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The development of a dramatic club for a small Maine high school

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SERVICE PAPER

THE DEVELOPMENT OF A DRAMATIC CLUB
FOR A SMALL MAINE HIGH SCHOOL

Submitted by
Eleanor Wood Geary
(B.A. Bates College, 1942)

In partial fulfillment of requirements for the degree
of Master of Education
1947

First Reader

Second Reader

Third Reader
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*Note:* The text is partially obscured and difficult to read due to the quality of the image.
CHAPTER I

STATEMENT OF PROBLEM AND METHOD OF PROCEDURE

Origin of Problem

For a number of years at Skowhegan High School, Skowhegan, Maine, no extra-curricular activities apart from sports were offered in the school program. Members of the staff realized the need for a club program to enrich the school curriculum; however, nothing was done to modify the situation. A course taken at Boston University Summer School on "Extra-Curricular Activities in the Secondary School" provided the stimulus for establishment of a club program in the school.

Nature of Problem

This problem of establishing an extra-curricular program is fairly universal—a problem which offers abundant opportunities for investigation. From every quarter today—from the business world, from the colleges, and from the parents—come the well grounded plea to train high school students not only in the curricular subjects, but also to give them additional opportunities for training in character, culture, and citizenship—qualities which are provided abundantly in a well-
CHAPTER I

STATEMENT OF PROBLEM AND METHOD OF PROCEEDURE

Origin of Problem

For a number of years at Skowhegan High School, Skowhegan.

The need for arip program to support the school curriculum.

Activities in the secondary school brought the planners for

enlargement of arip program to the school.

Nature of Problem

This program of accomplishment an extra-curricular program

is neither unrelated--a program with other educational objectives

form a vital part of our education. From every chapter to-day--from the

business world, from the colleges, and from the parents--come

the well-entrenched plea to afford high school students not only

to the curricular subjects, but also to give them additional

opportunities for training in occupations, aptitudes and skills--

which--differentiate workshops and training opportunities in a well-
organized extra-curricular program.

The club offers many opportunities for the actual practice of the elements which the adult citizen will need; and this practice is obtained...in a true and natural environment, in which the pupil prepares for living tomorrow by normally and intelligently living today, in situations which are very similar to those of tomorrow.1

That educators are aware of the problem is evidenced by the amount of literature on this subject.

Scope and Plan of the Investigation

The present study grew from an earnest desire to meet the needs of the students in the high school—a desire to provide through a dramatic club an opportunity for them to:

1. obtain a command of fundamental processes in dramatics
2. devise a worthy use of leisure time
3. form worthwhile personal habits or attitudes
4. practice democratic principles of citizenship

This paper deals with the development of a dramatic club and the problems which attended its organization.

Sources of Data

The material used in this paper was obtained from the members of the dramatic (and debating) clubs at Skowhegan Senior High School, Skowhegan, Maine. Information was procured during the year of study from primary sources such as:

personal observation, courses taken at summer school, and questionnaires given to parents, administrators and students.

The study was designed to investigate the potential for the use of educational technology in the classroom. The scope and plan of the investigation involved the development of a series of educational programs to enhance the learning experience. The programs were designed to provide students with opportunities to apply knowledge in practical situations.

The study itself drew from an extensive array of resources to meet the needs of the students in the high school and college levels. Various methods of instruction were employed to accommodate the diverse learning styles of the students. The study also included the development of a generic clip and the incorporation of educational technology into the curriculum.

The paper began with the development of a comprehensive plan and the identification of the organization's mission and the objectives of each. The material used in the paper was collected from the resources of the literature (mainly textbooks and research papers). Information was obtained from the year of study from different sources, such as personal observation, course papers, and the literature review. The Recreation Commission, New York, N.Y., The Recreation Commission, New York, N.Y., 1939.
Specific Difficulties of Problem

Establishment of a club in this senior high school presented many difficulties. The problem of creating faculty and administrative interest and approval was followed by the difficulty of setting worthwhile aims and objectives. After the question of the time and place for the meetings was established, the difficulty of overcoming the financial problem which would grow as the club grew was settled. Fifth, the problem of interesting a majority of students to participate and placing limitations upon the number of clubs a student should join and upon the number of pupils in a club, was attended by the necessity of recognizing and stimulating individual abilities out of which grew the need for appropriate, interesting activities. Last was the problem of preserving a proper balance between the club activities and the regular activities of the school.

These problems and their solutions will be discussed more fully in Chapter III, "Problems".

The school staff consists of fourteen regular teachers, two part-time teachers, and a principal who teaches one class per day. Of the fourteen regular teachers, six are men. With one exception, the teachers are college graduates, and five have their master's degrees.

Offered in the regular school work are five courses: home economics, vocational shop, general, commercial, and elementary. The percentage of the number of pupils enrolled in each course...
The problem of increasing the number of students attending high school and the problem of increasing the number of students attending college are two of the most pressing issues facing education today. The problem of increasing the number of students attending college is particularly acute, as the number of students seeking higher education has been increasing at a rapid pace. This has put a strain on the resources of many colleges and universities, and has led to concerns about the quality of education being offered.

To address this problem, it is necessary to develop effective strategies for increasing college enrollment. One approach is to focus on improving the preparation of high school students for college. This can be achieved through the implementation of programs that provide additional support for students who are considering attending college. These programs might include counseling, academic support services, and financial aid resources.

Another approach is to develop partnerships between colleges and high schools. This can help to create a more seamless transition for students as they move from high school to college. It can also help to increase the visibility of college as a viable option for students.

In summary, the problem of increasing college enrollment is a complex one that requires a multifaceted approach. By developing effective strategies to address this issue, we can help to ensure that more students have the opportunity to pursue their educational goals.
CHAPTER II
DESCRIPTION OF SCHOOL AND CAUSES FOR CLUB FAILURES

Type of School

The Skowhegan High School located in a town whose population is composed of approximately 7,000 people is a three-year senior high school. The enrollment is 200, about equally divided between boys and girls, the majority of whom come from middle-class homes, where the parents are employed in the shoe industry. About twenty-five per cent of the parents belong to the professional class, and fifteen per cent to the farming class. The school has a very small foreign element, the majority of pupils being of native American or English extraction.

The school staff consists of fourteen regular teachers, two part-time teachers, and a principal who teaches one class per day. Of the fourteen regular teachers, six are men. With one exception, the teachers are college graduates, and five have their Master's degrees.

Offered in the regular school work are five courses: home economics, vocational shop, general, commercial, and classical. The percentage of the number of pupils enrolled in each course
II
DESCRIPTION OF SCHOOL AND COURSES
FOR CHILD PATIENTS

TYPE OF SCHOOL
The spawmmod high school located in a town whose population is approximately 20,000 people is a
new senior high school. The enrollment is 800, spread evenly among seniors who come from
various groups, boys and girls. The majority of whom come from the middle-class homes where the parents are employed in the more
important important professional classes and live in pleasant homes. The school has a very efficient laboratory where the majority of the students take science and math classes. The school also has a large gymnasium for physical education classes.

The type of school is a public high school with a strong emphasis on preparing students for college. The school has a diverse student body with students from all walks of life. The school is located in a town with a population of 20,000 people. The school has a strong emphasis on preparing students for college and has a large gymnasium for physical education classes.

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is as follows:

Table I

<table>
<thead>
<tr>
<th>Home Economics</th>
<th>Vocational Shop</th>
<th>General Commercial</th>
<th>Classical</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>15</td>
<td>40</td>
</tr>
</tbody>
</table>

Causes of Club Failures

Before any of the problems were approached, the list, "Causes of Club Failures", completed by E. G. Johnson and students of his summer school course in extra-curricular activities at the University of Michigan in 1931 was carefully studied. The list helped to avoid pitfalls and showed plainly that upon the sponsor's personality and interest depended the success of the club. McKown is also in agreement with the idea; as he states, "Probably nothing will kill a club more quickly than an uninterested, unsympathetic, or unprepared sponsor." If the following list were to be referred to by the club sponsor as a check upon himself, he would be likely to be successful.

Table II

Causes of club failures:

1. The practice of requiring students to become club members
2. The failure to provide school time for meetings
3. Overloading of the sponsor with other duties

1 Harry C. McKown, op. cit., p. 25.
| Table I

| Home Economics Vocational Shop General Commercial Character | 0 | 10 | 0 | 10 |

Table of Grip Fasteners

A table of grip fasteners compiled by H. C. Johnson and

author of the manual school course in external-internal

sections of the utility system of gripping in 1941 and since

and utilized. In this table various useful facts are shown

interested party that know the maximum's possibilities and interest

apparently the success of the camp. The camp in this is a type of slip

with the facts, as an example, "properly noted with all of slip

hope dually then an intrinsically new type of grip

Apparent. If in the following that make to be revealed to this

careful thought as a speech on this was another to be figured to

Table II

Table of Grip Fasteners

The presence of dominating elements to become grip fasteners

The latter to bring the special time for meeting

D. Appearance of the bamboo with other actions

Table of Grip Fasteners

The presence of dominating elements to become grip fasteners

The latter to bring the special time for meeting

D. Appearance of the bamboo with other actions
4. Allowing a pupil to belong to too many clubs at one time
5. A lack of administrative encouragement
6. Lack by the sponsor of the ability to arouse pupil interest
7. The lack of a definite program
8. Tendency of sponsors to dictate to the club
9. Tendency of sponsors to abdictate their functions
10. Tendency of sponsors to overemphasize the importance of the club in proportion to that of other activities, resulting in a desire for special privileges and lack of interest when such privileges are refused.
11. Lack of appeal of the club program to the interests of the students
12. Insufficient student participation
13. Lack of preparation on the part of the sponsor
14. Appeal based on the attractive personality of the sponsor rather than upon the merits of the club program
15. Failure to adapt the program to the needs of the school, the pupil, and the community
16. A lack of interest on the part of the sponsor
17. Inability on the part of the sponsor to meet pupils on their own level
18. Lack of appreciation of the value of clubs on the part of the sponsor; he is not "sold" on the idea of clubs
19. The making of clubs "just another class"
20. An undemocratic bases of selection for membership
21. Careless selection of members
22. Too great expense involved
A. Inability to perform to the best of his ability.

