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Club organization of Central High School, Evansville, Indiana--who belongs and why

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CLUB ORGANIZATION OF CENTRAL HIGH SCHOOL,
EVANSVILLE, INDIANA--WHO
BELONGS AND WHY

by
Victor Lee Fisher

Contributions of the Graduate School
Indiana State Teachers College
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of the Requirements for the
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V. L. F.

TABLE OF CONTENTS

	Page
LIST OF TABLES.....	vi
LIST OF FIGURES.....	vii
I. INTRODUCTION.....	1
A. Considerations Leading to the Study.....	1
B. The Problem.....	2
C. The Scope.....	2
D. Limitations.....	3
E. Purpose.....	3
F. Collection of Data.....	3
1. Information from the Club Sponsors...	4
2. Information from the Students.....	4
3. Scholastic Rating of the Students....	4
4. Citizenship Ratings.....	4
II. ORGANIZATION AND ANALYSIS OF DATA.....	6
A. Overview of Existing Clubs.....	6
1. Aircraft Club.....	6
2. Art Club.....	7
3. Camera Club.....	7
4. College Study Club.....	9
5. Curtain Call Club.....	10
6. Decorating Club.....	10
7. Ever-Ready.....	11
8. French Club.....	11
9. German Club.....	12
10. Girls' Athletic Association.....	13

11. Girls' Biology Club.....	13
12. Gregg Writers' Club.....	14
13. Girl Reserves.....	14
14. Gym Leaders' Club.....	15
15. Hi-Path Club.....	16
16. Home Economics Club.....	16
17. Junior-Senior Hi-Y Club.....	17
18. Latin Club.....	17
19. Modern Literature Club.....	18
20. Music Club.....	19
21. The Sophomore Hi-Y.....	20
22. Torch Club.....	21
23. Senior Jazz Orchestra.....	22
24. Would Be Dramatic Club.....	22
25. Writers' Club.....	23
26. Yell Leaders' Club.....	23
B. Club Member Data.....	24
C. Non-Club Member Data.....	33
D. Scholarship and Citizenship Rating.....	37
III. GENERAL SUMMARY.....	45
A. Clubs.....	45
1. Name.....	45
2. Sponsors.....	45
3. Members and Attendance.....	45
4. Programs.....	45
5. Participation.....	45

6. Rewards and Slogans.....	46
7. Gains to Members and Sponsors.....	46
B. Club Members.....	46
1. Poor Reasons for Joining.....	46
2. Opinions of the Clubs.....	47
C. Non-Club Members.....	48
D. Scholarship.....	49
1. Percentage of Students of Each Grad- ing Unit That Belong to Clubs.....	49
2. Conclusions.....	51
IV. RECOMMENDATIONS.....	52
A. Club Organization.....	52
1. Naming the Club.....	52
2. Sponsors.....	52
3. Club Members and Participation.....	53
4. Programs.....	53
5. Slogans.....	53
B. Types of Clubs.....	54
1. Conclusion.....	54
2. Who should belong?.....	54
3. Why?.....	54
C. Future Research Needed.....	56
V. APPENDIX.....	57
A. Sponsor Questionnaire.....	57
B. Club Member Questionnaire.....	58
C. Non-Club Member Questionnaire.....	60
D. Bibliography.....	61

LIST OF TABLES

Table	Page
I. Reasons for Not Belonging to Any Club.....	34
II. New Clubs.....	36
III. The Average Scholarship, the Percentage of Members with Citizenship Rating, and the Number of Members of Each Club in School..	43
IV. Poor Reasons for Joining..?.....	47
V. Poor Opinions of the Clubs.....	48

LIST OF FIGURES

Figure	Page
1. Range of reasons for joining clubs as shown by the questionnaire.....	25
2. Range of girls' reasons for joining clubs as shown by the questionnaire.....	26
3. Range of boys' reasons for joining clubs as shown by the questionnaire.....	27
4. Range of opinions of the clubs as shown by the questionnaire.....	28
5. Range of girls' opinions of the clubs as shown by the questionnaire.....	29
6. Range of boys' opinions of the clubs as shown by the questionnaire.....	30
7. Distribution of scholarship of the entire student body (1,575 students).....	38
8. Distribution of scholarship of all the girls (813 girls).....	39
9. Distribution of scholarship of all the boys (762 boys).....	40
10. Distribution of scholarship of all the club members (701 members) versus that of the non-club members (874 non-members).....	41
11. Percentage of students of each grading unit that belong to clubs.....	50

I. INTRODUCTION

A. Considerations Leading to the Study

The school is a factory that turns out citizens as its products. The public which pays for this product expects them to be good citizens, which they will usually be if we give them the opportunity to "know and do" while going through the school.

The extra-curricular activity work furnishes the greatest opportunity for the student to get this "do" part, or to put into practice the knowledge he has gained in academic courses, thus forming a "know-and-do" habit, and making him a good citizen for the public when he leaves school.

Five years ago Central High School put on a campaign with the slogan "A Club for Every Student and Every Student in a Club." Great effort was put forth to carry out this campaign successfully, but it did not seem to renew the life of the clubs.

There seems to be some debate as to the value of clubs, not only among the teachers but also among the students themselves, both of which groups feel that the clubs are not as useful as might be expected. They are gradually becoming less popular. At present there are enrolled in clubs 501 students out of a student body of 1,575.

The juvenile court records of Evansville have gradually increased in the past few years, which leads one to wonder whether or not the school is doing its part.

If the school is failing to turn out good citizens, could it be that the clubs are not functioning properly?

The above are some facts that led the writer to consider a somewhat extensive study of the clubs of Central High School, Evansville, Indiana.

B. The Problem

The major problem of this thesis is to analyze the organization of the clubs of Central High School, determining who belongs and why. In attempting to determine the answers, it is hoped that the following questions will be at least partly answered.

1. Is it the student with the better grade?
2. Is it the student who has a citizenship rating?
3. Does the student belong for a worthy purpose, or does he belong merely to free himself from home room drudgeries?
4. Does the club sponsor affect the standing of the club?
5. Does the internal club organization play an important part in holding members?

C. The Scope

The entire enrollment of Central High School for the fall semester of 1933 was considered in this survey. An overview of all the existing clubs, questionnaires to all club members, questionnaires to all non-club members, grades of all the club members, citizenship ratings¹ of the entire school, and citizenship ratings of the club members were

¹Citizenship ratings, p. 4.

taken from the records for this period of time.

D. Limitations

Due to the fact that the survey was confined to one semester only, the writer was unable to determine any changes in: opinions, reasons for joining, scholarship, and citizenship ratings. The student not being required to sign his questionnaire, it was impossible to determine what scholastic group has a good educational reason for belonging to a club. Since no standard record of the intelligence quotients is kept, the mental capacity of the club members could not be determined.

E. Purpose

In recent years the popularity of club organization in the high school world has been rapidly growing. That fact gave the writer the desire to develop this phase more fully in his school. Only 501 students out of an enrollment of 1,575 belonged to the clubs established in the curriculum. This survey was conducted to find out what type of student belonged to the different types of clubs and why the teachers of Central High School failed to entice the greater body of students to take part in this phase of their school program. This information should give them a foundation for the establishment of new clubs and the sponsorship of old ones.

F. Collection of Data

1. Information from the Club Sponsors. Personal interviews with the sponsors were made during a two-week period

when all the clubs of the schools were scheduled to meet. The outline used, or the "Sponsor Questionnaire",² was filled out by the sponsor himself in many cases. From the information secured through this personal interview, the overview of the existing clubs was written.

2. Information from the Students. The extra-curricular activity period on Wednesday of every other week is scheduled for general discussions. This period was given to the writer to give the "Club Member Questionnaire"³ and also the "Non-Club Member Questionnaire."⁴

3. Scholastic Rating of the Students. A four-year grade card record of each student is kept in the principal's office, on which is listed the student's grades for each of his eight semesters in school. From this card each student's scholarship was figured for the fall semester of 1933. The points and letters used in the school for grading are: E + ranges from 95 to 100; E from 90 to 94; G + from 85 to 89; G from 80 to 84; P from 75 to 79; and F from 70 to 74.

4. Citizenship Ratings. The citizenship ratings and the sex were taken from records in the assistant principal's office. In order to get their citizenship ratings the boys must qualify in the following points: (1) industry, (2) reliability, (3) politeness and consideration of the rights of others, (4) loyalty and willingness to cooperate, and (5) punctuality and regularity in attendance. In order to

²Sponsor Questionnaire, p. 57.

³Club Member Questionnaire, p. 58.

⁴Non-Club Member Questionnaire, p. 60.

get their ratings the girls must qualify in the following points: (1) satisfactory attendance, (2) good attitude and consistent effort in class work, (3) faithfulness to a promise or obligation, (4) honesty and truthfulness, (5) courtesy and consideration of the rights of others, (6) good taste in dress and appearance, and (7) cooperation in support of Central at all times.

II. ORGANIZATION AND ANALYSIS OF DATA

Before drawing any conclusions, the writer felt it was necessary to have a general knowledge of the clubs and their organization.

A. Overview of Existing Clubs

1. Aircraft Club. This club was organized in 1930; the sponsor is chosen by the students with the consent of the principal. New members are chosen by their expression of interest and the approval of the Board of Examiners. Members are dismissed when they fail to comply with the working rules and regulations, or become a violator of the ten points of their citizenship card. No attendance is required, but usually two absences will retard his work to such an extent that the Board of Examiners will ask his withdrawal.

The meetings usually are used as construction periods. Occasionally talks and demonstrations are given by speakers who bring wider and fuller knowledge of the subject. All members must remain active or be asked to withdraw.

The club slogan is "Help One Another."

Two certificates may be won, one for construction, and one for flying.

The gains from this club are: (1) better acquaintance of members with each other and ability to work together, (2) a broader knowledge of design and construction, (3) the first high-school club in the United States to construct and

fly a glider.

2'. Art Club. This club was organized in 1928 with the teacher of art as the logical sponsor.

The club extends invitations to students to come to visit. No restrictions are placed upon membership, and no rule has been established for dismissing members, although a regular attendance is required.

The program consists of lectures with occasional musical entertainment. The social side has never been developed as the students do not seem to respond to it. About 20 per cent of the members are active, and no slogan is used, but the aim of the club is art appreciation and beautification of the school building. No pins or certificates are given.

The gains from the club are: (1) new avenues for enrichment of life, (2) chance to renew and add to art, knowledge, and enjoyment, (3) help in developing culture and refinement in student body and help in making more pleasant the interior of the building.

