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Club work in the high school

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CLUB WORK IN THE HIGH SCHOOL

by

Burlin F. Downing

Contributions of the Graduate School
Indiana State Teachers College
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B. F. D.

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I. INTRODUCTION

A. NEED FOR THE STUDY

There was a time when the high school did little but prepare pupils for college. Today we must educate for the proper use of leisure, health, a command of fundamental processes, a worthy home membership, a vocation, citizenship, and ethical character. Modern machinery has so changed our ways of living that we must change our whole system of education. If we are to educate the pupils for this changing order, we must give them every chance that it is possible to give them. Unless our system of education can live up to its possibilities there is no longer any cause for its existence.

"Important in the education of the child is his use of leisure time. This is becoming more and more important as economic and social progress add to the amount of leisure time the individual has at his disposal. Wise use of leisure depends on interests--their number, variety, and value--and opportunity for expression. Many legitimate interests are represented in a group of 100 students and providing they are legal they must be recognized even though teachers and administrators themselves have no concern in them. It is, of course, the business of the school to improve these interests to the betterment of the students. School clubs, because of

their variety and numbers, offer fine opportunities for exploring, developing, and widening the interests of the students. Naturally the greater the variety and number of the clubs, the more educative possibilities there will be."¹

Three years ago, there was introduced in the Brazil Junior High School a plan whereby all students were compelled to belong to one school club. The clubs met once each week for a thirty-five minute period. This plan was used for only one year and at the end of this time the plan was discontinued. Today there is no club program in the Brazil Junior High School.

In this school there seems to be a wide difference of opinion as to the value of high school clubs and how they should be controlled, not only among the teachers, but among the student body as well.

Because there has been a problem with clubs in this system, the writer decided to make a study of the clubs in high schools, not only in the Brazil High School but in other high schools of Indiana and near-by states.

B. STATEMENT OF THE PROBLEM

In this study, the writer is interested especially in the advisability of making clubs compulsory for everyone in the high schools. Will the fact that they are made compulsory kill the purpose for which clubs were originated or will it be a better plan to let the students decide whether or not they will join a club?

¹ Harry C. McKown, Extra-Curricular Activities (New York: The MacMillan Company, 1930), p. 93

C. METHOD OF COLLECTING DATA

1. Questionnaires to Brazil High School Students.

Since, with few exceptions, the students of the Brazil High School are the same students that were in the Junior High School three years ago, it was possible to get some valuable information and reactions from them concerning the club program as they knew it. Each student filled out a questionnaire. These students were requested to feel free to comment on the subject.

2. Questionnaires to Principals and Teachers.

Questionnaires were sent out to two hundred fifty teachers and principals of Indiana and other states. These teachers and principals were chosen at random. Answers were received from one hundred forty-six schools ranging from the very smallest to some of the largest schools in Indiana and neighboring states. Teachers and principals responded in a very splendid manner in aiding the writer by giving valuable information concerning their club program.

3. Information from Brazil Junior High School Teachers.

The writer received ideas and opinions from the Brazil teachers that were very valuable in the preparation of this thesis. These teachers were very willing to give their opinions concerning our club program as it was carried out in Brazil.

4. Survey of the Literature on Clubs.

Many books and articles gave the author much help. Not only were many authors read, but it was the writer's good fortune to have a personal interview with Dr. Harry C. McKown, formerly with the University

of Pittsburgh, who had made several studies and has written several books and articles on clubs.

D. SCOPE AND LIMITATIONS OF THIS STUDY

Since it was impossible to get the opinions of all authors, principals and teachers concerning clubs, this study has its limitations and could not be taken as final authority on the subject. However, because of the fairly wide range of information, it may be said to be a very fair sampling of opinions. Nothing is entirely answered and all ideas and opinions may be changed in a very short time. However, the facts as found are being presented by the writer in the hope that some good may come out of this study.

II. PRESENTATION OF DATA

A. QUESTIONNAIRES TO BRAZIL HIGH SCHOOL STUDENTS

First-hand information was given by the senior high school pupils, as they were the pupils who were members of clubs at the time of the compulsory program of clubs in the junior high school.