B. Lack of administrative support.

C. Lack of the provision of the medical and physical facilities.

D. The lack of a suitable program.

E. Inadequate provision to operate their facilities.

F. Insufficient provision to operate their facilities.

G. Inadequate provision to operate their facilities.

H. Inadequate provision to operate their facilities.

I. Inadequate provision to operate their facilities.

J. Inadequate provision to operate their facilities.

K. Inadequate provision to operate their facilities.

L. Inadequate provision to operate their facilities.

M. Inadequate provision to operate their facilities.

N. Inadequate provision to operate their facilities.

O. Inadequate provision to operate their facilities.

P. Inadequate provision to operate their facilities.

Q. Inadequate provision to operate their facilities.

R. Inadequate provision to operate their facilities.

S. Inadequate provision to operate their facilities.

T. Inadequate provision to operate their facilities.

U. Inadequate provision to operate their facilities.

V. Inadequate provision to operate their facilities.

W. Inadequate provision to operate their facilities.

X. Inadequate provision to operate their facilities.

Y. Inadequate provision to operate their facilities.

Z. Inadequate provision to operate their facilities.
23. A too pretentious beginning

24. Lack of coordination with other activities in school and community, resulting in a conflict of schedule and interests

25. Too many (or too few) meetings

26. Allowing pupils to be merely nominal members; they belong but do not work

27. Too large a membership

28. The presence of cliques

29. Origin of the club a fad which soon passes

30. The fact that the club has outlived its usefulness

31. Opposition by parents or others in the community
CHAPTER III
PROBLEMS

Faculty and Administrative Interest and Approval

Whole-hearted support of the club program by the faculty, administrators, and the community is essential, for an unsympathetic attitude which expresses half-hearted support, ridicule, opposition, or mere toleration is disastrous. It is useless to attempt to initiate a club or a group of clubs without first educating the faculty in the ideals and purposes of the activities. In the beginning it is far better to start slowly than to attempt an overambitious (all inclusive) program which produces repercussions too great to be overcome. That faculty interest should be obtained is seconded by McKown; who states, "The real responsibility for the success of the program will not rest with the pupils but with the faculty."¹

The first step in establishing the dramatic club at Skowhegan was approaching the principal to discuss the outline of suggested organization plans and activities. He recognized the value of such a club and gave his whole-hearted support to the project, submitting the proposition to the superintendent

¹ Harry C. McKown, op.cit., p. 33.
I. INTRODUCTION

PREAMBLE

Language and administrative information and procedures necessary to the administration of the institution

The institution is an important service to the community to the extent that it provides a facility for the education of students to achieve the goals and objectives of the institution. This facility includes the availability of educational facilities, the faculty, the staff, and the equipment to support the educational process.

The institution's philosophy is to provide an environment conducive to learning and growth. The faculty is expected to be knowledgeable, dedicated, and committed to the success of the students.

The institution's mission is to provide a quality education that prepares students for a lifetime of learning and professional success.
who, in turn, presented it to the school board.

Having met with the approval of the administrators, the suggested organization plans and activities were presented to the entire faculty for discussion at a teachers' meeting.

During the course of the meeting the need for various types of clubs was presented. As a result, the teacher of French and Spanish decided to initiate a language club if sufficient interest existed among her students. The mathematics teacher, who formerly had taught English, felt there was a need for a journalism club and decided to look further into the matter. The biology teacher, who had previously organized a science club which had ceased to function, resolved to re-establish the club presenting new aims and student suggested activities which would be an outgrowth of the discussions in his biology class. The home economics teacher, feeling that her students might not be interested in any of the other clubs and desiring to offer them an opportunity for participation, became convinced that she should have a home economics club. Thus beside the original plan of establishing only a dramatics and a debating club, a more complete club program was launched due to the enthusiasm of the teachers.

Each teacher was left on his own to introduce his particular club. There were no more faculty meetings and no central organization. These were shortcomings which should have been overcome, as students were allowed to join any number of clubs, a fact, which in some cases caused serious neglect of regular studies. Many of the teachers, having little
I was in graduate school at the time of the school board meeting. Having been involved with the development of a science fair, I was given the opportunity to provide a presentation on the subject. I took the opportunity to talk about the importance of science education and the benefits of participating in science activities. I also mentioned the benefits of having a science fair, not only for the students, but for the community as well.

I shared some of the activities we had planned for the fair, including a variety of hands-on experiments and demonstrations. The students were very excited to hear about the fair and were eager to participate. I also mentioned the importance of involving parents and community members in the planning process.

The meeting ended with a vote to approve the science fair plans, and the decision was made to proceed with the event. The science board members were all very positive about the potential impact of the fair on the community and the students. Overall, it was a successful meeting, and I was happy to have had the opportunity to contribute to the development of the science fair.
experience in sponsoring a club, felt completely lost. As a result many of the clubs were not so effective as they might have been had the sponsors discussed aims, meetings, finances, activities, and general organization.

Worthwhile Aims and Objectives

The second major problem after receiving administrative approval and creating faculty interest in a club program was to set the author's personal aims and objectives. Later, after the club was organized, the members themselves preposed aims and objectives which they felt were worthwhile and desirable.

In order to have a definite purpose for the club these objectives were most necessary. Otherwise the club activities would have been carried on with no particular functional purpose except sociability which might tend toward selfishness.

In agreement with the ideas of establishing a definite set of aims and purposes, McKown says: "No school club should ever be allowed to exist if its aims and purposes are not definite."¹

One of the most serviceable statements of values is Koos' analysis of the values which are attributed to various student organizations in forty articles written by authorities in this field. The list which follows is worded in a general way and there is some overlapping.

¹ McKown, op.cit., p. 15.
Table III

Values Attributed to Student Activities by Educational Writers

<table>
<thead>
<tr>
<th>Values relating to</th>
<th>Frequency of mention in 40 writings</th>
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<tbody>
<tr>
<td>I. Seventeen cardinal objectives of secondary education</td>
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</tr>
<tr>
<td>1. Training in civic-social, and moral relationships</td>
<td>37</td>
</tr>
<tr>
<td>2. Socialization</td>
<td>23</td>
</tr>
<tr>
<td>3. Training for leadership</td>
<td>22</td>
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<tr>
<td>4. Training for social cooperation</td>
<td>19</td>
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<tr>
<td>5. Actual experience in group life</td>
<td>17</td>
</tr>
<tr>
<td>6. Training for citizenship in a democracy</td>
<td>16</td>
</tr>
<tr>
<td>7. Training for recreational and aesthetic participation</td>
<td>15</td>
</tr>
<tr>
<td>8. Training for ethical living</td>
<td>11</td>
</tr>
<tr>
<td>9. Health</td>
<td>10</td>
</tr>
<tr>
<td>10. Relation of school to community</td>
<td>7</td>
</tr>
<tr>
<td>11. Intellectual development</td>
<td>7</td>
</tr>
<tr>
<td>12. Training in business methods</td>
<td>4</td>
</tr>
<tr>
<td>13. Vocational training</td>
<td>4</td>
</tr>
<tr>
<td>14. Training for worthy home membership</td>
<td>4</td>
</tr>
<tr>
<td>15. Training in parliamentary usage</td>
<td>3</td>
</tr>
<tr>
<td>16. Worthwhile friendships</td>
<td>3</td>
</tr>
<tr>
<td>17. Training in fundamental processes</td>
<td>3</td>
</tr>
</tbody>
</table>

The most generally approved objectives are embodied in the above chart. Roemer, Allen and Yarnell list the aims and

Adapted from L.V. Koos, Analysis of the General Literature of Extra-Curricular Activities, twenty-fifth yearbook, National Society for Study of Education, Part II, 1926, p.11
Table III

Values Attributed to Human Activities by Environment and Society

| 1. Training in environmental and social education |
| 2. Socialization |
| 3. Training for leadership |
| 4. Training for social cooperation |
| 5. Vocational experience to work in Germany |
| 6. Training for restoration and recreation |

II. Training for scientific thinking

10. Health
11. Interpersonal development
12. Training in preventive medicine
13. Vocational training
14. Training for morbid cases
15. Training in psychological care
16. Continuing education
17. Training in interdisciplinary processes

The core renewable energy options are

The above energy sources differ from and supplement the

A report from the U.S. Forest Service on the December Conference
objectives for clubs as; development of altruistic and social-
ized school spirit, development of leadership and followership, and development of cooperation and initiative.

Harry C. McKown in his book "Extra-curricular Activities" lists the following six objectives for extra curricular activ-
ities. (1) to prepare the student for life in a democracy, (2) to make the student increasingly self-directive, (3) to teach cooperation, (4) to increase the interest of the student in the school, (5) to foster sentiments of law and order, and (6) to develop special abilities.