3. Camera Club. The Camera Club was organized in 1928 by the present sponsor, who felt that if he had to have a club, he would do his best to have a club which he liked and which he felt was really of some benefit to the pupils. It seemed to him that a hobby club would be of more lasting value than a subject club. All pupils in the school who are interested in photography, either as a hobby or as a potential vocation, are eligible. A small fee is charged, all of which is applied toward the purchase of the developing

chemicals. The members must buy their films and their sensitized paper for themselves. Members are expected to be present at all regular meetings; frequent absences result in the members being stricken from the list. Meetings are held on two of the four Thursdays in the extra-curricular activities period, but all the developing and printing is done after school on Mondays and Wednesdays, from 3 to 5 p. m. Just recently the members have persuaded the sponsor to teach a class in the theory of photography on Thursdays after school, without credit. The programs in the extra-curricular activities period consist of instruction on the proper use of the camera and the proper way of performing the chemical processes, without going into the theory. Social features consist of frequent Sunday afternoon outings with cameras during the fall and the spring; occasionally during the winter there is a party. About one-half of the members participate actively in the photographic work; the rest evidently consider it worth the fee to escape from the home room twice a quarter. The club has no slogan, pin, certificate, or insignia; but the sponsor hopes eventually to establish a certificate of proficiency, somewhat similar to Scout merits. The gains to the members are obvious; to the sponsor, the friendship of the pupils, and a terrific amount of extra work, often driving him almost to despair; to the school, the preserving of a pictorial record of the school's life, which was formerly kept by the Sagas, (high school annual) and the saving of a great deal of money which

would have to be spent if a professional were called in each time a picture is needed for publicity purposes.

4. College Study Club. The College Study Club was organized in October, 1933, to provide a medium for interesting the students in college life, the next phase of life for some of them. The club proposes to make its members acquainted with the reasons for going to college; to make them aware of scholarships that may be obtained and of the method of preparing for them; and to help its members in making their choice of a college; incidentally the club studies the cost of college education, and reports have been given on how some of this cost may be met by the self-supporting student.

Committees have written to colleges for specific information on scholarship, entrance requirements, etc. From time to time, members of those committees give their reports to the club.

The club assumed the responsibility of giving talks in the home rooms on January 17. They spoke on "Going to College," and discussed (1) what the college has to offer a high-school graduate, intellectually and in the way of scholarships, (2) what the colleges expect of the high-school graduate, that is, what entrance requirements are set by the typical college and, (3) the average cost of a college education.

Students now in college and graduates of college are placed on the schedule of club programs to tell about various aspects of life in college. Magazine articles have been

received by the members of the club. Catalogues are being collected and studied.

The work of the club is interesting to the sponsor because it provides the students with a concrete motivation for the work to be done in the preparatory school. It is pleasant, too, to watch the members develop in their attitude toward their futures, as they investigate the purposes and opportunities of college education. The work of the club awakens in the student an eagerness for going to college. It makes him see the importance of his job. It makes him see the importance of his present preparation for his coming adventure.

5. Curtain Call Club. The club was organized in 1928 with the teacher of drama naturally being the sponsor. The members are chosen by the "try out" method and are dismissed when they fail to perform their duties. Any freshman or sophomore is eligible to try out. Attendance is required at all the meetings. The program consists of plays, with picnics and dances as the social features. All members are required to participate in the club activities. No club slogan is used. An award is given to all members. The club gains are (1) poise and personality, (2) closer contact with students, and (3) programs.

6. Decorating Club. This club was organized in 1931 by the students, and a sponsor was chosen by the students of the club. The members are chosen by ballot of the senior class and are dismissed if they fail to do their duty.

Attendance is required at all meetings, which are held on Tuesdays before ball games. The programs consist of discussions of "How to Decorate." All members must participate in decorating. The club slogan is "Always on the Job." No pin, certificate, award, etc. is given. The gains are (1) sense of beauty appreciation, (2) fellowship of students, and (3) beautification of the school and ball field.

7. Ever-Ready. This club was organized in 1924 by a teacher who has been the sponsor up to the present time. New members are elected by a committee after a try out is held. They know they must withdraw if they fail to prepare when asked to be on a debate. The members are dropped after three unexcused absences. The program consists of a debate at each meeting. The social features consist of picnics, steak fries, and occasional parties. All members take part in one or more debates each semester. The club slogan is "Ever-ready." Awards are letters for varsity members' honors in debating, and small gold "D" pins, worn for outside debates. The gains of this club's activities are (1) fun, logic, expression, meeting other schools, and ability to read, select and organize material, (2) a lot of interesting hard work, and the incentive to go deeply into debate subjects, (3) a chance for people who have no space in their programs for debating. The club trains students for varsity debates.

8. French Club. This club was organized in 1923 by the teacher of French, but was dropped for a few years, and

now the sponsor is appointed by the principal. All students who take French are eligible to become members. Members who have no experience are dismissed. Members are required to attend two meetings each quarter. Entertainment programs such as plays, talks, and games are carried out. The social side of the club consists of picnics, teas, and dinners. About twenty per cent of the members participate in the club activities. The club slogan is "En forgeant on devient forgeron." A club pin is given members. At present this club is merely an entertainment club.

9. German Club. The German Club was first organized in 1925 as an almost purely social organization. Not seeing the need of providing entertainment for students who had plenty of opportunity otherwise, the present sponsor attempted to make it a study group, with disastrous results. The students were not interested in that kind of activity.

This fall a number of students presented a request for a club, which was organized with approximately twenty members. There was no choice as to who was to be sponsor, as there is only one German teacher. They elected their president and secretary. These students, plus two others appointed by the president, constitute the program committee. They arranged one program each semester to be presented by the members. The remaining meetings are given over to outside speakers.

Any student who is taking German, or who has taken it, is eligible for membership. The principal purpose of the members is to get acquainted with the German people by

learning about their cities, habits and customs, form of government, their history and their contributions to civilization. It is plain that they are keeping the social aims (parties, etc.) very much in the background. Their activities in learning the language itself are confined to the incidental knowledge picked up in the signing of songs, work on playlets and similar activities. They have no slogans, pins, or awards. They work as unobtrusively as possible.

10. Girls' Athletic Association. The Girls' Athletic Association at Central was started in the fall of 1928. The sponsors of the association are the girls' physical education instructors and one other teacher. The sponsors guide and direct all activities of the association and help select all teams and committees. Any girl in school who wishes to participate in the intra-mural program of athletic activities may become a member of the Girls' Athletic Association. Failure to pay dues and attend meetings regularly, or failure to abide by the rules of the organization will disqualify a member. Programs at meetings of the Girls' Athletic Association, which are usually rather lengthy, consist of talks to the girls on subjects of health, hygiene, and physical education by visitors. (Dr. Wilson, Miss Roller, the school nurse, or by some member of the faculty.) Music and dances often are features of the program.

11. Girls' Biology Club. This club which was organized in 1923 and dropped for some time, was reorganized last fall, with the only lady biology teacher chosen as sponsor. Members eligible for this club are 10B and 10A biology students. If

girls join and then seem to lose interest, they are asked to withdraw because of waste of time. No attendance is required at meetings. Programs are planned to be of interest to girls and to further their knowledge and interest in biology. The social features are field research as planned by the social committee. There is 100 per cent participation in club activities. No club slogan, pin, certificate, or award is used. The gains of club activity are: (1) knowledge of biological facts and theories, and increased interest in their environment, (2) a newer and broader vision of different things, and (3) interest in extra-curricular activities.

12. Gregg Writers' Club. This club was organized in the fall of 1933, with the sponsor chosen from the advanced shorthand teachers. Any one is eligible who is enrolled in an advanced shorthand class. No members are dismissed and no attendance is required. The program is chiefly that of reading shorthand articles found in Gregg magazines. An occasional party is held as a social feature. All members are required to participate in the club activity. No slogan, pin, certificate, award, etc. is used. The gains of the club activities are: (1) creation of an interest in outside commercial literature, (2) the meeting of pupils in a different commercial atmosphere, and (3) the development of a better type of student.

13. Girl Reserves. This club was organized in 1921 by a group of girls who chose their own sponsor, a practice which is still followed. There are no restrictions as to members, but each one is required to pay a small fee. No

No attendance is required and no members are dismissed. The programs consist of discussions, service activities, speakers, musicals, ethics, etc., and for social affairs they have dances and parties. About sixty-five per cent of the members participate directly in the activities. The club slogan is "To have and give the best." The highest award to be won is the Girl Reserve ring. The gains of the club activities are: (1) understanding of value of service, (2) connection with the Young Women's Christian Association and revival of ideals, (3) inculcation of idea of service and good will in pupils; for instance, the giving of Thanksgiving baskets, which is always sponsored by the Girl Reserves.

14. Gym Leaders' Club. This club was organized in 1929 by the girls' gym teacher, who is the sponsor. The members are chosen by the sponsor from her physical education classes. Members are dismissed by the sponsor when they fail to meet the club requirements. The program is usually one of instruction in physical education. A hike or picnic is planned for each semester. Every member participates directly in the club activities. No club slogan or pin is used, but twenty-five points are given each semester toward the Girls' Athletic Association award. The gains of the club are: (1) development of leadership, initiative, reliability, and poise, (2) training of assistants for the instructors, (3) experience in presenting acts for school programs, such as Parent-Teacher Association nights and the South-Western Indiana Teachers Association program, and (4) help in making

physical education classes run smoother, and in encouraging and promoting athletic activities for girls.

15. Hi-Path Club. This club was organized in 1932 by the assistant principal, who has assumed the sponsorship since that date. All 9B freshmen are members whether they wish to be or not. The only members dismissed are those that dismiss themselves by non-attendance. The program is one of discussion of the school and personal problems. No social side of the club has been developed. A small number of the members participate in the programs, approximately fifteen per cent. The club slogan is "Travel the high path of conduct." All 9B students are given pins which they are expected to wear. The club gains are: (1) help in solving school and life problems, (2) personal contact with other students, and (4) help in influencing the conduct of freshmen boys.

16. Home Economics Club. This club has had several starts, the first one dating back probably to 1908, originated and sponsored by the home economics teacher. The present sponsor is appointed. All students who are taking or have taken home economics are eligible for this club. Members are dismissed after three consecutive absences. Programs are presented by outside speakers on related subjects and by students on either educational or entertaining subjects. They have one party each semester. About one-half of the members participate in the club activity. The gains are: (1) experience in executive duties, and additional knowledge beyond the regular class work, (2) contact with

pupils in other classes in the department, and (3) broadened learning content and more interest in school.