Four hundred sixty who had formerly been in the junior high school building were in the senior building. Since the junior high school program had been compulsory, all these pupils had belonged to a club.

Eighteen clubs were provided in the junior high school with no duplications, and the number ranged from twenty to thirty pupils in each club. Table I on page 6 shows the names of the clubs formed and the number of students belonging to each club in the junior high school. Two hundred ten students said they would have belonged and 250 said that they would not have belonged had it not have been compulsory.

To the question, "Do you belong to a club now?", 367 answered, "yes", and only 93 answered, "no". It was interesting to notice that although 250 had answered "no" to the question, "Would you have belonged if it had not been compulsory?" yet only 93 did not belong to a club in senior high school. Table II on page 7 shows the names of the clubs and the number of students belonging to each club in the senior high school.

TABLE I
CLUBS FORMED IN BRAZIL JUNIOR
HIGH SCHOOL AND THE NUMBER
IN EACH CLUB

Name of Club	Number Enrolled
1. Aircraft.....	26
2. Art.....	20
3. Bird.....	26
4. Dramatic.....	25
5. Etiquette.....	25
6. Exchange.....	27
7. First-Aid.....	23
8. G. A. A.	25
9. Glee.....	30
10. History.....	20
11. Junior Hi-Y.....	26
12. Journalism.....	21
13. Library.....	28
14. Mathematics.....	30
15. Music.....	29
16. Science.....	29
17. Sewing.....	20
18. Sports.....	30

TABLE II
 CLUBS FUNCTIONING IN BRAZIL SENIOR
 HIGH SCHOOL AND THE NUMBER
 IN EACH CLUB

Name of Club	Number Enrolled
Boys Glee.....	30
Ciceronian History.....	36
Commercial.....	37
De Bons Amis (Colored)....	8
French.....	37
Girls Glee.....	39
Latin.....	36
Mathematics.....	35
RaVon Dramatic.....	36
Science.....	36
Webster History.....	37

In the senior high school there was a duplication of clubs; for example, there were too many students for one history club to accommodate, and two history clubs were organized. There was also an advantage in having two history clubs, as each one was a rival of the other and each student tried to make his club the more interesting and valuable.

"Do you think every one should be required to belong to a club in junior high school?" This question was answered in the affirmative by 197, while 231 answered negatively and 26 thought the student should be left to decide for himself.

Three hundred twenty-one said they got no benefit whatever from their participation in junior high school clubs. They were of the opinion that the reason they received no benefit was because they were compelled to join and in most cases were merely put in a club because some other particular club happened to be filled up. Although they had been given an opportunity to express their first, second, and third choices, they did not always get in the club of their choice. This caused them to lose interest. Had there been duplication of clubs, this would not have happened.

The remaining students questioned, said they had received some benefit by being members of a club, but in most cases, they were very indefinite as to what this benefit had been. Twenty-one seemed to think the social side was most beneficial, while thirteen said they had benefited by being in a position of leadership especially where they had held offices in their particular club. Seventeen had benefited in that it had helped them in profitably spending their leisure time. Just

a few said they had come to know and better understand their sponsor but some criticized their sponsors very severely and said some sponsors had no interest in their clubs. Since the sponsors had had no choice in the matter of saying whether they would care to have clubs, this criticism was probably just. Table III shows the benefits derived from student participation in junior high school clubs.

TABLE III
BENEFITS DERIVED FROM STUDENT
PARTICIPATION IN JUNIOR
HIGH SCHOOL CLUBS

Benefit Derived	Number of Students
No benefit derived.....	321
Social.....	21
Worthy use of leisure.....	17
Leadership.....	13
Better understanding of sponsor.....	4
Indefinite as to benefit.....	84

B. QUESTIONNAIRES TO PRINCIPALS AND TEACHERS

The questionnaires that were sent out to high schools were answered by teachers and principals. As a result the opinions of both teachers and administrators, concerning clubs, have been given.

1. Enrollment of Schools Studied. Out of the 146 answers received, 113 were from schools of less than five hundred enrollment. Thirteen schools had an enrollment between five hundred and a thousand. Eleven had an enrollment between one thousand and fifteen hundred and the remaining nine schools had more than fifteen hundred enrolled. Table IV shows the enrollment and number of schools studied.