The objectives which were set up had a two fold purpose: first to develop those qualities which could be fostered by club membership and second to develop those special abilities which could be stimulated by this particular type of club, the dramatic club. The final outcome, based upon a list of objectives compiled by students at the Teachers college, Columbia University, N.Y., was as follows:

Table IV

<table>
<thead>
<tr>
<th>List of Objectives</th>
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<tbody>
<tr>
<td>1. to obtain a command of fundamental processes</td>
</tr>
<tr>
<td>a. acting</td>
</tr>
<tr>
<td>b. enunciation and pronunciation</td>
</tr>
<tr>
<td>c. make-up</td>
</tr>
<tr>
<td>d. stage-crew</td>
</tr>
<tr>
<td>2. to develop a worthy use of leisure time</td>
</tr>
<tr>
<td>a. appreciation of drama</td>
</tr>
<tr>
<td>b. habit of participation in dramatics</td>
</tr>
<tr>
<td>c. ability to present matters of interest in dramatic form</td>
</tr>
</tbody>
</table>
The objectives which were set up had a two-fold purpose:

- To develop those abilities which can lead to further development of peace and society.
- To develop those abilities which can lead to further development of peace and society and the development of cooperative and collective activities.

The following six objectives for extra-curricular activities are as follows:

1. To develop the student for life in a democratic society
2. To develop the student for life in a democratic society and cooperative
3. To increase the interest of the student in the school
4. To foster coexistence of law and order, and
5. To develop special abilities

The objectives which were set up had a two-fold purpose:

- To develop those abilities which can lead to further development of peace and society
- To develop those abilities which can lead to further development of peace and society and the development of cooperative and collective activities.

The table below is a comprehensive outline of the objectives as follows:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>To develop the student for life in a democratic society</td>
</tr>
<tr>
<td>2.</td>
<td>To develop the student for life in a democratic society and cooperative</td>
</tr>
<tr>
<td>3.</td>
<td>To increase the interest of the student in the school</td>
</tr>
<tr>
<td>4.</td>
<td>To foster coexistence of law and order, and</td>
</tr>
<tr>
<td>5.</td>
<td>To develop special abilities</td>
</tr>
</tbody>
</table>

And to develop a more meaningful program of education.
3. to form desirable habits and attitudes
   a. active imagination
   b. escape from stereotyped ways of thinking
   c. self-control
   d. development of special talents
   e. development of grace, confidence and courtesy

4. to practice democratic principles of citizenship
   a. ability and willingness to accept responsibility
   b. practice in cooperation
   c. willingness to subordinate own interest to that of the group

It should be stressed that these objectives were the sponsor's and that the students later developed their own set of aims. The sponsor maintained general supervision over all activities of the club, but the ideas and interests of the students came first as it was their club. This did not mean that the sponsor relaxed his vigilance and let the members "assume complete control". Rather it meant that his duty increased, for while the students decided the aims and activities of the club, the sponsor, in as tactful a manner as possible, ascertained, that the proposed aims and activities were worthy.

The Time, Place, and Frequency of Club Meetings

The third problem was the time, place, and frequency of club meetings. If the school system includes an activity period, the problem of time is fairly easy. An activity period should be in every school schedule in which a club program is in effect. McKown backs up this idea of carrying the club during school time by saying, "If these activities are worth carrying in school they are worth carrying on school
A general approach to the selection of objectives for inclusion in the program of school activities should be based on the needs of the students and the school's educational goals. The program should provide opportunities for students to participate in activities that are relevant to their lives and interests. It should also be designed to foster cooperation and collaboration among students and to develop their sense of responsibility for their own learning.

The time, place, and leadership of club meetings are important. Clubs should be regularly scheduled and the leaders should be responsible for arranging for guest speakers, planning activities, and organizing trips. The meetings should be held in a consistent location and should be well-organized to ensure that all members are able to attend. It is also important to ensure that the club's activities are meaningful and that they contribute to the students' personal and social development.

Incorporating school time into extracurricular activities can be an effective way to enhance student engagement and achievement. This can be achieved by integrating academic learning into club activities, providing opportunities for students to apply what they have learned in a practical setting, and encouraging students to take an active role in planning and implementing club activities.
It is hard to say which period is best for the activity period. Some say the first period in the morning or afternoon as the students having recently come from a meal are less able to carry on strenuous mental work. If the last period is given for the club activity, many will feel that it is an excellent opportunity to be excused early. On the other hand if the work of the club runs over the regular class period the meeting could be continued.

No one can say which period of the day is most suitable for club work. We can, however, state that the giving of any school time for these activities at any period, will remove a heavy handicap to effective club work—that of requiring the club to meet out of school hours.2

The place of the club meeting will be provided for if there is an activity period. Regardless of the time the meetings may be scheduled, they should be held at the school unless special permission is obtained for such activities as a field trip, or a visit to the local theater. If the meetings are held off the school premises, too many opportunities for criticism from outsiders are offered. Along this line Roemer, Allen, and Yarnell make the following statement: "The problems of discipline, of attendance, and of sponsoring in general are made more difficult the farther removed a club meeting is from the central authority."3 The room used for meetings should depend upon the size of the club and the types

2 McKown, School Clubs, p. 54.
3 Roemer, Allen, Yarnell, op. cit., p. 222.
of activities.

Frequency of the meetings will depend upon local conditions. There is no specific rule by which all schools may abide. However, the rule given by Roemer, Allen, and Yarnell forms a good, general guide. "Meetings should occur often enough to maintain interest and to give members reasonable time to accomplish the goal stated as a purpose for which the club is organized."\(^1\)

It seems to be the consensus that most clubs hold weekly meetings, but meetings should be held at least bi-weekly, for little value can be obtained from a club which meets less frequently. "Since it is difficult to sustain interest over long intervals it will be desirable to have meetings at least once every two weeks, or preferably once a week."\(^2\)

The Skowhegan school system provided for an activity period in the morning after home room attendance period. Previously this period had been used as a general extra study period. Occasionally student committees which were planning for dances would meet at this time, or less frequently there would be a student council meeting. On the whole the activity for this period consisted of students being forced to keep their noses in a book.

Having an already established activity period, settled the problem of time. Having the period the first thing in the

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\(^1\) Roemer, Allen, Yarnell, op.cit., p. 222.

of activities.

Presentation of the meeting will be held in the town hall.

There is no specific date for which the speeches are made. However, the time given by the committee may vary. Meetings should occur regularly to maintain interest and to promote teamwork. It is recommended to meet at least once a week. If the group cannot meet weekly, it should meet biweekly or once a month.

The second meeting should focus on the practical aspects of the project. After the presentation, the next step should involve planning the activities. The activities planned should be specific and measurable. The committee should maintain a record of the activities to ensure progress is being made. The final meeting should be held to review the progress and make any necessary adjustments.
morning was an advantage as the students were more responsive and alert than they would have been at a later time during the day. Myer in his "Handbook of Extra-Curricular Activities in the School" agrees with this attitude. "If the meetings take place during the regular school program then it seems that the best time would be in the early morning, when the minds of the pupils are fresh and active."

As the activities of the club progressed, rehearsals were held at night and only those members who were participating in that particular production attended.

These evening rehearsals were always held at the school with the exception of dress rehearsals. As the Skowhegan High School had no auditorium, the public stage productions were held in the large auditorium in one of the municipal buildings. For this reason, the final rehearsals were held away from the school. However, as many of the activities of the dramatic club included the production of one-act plays to be performed for the student assemblies, these rehearsals were held at the school. For these school rehearsals the spacious gymnasium was used, and for the assemblies a makeshift stage was constructed in the gymnasium where all school gatherings were conducted.

The regular dramatic club meeting met in a classroom which was large enough to seat the members, but which left little room for the programs. As the room was the largest classroom in the building, the only other location would have been the gymnasium which was as much too large as my room was too small.

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1 Myer, op. cit., p. 49.
As the activities of the school progressed, pressures were placed on the students to participate in more of the activities at night and only those students who were participating in particular programs were excused from attending. The principal, however, was only one of our activities was the Scholastic Bowl. School had no substantial impact on the participation in one of the Scholastic Bowl. To this reason, the three representatives were asked to be brought to the Scholastic Bowl. However, the lack of representatives of the Scholastic Bowl to be brought to the Scholastic Bowl. There were Scholastic Bowl representatives that the Scholastic Bowl was concerned.

The response was not immediate as a clear answer, and for this reason, a prearranged schedule was communicated. If there were any other questions, the only other question would have been the Scholastic Bowl, which was unique for each year.
and which offered other complications such as setting up chairs and taking them down during club time. The attitude of the students, parents, and administrators concerning the location of these club meetings is interesting to note.

From the questionnaire which was submitted to them, it was found that the majority of students, all the parents, and all of the administrators favored devoting a special portion of the school day to extra-curricular activities.

Table V

Should Activities be Carried on During School Time?
The question and results are as follows:

Question
Do you believe that (1) a special portion of the school day should be devoted to such activities, or (2) that the student should participate in these activities on his own time?

Why? (1 or 2)

Results:

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Parents</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>163</td>
<td>36</td>
<td>23</td>
</tr>
<tr>
<td>Percentage</td>
<td>82</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

In brief, ninety-four per cent of the three groups combined desired the activity carried on during school time.

The main reasons for choosing number one were:
(1) more students would participate, (2) gives an opportunity for all to join, (3) more school backing, (4) such activities
constitute part of a well-rounded education.

When the program was first outlined, the plan of holding meetings every three weeks seemed the most effectual. However, after the first meeting, the members not only expressed their desire, but also organized a program of activities which called for more frequent meetings, and a plan for bi-weekly gatherings was decided upon.