17. Junior-Senior Hi-Y Club. The Junior-Senior Hi-Y was instituted in 1927 in order to create greater opportunities for students to take part in Hi-Y work. The sponsors are chosen largely through their interest in Hi-Y work.

Members consist of students in the junior-senior class who are inclined to take up the Hi-Y program. Non-attendance for three consecutive meetings, without valid excuse, drops the absentee from membership and benefits of membership.

The programs are of three types; group discussion, talent, and social. Parliamentary procedure is stressed. The club has one social program, swim, hike, etc. per quarter. From twenty-five to fifty per cent of the members take part.

The club slogan is "Clean speech, clean sports, clean scholarship, clean habits." The purpose is to extend high standards of Christian conduct throughout the school and community. The Hi-Y sponsor awards each year a pin to those with a perfect attendance record. Members are given special rates to the Young Mens' Christian Association gym. The students gain opportunities to develop in leadership and parliamentary drill. The sponsor has opportunity to get more intimately acquainted with boys of the junior-senior ages. The school problems can get the attention of leaders among the students.

18. Latin Club. The Latin Club is the oldest in Central. It was organized in 1902. The sponsor is the head of the

Latin Department. All sophomores, juniors, and seniors are eligible. Freshmen are eligible on basis of scholarship. There is no attempt to correlate club work with class work or to give credit for club activity. Club work is motivated only from interest and desire to participate. Attendance is presupposed, for students interested will attend. But a student who is not present for two consecutive meetings is dropped from the roll. One prime feature of the club is variety in club program. Outside speakers are very stimulating. A Latin play is given yearly. A student committee, with the sponsor, plans the program.

The activities of the year close with a picnic in the spring. If possible a Saturnalia is held at Christmas, but this entails expenses and is not always best. All participate in interest if not in actual planning.

There is a club pin, but no student is required to own one. The purchase of a pin might be prohibitive. The gain to the members as well as to the sponsor is added enthusiasm, closer contact with students, interest and knowledge.

19. Modern Literature Club. The Modern Literature Club was initiated in September, 1933, to fill a need in the life and experience of students who enjoy reading. The club has no requirements for membership other than interest in plays and in literature and a desire to discuss them with other people. The club meets the second and fourth weeks of the quarter. Each member subscribes to a small inexpensive magazine called "Modern Literature," in which novels, essays, poems, biographies, and interviews are presented. Most of

the material is so new from the press that it is not yet in book form. First review of new material is often presented. If such stories have been shown here as movies, that discussion is considered relevant. The girls tell of outside reading books they have discovered, newspaper articles that have mentioned a book or a play, and the girls express themselves with ease and confidence. The sponsor has an informal contact with these girls, who ask for her direction of their task and thinking. The many opinions are offered in a friendly spirit; no offense is taken at disagreements. The club thus adds to a student's background material not in any English class; encourages her to read; helps her form standards of taste; and fills a big social need in giving her a chance to use to the fullest extent any opportunity for leisure time. It provides materials for table conversation and helps in offering topics to be discussed with strangers.

20. Music Club. This club, organized in 1926, is sponsored by the music teacher. Members are chosen for excellence in performance before five faculty judges. Members are dropped if they miss two consecutive meetings. The program is entirely a musical one. Social features are added such as an early morning breakfast, and an occasional party.

About two-thirds of the members participate in the program. There are two kinds of members, active and associate. All active members take part. Associate members may later try out for active membership. The club slogan is "Music for Everybody; Everybody for Music." No pins, certificates,

awards, etc. are used. The club gains are: (1) exercise of musical talent, (2) aid in selecting and developing talent in individual students, and (3) establishment of a source from which we get music material for assembly and community programs.

21. The Sophomore Hi-Y Club. The Sophomore Hi-Y was instituted in 1927 in order to create greater opportunities for students to take part in Hi-Y work. The sponsors are chosen largely through their interest in Hi-Y work.

Members consist of students in the sophomore class who wish to take up the Hi-Y program. Non-attendance for three consecutive meetings, without valid excuse, drops the absentee from membership and benefits of membership.

The programs consist of discussion, entertainment, and social activities. Parliamentary procedure is stressed. The club has one social program, swim, hike, etc. per quarter. From twenty-five to fifty per cent of the members take part.

The club slogan is "Clean speech, clean scholarship, clean habits." The purpose is to extend throughout the school and community high standards of Christian conduct. The Hi-Y sponsor each year awards a pin to each of those with perfect attendance records. Members are given special rates to the Young Men's Christian Association gym. The students gain opportunities to develop leadership and parliamentary drill. The sponsor has opportunity to get more intimately acquainted with boys of the sophomore age. The school problems can get the attention of leaders among the

students. The Sophomore Hi-Y formerly met every week. It functioned more successfully then.

22. Torch Club. The Torch Club is an organization sponsored throughout the world by the Young Mens' Christian Association. It was begun in Central in 1927. Its sponsors, usually two, are selected by Mr. Brown of the local Young Mens' Christian Association. The membership in the club consists of any boys of the freshmen class, 9B or 9A. Membership is without restriction other than that applied to all clubs in Central, and as given above. 10B pupils may remain another semester if they care to. A careful attendance record is kept by the secretary. Programs consist of the discussions of topics believed to be character forming or religious, and occasionally an address by an outside speaker.

The social features are bean suppers, swims, and use of Young Mens' Christian Association facilities.

Probably one-half to two-thirds of the members take part in its activities. Lack of money, indifference, characteristics of 9B boys generally, may account for lack of club participation.

There is not a club slogan unless it is "A sound mind in a sound body."

Mr. Brown gives a certificate to boys for perfect attendance.

The club contributes to the moral training of boys, since certain vital problems of character and school conduct are discussed at every program. The student also gets some training in leadership, initiative, and responsibility

through holding positions and engaging in meetings conducted on a parliamentary basis.

To the sponsor and school these club meetings are vital in making some contact with boys. It is limited greatly, however, by infrequency of meetings, which seems unavoidable. The club is a training ground for future school leaders in the Hi-Y work.

23. Senior Jazz Orchestra. This club was organized in the fall of 1933, with the club electing a member as their sponsor. The members are chosen by their ability to play a certain instrument, and are dismissed if they fail to display a superior quality of work required at all practices.

The programs consist of practice, with all members participating. No club slogan, certificate, award, etc., is used.

The gains are: (1) practical experience in orchestra work, (2) student experience in organizing and administering a club, and (3) programs of the highest type produced by students.

24. Would Be Dramatic Club. This club was organized in 1928 with the teacher in drama naturally being the sponsor. The members are chosen by the "try out" method and are dismissed when they fail to perform their duties. Any junior or senior is eligible to try out. Attendance is required at all meetings. The program consists of plays, with picnics and dances as the social features. All members are required to participate in the club activity. No club slogan is used. An award is given to all members.

The club gains are: (1) poise and personality, (2) closer contact with students, and (3) programs.

25. Writers' Club. This club was organized last fall, the head of the department appointing a sponsor. Any student that is interested is eligible to become a member. No rule for dismissing has been in use. Since members are chosen by their interests, no attendance is required.

The program consists of discussions of various types of writing, both what is read and what has been written by members of the club. There are no social features as the members are interested in the regular programs. Probably seventy-five per cent of the members participate directly in the club activity.

Members, if eligible otherwise, may let the work in this club be a part of an honor E project.¹

The club gains are: (1) additional skill in writing effectively through helpful contacts with others of similar interests, which act as a spur to creative efforts in writing, (2) practice in directing creative abilities of students, (3) stimulation of creative effort and encouragement of a wholesome and satisfactory means of using leisure time.

26. Yell Leaders' Club. This club was organized in 1931, with the principal appointing two faculty members as sponsors. All students who are interested in leading yells and who have their citizenship ratings are eligible to become

¹A special problem, assigned by the teacher of the chosen subject for E students to work during their leisure time, for special honor.

members. Members who receive demerits are dropped. All members attend regularly, due to their special interest.

The program is devoted entirely to practice in yell leading. The slogan is "Practice makes perfect."

The gains are: (1) efficiency in yell leading, and (2) tendency to the making of better yell leaders.

B. Club Member Data

The following information was secured from the club member questionnaire² given to the club members during a regular scheduled discussion period. This period was one of the many periods used for the promotion of "General Topics of Interest in the School."

In the following figures the reader will note that the writer has chosen the highest and lowest percentage in each case to explain the various figures.

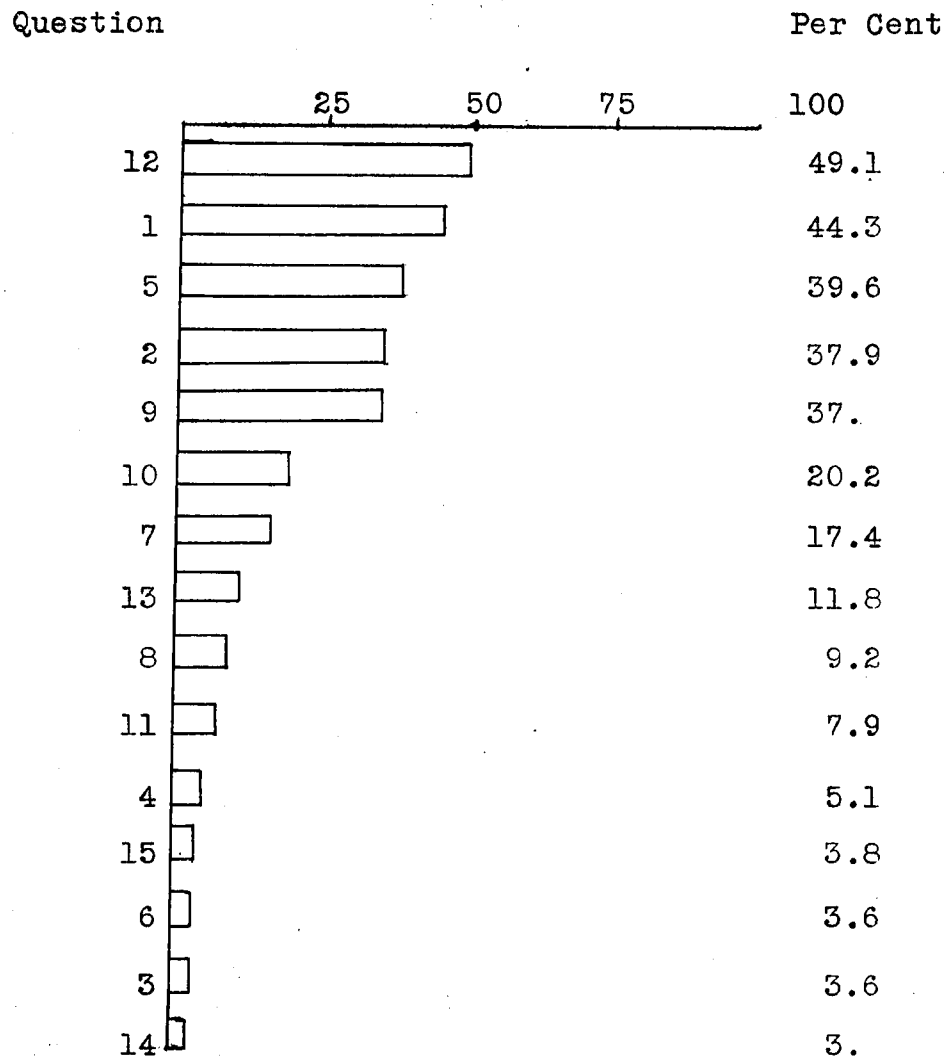


Figure 1. Range of reasons for joining clubs as shown by the questionnaire.