TABLE IV
ENROLLMENT AND NUMBER OF SCHOOLS
STUDIED

Enrollment	Number
Less than 500.....	113
501-1000	13
1001-1500	11
1501 and up	9

2. Number of Clubs. The number of clubs varied from zero to forty, with eleven of the smaller schools having no clubs and four of the larger schools having forty clubs.

TABLE V

NUMBER OF CLUBS IN THE 146
HIGH SCHOOLS STUDIED

Number of Clubs in each School	Number of Schools Having from 0-40 Clubs
0	11
1	3
2	7
3	7
4	4
5	3
6	10
7	12
8	18
9	13
10	13
11	11
12	11
13	3
14	2
15	2
16	1
17	2
25	4
26	2
30	4
40	3

Median 8

3. Membership of Clubs. Only eight schools out of the groups studied had all students members of one club or more, and six of these made membership compulsory. This would cause one to think that where it is not compulsory seldom will all students belong to clubs.

4. Scholastic Requirements. Only thirty schools had any scholastic requirements, and these were very low, generally a passing mark in each subject pursued. Four schools required at least the average mark of the school before the students could become members of clubs. In case of schools where club membership was compulsory, no scholastic requirements could be required. Table VI shows the requirements for club membership.

TABLE VI
REQUIREMENTS FOR CLUB MEMBERSHIP

What was Required	Number of Schools
No requirement.....	105
Passing mark.....	26
Average mark.....	4
No clubs.....	11

5. Number of Clubs to Which Students Might Belong.

Although there were no scholastic requirements in most high schools, there was a limit, in most cases, as to the number of clubs to which a student might belong. In seventy schools membership was limited to one club. In twenty-three schools membership was limited to two clubs. In three, the limit was three, and in thirty-nine, there was no limit. In the eleven schools without clubs, all agreed that membership should be limited to one club. Table VII show the number of clubs to which students might belong.

TABLE VII
NUMBER OF CLUBS TO WHICH STUDENTS
MIGHT BELONG

Number of Clubs	Number of Schools	q
1	70	
2	23	
3	3	
No limit.....	39	
Schools having no clubs...	11	

6. Limits on Number in Clubs. Only eighteen schools limited the number allowed in any one club. All the others allowed the clubs to take in as many as they desired. However, in the smaller schools this did not become a problem.

because there are so few available for membership. Table VIII shows the limits on the number in any club.

TABLE VIII
LIMITS ON THE NUMBER IN ANY CLUB

Size of Clubs	Number of Schools
Large as desired.....	117
35-40	7
30-35	8
25-30	3
No school clubs.....	11

7. Club Participation. Voluntary participation in clubs is generally hard to accomplish. In many of the cases considered, the schools tried by means of assemblies to interest the student body in their club programs. Here the different clubs would put on the assembly programs at different times and try to show what each club was doing.

Before organizing the clubs, the schools tried to arouse pupils' interest by getting their suggestions as to clubs that should be organized. By discovering each pupil's particular hobby or his likes, the schools were able to organize only clubs that had an appeal to the student body.

If a student did not belong to a club, he went to a study hall for study. Sometimes these study halls were used to try to interest the pupils in particular phases of club work.

Where there were several clubs of a kind, rivalry sometimes became so great that interest was created among the students who were not members of any club.

8. Length of Club Period. Most schools had an extra-curricular period each day and one day each week was used for clubs. This period ranged in length from thirty to fifty minutes. This seemed to be the solution for the time of meeting of clubs, as it gave all students a chance to attend clubs. Table IX show the length of the club period.

TABLE IX
LENGTH OF CLUB PERIOD

Length in Minutes	Number of Schools
30	20
35	76
45	15
50	18
No Definite length	6
No clubs	11

9. Time of Meeting. Six schools had no regular time for their meetings nor did they have any definite length of time. One hundred four clubs met weekly. Seventeen school clubs met twice each month, while two music clubs met three times each week. Table X shows the number of club meetings.