Finances

According to Harry C. McKown there are two general types of financial organization of extra-curricular activities on the basis of control—the decentralized in which each club handles its funds as it chooses and the centralized in which there is a central treasurer who handles all the money coming in from activities and the money paid out for activities.¹

The problem of raising money to finance the activities of the dramatic club was solved before the club was officially organized. The school had a general student activity fund into which all the money obtained from student functions was placed and from which money needed to carry on any student activities was taken. This dispensed with the necessity of requiring the dramatic club members to pay dues in order to carry on their projects. Nevertheless an opportunity was given the treasurer, the executive committee and others to understand and practice a system of financial accounting that would enable them to distinguish between sound and unsound methods of handling public funds. The dramatic club sponsored two public performances which involved monetary transactions both for expenditures

¹ McKown, Extra-Curricular Activities, p. 641.
The program of safety work to finance the activities of

The proposed program was divided into the following general student activities: a) assembly. The school board, a general student activity fund into which all the money collected from student functions was placed, and from which money needed to carry on any student activities was drawn. This arrangement with the necessary of maintaining the

We recognize the importance of opportunity we give to the executive committees and officers of Nebraska and encourage a

We attempt to promote connection and exchange of knowledge about the benefits offered by various programs and encourage a

non-partisan. The executive committee espoused two purposes: to promote understanding and encourage a
and profits.

The principal had charge of the general student fund and the treasurer turned over to him any profits made from public dramatic exhibitions. In turn, the treasurer upon receipt of a signed request from the director of the dramatic club obtained money from the principal for necessary expenditures.

It is very important to have some means by which a careful check of the treasurer's books may be kept. The executive committee of the dramatic club checked the books once a month, and then the director gave the final approval before presenting the report to the principal. Giving the students an opportunity to practice a system of finances is worthwhile. Roemer, Allen and Yarnell agree:

The financial attitudes and habits which a student acquires in school are very apt to influence his adult practices. Hence it is part of the school's responsibility both to teach respect for financial accuracy and honesty by setting a good example and to afford opportunities to students for practice of good accounting methods, through participation in the general system adopted.¹

The treasurer was required to account for spending of the money which was taken from the general fund for club use, as well as to keep a detailed report of all money earned. No student member was allowed to buy necessary equipment or material for the club unless he had a slip signed both by the advisor and by the principal. The duplicate slips were then given to the treasurer for checking with the bills charged to the club.

¹ Roemer, Allen, Yarnell, op.cit., p. 224.
The problem of the general public and the press is to maintain the proper influence and control over the press. The problem is to maintain a proper sense of the press's role and responsibility in the community's welfare.

The presentation of the press is not to be taken lightly. The press has a significant role in the community, and it is essential to maintain a proper sense of its role and responsibility in the community's welfare.

The presentation of the press is not to be taken lightly. The press has a significant role in the community, and it is essential to maintain a proper sense of its role and responsibility in the community's welfare.
The ticket committee also handled a great deal of money. The chairman after having seen that the tickets were printed, distributed them evenly among his committee members who were responsible for distributing the tickets and collecting of the money. The chairman reported sales and returned tickets to the treasurer who kept accounts in the club books. At the public performances the chairman sold tickets and kept the stubs in order to check with the amount of money received.

The chairman of the advertising committee carried on business negotiations although he did not actually handle funds. The same was true of any committee chairman who bought supplies. As was previously mentioned, any committee who bought some article obtained a request slip signed by the advisor and the principal. The local stores which permitted students to obtain materials by presenting the slip sent the bill to the school club which had required the purchase.

The treasurer's books were audited by the executive committee and the adviser once a month. Many club members had an opportunity for assuming financial responsibility, an opportunity which may prove of value to them in later life.

Arousing Pupil Interest and Limitations

Another problem encountered when first initiating a system of clubs was that of interesting a majority of the student body to become members. "Not all the students will be interested enough to participate in the extra-curricular activities. However, the ideal should be to interest as many as
A few of the students expressed their desire for the dramatic club. Because of the interest these students were showing, a survey was made in the English classes of the number of students who would enjoy belonging to a dramatic group. The results were overwhelming. This was the real impetus for the founding of the club program.

After the approval of the administrators had been obtained and following the teachers' meeting at which many of the teachers decided to form clubs, the next step was the publicizing of the club idea in order to gain the interest of as many students as possible. The students should be willing to join. McKown feels that:

Club membership should be voluntary, for a compulsory membership defeats its own purpose. If the pupil is to join of his own accord, he must have ample opportunity for knowing about the various clubs to be offered, their material, relative values, and work.

Slips giving the general purposes, suggested activities, and types of committees for the dramatic club were mimeographed and sent to the homerooms where interested students were asked to sign their name. Sixty per cent of the school expressed a desire to belong to a dramatic club. This gave added emphasis to statements by Riverda Harding Jordan:

No form of pupil activity has been more widespread and generally popular than the school entertainment.
A few of the students expressed their desire for the
available opportunities. At one meeting we were
invited to a school where we were able to
view educational opportunities. It was an exciting
time. The students were very interested in these
opportunities for the following reasons:

After the opportunity for the administrators and staff
were able to meet, the next step was to plan.

The students were able to plan.

The students were able to plan.

goals. Students keep track

Of this meeting, students were able to
derstand the importance of a clear
understanding of the administration's
position on educational opportunities.

First, the meeting was

Second, the meeting was

Third, the meeting was

Fourth, the meeting was
...With entrance into the senior high school, the pupil assumes a new attitude toward his environment and this new point of view is nowhere more marked then in his desire for dramatic expression.  

Sixty per cent of two hundred pupils was too large a group to enable one teacher to supervise them effectively and to allow opportunity for active participation. When two other teachers offered to supervise dramatic clubs, the groups were divided by classes. The seniors constituted the largest group with fifty members; the juniors were forty in number; while the sophomores were approximately thirty. "The pupils in the upper classes of the high school participate more extensively in the extra-curricular activities than do the pupils in the lower classes." In the case of the dramatic club, this increased participation by the seniors might have been due to the fact that the seniors were responsible for the senior play and many of them who had no previous dramatic experience desired in their last year to have a part either active or passive.

Limitations

The interest shown in the dramatic clubs was greater than that in any other type of organization. However, since there was no limit to participation, some of the members belonged to several clubs. In each club these members tried to be the leaders, thus taking the opportunity away from their classmates.

1 Ibid, p. 36.
The interest shown in the general drive was tremendous. This was due to the fact that the senior class of the year 1943 had an increased participation by the senior class, and the fact that the senior class was responsible for the senior drive.

This interest was shared by all the other classes, however, since these drives were organized by the high school. The seniors had to participate, some of the seniors, of course, were on the football team.

In conclusion, this drive was successful in giving the seniors a chance to participate in an activity which they enjoyed.
A few of these over-enthusiastic joiners actually regressed in their studies as a result of overparticipation.

Limitation of Number of Memberships Per Pupil

Several types of limitations might have been placed upon the students. "The simplest type of limitation is a rule which establishes a certain number as the maximum number of organizations to which a pupil may belong."\(^1\) This may be taken care of by having all clubs scheduled to meet on the same day or on only two days. The latter would give the pupils a chance to belong to two different clubs.

Another means of limitation is to set certain scholarship standards, and allow only those who have attained a certain average to belong to clubs, or those who are passing in all of their courses. These last two indicate that certain students are barred from extra-curricular activities because of failure in their studies. This is a fault, in that these particular students are most likely to be the ones most needing social adjustment.

"Limitation" should be "concerned with the amount of participation rather than with absolute prohibition of participation".\(^2\)

Another type of limitation is to decide the number of memberships to which pupils are entitled on the basis of a

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2 Terry, op. cit., p. 57.
A letter from the American Association on Mental Deficiency to the Superintendent of Public Instruction.

The purpose of the Association is to promote the welfare of all children and young people with mental retardation. The letter focuses on the importance of early intervention and the need for adequate funding to support these efforts. The writer discusses the implications of current policies and the need for a more comprehensive approach to education and support services for those with disabilities.
classification of organizations.

Limitation of Number of Pupils Per Club

A second aspect of the general problem of limiting pupil participation in extra-curricular activities pertains to the number of pupils appropriate to any one organization. According to Paul W. Terry: "There is a general tendency not to restrict the number of pupils who may join the various organizations." He feels that this tendency is due to the very widespread desire of educational authorities to honor the democratic spirit of the organized social life of adolescent boys and girls.

However many necessary limitations arise. Most of these are based on room size, the available equipment, and the number which the sponsor can effectively care for. Then it may be necessary to stipulate certain requirements for entrance into the organizations.

Methods of Encouraging Pupils to Participate

Because of the great value of the training for citizenship principals and teachers should concern themselves with means of encouraging pupils to become members of a club. Many methods may be employed to create an interest in and a desire of belonging to some organization. Among these methods are: material awards, honor points, exhortation, school privileges, favorable school opinion and requirement.

The most common method is the award of some material evidence of membership such as pins, monograms, badges, letters,
LIMITATION OF NUMBERS OR QUANTITIES per CROP

A special report of the Secretary of Agriculture of the United States, relative to the operation of the Farm Credit Administration's policies to control the number of farmers' cooperatives to which credit is extended, by the Federal Farm Credit Administration, is available for public inspection.

According to Farm Credit Administration, the number of farmers' cooperatives who may join the various organizations is limited to those that can provide the necessary guarantees of satisfactory performance to honor the Federal Farm Credit Administration's policies to control the number of farmers' cooperatives to which credit is extended.

However, when necessary, adjustments may be made to these policies and limits to reflect the needs and conditions of the agricultural economy and the federal agricultural policies.

Participation of Organizations in the Federal Farm Credit Administration

Participation of organizations in the Federal Farm Credit Administration is limited to those that can provide the necessary guarantees of satisfactory performance to honor the Federal Farm Credit Administration's policies to control the number of farmers' cooperatives to which credit is extended.