The leading reason for joining clubs was "To gain information or training in the worthy use of leisure time," or item 12, which was chosen by 49.1 per cent of the members.

Item 14, "To avoid being in home room for study," was chosen by only three per cent of the members.

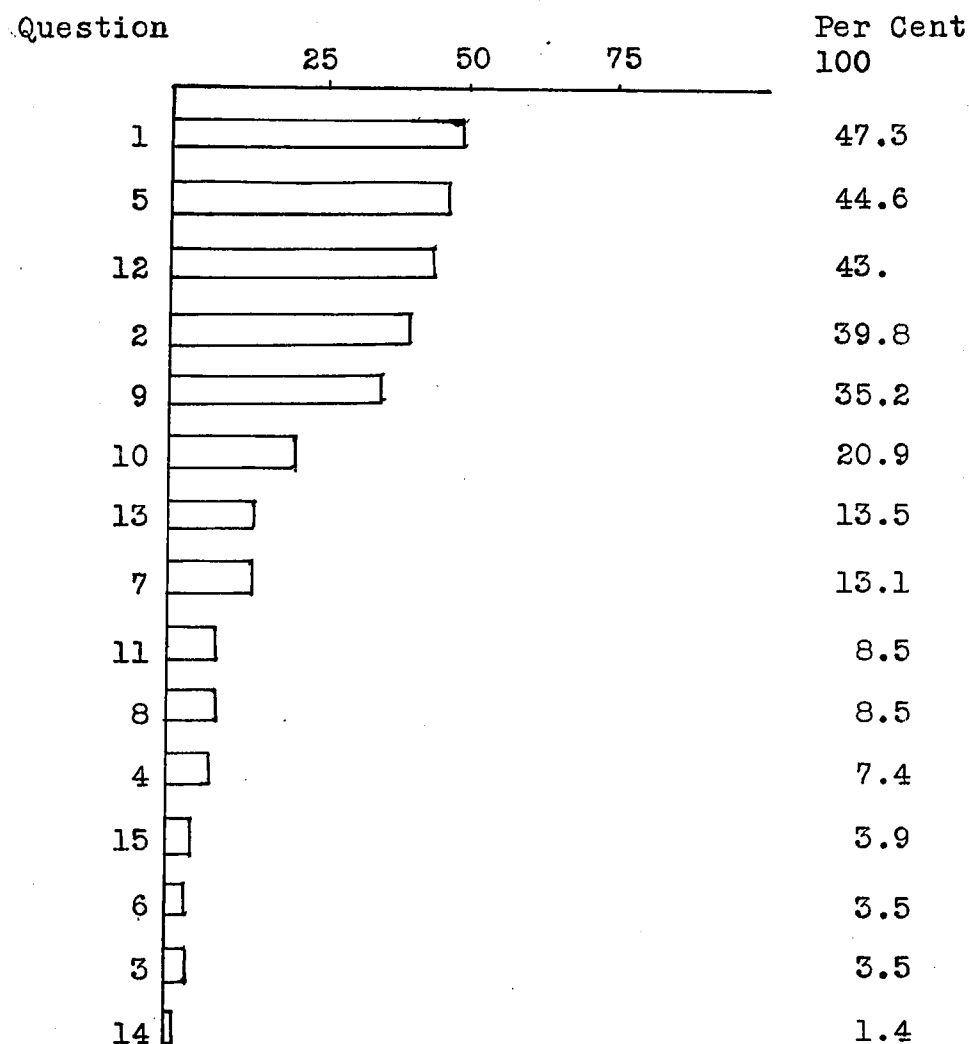


Figure 2. Range of girls' reasons for joining clubs as shown by the questionnaire.

The leading reason for joining the club was "To gain information or training that will be valuable in my school work," or item 1, which was chosen by 47.3 per cent of the members.

Item 14, "To avoid being in home room for study," was chosen by only 1.4 per cent of the members.

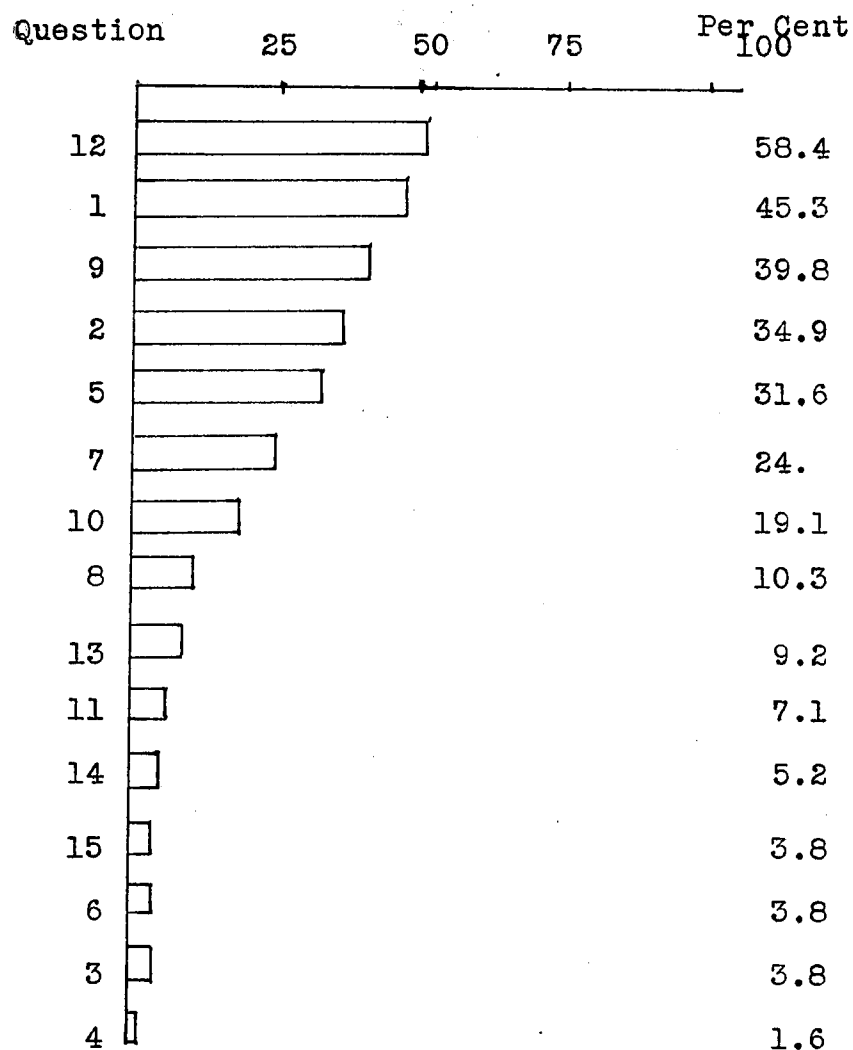


Figure 3. Range of boys' reasons for joining clubs as shown by the questionnaire.

The leading reason for joining the club was "To gain information or training in the worthy use of leisure time", or item 12, which was chosen by 58.4 per cent of the members.

Item 4, "Wanted to have a club pin," was chosen by only 1.6 per cent of the members.

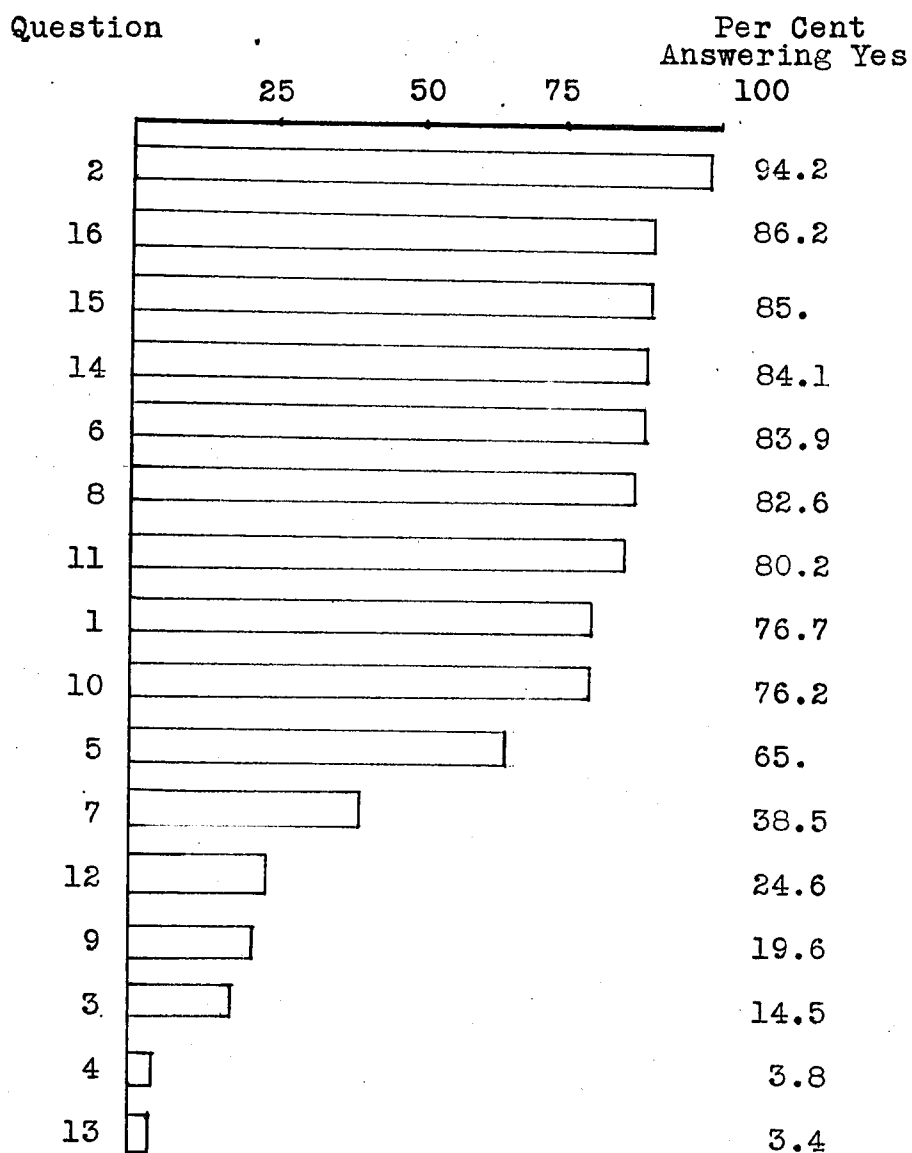


Figure 4. Range of opinions of the clubs as shown by the questionnaire.