TABLE X
NUMBER OF CLUB MEETINGS

How Often They Meet	Number of Schools
Weekly	104
Bi-monthly.....	17
Monthly.....	6
Three times each week.....	2
No definite time.....	6
No clubs.....	11

10. Student Response. Do the students all want to belong? Only five teachers answered, "yes" to this question. The teachers were very generally of the opinion that when clubs were compulsory the students resented the idea and were not as anxious to become members. Generally, pupils are like other people; they like to do things because they enjoy them and not because they are compelled to do them.

11. Advisability of Compulsory Club Membership. One hundred twenty-four teachers and principals thought the students should belong to at least one club, but that this membership should come about as a result of education in some manner and in such a way as to make the student see that there was a need for him to be a club member. He should not think of it as being a task. Clubs should be a matter of enjoyment and a way to spend leisure time profitably, and they should not be looked

upon as a required feature of the regular school curriculum. Table XI shows opinions as to whether or not all students should belong to a club.

TABLE XI
OPINIONS AS TO WHETHER OR NOT ALL STUDENTS
SHOULD BELONG TO A CLUB

Answers	Number of Teachers
Yes	124
No	16
Let the child decide	6

12. Aims of Clubs. A very important aim of any club should be training for leisure. Students should be bound together for the purpose of pleasure. Clubs should develop self-expression. This is especially brought out in the aims of an English club. Clubs should develop character, health, initiative, leadership, friendship, and courtesy. Clubs should help to broaden the pupils' views of life and help them choose their life work.

Hiking clubs should develop love and respect for nature as well as develop health habits. Mathematics clubs should create in the pupils a desire to know more about mathematics and its application to everyday life. Clubs should be very careful not to kill the play spirit but rather direct it into useful and worth while channels.

13. Selection of Sponsors. Ninety-three of the schools choose their sponsors according to their interests or hobbies. This seemed to be very satisfactory because the teachers were more interested in the clubs they were sponsoring. In the other schools, sponsors were chosen by the students or the principals, or by both. This was not so satisfactory because often the sponsor chosen did not fit into the club and as a result the club did not function properly. This, in most cases, was given as a reason for club failures. The sponsor must have an interest in the club. When the principal chooses, the sponsor has no choice. When the students choose, the one chosen is generally some popular member of the faculty and not necessarily the one that is best suited to sponsor. Table XII shows the methods used in selecting sponsors.

TABLE XII
METHOD OF SELECTING SPONSORS

Method of Selection	Number of Schools Using Method
According to teacher's interest	93
Arbitrarily by principal	22
By students.....	15
By students and principals.....	5
No clubs.....	11

14. Willingness to Sponsor. About forty per cent of the teachers and principals claimed a willingness on the part of their faculty to sponsor a club, while forty per cent were unwilling, and the rest were indifferent. Some claimed that too many burdens were added to the teacher's load and the teachers should not be required to do too many tasks outside of their regular teaching work, as it took time from their preparation of subject matter. Others argued that any extra-curricular activities were of as much importance as the regular academic subjects.

15. Traits of Successful Sponsors. Principals were almost unanimous in their opinion that to be successful sponsors, teachers should be interested in the club program first of all. They must be willing to sponsor, be popular with their club, and be very patient with their club members. A sponsor should be able to lead and at the same time remain in the background while the students do the work. The sponsor should be tactful and a good organizer. He should be open-minded to the ideas of the pupils and be able to see their viewpoint as well as his own. Table XIII shows some of the traits necessary for successful sponsors.

16. Preparation for Sponsorship. Very few teachers had had any special preparation to qualify them to act as sponsors of a club. Only four teachers out of the number questioned had ever had a special course in club sponsorship. A few had sponsored boy scout and girl scout troops. Ten studied the course in Extra-Curricular Activities at Indiana State Teachers

TABLE XIII
 TRAITS NECESSARY FOR SUCCESSFUL SPONSORS

Trait or Characteristic	Number of Teachers	Per cent
Interest in the club.....	97	67
Willingness to remain in background.....	12	8
Open-mindedness.....	11	7
Patience.....	10	7
Tact.....	9	6
Organizing ability.....	4	3
Popularity.....	3	2

TABLE XIV
 PREPARATION FOR SPONSORSHIP

How Qualified	Number of Teachers
No training	121
Boy scout training.....	9
Girl scout training.....	2
Education 519*.....	10
Course in leadership.....	4

* Education 519 is a course in extra-curricular activities.

