondents have the same perception on the implementation of extracurricular activities but different magnitude as shown in table 4.1 as well as interview given to discipline masters. In (2014), the United States Census Bureau released a report after conducting research about children participation in extracurricular activities which shows that fifty-seven percent of children between 6 and 17 years old participate in at least one extracurricular activity.

#### 4.2. The level of students' discipline in twelve years basic education

The results of the level of students' discipline in twelve years basic education is presented in Table 2

**Table 2: Perception of students on the level of students' discipline in 12YBE**

Statement	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Behavior keep on changing	6	3.1	7	3.7	13	6.7	24	12.3	144	74.2	4.50	0.98
Level of school values	2	1.2	62	31.9	6	3.1	23	11.7	101	52.1	4.22	1.04
Level of students dressing style	14	7.4	105	54	10	4.9	46	23.9	19	9.8	4.07	1.28
Reduction of time wastage	8	3.7	31	16	4	1.8	52	27	99	50.9	4.06	1.22
Increment of physical interaction	3	1.8	108	55.8	19	9.8	23	11.7	41	20.9	3.82	0.95
Show low respect to teachers	25	12.9	90	46.6	11	5.5	23	11.7	45	23.3	3.55	1.31

The results in Table 2 ,indicates the perception provided by students studying in twelve years basic education related to the level of students' discipline in twelve years basic education such that 86.5 percent of students agreed that behavior keeps on changing at 4.50 of mean. In addition, 63.8 percent of students agreed the level of school values at 4.22 of mean. Besides, 33.7 percent of students agreed the level of students' dressing style at 4.07 of mean. Similarly, 77.9 percent of students agreed that there is reduction of time wastage at 4.06 of mean and also 35 percent of the students agreed that show low respect to teachers at 3.35 as mean. Moreover, 32.6 percent of students agreed that there is an increment of physical interaction with the mean of 3.82. Basing on the results indicated in Table 2, it is clear that students' behavior keeps on changing as supported with a mean of 4.50. The results of Table 2 show that there is a low respect of students to teachers as supported by the mean of 3.55. Discipline masters were also interviewed on the level of students' discipline in twelve years basic education and emphasized that there is low students 'discipline.

By making comparative interpretation basing on views from different respondents related to students' discipline, it was shown that students discipline is low in 12 YBE due to poor implementation of ECA and indicate that once ECA are implemented effectively students' discipline can be improved significantly. According to Nikki (2009), extracurricular activities often cost money for participation in some type of arranged "pay-to-play" fee which may reduce the effective performance of ECA. Despite Nikki (2009), also added that caring secondary school students, should consider community collaboration and reduce financial barriers to participation in healthy extracurricular activities for students and develop team building that leads to effective discipline. When balanced with school discipline, Gardner *et al.* (2008) revealed that, extracurricular activities may help students to raise their attention span, develop school spirit which lead to regular class attendance

#### 4.3 Correlation between extracurricular activities and students' discipline

The findings of the correlation between extracurricular activities and students' discipline is presented in Table 3

**Table 3: Correlation between extracurricular activities and students' discipline**

		Students' discipline	Extracurricular activities
Students' discipline	Pearson Correlation	1	.529**
	Sig. (2-tailed)		.000
	N	163	163
Extracurricular activities	Pearson Correlation	.529**	1
	Sig. (2-tailed)	.000	
	N	163	163

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The study investigated the relationship between extracurricular activities and students' discipline basing on independent variable. The results in the Table 3 reveal that there is a significant high degree of positive correlation between participation in extracurricular activities and students' discipline where Pearson coefficient of correlation ( $r$ ) was 0.529 with the  $p$ -value= $0.000 < 0.01$ . This meant that the participation of students in extracurricular activities provides enough evidence that promote the students' discipline. As stated in interview, it was shown that the more students participate in extracurricular activities the more they behave well.

These findings are in line with the study of Broh (2002), which shows that students' participation in extracurricular activities in general is associated with an improved students' discipline, which



leads to higher education aspiration increased attendance and reduced absenteeism. Adeyemo (2010), established that extracurricular activities have proven to be beneficial in building and strengthening school discipline, even if the activities are not obviously performed in school setting. Note only does extracurricular activities enhance students' discipline but also the type of activity the child participates in (Darling *et al.*, 2005). These activities however, should be well supervised, timed properly and directed toward improving their development. Darling *et al.* (2005), also added that, Students need to be aware of the specific extracurricular activities available to them.

#### 4.4 Regression analysis

The R square of extracurricular activities and students' discipline is depicted in Table 4

**Table 4: The R square of ECA and students' discipline**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.708 <sup>a</sup>	.501	.485	.85670	.501	31.570	5	160	.000

**Source: Field data(2020),**

Predictors: (Constant), Participating in games and sports, availability of dancing clubs, Participating in itorero and ndi umunyarwanda, participating in religious activities and participating in school debates.

The findings presented in Table 4 indicate that there is a high degree of correlation (*r*) of 0.708 and R square of 0.501. It means that extracurricular activities influence students' discipline at 50.1 percent. This also implies that the remaining 49.9 percent of students discipline can be affected by other factors. It also show the significance level with the *p* value of  $.000 < .05$  which is less than 0.05. This means that the influence of extracurricular activities on students' discipline is significant. Therefore, participating in extracurricular activities influence significantly students' discipline in 12YBE. This was enforced by discipline masters in interview where they indicated that there is a high change of students' discipline due to extracurricular activities practice and added that the more students participate in extracurricular activities the more they improve their discipline. According to Brown(2013), students participation in extracurricular activities develop their leadership roles and promote their relationship among themselves and with adult people. This shows that students involvement in extracurricular activities influence their behavior as they interact one another and instead of wasting their time in unexpected actions, spend it in developing social and moral values. However, the most important point overall of these is that the activities should be fun and attractive for youth.

#### 5.0 Conclusion

Basing on the objective of this study which was to determine the influence of extracurricular activities on students discipline in twelve years basic education in Gasabo district. It was concluded that effective implementation of extracurricular activities influence students' discipline somewhere between 49.2 percent and 78.2 percent. In similar ways, Regression model explained 50.1 percent of students' discipline in twelve years basic education in Gasabo district

as indicated by r-square of 0.501. It was also shown that extracurricular activities are highly positively correlated to students' discipline as proven by Karl Pearson coefficient of correlation (r) of 0.529 from respondents' perceptions.

### **6.0 Recommendations**

Basing on the findings of the study, the following recommendations were addressed

1. Ministry of education, should provide extracurricular activities (ECA) facilities in twelve years basic education in Rwanda in order to improve students' discipline.
2. Educational planners should make effective set up that should enhance students' discipline so as to make up effective implementation of extracurricular activities in twelve years basic education in Rwanda.
3. School head teachers should follow up the implementation of extracurricular activities daily so that students' discipline can be improved and make sure that teachers use ECA time effectively without being more stressed by academic performance only but also students' discipline and sensitize parents to encourage their children to perform ECA effectively so as to improve their discipline.

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