The question determining the student's leading opinion of the club was, "Do you like to go to club meetings?" or question 2, which was chosen by 94.2 per cent of the members.

Question 13, "Do you think it requires too much time?" was chosen by only 3.4 per cent of the members.

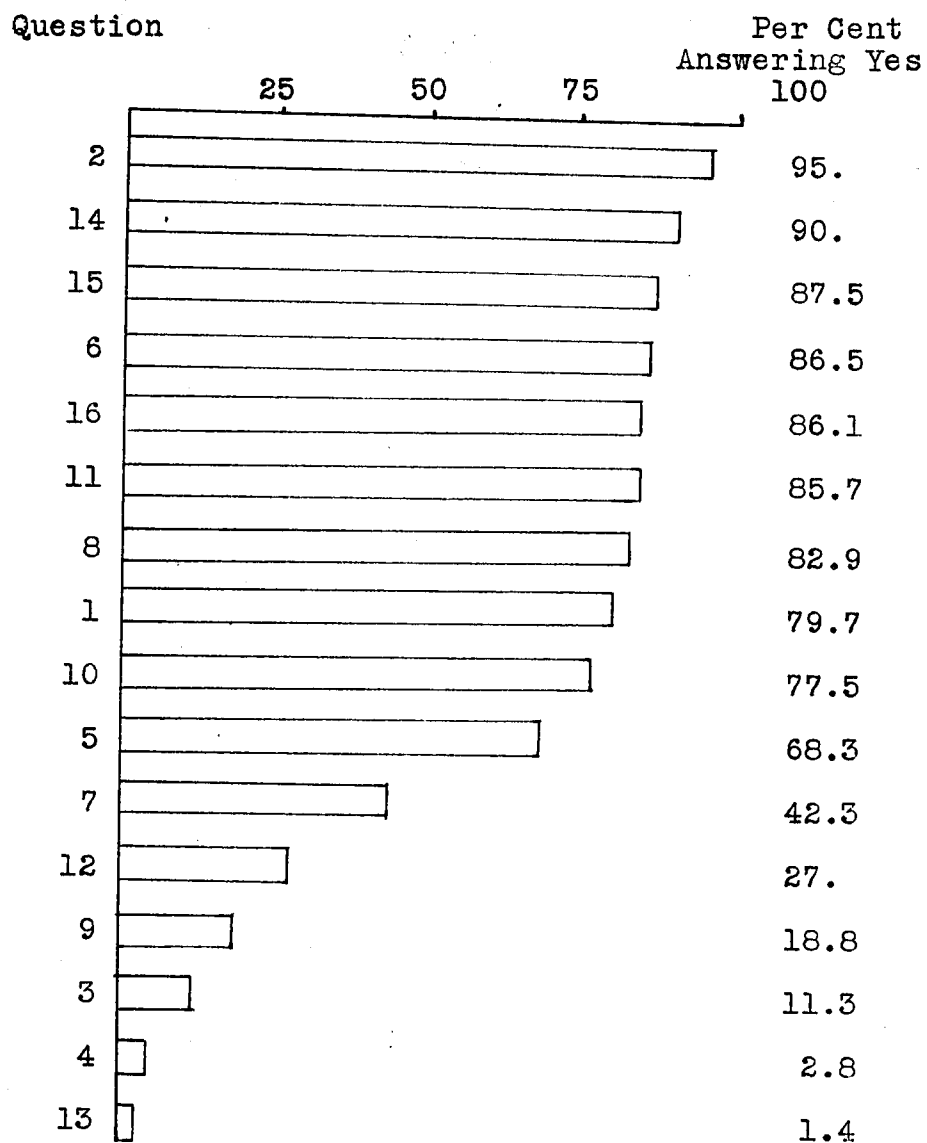


Figure 5. Range of girls' opinions of the clubs as shown by the questionnaire.

The question which determined the student's leading opinion of the club was, "Do you like to go to club meetings?" or question 2, which was chosen by ninety-five per cent of the members.

Question 13, "Do you think it requires too much time?" was chosen by only 1.4 per cent of the members.

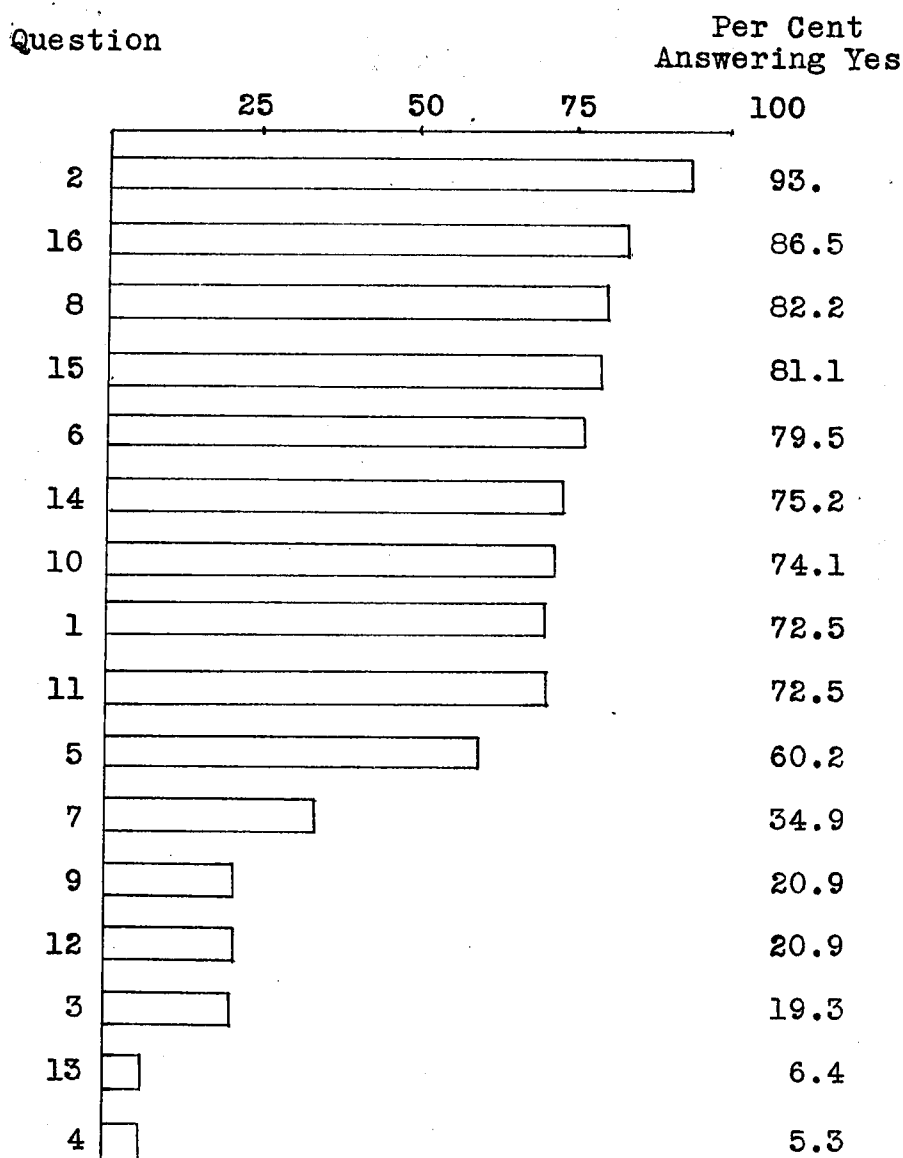


Figure 6. Range of boys' opinions of the clubs as shown by the questionnaire.

The question which determined the student's leading opinion of the club was, "Do you like to go to club meetings?" or question 2, which was chosen by ninety-three per cent of the members.

Question 4, "Is your club too large?" was chosen by only 5.3 per cent of the members.

The three leading reasons given by freshmen for joining a club were: Girls: item 2, "For entertainment;" item 5, "Interested in the work that the club does for the school (assemblies, etc.)"; item 7, "To be with friends"; Boys: item 9, "Interested in club programs"; item 12, "To gain information or training in the worthy use of leisure time"; item 2, "For entertainment".

The three leading reasons given by sophomores for joining a club were: Girls: item 10, "Interested in social affairs of the club"; item 12, "To gain information or training in the worthy use of leisure time"; item 1, "To gain information or training that will be valuable in my school work"; Boys: item 1, "To gain information or training that will be valuable in my school work"; item 5, "Interested in the work that the club does for the school (assemblies, etc.)"; item 10, "Interested in social affairs of the club".

The three leading reasons given by juniors for joining a club were: Girls: item 1, "To gain information or training that will be valuable in my school work"; item 5, "Interested in the work that the club does for the school (assemblies, etc.)"; item 12, "To gain information or training in the worthy use of leisure time"; Boys: item 12, "To gain information or training in the worthy use of leisure time"; item 9, "Interested in club programs"; item 2, "For entertainment".

The three leading reasons given by seniors for joining a club were: Girls: item 1, "To gain information or training that will be valuable in my school work"; item 5,

"Interested in the work that the club does for the school (assemblies, etc.)"; item 12, "To gain information or training in the worthy use of leisure time"; Boys: also item 12, item 9, "Interested in club programs"; item 7, "To be with friends".

The three questions which determined the student's leading opinions of the clubs as given by the freshmen were:

Girls: question 2, "Do you like to go to club meetings?" Question 11, "Has your club activity made school more interesting to you?" Question 10, "Do you consider your club meeting an entertainment?" Boys: question 2, "Do you like to go to club meetings?" Question 8, "Are you given the privilege of taking as active a part in the club as you would like?" Question 6, "Have you become better acquainted with any teachers or pupils because of your clubs?"