The most common type of farm organization is the farmer co-operative, which is a cooperative formed by farmers for the purpose of improving the economic status of its members. Cooperatives may include farm supply and service organizations, livestock and dairy cooperatives, and agricultural telephone cooperatives.
numerals, school credit, prizes, and certificates. Care must be taken to award these symbols of attainment not only to a few outstanding clubs, but also to those smaller less active clubs. Many schools use honor society points to encourage participation. Nevertheless, the span of the honor society, even when connected with extra-curricular activities, is limited to the comparatively small portion of the school enrollment which is able to render outstanding service. Another method used is to urge pupils by public and private exhortation to join a club. Teachers and other pupils set forth the advantages of club life and the necessity to join in order to maintain a proper school spirit. A few schools award certain privileges to club members. They may be allowed to work on some project during a study period, or perhaps they may be dismissed early from school for purposes of practice. Other schools try to focus favorable opinion upon successful participants by giving them special mention in the annual, on an honor roll, or on public occasions. Lest there is the required club rule in which every pupil is obliged to join at least one club. Many or all of these means of encouragement could be used to advantage in any extra-curricular program.

At Skowhegan a combination of three of the methods was used to create interest in the dramatic club. As previously mentioned the club was publicized by teachers and other pupils, and by passing out slips containing probable activities. Thus the method of exhortation was used. The school also permitted dramatic club committee members to hold meetings and to carry
out activities during their free study periods. They were also allowed to leave the school for purchasing materials, working on stage settings at the local theater, and for purposes of advertising. These privileges helped to give the members the feeling that the club activities were worthwhile. Favorable school opinion was given to the dramatic club and the students in the club. Group pictures of the club, its activities were placed in the school annual along with a page description of the club and its projects. Frequent newspaper articles were printed in the local newspapers telling about various dramatic club members and their projects. A record of extra-curricular participation was kept on the permanent record sheets in the office and a list of student activities was placed after the names of the seniors in the school year book. The members were proud to belong to the dramatic club and these awards did much to bring about this pride of participation in the club.

Using Individual Abilities

A club which does not offer an opportunity to every individual for participation is not fulfilling its obligation to the students, school and community. This thought should be kept in mind by both the advisor and the students when planning the program of activities.

Professor Alexander Inglis in his book "Principles of Secondary Education"¹ tells us that the individual pupil should

and activities giving them the study experience. They were also
allowed to lease the school for recreational purposes, working
on some sections of the floor space and for1 programma of
co-education. These programs helped to give the members of
the school union new ideas to the administration and the students
in the club. Group pictures of the club's activities were
presented by the school and a group of pictures. Medallions
awarded newspaper articles were printed in the local newspapers telling about various activities
and parts of the school. A report of extra-curricular
participation was kept on the permanent record books of the
school and a list of student activities were placed after the
name of the senior in the school year book. The teachers were
happy to have to put the administration and these worthy high
school sportspite of participation in the club.

Using Extra-curricular Activities
A club which does not offer an opportunity to every
student to participate is not fulfilling its obligation
to the students, school, and community. The student body needs
keep in mind the role of the school and the students when planning
the program of activities.

Professor Frank G. Lijac, in his book "Principles of
Secondary Education" tells us that the institution should provide
Instructional Exchange Program, Project, and Research Institute
be given opportune occasions to put into practice certain aims of secondary education. These aims should be incorporated as stated or unwritten objectives of every club, and they may well be acquired through participation in extra-curricular activities.

Table VI

Aims of Secondary Education

The key to any analysis of aims in education is to be found in an analysis of the activities of life in which people do or should engage. The aims of secondary education, therefore, as of any department of education, must be interpreted in terms of the activities in which individuals may be expected normally to participate. Three important groups of activities require the participation of the individual and establish three fundamental aims in secondary education. These aims are:

A. The preparation of the individual as a prospective citizen and cooperating member of society - the Social-Civic Aim.

B. The preparation of the individual as a prospective worker and producer - the Economical-Vocational Aim.

C. The preparation of the individual for those activities which, while primarily involving individual action, the utilization of leisure, and the development of personality, are of great importance to society - the Individualistic-Avocational Aim.

It must be recognized that these three aims are not mutually exclusive, but rather that they are in a high degree inter-related and interdependent. Taken together they constitute the Social Aim of secondary education in the broadest sense of the term. Every individual as a social unit is at the same time a citizen, a worker, and a relatively independent personality. The three phases of his life cannot be divorced, and in the secondary school preparation no one of those phases of life should be neglected.¹

A Table of Economic Education

The key to many of the aims of society lies in the economic system. The time of economic education is, therefore, a critical period in shaping the future of society. It is essential that this education is not only provided but also perceived as valuable. The importance of economic education cannot be overstated.

A. The preparation of the individual as a prospecting worker and producer - the educational and vocational aims.

B. The preparation of the individual for a productive and cooperative work and business.

C. The preparation of the individual for a productive and cooperative member of society - the social aims.

D. The preparation of the individual for a productive and cooperative member of society - the personal aims.

E. The preparation of the individual for a productive and cooperative member of society - the political aims.

The preparation of the individual for a productive and cooperative member of society - the economic aims.

It is important to note that these aims are not mutually exclusive. They are designed to complement and reinforce each other. This coordination and cooperation will enhance the development of society.

The Table of Economic Education provides an overview of the aims of economic education and highlights the importance of these aims in shaping the future of society.
The larger the number of club members the harder is the realization of the objective that every student take an active part in the club activities. In order to practice this goal of active participation in the dramatic club the 50 member group was divided into separate units of thirteen committees which made it possible for each person to have a definite responsibility and an active share in the workings of the organization as no group was composed of more than five pupils.

At the preliminary meeting of the dramatic club, a list of committees was given to each member. After the probable functions and possible activities of the various committees were explained, each member indicated his first, second, and third preferred choices. Assuming that the majority of them desired to act, acting was not listed as a committee. However, in order to have a definite idea of who would enjoy acting, the interested members were asked to check this activity.

The club membership was composed approximately of twenty senior boys and thirty senior girls. Their interests were varied, and an account of these interests were taken into consideration when the advisor selected the committees.

Some of the members were home economic students who were interested in clothes and furniture. The two committees, property and costume appealed to them. A couple of home economic students were interested in the make-up committee. Many of the commercial pupils signed for the ticket committee and the advertising committee. Boys in the manual arts department favored the stage crew, which took care of the
The letter is a request for information from the President of the organization. In order to facilitate this, the Secretary of the Board has been asked to provide some details of the activities that have taken place so far in the year. It is noted that the Committee has been working to improve the organization's services and that a formal meeting has been held to discuss these matters.

At the December meeting of the Executive Committee, a special committee was formed to study the proposal. The committee was tasked with examining the activities of the various committees and making recommendations for their improvement. It was noted that the majority of the recommendations were well received, and that the Committee is now working on the implementation of these recommendations.

In order to have a fuller picture of the organization's activities, it is requested that the President provide some more detailed information. This information will be of great assistance in preparing the report for the next meeting. It is suggested that the President consider the following aspects:

- The organization's financial position
- The progress of current projects
- Any changes in policy or strategy
- Future plans and goals

The President is encouraged to share this information at the next meeting, and it is hoped that the Committee will be able to develop a comprehensive report based on this data.
settings, the lighting and electrician committee, and the sound effects committee. The classical students signed for different committees such as: selection of plays, casting, directing program and activity.

However, the selections were not all made on the basis of course categories.

The members were given a chance to add any committee in which they might be interested. But due either to a lack of imagination on their part or to foresight on the advisor's part, no new ones were added.

After the slips were passed in, the advisor, having all the students in classes and knowing their interests and abilities proceeded to assign them to committees. As there were thirteen committees representing wide interests no group included more than five pupils, the majority consisted of four, and a few were composed of three members. When these groups had been selected, the advisor elected one of the group to be the chairman. The choice was based on the previous cooperation and interest of the individuals, but a special attempt was made to select those students who had little or no previous recognition and yet who were worthy to occupy the office.

In the section "Organization", chapter IV, details will be given, telling how each committee not only carried out their duties for several school productions and public entertainments, but also presented a club program explaining and demonstrating the numerous functions of their particular group.

The ability of the club as a whole to work together and to
The students' first and foremost concern was the academic schedule and the progress of their studies. The academic committee, led by the principal, would meet weekly to discuss and plan for the coming week's activities. However, the schedule was not all work and no play. The committee members were given a chance to enjoy their committee in which they might participate and that the chance for a lack of participation on their part was important.

After the schedule was decided upon, the chairperson reviewed it. He explained the schedule's purpose to make clear to committees the nature of their committee. The minutes of the previous meeting were thoroughly reviewed, and the chairperson explained the position of the chairperson, the secretary, and the minutes secretary, to those who were new to the committee. The chairperson then explained the importance of the minutes and the need for accurate minutes. The secretary and the minutes secretary were given the opportunity to explain their roles and to discuss the office.

In the section on organization, the chairperson reviewed the membership list, the officers, and the committee's goals. The committee's goals were to improve the academic program and to provide a supportive environment for all students. The chairperson also emphasized the need for cooperation and the importance of the chairperson's role.
accept responsibility for each production amazed the advisor. Each chairman and his committee members worked together as a unit, and each committee worked together to present several successful dramatic productions. The Social-Civic Aim was certainly realized.