College. Most of the teachers were sponsoring because it had been wished upon them. Table XIV shows the preparation of teachers for sponsorship.

C. INTERVIEW WITH BRAZIL TEACHERS

The teachers of the Brazil Junior High School were of the opinion that the club program failed in that system because of the method of organization. The clubs were organized with the idea of making it compulsory for all students to be members of a club. The clubs were named by the principal and each teacher was compelled to choose a club to sponsor.

The children were not interested in their clubs because they were not always put in clubs in which they were interested nor were they grouped with their crowd. The club is the nearest thing there is to a gang in the school and the children like to be with their crowd.

Teachers lost interest in the clubs and consequently the members lost interest. There was no definite club program and therefore no definite ends to work towards. Clubs soon died in the system and no effort has been made to revive them. Teachers are probably partly at fault.

D. SURVEY OF THE LITERATURE ON CLUBS

"1. Meaning of Clubs. Club activities have a prominent place in every modern high school. They have come about through a recognition of the limitation of the regular curricular activities and recitations to meet individual interests, inclinations,

tastes, and the like. The great variety of worth while club activities which has already been tried in high schools makes it possible for the individual student to find his place in accordance with natural interests and aptitudes. Students, for instance, who have an aptitude for music will have abundant opportunity to have their interest stimulated in the high school orchestra, glee club, chorus and various other musical activities of the school. Clubs give opportunity to train in junior citizenship; they have their own officers, who are given every chance to develop initiative, leadership, cooperation, and other worthy qualities of citizenship.

"2. Origin, Place, and Scope of Participation. Many club activities grow out of curricular activities, such as foreign language clubs, physical education clubs, mechanical arts clubs, commercial clubs, etc. Many interesting avenues are opened in these clubs which could not and would not come in regular recitations.

"Club activities will not be much of a success unless time is set aside in the regular school schedule for this purpose.

"Many high schools take a regular period each day for the development of their extra-curricular program which, of course, includes much more than club activities. Certain of these activity periods are given over for club meetings when all the clubs of the school meet.

"The ultimate ideal of each high school should be the enlistment of its entire enrollment from conscious choice,

based on interest, in some club activity of the school. The difficulty of doing this must not be underestimated. Club motives, club sponsorship, and club organization are problems not always easy to solve. But the ideal of every student in a worth while club is an ideal which is worthy and which is possible of attainment. It has already been accomplished in some high schools.

"3. Sponsorship. If clubs are to be successful, they must be sponsored by faculty members. Sponsors should be appointed by the principal, who should take into account their qualifications for the assignment. It is not good policy for the principal to appoint sponsors indiscriminately. As a rule, teachers who volunteer for sponsorship of clubs are more likely to be successful than those who are drafted. Students frequently make good suggestions of sponsors for clubs, but it is not always safe to follow their suggestions. Popular teachers do not always make good sponsors. The best sponsors are those teachers who through a minimum of effort develop a maximum of initiative and leadership among the student members of the club.

"Teachers are beginning to realize that they have obligations and responsibilities outside of their regular class subjects.

"4. Membership in Clubs. Every club should have its own constitution and by-laws worked out by its members. Requirements for admission are determined by the purpose of the club and the nature of its work. Under no circumstances

should members be admitted to a club by a vote of the students through a process of balloting.

"In such organizations as orchestras, glee clubs, dramatic clubs, debating clubs, etc., it is necessary to admit members through competitive trial.

"After students become members of clubs, they should be checked to determine whether or not they are being useful to the organization. If they have no interest and fail to meet the requirements of the club, the guidance department should function in leading them into activities which may interest them.

"5. Organization of Clubs. Clubs are organized upon the request of students or upon suggestion of a teacher who volunteers sponsorship. The objectives of the clubs should then be clearly stated and it should be evident that they spring from a live interest on the part of those who are asking for the organization. Experience has shown that some of the best high school clubs ever organized came about as the result of requests on the part of the students themselves. Before clubs are accepted as a part of the activity program, they should be considered carefully by the extra-curricular directors, the faculty committee, and the principal.