The three questions which determined the student's leading opinions of the clubs as given by the juniors were:

Girls: question 6, "Have you become better acquainted with any teachers or pupils because of your clubs?" Question 10, "Do you consider your club meeting an entertainment?" Question 2, "Do you like to go to club meetings?" Boys: question 6, "Have you become better acquainted with any teachers or pupils because of your clubs?" Question 2, "Do you like to go to club meetings?" Question 14, "Do you think your club is well organized?"

The three questions as they determined student leading opinions of the clubs as given by the seniors were: Girls:

question 6, "Have you become better acquainted with any teachers or pupils because of your clubs?" Question 5, "Do you believe you gained sufficiently from membership in this club to choose wisely your future social groups?" Question 2, "Do you like to go to club meetings?" Boys: question 6, "Have you become better acquainted with any teachers or pupils because of your clubs?" Question 11, "Has your club activity made school more interesting to you?" Question 16, "Did your club increase your friendship?"

C. Non-Club Member Data

The question³ "Have you ever belonged to any club in high schools?" was answered Yes by 279, and No by 478.

The question³ "Do you believe that there is any pleasure or profit for a student in a club program in the school?" was answered Yes by 594, No by 63, and Doubtful, by 32.

The question³ "Have you been prevented from belonging to a club?" was answered Yes by 62, and No by 447.

The reasons given why they were prevented from belonging to a club were the same as given in Table I on the following page.

The question⁴ "Do you think there are enough interesting

³Non-club member questionnaire, p. 60.

⁴Non-club member questionnaire, p. 60.

clubs in your school?" was answered Yes by 489, No by 117, and Doubtful by 21.

The answers to the request⁴ "List your reasons for not belonging to any club," are given in Table I, which follows.

TABLE I
REASONS FOR NOT BELONGING TO ANY CLUB

Reasons Given	Number Giving This Reason
Not interested in clubs	341
Study (either must or prefer to)	199
Do not have time	165
No reasons	114
None I like at present	37
Unable to meet eligibility requirements	28
Lunch	25
Can't afford dues and other expenses	22
Never considered matter seriously	18
Just didn't sign up	17
Lack of information about clubs	17
New to school this semester	13
Uninteresting programs	10
Clubs not good for school	9
Can't stay after school	8
Have to discontinue on account of failing grades	8

⁴Non-club member questionnaire, p. 60.

TABLE I. (Continued)

Clubs too much trouble	7
Vocational class	7
Small group runs club	4
Waste of time	4
Clubs aren't any good	4
Never attended one	4
Not acquainted with anyone belonging	4
Never have a good time	4
Outside activities	3
Health conditions	3
Bum speakers	2
Club too full	2
Can't hear	1
Too stiff and formal	1
Parental objection	1
Too hard to get acquainted	1

The writer was desirous of knowing whether or not the non-club members were satisfied with the present clubs, and for that reason the question, "List any new club that would appeal to you," was included in the non-club member questionnaire.

Results of the above request are given in Table II.

TABLE II
NEW CLUBS

New Clubs	Number Selecting This Club
Dancing	11
Bible Club	9
Boys Life-Saving	9
Swimming	6
Astronomy	5
Rifle	4
Walking	3
Reading	3
Skating	3
Travel	3
Radio Discussion	2
Literary	2
Sewing	2
Archery	2
Attendance	2
Sport	2
Auto Mechanics	2
Centralian	1
Tennis	1
Sociology	1

TABLE II. (Continued)

Model Club	1
Social Workers	1
Chemistry or Physics	1
Hunting	1
Letter Men	1
Forestry	1
Volley Ball	1
Style	1
Mathematics	1
History	1
Horseback Riding	1
Handicraft	1
Nature 4H Club	1
Taxidermist	1
Animal	1
Football	1
Red-Headed League	1

D. Scholarship and Citizenship Rating

The following information was secured from the four-year grade cards in the principal's office. The writer limits his data to the fall semester of 1933.

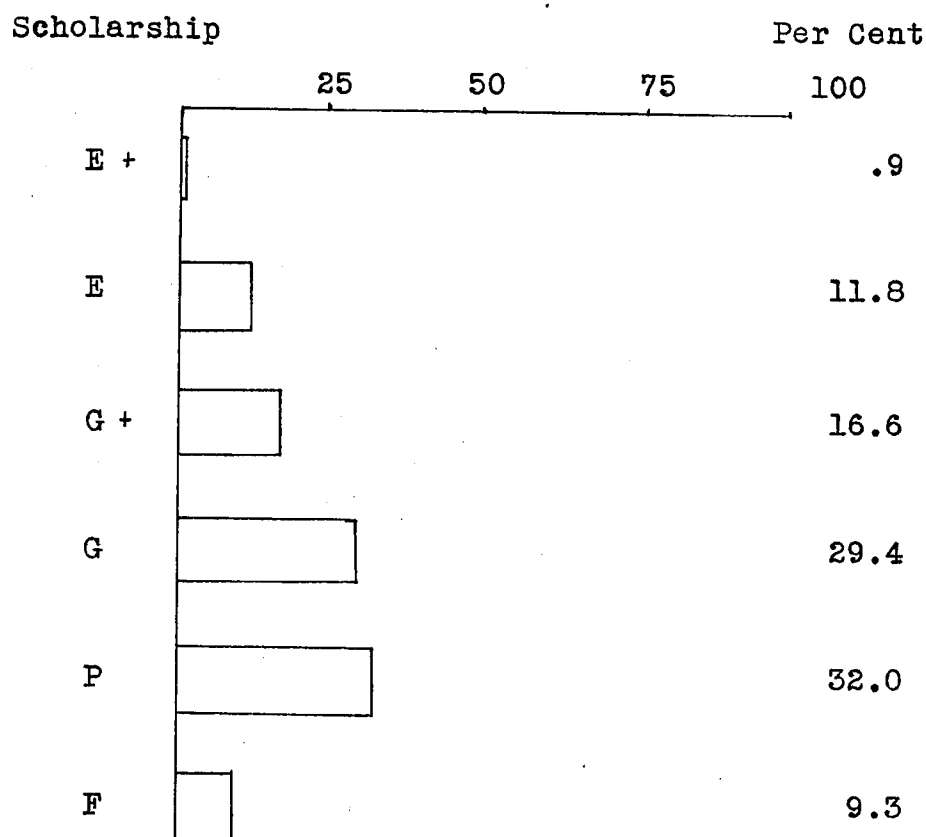


Figure 7. Distribution of the scholarship⁵ of entire student body (1,575 students).

Nine-tenths per cent of the students are in the highest grading unit, or E+.

Nine and three-tenths per cent of the students are failures, or in the lowest grading unit.

The average scholastic grade is 79.4 per cent. Sixty-six and two-tenths per cent of entire student body have their citizenship rating.⁶

⁵Scholarship, p. 4.

⁶Citizenship rating, p. 4.

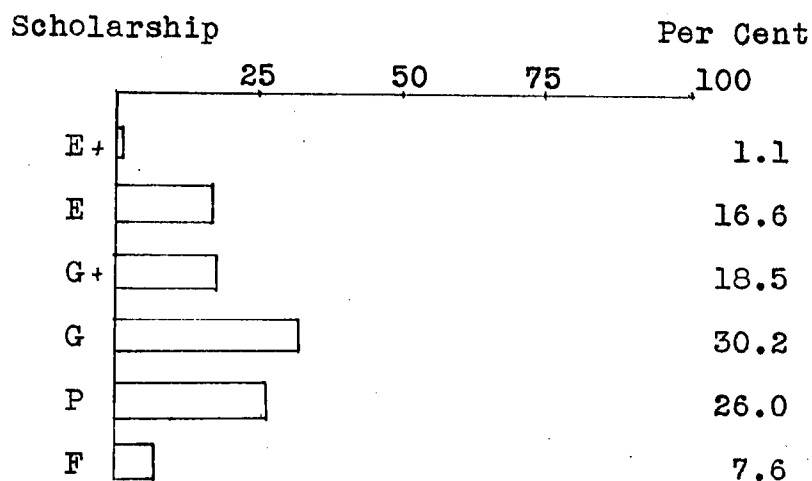


Figure 8. Distribution of scholarship of all the girls (813 girls).

One and one-tenth per cent of all the girls are in the highest grading unit, or E+.

Seven and six-tenths per cent of the girls are failures, or in the lowest grading unit.

The girls' average scholastic grade is 80.6 per cent. Seventy-four per cent of the girls have their citizenship rating.

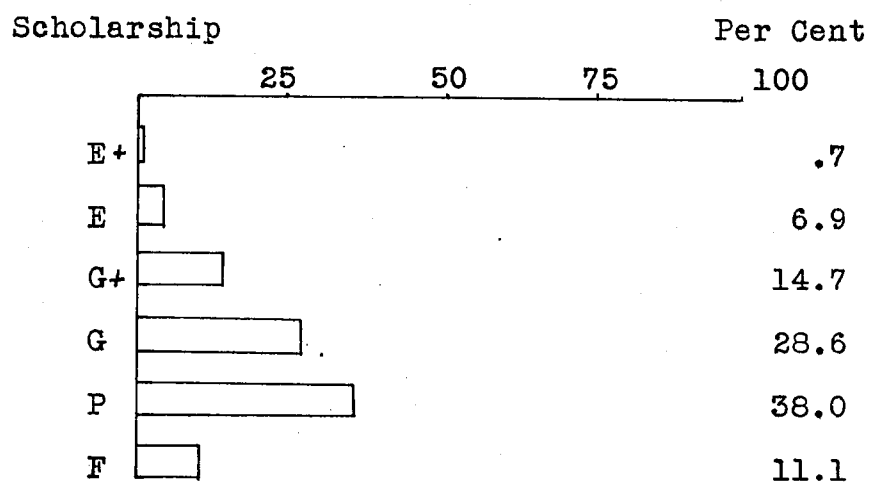


Figure 9. Distribution of scholarship of all the boys (762 boys).

Seven-tenths per cent of all the boys are in the highest grading unit, or E+.

Eleven and one-tenth per cent of all the boys are failures, or in the lowest grading unit.

The boys' average scholastic grade is 78.3 per cent. Fifty-eight and two-tenths per cent of all the boys have their citizenship rating.