With only a few exceptions each student accepted and executed individual duty and responsibility. The chairman of each committee prescribed a definite assignment to everyone in his group. In order to produce any type of entertainment it is necessary that each individual do his share. Thus the members were practicing the traits which they would later use as workers and producers, unaware that to a certain degree they were meeting the Economic-Vocational Aim.

By allowing each member to have a specific responsibility which involved individual action, the utilization of leisure and the development of personality; the Individualistic-Vocational Aim was achieved.

Proper Balance Between Club and Curriculum

From a study by Galen Jones of two hundred and sixty-nine secondary schools, it was found that the status of dramatics when first introduced was chiefly extra-curricular.

"Forty, or sixteen per cent, of the schools made dramatics an integral part of the English program from the start, either as part of the regular English requirement, or as a special elective offering on regular schedule and for credit."1 Two

---

With only a few exceptions each student selects one of the courses below for his individual study. The choice of course is made by the student in consultation with the faculty and the student’s counselor. In order to choose any type of specialization it is necessary that each student have a specific interest to pursue. These courses are designed to provide a broad and balanced education.

The following introductory sections are available in the following disciplines:

- Mathematics
- Science
- Social Science
- English
- History

The courses are designed to provide a broad and balanced education. The student is encouraged to choose courses that will complement his major field of study.

The department of mathematics offers a variety of courses, including calculus, algebra, and statistics. The science department offers courses in biology, chemistry, and physics. The social science department offers courses in economics, politics, and sociology. The English department offers courses in literature, composition, and writing. The history department offers courses in American history, European history, and world history.

The department of mathematics offers a variety of courses, including calculus, algebra, and statistics. The science department offers courses in biology, chemistry, and physics. The social science department offers courses in economics, politics, and sociology. The English department offers courses in literature, composition, and writing. The history department offers courses in American history, European history, and world history.

Given the importance of the liberal arts education, I encourage all students to take courses in these areas, even if they do not plan to major in them. This will ensure that they have a well-rounded education.

I also encourage all students to take courses in areas that interest them, even if they are not directly related to their major. This will help them develop a broader understanding of the world, which will be beneficial in their future careers.
hundred and eleven schools, or eighty-four per cent, regarded

dramatics as an activity to be maintained outside the regular
curriculum.

Table VII

Status of Dramatics at the Time of Its
Introduction into 269 High Schools

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Extra-Curricular</td>
<td>Curricular Extra-Curricular</td>
</tr>
<tr>
<td>40</td>
<td>211</td>
</tr>
</tbody>
</table>

Continuing further in the study Galen Jones discovered

that in dramatics seventy-three schools, or thirty-four per

cent, changed from an extra-curricular to a curricular status

and that in none of the two hundred and sixty-nine was this
activity discontinued.

Table VIII

Number and Percentage of 269 Schools in which Dramatics
Changed Status and Number Discontinuing Dramatics

<table>
<thead>
<tr>
<th>Number Discontinuing to Curricular Status</th>
<th>Number Discontinued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>73</td>
<td>34.6</td>
</tr>
</tbody>
</table>

In 1933-34 in schools having fewer than fifteen hundred
students, forty-one and five-tenths per cent of them adminster-
ed dramatics as a curricular activity; while fifty-eight and

\[a\text{ Ibid, p. 24.}\]
\[b\text{ Ibid, p. 26.}\]
Table VII

Number and Percentage of 8th-Grade Students in Whose Home a Continuation or Extra-Continuation School Was a Continuation School, 1933-34

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Continuation</th>
<th>Extra-Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>10.0</td>
<td>80.0</td>
</tr>
</tbody>
</table>

Table VIII

Number and Percentage of 8th-Grade Students in Whose Home a Continuation or Extra-Continuation School Was a Continuation School, 1933-34

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Continuation</th>
<th>Extra-Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>44.0</td>
<td>55.0</td>
</tr>
</tbody>
</table>

In 1933-34, 30% of students were placed in schools that were continuation schools, while 70% were placed in continuation schools.

To summarize, the shift towards continuation schools was significant and a continuation of trends observed in previous years.
five tenths per cent still administered it as an extra-curricular activity. In schools which had an enrollment of fifteen hundred pupils or more fifty-one and one tenth per cent of them classified dramas as curricular and forty-eight and nine tenths of them listed this activity as extra-curricular. A bigger percentage of the larger schools tended to regard dramas as curricular; and the trend as a whole seemed to be changing in the direction of the curricular, the increase being from sixteen per cent to forty-five per cent.

Table IX

Percentages of 269 Secondary Schools in 1933-34 Administering Dramatics as Curricular and Extra-Curricular

<table>
<thead>
<tr>
<th>Size of School</th>
<th>All schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 1,500</td>
<td>1,500 or more</td>
</tr>
<tr>
<td>* C</td>
<td>E</td>
</tr>
<tr>
<td>41.5</td>
<td>58.5</td>
</tr>
<tr>
<td>* C</td>
<td>E</td>
</tr>
<tr>
<td>51.1</td>
<td>48.9</td>
</tr>
</tbody>
</table>

In conclusion Galen Jones predicts a steady increase in the number of schools offering dramas as a regular subject, but believes that most schools will also continue dramatic clubs for pupils not concerned with the credit.

While the inclusion of dramas in the curriculum offers an opportunity for serious study, these drama classes must of necessity be restricted in size and composition by administrative conditions - they can hardly be thrown open to election by all students, and if they were, by no means all students will find such election

---

a Ibid, p. 32.
* C - Curricular, E - Extra-Curricular.
The table per cent fifteen-ministers as an example of continuous activity. In schools which may be accompa
of fifteen minutes being spent to more than one and one tenth per cent.

A picture of the activity in the Jupiter schools is being to denote
a grammar as continuous; and the speed as a whole seems to be
opposed in the distribution of the continuous as the Jupiter-1g
from six to ten years to forty-five per cent.

Table IX

<table>
<thead>
<tr>
<th>Size of School</th>
<th>0—600 or None</th>
<th>601—1,200 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td>0—600 or None</td>
<td>601—1,200 or more</td>
</tr>
</tbody>
</table>

In conjunction with these findings a special emphasis is
the number of schools offering grammar as a regular subject
and preferences that: most schools will also continue grammar
choice for subjects not excepted with the credit
and the introduction of grammar in the continuous offers
an opportunity for more advanced courses

"There is a strong need at the beginning of "The Science of Mathematics" - our publication. It has been
is strongly in the need of the Jupiter school and. In
"We then see many of the students with this new approach.
possible; and they rob the work of a large element of spontaneity."¹

The writer of this paper is most interested in dramatics as a club and in this particular section, in the proper balance between the drama club and the curriculum. Most authorities seem to feel that the extra-curricular activities should be an outgrowth of the curricular.

"The curricular life of the school should be the abundant source from which streams of extra-curricular activities burst forth."²

Clubs in general should be the means of enriching the curriculum. Activities for which there is little time in the regular classroom may be carried out in these club meetings. Some people have tried to draw a sharp line between education through the curriculum and education through extra-curricular activities. That there is little justification in this attitude is expressed by Myer and Cole in the following statement:

When the extra-curricular activities are properly organized, directed, and supervised they should form a most constructive instrument of educational advancement. All of them may be properly correlated and are closely related to all phases of the general curriculum. To consider them as a necessary evil is but to lose opportunity for proper and wholesome functioning of the curriculum.³

¹ Jordan, op.cit., p. 41.
³ Myer and Cole, op.cit., p. 11.
The writer of this paper is most interested in another view of extracurricular activities as a whole and in the participation section in the proper preparation between the green chip and the curriculum. Participation in extracurricular activities should be an enthroph of the curriculum.

The participation of the school should be the equivalent source from which appears the extracurricular activities pattern of S.

The space to denote space to the means of participation the activities. Activities for which there is little time in the curriculum are often the curriculum and recreation. Activities that are little participation in this text as expressed by them and to be found in the following works.

With the extracurricular activities as a property of the philosophy, to detect and encourage them should form a part of the curriculum in the ability to participate in the program. To be a member of the recreational activities in the recognition of such a level and the opportunity to the program and to find the potential for their own.
Elbert K. Fretwell\textsuperscript{1} feels that not only should the extracurricular program grow out of the curriculum, but also they should return to the curricular activities to enrich them.

At Skowhegan Senior High School the students wanted a dramatic club—a desire which may very well have been prompted from the study in their English classes of modern American and British playwrights. If pupils can visualize what they read in any subject, they have taken the first step in dramatics. If the students then desire to do more in dramatics, to read more plays, to act in more plays, to write more plays; then these natural desires may be further developed in a dramatic club.

"Probably there is no one extra-curricular activity—that can more naturally grow out of curricular activity than the dramatic club."\textsuperscript{2}

As a large majority of the Skowhegan high school students wished to explore the fields of drama much more extensively than could be accomplished in the classroom, the three dramatic clubs were formed to furnish them with an opportunity to study and to participate in the production of actual dramatic activities.

\textsuperscript{1} Fretwell, op.cit., p. 15.
\textsuperscript{2} National Society for the Study of Education, op.cit., p. 170.
The relationship between farm and city has always been a topic of considerable interest and debate. In recent years, this relationship has become even more complex as technological advancements and demographic shifts have led to changes in both rural and urban areas. The growth of suburban areas and the decline of traditional agricultural practices have created new challenges and opportunities for farmers. 

As a result, there has been a greater focus on the development of sustainable farming practices. This has led to increased interest in organic and bio-dynamic farming methods, which seek to create ecosystems that are self-sustaining and regenerative. These methods not only benefit the environment, but also provide farmers with a way to diversify their income and reduce their dependence on subsidies. 