"6. Some Things to Remember. Before and after organization of clubs, the principal or his assistant should keep in close touch with them, in order that he may be sure they have worthy objectives, conform to school policy, and do not duplicate other efforts in the school.

"The principal and his advisors ought diplomatically to discourage undesirable activities and point the way to better ones.

"There ought to be a proper balance between curricular and extra-curricular activities. The number of clubs to which a pupil may belong ought to be limited. Scholarship in regular work should not be sacrificed for club activities if properly organized and supervised.

"The guidance department of the high school has one of its greatest opportunities in connection with the club development of the school. Many pupils do not know where their interests lie; they have not found themselves. Real educational guidance should come in to lead them into proper activities.

"7. Club Activities and the Assembly. The club activities of the school will furnish abundant material for the weekly assembly which every modern high school should have. It will be a strong incentive for many of these club organizations to know in advance that they will be called upon some time during the school year to be responsible for the assembly program. This will be an additional opportunity for student participation."²

"8. Formation of Clubs. The strength of a program of school clubs is dependent on the adequacy of the individual

² Charles R. Foster, "High School Clubs," The Twenty-Fifth Yearbook for the Study of Education, Part II (Blomington, Ill. Public School Publishing Company, 1926), pp. 176-179.

clubs. It is essential that the principal of the school supervise the work of the clubs, that he seek the cooperation of the faculty, take the initial steps in launching the clubs, and exercise control over the personnel, aim, and activities of each organization. He should be cognizant of the special contribution that each club is expected to make and have a clear grasp of the range of clubs needed in his particular school and community. Having organized the system, the principal must not look upon it as a finished product, but must continue to sense new needs as they arise and to plan clubs commensurate with them."³

"In a constructive policy where the club idea prevails the school attempts, without coercion to provide a club for every pupil and to see that every pupil, even the most diffident, finds his or her place in a club according to the club scheme. A pupil can join the club of his choice or, by meeting such fairly definite objective requirements as the nature of the club requires, such as, certain abilities in French, or certain knowledge of birds, or certain scholarship requirements, or not belonging to too many other clubs. If there are too many applicants for one particular club, additional sections of the club, each with a teacher-adviser, are formed so as to keep the club about the size of the usual class in the school. In order that clubs may be exploratory of pupils' interests and abilities, the policy

³ J. B. Edmonson, Joseph Roemer, Francis L. Bacon, Secondary School Administration (New York: The MacMillan Company, 1931), p. 172.

usually advocated provides a favorable opportunity for pupils to change clubs every semester or at least every year.

"Some enthusiastic believers in the club idea, with possibly an overstrong administrative tendency, want to prescribe everything for clubs and require membership of every pupil. There is the possibility of a real danger here in over-organization. Some things can not be decreed. The attainment of that cardinal principle, the intelligent use of leisure time, seems to require a freedom to choose in a situation offering a variety of stimulating, satisfying possibilities rather than to be bound by too much prescription. If there is to be growth the pupil must have freedom to choose."⁴

Should all students be required to belong to clubs? In theory, "yes", but in actual school life, "no". If there could be enough clubs of a variety that all students could find a club to his liking then the answer is "yes". If the student can not find a club to his interest, then he generally gets into one that will not be so exacting and he will probably receive no benefit from it.

If a student is punished by being made to go to a study hall during club period, this will often result in the student

⁴ Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools. (Chicago: Houghan Mifflin Company, 1931), pp. 264, 266.

joining a club against his desire. A student of this type is of no value to a club and he is generally an injury to the club.

The time for organization of a club is when the need arises. When enough students show an interest in the organization of a club it should be started. A club should never be continued after it has served its usefulness.

The time of meeting of a club must be at a time when all students can attend. A large number of students work after school hours and can not attend. It becomes necessary, then, to hold the club meetings during school time. Practically all authors agreed that there should be an extra-curricular period during the school hours, and during this period, clubs could meet once a day each week. If a club is worth while it is worth the time to be put in the school program. If the clubs meet during regular school hours, the students will regard the work more seriously and it will be more convenient for both pupils and teachers.

Clubs should not meet too often. This tends to cause a club to lose interest. One good meeting is better than three or four meetings that have not been well planned. Usually the club holds one meeting each week.