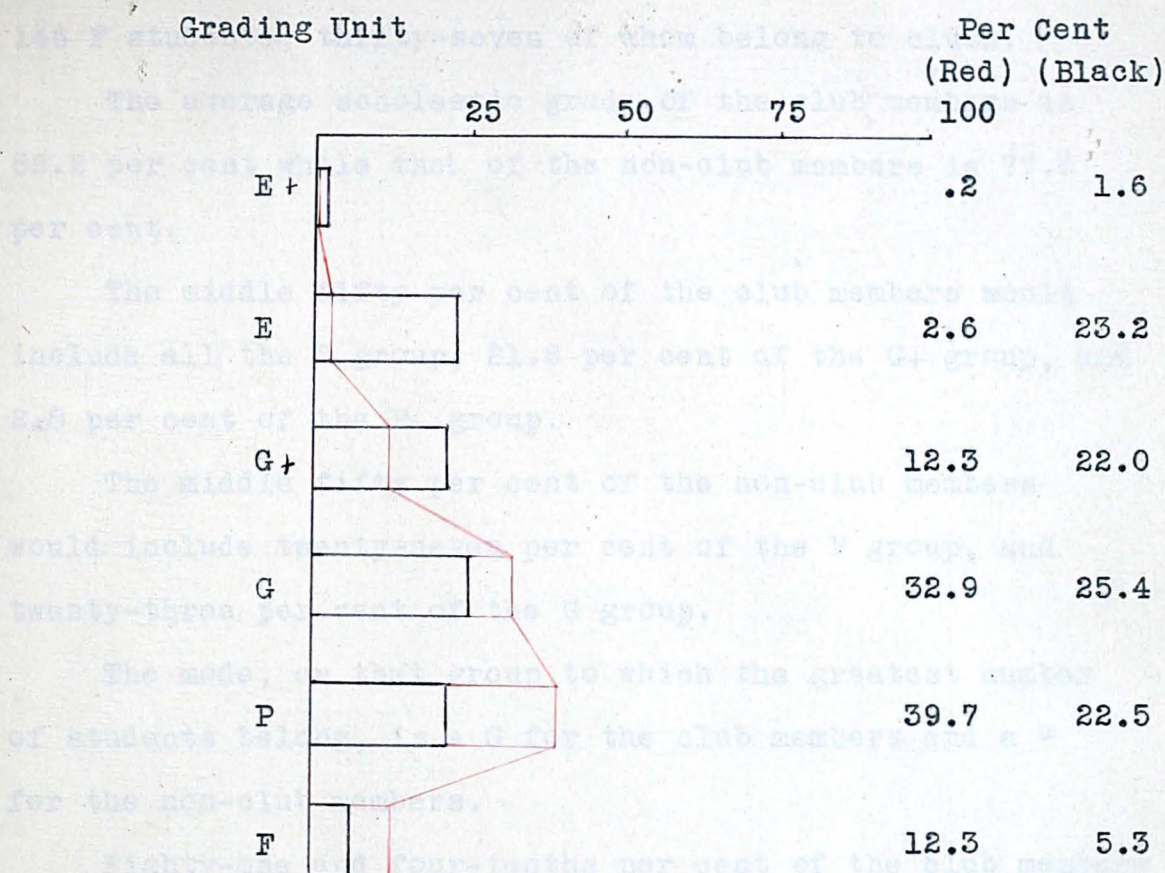


Figure 10. Distribution of scholarship of all the club members (701 members) versus that of the non-club members (874 members).

In the above figure the black lines represent the club members and the red lines represent the non-club members.

One and six-tenths per cent of all the club members are in the highest grading unit, or E+, while only .2 per cent of the non-club members are in the same group. There are thirteen E+ students, eleven of whom belong to clubs.

Five and three-tenths per cent of all the club members are in the lowest grading unit, or F, while 12.3 per cent

of the non-club members are in the same group. There are 146 F students, thirty-seven of whom belong to clubs.

The average scholastic grade of the club members is 82.2 per cent while that of the non-club members is 77.6 per cent.

The middle fifty per cent of the club members would include all the G group, 21.8 per cent of the G+ group, and 2.8 per cent of the P. group.

The middle fifty per cent of the non-club members would include twenty-seven per cent of the P group, and twenty-three per cent of the G group.

The mode, or that group to which the greatest number of students belong, is a G for the club members and a P for the non-club members.

Eighty-one and four-tenths per cent of the club members have their citizenship rating, while only 54.1 per cent of the non-club members have their rating.

From the above figures it is evident that the club members as a group have a higher scholarship and citizenship rating than do the non-club members.

Seventy per cent of all the students that belong to the F and P groups in school are non-club members.

TABLE III

THE AVERAGE SCHOLARSHIP, THE PERCENTAGE OF MEMBERS
WITH CITIZENSHIP RATING, AND THE NUMBER
OF MEMBERS OF EACH CLUB IN SCHOOL

Club	Members	Average Scholarship	Ratings
Aircraft	22	80.7	82.0
Art	29	78.5	82.9
Camera	22	81.0	80.9
College Study	22	85.0	82.0
Curtain Call	29	84.4	89.6
Decorating	12	81.2	75.0
Ever-Ready	35	86.2	94.3
French	35	84.1	91.4
German	15	85.3	86.6
Girls' Athletic Association	123	80.6	80.6
Girls' Biology	14	85.3	92.8
Girl Reserves	78	86.1	91.9
Gregg Writers'	25	81.4	96.0
Gym Leaders'	28	79.8	71.5
Hi-Path	15	79.2	80.0
Home Economics	10	79.0	90.0
Junior-Senior Hi-Y	54	81.2	75.9
Modern Literature	10	81.1	90.0

TABLE III. (Continued)

Senior Jazz Orchestra	10	80.0	60.0
Sophomore Hi-Y	30	80.3	86.6
Torch Club I	29	78.3	89.7
Torch Club II	21	85.3	85.7
Would Be Dramatic	51	84.2	88.2
Writers'	9	82.1	88.8
Yell Leaders'	49	76.2	72.3

Ninety-six per cent of the Gregg Writers' members have their citizenship rating.

Ninety-four and three-tenths per cent of the Ever-Ready members have their citizenship rating.

Sixty per cent of the Senior Jazz Orchestra members have their citizenship rating.

Eighty-five and three-tenths per cent is the average scholarship of members of the German and the Torch Club II.

Seventy-six and two-tenths per cent is the average scholarship grade of members of the Yell Leaders' Club.

III. GENERAL SUMMARY

A. Clubs

1. Name. It is evident that most of the clubs are closely correlated with some subject or class, as the name would suggest. There are four clubs that would be considered as "hobby" clubs. Some of the clubs started about twenty years ago, but for various reasons were dropped for some time and later reorganized.

2. Sponsors. The sponsors for most of the clubs are appointed by the principal. Most sponsors are teachers of the subject from which the club gets its name.

3. Members and Attendance. A certain degree of achievement in the subject with which the club is correlated, is held as a requirement for membership in many clubs. The "hobby" clubs are open to any student who is interested. In most clubs the sponsors feel that if a student is interested he will attend regularly.

4. Programs. The name of the club is suggestive of the type of program in most clubs. Some of the clubs have a varied social type of program frequently.

5. Participation. Some of the clubs require that every member taken an active part in the program, while others are very liberal in their requirements. If all the clubs are taken into consideration, about sixty per cent of all the members take an active part in the club programs.

6. Rewards and Slogans. Seven of the clubs use a slogan, and six of the clubs give some reward, such as an emblem or a certificate.

7. Gains to Members and Sponsors. From a careful study of the clubs one can readily see that the members are expected to get some practical experience in the application of knowledge gained not only in the clubs but in the classes also. This experience is in an environment that is more like "life's situation" than is found in the class room. The sponsors become more intimately acquainted with the students and better informed in the field of the club's activity.

B. Club Members

1. Poor Reasons for Joining. Reasons for joining, as shown by the club members' questionnaire,¹ can be divided into two groups: (1) good educational reasons for joining, and (2) poor reasons for joining.

In view of the fact that the greater percentage (probably eighty-five per cent) belong to some club for a good educational reason, the writer will confine his data to the group having poor reasons.

¹Club member questionnaire, p.58.

TABLE IV
POOR REASONS FOR JOINING

Reason for Joining	Per Cent
To be with friends (7)	17.4
Liked the club sponsor (13)	11.8
Wanted to have a club pin (4)	5.1
Urged by the club sponsor to join the club (15)	3.8
Urged by advisor or teacher to join some club (6)	3.6
Just to be a member of a group (3)	3.6
To avoid being in home room for study (14)	3.0

The freshmen girls and the senior boys each chose the reason "To be with friends" as their third leading reason for joining a club.

Approximately fifteen per cent of the club members are included in Table V. This group is likely to be an undesirable element in any club.

2. Opinions of the Clubs. The opinions² of the club may be divided into two groups, the good and the poor opinions. The writer deals only with the poor opinion group, as it is

² Club member questionnaire, p.58.

this group that is the most likely to give constructive criticisms.

TABLE V
POOR OPINIONS OF THE CLUBS

Criticism	Per Cent of Students Giving This Criticism
Sponsor is not more friendly in club than she seems to be in class room (7)	61.5
Too much partiality is shown to certain ones (12)	24.6
Club activity does not make school more interesting (11)	19.8
Club meetings are conducted in the same way as class room recitation (9)	19.6
Are not given the privilege of taking as active part in the club as we would like (8)	17.4
Have not become better acquainted with any teachers or pupils because of clubs (6)	16.1
Club is not well organized (14)	15.9
Club is not as worth while as we thought it would be (15)	15.0
Club did not increase friendship (16)	14.8
Would like our school just as well without clubs (3)	14.5
Do not like to go to club meetings (2)	5.8

C. Non-Club Members

We have 478 students who have never belonged to any club, and 489 who think there are enough interesting clubs

in our school.

The major reason for students not belonging to any club is their failure to realize the need or value of a club. The clubs have not been properly advertised.

The new clubs proposed were clubs that involved action or were "hobby" clubs.

D. Scholarship

It is a professional duty to strive to raise the scholastic standing of a school and at the same time have suitable clubs for students of all degrees of scholarship.

1. Percentage of Students of Each Grading Unit That Belong to Clubs. The following figure shows the per cent of students of each grading unit who belong to clubs.