Furthermore, the increased focus on local food systems has also led to a greater appreciation for the role of farmers in their communities. This has led to a growing interest in community-supported agriculture (CSA) programs, which allow consumers to support local farmers by purchasing shares of the harvest in advance. 

In conclusion, the relationship between farm and city is a complex one, and one that is constantly evolving. As we move forward, it will be important to continue to emphasize the importance of sustainable farming practices, while also recognizing the value of local food systems and the role of farmers in their communities.
CHAPTER IV
Organization

Preliminary Meeting

After meeting and overcoming the problems, the club was ready for the preliminary meeting. The students appointed a temporary chairman for the first meeting, at which time the chairman and committee members were to be announced. Every member of the total fifty was to be a member of a committee which had been as far as possible his first choice. A general discussion of the club, its activities, aims and programs took place and the sponsor carefully noted the ideas.

First Meeting

A week later the first regular meeting of the club was held. As was previously arranged, the temporary chairman, after consulting with the sponsor, presided. After calling the meeting to order, he asked for nominations for the four regular officers. The members nominated as many candidates as they wished for President, Vice-President, Secretary and Treasurer. Each individual wrote his choice for each of the four offices from the list of nominations on the board. The votes were then counted by the sponsor so that the executive

-35-
committee, which was to formulate the constitution, could be elected - the President and Secretary automatically being part of the executive council or committee. When the officers had been announced, the members nominated and elected two people besides the President and Secretary to form the executive committee whose duty was to write the constitution by the second regular meeting at which time it was to be approved by the entire club. The club gave ideas or suggestions which might be incorporated in the constitution and the Secretary listed these suggestions.

The committee chairman and members were announced by the temporary chairman based on the choices made by the members.

"If there is to be growth, the pupil must have freedom to choose."1 Because the chairman of the committees had been chosen by the sponsor who had attempted to select those people who had received little previous recognition but who were worthy to assume positions of leadership, there was little conflict between those holding office and those elected as committee chairman.

Each committee was asked to meet with the sponsor before the next regular meeting in order to discuss plans, and a schedule of meetings to be held during activity periods was made. The activity committee and the executive council were asked to have respectively a list of proposed club programs and activities and a constitution by the next meeting. Fretwell

1 Fretwell, op.cit., p. 266.
The committee, after considering the recommendations made by the committee, and after receiving the reports of the committee and the reports of the investigations, decided to recommend the following:

1. The establishment of a special fund to support the committee's activities.
2. The formation of a task force to address the specific issues raised by the committee.
3. The implementation of a comprehensive training program for all committee members.
4. The creation of a new department within the organization to oversee the committee's work.

The committee also discussed the need for increased funding and resources to support their work. They agreed to request additional funding from the organization's board of directors.

The committee concluded their meeting with a vote of confidence in the organization's commitment to support their work.
tells us that this is necessary.
"A club needs to have some definite aims and a plan of work in the beginning."¹

Following the announcement of the various committees, the names of the club was discussed. The members finally decided to call the club exactly what it was "The Skowhegan Senior Dramatic Club." Myer and Cole feel that a practical name is best.

"There is a tendency to get away from such names as Philocosmian, Demosthenian, and Astrokektan and to substitute something closely related to the type of work and interest."²

After listening to proposed activities of the students the sponsor realized that bi-weekly meetings were necessary and that eventually weekly meetings might be justified. However, fearing that weekly meetings might detract from the interest of the group, the members voted to hold the regular meeting every two weeks.

Work Done Between First and Second Meeting

The first constitution to meet with the advisor was the executive committee which formulated a constitution based on two model constitutions taken from "University Bulletin on Public Discussion and Debate", Extension Series No. 22 and from "The High School Quarterly", the official organ of the Southern Commission on Accredited Schools. The members of the club

¹ Ibid, p. 287.
fall be held Friday, if necessary.

A stop needs to have some preliminary plans and a plan of
work to be accomplished.

FOLLOWING the announcement of the various committees, the
names of the chair men announced, the members finally gathered

to call the club meeting. The first order of business was to see "The Economic Senator
Introduce each."

Then and Gone took a request from a Hayden group to
be added.

There is a tendency to keep away from such names as
"Professional Democracy" and "Liberalism," and to emphasize
spontaneous activity related to the type of work the Interest
After information to propose activities of the group, the
report from the planning committee that the weekly meetings were necessary and
more necessary. Weekly meetings might be helpful. However, the weekly meeting might be better than the Interact of
sending their regular meeting report to the Interest Group.
The group of Hayden people agreed to hold the regular meeting next
week, and the rest of the Interest Group was given to see if the Hayden group could
match. The first committee to meet with the Interest Group to see
executive committee which I would like to talk about "university subsidy to insects",
which was the subject of the meeting. The members of the group

The group of Hayden people. The members of the group

1 INCH. 35 mm x 35 mm op. alf. p. 67
2. What are your feelings about the group?
thought it was very important to establish certain definite rules and laws so the executive committee began its preparation on the constitution. That this was important is seconded by Myer and Cole.

"The success of any society depends largely on the form, methods, and extent of organization."¹

The proposed constitution was as follows:

Table X

Constitution of the Skowhegan
Senior Dramatic Club

Constitution

Article I

Name

Section 1. The name of the society shall be "The Skowhegan Senior Dramatic Club".

Article II

Membership

Section 1. Any senior student in Skowhegan Senior High School may become a member of this society.

Section 2. Any member absent from three meetings without sufficient excuse will be dropped. Any misconduct or failure of duty means expulsion of the members.

Section 3. There shall be no initiation or club emblems.

¹Ibid, p. 15.
Article III
Government

Section 1. The government of this society shall be placed in a President, a Vice-President, a Secretary, a Treasurer and an Executive Committee which shall be composed of the President, the Secretary and two club members.

Section 2. These officers shall be nominated by the club members and elected by ballot, a majority of the votes cast electing. They shall hold office for the entire year.

In all cases of final appeal a majority vote of the members present shall control.

Section 3. The activities of the club shall be carried out by the control of committees: selection, casting, directing, advertising, ticket, properties, make-up, costume, stage crew, electrical sound effects, activity, and program.

Article IV
Duties of the Governing Officers

President

Section 1. The duty of the president shall be to preside at all meetings of the society and to be a member of the executive committee.

Vice President

Section 2. The duty of the Vice-President shall be to perform all the duties of the President in his absence. He also is to check on the preparation of all committee programs.
Article III

Governor

The Governor of the Society shall be elected by the Executive Committee, which shall be composed of the President, Vice-President, and Secretary and two other members. The Secretary and two other members shall be elected by the club.

Section 1. The officers shall be nominated by the club and elected by a majority of the votes cast.

Section 2. They shall hold office for the entire year. In the case of first or future elections a majority vote of the members present present shall continue.

Section 3. The activities of the club shall be carried on by the Executive Committee, which shall be elected by the members of the society. The activities shall include the promotion of the club's interests, the organization of social events, and the planning and execution of activities and programs.

Article IV

Duties of the Governor's Officers

President

Section 1. The function of the President shall be to preside at all meetings of the society and to be a member of the Executive Committee.

Vice-President

Section 2. The duty of the Vice-President shall be to perform the duties of the President in the President's absence. He shall be the chairman of the Executive Committee.
Secretary

Section 3. The duty of the secretary shall be to keep a record of the attendance, to write the minutes of the meeting, reading them at the following meeting, and to carry on all club correspondence.

Treasurer

Section 4. The duty of the treasurer is to keep an account of all money earned by the club and all money expended by the club for which he will receive receipts. He will obtain money from the principal who has charge of the account fund after writing a request blank which has been signed by the sponsor. The treasurer shall also file the duplicates of member all student request slips and check them with the bills charged to the club. An account must be kept of the ticket chairman's report on the sales of and the returned tickets.

Executive Committee

Section 5. The duty of the executive committee shall be to write the constitution, to audit the treasurer's books once a month, and to note the names and offenses of all members neglecting their duties or behaving improperly and after obtaining the approvals of the sponsor to give the names to the secretary who will write the dismissal notes for the offensive members.

Article V

Duties of the Committees

Selection Committee

Section 1. It shall be the duty of this committee to select
The duty of the Secretary is to keep the records of the meetings and to carry out all the duties of the Committee.

Executive Committee

The duty of the Executive Committee shall be to make the Committee’s decision to submit the Trustees’ Financial Report to the approval of the Board of Directors to give the names of the Trustees who shall write the Chairman’s notes for the proceedings.

Appendix A

Duties of the Committee

Section 1. It shall be the duty of the Committee to report
from catalogues several plays for each dramatic production.

After the secretary has ordered these plays it shall be the responsibility of the committee to read the plays and make the final selection under the supervision of the advisor.

Casting committee

Section 2. This committee with the aid of the sponsor shall conduct try-outs and make the final selection of characters for the plays.

Directing committee

Section 3. Each member of the directing committee may produce as many one-act plays as he feels capable of and willing to direct for assembly programs or for any special activities which may arise. This committee shall also furnish the assistant director and promptors for any large public production which the sponsor produces.

Advertising committee

Section 4. This committee shall have complete charge of advertising for all presentations. This shall include newspaper write-ups, poster printing and arrangements for pre-skit presentations. The advertising committee from time to time shall write for the newspapers an account of club activities. They shall also have charge of the year book write-up for the dramatic club.

Ticket Committee

Section 5. The ticket committee shall be responsible for the printing, distribution sale, and accounting of tickets for all public dramatic productions.
from performances several plays for each Glamore production.

After the secretaries have cataloged these plays it will be the
responsibility of the committees to read the plays and make the
final selection which the management of the association

Certification Committee

Section 6: The committees with the aid of the program staff
coordinate the plays and make the final selection of candidates for
the plays.