The sponsor of a club is very important. A good sponsor should be popular, sympathetic, and interested. A sponsor who wants to sponsor a group generally succeeds. So, it is a good idea for a sponsor to be chosen on account of some particular interest. It is better for a sponsor to be one

of the teachers than an outside person, because the school authorities can have complete control.

The activities of a club should be varied. If a club becomes too routine, the members lose all interest, and nothing will kill a club more quickly than for the students to listen each time to the same routine. Programs should be varied, making some humorous, some social, and some recreational as well as the regular type of program. Quality should, of course, be the uppermost thought.

III. SUMMARY AND RECOMMENDATIONS

In this study the writer set out with a very definite question in mind. Is it advisable to make clubs a compulsory part of the school program or will it be better to let the children decide for themselves whether or not they will become members of a club?

After collecting data from students, teachers, principals, and authors on the subject, the writer has reached the following conclusions.

1. Compulsion often kills the idea for which clubs stand. Theoretically, all students should belong to clubs, but this does not become practical unless a school enrollment is so large that the club program can have such a variety of clubs that all students can find clubs of their liking. No club should be formed hastily. If a group of students want a club, it should think the matter through and make its plans very carefully. Students should become members of a club because that club stands for a definite program in which they are voluntarily interested.

2. A suitable sponsor should be chosen. The right kind of a sponsor will not need to depend on compulsion for her members. This sponsor should be interested and reasonably popular with the students. She should be open-minded and willing to remain in the background. The sponsor may be chosen by the club, the principal, or she may volunteer to sponsor.

3. Activities should be varied. Interest in a club comes from a variety in programs. Some meetings should be social, while others should be recreational and humorous. These programs should be used along with the regular type of program and care should be taken that the club activities do not deteriorate.

4. Membership. Members should be chosen according to the nature and purpose of the club. Students should not elect their members by balloting but sometimes competitive trial is necessary.

5. Points to remember. There should be close watch over the activities of the clubs at all time in order that the right kind of objectives are being kept before them. The department of supervision should encourage desirable activities and keep a close check to prevent undesirable activities from entering the club program.

Membership should be limited and scholarship encouraged. Membership should come because the pupils have an interest in the program of a club. Proper guidance should help the child to find his interests and associate them with the proper club.

The types of clubs offered should be those that students show interests in.

Should membership in clubs be compulsory in the high school? NO. Proper educational guidance will only point the way and the pupils will find their places in the right club. Compulsion will not be necessary.

IV. APPENDIX

A. BIBLIOGRAPHY

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B. QUESTIONNAIRE TO BRAZIL STUDENTS

Name of student _____

Where did you attend Junior High School? _____

Did you belong to a Junior High School Club? _____

If so, what was the name of the club? _____

Why did you join the club? _____

Would you have belong if it had not been compulsory? _____

Do you belong to a club now? _____

If so, to which one do you belong? _____

Do you think every one should be required to belong to a club in Junior High School? _____

What benefit did you derive from being a member of a Junior High School Club? _____

C. QUESTIONNAIRE TO TEACHERS AND PRINCIPALS

Please fill in outside of class and return to the instructor the following day. Be as accurate and complete as possible. Thank you very much.

Name of the school _____

Principal or teacher _____

Enrollment of high school _____

How many clubs are there in the Junior-Senior High School? _____ Do all students belong to a club? _____

Is the membership voluntary or compulsory? _____

Are there any scholastic requirements? _____

Are there any limits on the numbers in any one club? _____

To how many clubs may a student belong? _____

How do you encourage participation in clubs? _____

What do you do with pupils who do not belong to
a club? _____

When and how often do the clubs meet? _____

How long is the club period? _____

Do the students all want to belong? _____

Do you think all students should belong to at least
one club? _____

What are the aims of the following clubs?

English _____

Science _____

Hiking _____

Mathematics _____

Latin _____

Camera _____

How do you choose your sponsor? _____

Do the teachers want to sponsor a club or do they think
it another burden? _____

What traits or qualifications do you think are necessary
for a good sponsor? _____

What preparation (in school or out) have you had to qualify
as a sponsor? _____

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