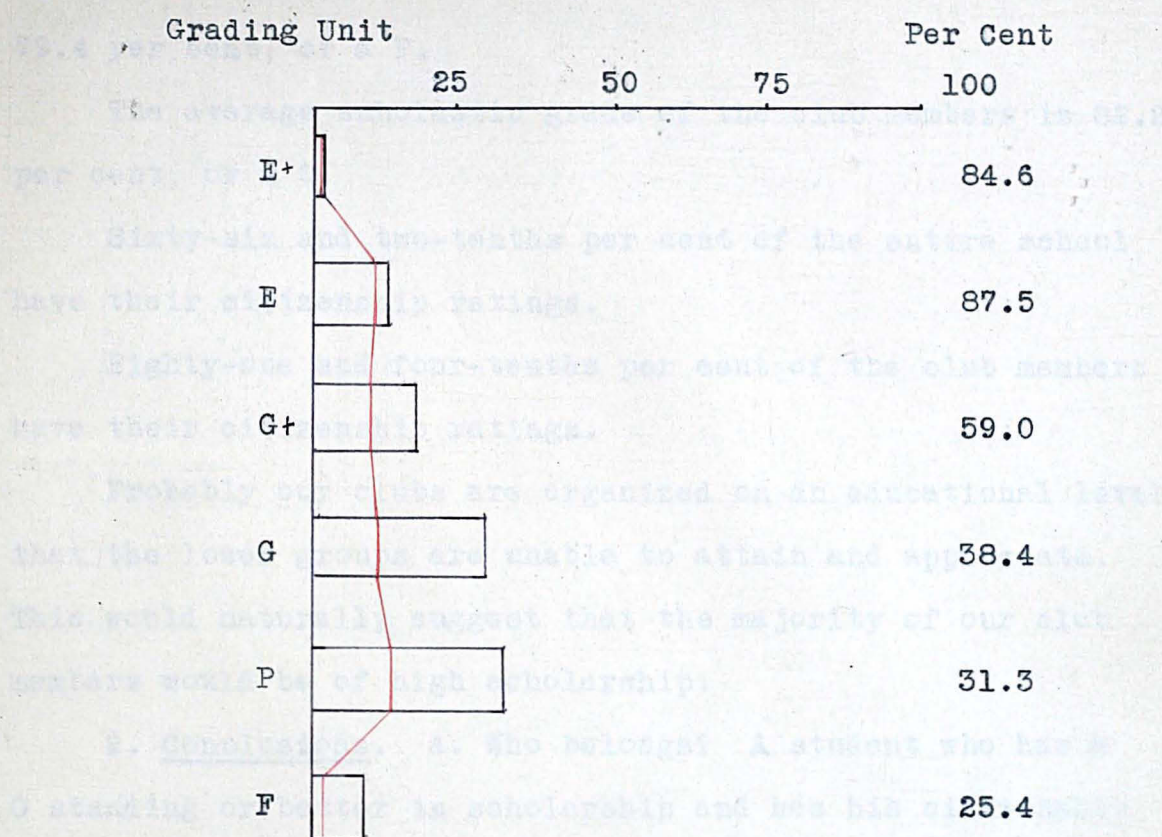


Figure 11. Percentage of students of each grading unit that belong to clubs.

The black lines represent the scholarship distribution of the entire school enrollment.

The red lines represent the per cent of each grading unit that belong to clubs.

The per cent column gives the per cent of each grading unit that belong to clubs.

There are thirteen E+ students and eleven, or 84.6 per cent, belong to clubs.

There are 146 F students and thirty-seven, or 25.4 per cent, belong to clubs.

The average scholastic³ grade of the entire school is 79.4 per cent, or a P.

The average scholastic grade of the club members is 82.2 per cent, or a G.

Sixty-six and two-tenths per cent of the entire school have their citizenship ratings.

Eighty-one and four-tenths per cent of the club members have their citizenship ratings.

Probably our clubs are organized on an educational level that the lower groups are unable to attain and appreciate. This would naturally suggest that the majority of our club members would be of high scholarship.

2. Conclusions. a. Who belongs? A student who has a G standing or better in scholarship and has his citizenship rating.

b. Why does he belong? He sees the educational value of the club, and his interest and accomplishment in his class work leads him to choose a type of club which will broaden his appreciation of the subject.

³Scholarship, p. 4.

V. RECOMMENDATIONS

Just as the attitude of the general manager of a factory determines largely the degree of success of each department of the plant, so does the success of the clubs in school depend largely upon the principal. It is, therefore, the principal's duty to instruct and inspire his faculty in the value and organization of clubs that would be suitable for their community. It is also very important that the principal and the faculty work as a unit in directing individual students to the proper clubs.

A. Club Organization

1. Naming the Club. The dignity of a club is often determined by the name it carries. No club should be named until some responsible party has studied carefully the objectives and value of the proposed club. Many clubs choose a name only to change it the following year, which is a very poor practice. Select a name that the group, as well as the school, will be proud of, throughout the life of the club.

2. Sponsors. The sponsor of the club should be a teacher who, due to his or her interest and knowledge in that particular subject, will not only be willing to serve as such but will ask to be its director and promoter.

It is not necessarily true that the physical education teacher should be the sponsor of the recreation clubs, as some history teacher may have a greater interest and ability

to direct such clubs. It is probably true that sponsors should exchange clubs occasionally or reorganize.

3. Club Members and Participation. The adage "The wise get wiser and the weak get weaker" is true in many schools; that is, the clubs are closely correlated with the academic subjects, and the members of the clubs are the students with the higher grades from the classes. The fact that clubs are conducted much as are classes makes the above statement virtually true. Any student in school should be eligible to become a member in any club if his interest is along that line. In view of the fact that the extra-curricular period is a period of activity, all members should take an active part in the club.

4. Programs. Many members drop out of a club because of a poorly organized program. There should be a program committee whose duty it is to plan a yearly program full of information and activity.

There should be two general types of programs in view of the fact that two types of clubs exist: (1) clubs related directly to the work of the school, and (2) "hobby" clubs, or those clubs that stress the worthy use of leisure time.

The main duty of the program committee is to discover what the club desires and to find and develop the talent which will give this to the club. No general rules can be laid down except that the programs should have variety, be in good taste, represent the club's wishes, and be of direct value in helping the club to attain its objectives.

5. Slogans. The club should adopt some suitable slogan

not only for the purpose of increasing interest but also for advertising purposes. Interest and enthusiasm may be aroused through the development of slogans.

B. Types of Clubs

When a club has succeeded in preparing a student to go into his life's work and spend his leisure time in his avocation (school club) as he did under the direction of the club sponsor in school, then and then only can we say that the club was of real value to him. The working day is gradually becoming shorter, thus giving the laboring man more time for leisure. A very small percentage of our students go on to college and enter some profession. The majority of our students remain in Evansville after leaving school. In Evansville, we find gymnasiums, recreation buildings, athletic fields, parks, golf courses, gun clubs, lakes, pools and dancing pavilions.

1. Conclusion. From the above facts the writer concludes that Central High School should have a sufficient number of clubs to meet the varied desires of the entire student body even though a small number may choose any one type of club.

2. Who should belong to clubs? Every student in school should be an active member in some club.

3. Why? He would realize the social value of a club or the value of preparation for spending leisure time.

C. Future Research Needed

In the opinion of the author, this study should be but a minor one of a long list of studies dealing with some phase of the same problem. Before anything concrete can come from this study, quite a few others will have to be made, publicity given them, and conditions made known to school authorities and public alike. Among such studies would be these:

1. Characteristics of a successful sponsor.
2. Which is the most successful sponsor, a new teacher, or one with many years of teaching experience?
3. How to train sponsors.
4. How to select sponsors.
5. Which club is the more successful, one with an appointed sponsor, or a sponsor who volunteers?
6. Are men teachers better than women teachers for sponsors?
7. Are the best teachers the best sponsors?
8. What determines the type of clubs for any school?
9. How large should a club be in order to be the most successful?
10. Which is the better, to have boys and girls in the same club or in separate clubs?
11. Should students with low and high intelligent quotients belong to the same club?
12. Should students with low and high scholarship belong to the same club?
13. Should the brilliant students of a teacher become

members of a club she sponsors?

14. Reasons for a club's failure.

15. Correlation between class grades, intelligent quotients, and club grades.

V. APPENDIX

A. Sponsor Questionnaire

(Outline used for Personal Interview)

1. Name of club.....
2. When started.....
3. How are sponsors chosen?.....
4. How are members chosen?.....
5. How are members dismissed?.....
6. Attendance required.....
7. Type of program.....
8. Social features.....
9. How many participate directly in the club
activity (what per cent)?.....
10. Club slogan.....
11. Club pin, ertificate, award, etc.....
12. What gain
 - (a) To member.....
 - (b) To sponsor.....
 - (c) To curriculum or school.....

B. Club Member Questionnaire

For students who belong to regular scheduled clubs.

Grade (For example, 10B, 10A)..... (Check) Boy.....

Girl.....

Check three of the items below that best indicate your reason for the club activity of which you are a member.

-1. To gain information or training that will be valuable in my school work.
-2. For entertainment.
-3. Just to be a member of a group.
-4. Wanted to have a club pin.
-5. Interested in the work that the club does for the school (assemblies, etc.)
-6. Urged by advisor or teacher to join some club.
-7. To be with friends.
-8. To have opportunity to speak before a group.
-9. Interested in club programs.
-10. Interested in social affairs of the club.
-11. To get recognition for extra-curricular work.
-12. To gain information or training in the worthy use of leisure time.
-13. Liked the club sponsor.
-14. To avoid being in home room for study.
-15. Urged by the club sponsor to join the club.

Your opinion of clubs.Answer Yes or No.

-1. Has your club activities ever been an inspiration during your "dull moments"?
-2. Do you like to go to club meetings?
-3. Do you think you would like your school just as well without clubs?
-4. Is your club too large?
-5. Do you believe you gained sufficiently from membership in this club to choose wisely your future social groups?
-6. Have you become better acquainted with any teachers or pupils because of your clubs?
-7. Is your sponsor more friendly in club than she seems to be in the classroom?
-8. Are you given the privilege of taking as active a part in the club as you would like?
-9. Is your club meeting conducted in the same way as your classroom recitation?
-10. Do you consider your club meeting an entertainment?
-11. Has your club activity made school more interesting to you?
-12. Do you think too much partiality is shown to certain ones?
-13. Do you think it requires too much time?
-14. Do you think your club is well organized?
-15. Is your club as worth while as you thought it would be?
-16. Did your club increase your friendship?

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C. Non-Club Member Questionnaire

For students not enrolled in any club.

Grade (For example, 10B and 10A).....

Do not put your name on this questionnaire.

1. Have you ever belonged to any club in high school?

2. List your reasons for not belonging to any club.

a. _____

b. _____

c. _____

3. Do you believe that there is any pleasure or profit
for a student in a club program in the school?

4. Have you been prevented from belonging to a club?

Why? _____

5. Do you think there are enough interesting clubs in
your school? _____

6. List any new clubs that would appeal to you.

a. _____

b. _____

c. _____

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