Interpretation Committee

Section 8: Keep record of the interpretive committee and
produce as many one-act plays as the Secretariat believes is possible
which may entice. The committees shall also furnish the
secretariat suggestions and comments for any future interpretive
production within the program doctrine.

Awardees Committee

Section 4: The committees shall have complete charge of
awarding the special prizes for the interpretive sections.

ticket committee

Section 5: The ticket committee shall be responsible for the
purchase, distribution, sale, and accounting of tickets for the
impromptu dramatic productions.
Property committee

Section 6. It shall be the duty of this committee to obtain, take care of and return all properties for any activity sponsored by the club.

Make-up committee

Section 7. The make-up committee shall have charge of ordering and having a complete stock of make-up supplies. They shall also be responsible for the make-up of all characters at dress rehearsals and performances.

Costume committee

Section 8. This committee shall take charge of the costume room. They shall obtain any necessary costumes, being responsible for their care and return. From time to time they shall make the costumes as needed.

Stage crew

Section 9. The stage crew shall be responsible for preparing the scenery and stage settings for any club presentation. They also shall appoint one member to take care of the curtain.

Electrical committee

Section 10. The electrician committee shall have complete charge of wiring and lighting.

Sound effects committee

Section 11. This committee shall take care of all sound effect equipment and shall be responsible for producing necessary sound effects.

Activity committee

Section 12. The activity committee shall be responsible for all
The make-up committee shall have charge of organization

Section 1. The make-up committee shall have charge of organization

They shall have charge of book of make-up supplies. They shall
also be responsible for the make-up of all accessories of green
representing any department.

No committee staff shall take charge of the costume.

Section 2. They shall apply any necessary costume, pant
room. They shall apply any necessary costume from time to time. They
shall take the costume as needed.

No committee staff shall be responsible for preparing
the costume. They shall apply any necessary costume and group presentation.
They shall apply anything one member to take care of the costume.

Section 3. The executive committee shall have complete
charge of writing and styling.

Section 4. The executive committee shall have complete
charge of scenery.

Section 5. The costume committee shall have complete
charge of making and altering.

Section 6. The costume committee shall have complete
charge of all sewing and tailoring.

Section 7. The costume committee shall have complete
charge of all alterations.
club meeting programs and for presenting ideas for club activities as needed.

Program committee

Section 13. This committee shall arrange, prepare, and be responsible for the printing and distribution of all programs. They shall also arrange for any special entertainment between the acts such as music.

Ushers

Section 14. The ushers shall not form a separate committee, but shall be composed of volunteers for each production.

Article VI
Order of Club Meetings

Section 1. The regular order of the club meetings shall be conducted in the following order.

1. Roll Call
2. Secretary's Report
3. Treasurer's Report
4. Committee Reports (as necessary)
   a. Announcement of the program for the next two meetings.
5. Discussion of old and new business
6. Program

Article VII

Section 1. This constitution may be amended at a regular meeting by the vote of 2/3 of members present; provided that notice of amendment be read at previous meeting.
Article IV

Other than Annual Meetings

Section I. The regular order of the annual meeting shall be

I. Roll Call
II. Secretary's Report
III. Treasurer's Report
IV. Committee Reports (as necessary)
V. Announcement of the business for the next two meetings
VI. Transactions of old and new business
VII. Reports

Article V

Section I. This constitution may be amended at a regular meeting of the Board of Directors at the notice of amendment to read at the annual meeting.
Section 1. To obtain a command of fundamental processes
   a. acting
   b. enunciation and pronunciation
   c. make-up
   d. stage-crew

Section 2. To develop a worthy use of leisure time
   a. appreciation of drama
   b. habit of participation in dramatics
   c. ability to present matters of interest in dramatic form

Section 3. To form desirable habits and attitudes
   a. active imagination
   b. escape from stereotyped ways of thinking
   c. self-control
   d. development of special talents
   e. development of grace, confidence and courtesy

Section 4. To practice democratic principles of citizenship
   a. ability and willingness to accept responsibility
   b. practice in cooperation
   c. willingness to subordinate own interest to that of the group

Article IX
Student Aims

Section 1. To give each member an opportunity to participate in presenting dramatic productions.

Section 2. To be responsible for the senior play
Article III

Section 1. To adopt a system of permanent processes

Section 2. To develop a method of training time

Section 3. To form a system of form and efficiency

Section 4. To provide a system of management

Section 5. To provide a system of management

Section 6. To provide a system of management

Section 7. To provide a system of management

Article IX

Section 1. To give each member an opportunity to participate

Section 2. To provide a system of representation

Section 3. To provide a system of representation

Section 4. To provide a system of representation

Section 5. To provide a system of representation

Section 6. To provide a system of representation

Section 7. To provide a system of representation
Section 3. To produce one-act plays and skits for school assemblies and for any group which may desire entertainment.

Section 4. To produce a one-act play to be held in competition with the Sophomore and Junior dramatic clubs.

Section 5. To sponsor the dramatic reading contest.

Section 6. To become better acquainted with the principles of good acting and speaking.

Section 7. To work with each other as a unit and to accept responsibility.

Programs for club

The activity committee was the next group to meet with the sponsor. Thirty weeks remaining in the school year, meant that there would be fifteen club meetings. This committee decided that it would be an excellent idea if each of the thirteen committees should be responsible for a club program dealing with the functions of that particular group. In this way each of the members would be given an opportunity to participate in the club meetings.

After a list of the dates of the meetings was made, a definite committee was named to have charge of the club program for each meeting and a few suggested activities were given. As the next meeting was for the purpose of adopting the constitution and listening to the plans for club programs and activities, that would leave fourteen meetings. It was decided that the last meeting would be used to evaluate activities and to pass on the criticisms and recommendations to the next year's senior dramatic group, and that refreshments would be
To increase our overall playing and skating skills for school sports.  To become a one-sport player to be ready for competition with the top programs and junior teams.

To work with the coaches and junior teams.

To become better skating feet with the principles of good skating and skating.

To work with each other as a unit and to support leadership.

Practices for Cup

The activity committee may try to meet with the Booster Club.  Work on meetings to meet the school's needs and to make ideas and plans.

The committee is used to make ideas and plans of the following:

- A cup meeting for a cup program for a cup program.
- A cup meeting for a cup program.
- A cup meeting for a cup program.
- A cup meeting for a cup program.
- A cup meeting for a cup program.
- A cup meeting for a cup program.
- A cup meeting for a cup program.
- A cup meeting for a cup program.

After the first meeting of the committee was held, a.

After the first meeting of the committee was held, a.

After the first meeting of the committee was held, a.

After the first meeting of the committee was held, a.

After the first meeting of the committee was held, a.

After the first meeting of the committee was held, a.

After the first meeting of the committee was held, a.

After the first meeting of the committee was held, a.

After the first meeting of the committee was held, a.
served. Myer and Cole also feel that the program committee is essential.

Perhaps the most important phase of society activity is the work of the program committee. The society must have a worthwhile program and it is no easy matter to make one; it requires much thought and study on the part of the program committee and for this reason much depends upon a wise choice.¹

In reality there were to be far more than sixteen total meetings, for in order to carry out the club activities all the groups met during various activity periods to rehearse, to direct, to make scenery, to wire the stage, to clean and regiment the wardrobe closets, to work for various affects with make-up, to write skits, to prepare newspaper and poster advertisements, to work out lighting and sound effects, to plan the written programs for the public productions and in general to prepare for all the dramatic presentations.

In letting each committee be responsible for one program, the activity committee felt that the members of each committee would be interested in its subject as they had elected to belong to that particular group.

"All of us like to talk about things in which we are interested, and so does the pupil. Here, then, will be the starting point in the business of program making."²

The following is a year's plan of dramatic programs for the club.

¹ Ibid, p. 21.
² McKown, School Clubs, p. 72.
The following is a general plan of the program:

- The main goal of the program committee is to create a more active and engaged society.
- To achieve this, the committee plans to hold regular meetings and work on various projects to enhance participation.
- The committee will work on writing programs for the purpose of promoting and expanding the program's offerings.
- To prepare for the next committee meeting, the committee will review the progress of their current projects.

Additionally, the committee will discuss and address any issues that arise during their meetings.

All of us are invited to take an active role in shaping the program and sharing our ideas and suggestions.

In the future, the committee will focus on expanding the program's offerings and making it more accessible to everyone.

Sh,
<table>
<thead>
<tr>
<th>Meeting</th>
<th>Agenda Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Meeting</td>
<td>Election of officers and executive committee. General discussions of aims and activities. Announcement of chairmen and committees.</td>
</tr>
<tr>
<td>Second Meeting</td>
<td>Presenting constitution and voting upon it. Announcement of projects and club programs.</td>
</tr>
<tr>
<td>Third Meeting</td>
<td>In charge of the Selection Committee. Suggestions: Tell about the basis of selecting plays. Give examples of choosing plays for special occasions, heed a list of approved dramas, telling about some of them and giving reasons for their high standard.</td>
</tr>
<tr>
<td>Fourth Meeting</td>
<td>In charge of the Casting Committee. Suggestions: Different types of try-outs. Demonstration of try-outs. Factors involved in choosing a cast for a play.</td>
</tr>
<tr>
<td>Fifth Meeting</td>
<td>In charge of the Directing Committee. Suggestions: Tell about the trials and tribulations of a director. Describe stage groupings and movements. Demonstrate the above. Hold a mock rehearsal.</td>
</tr>
<tr>
<td>Sixth Meeting</td>
<td>In charge of the Advertising Committee. Suggestions: Describe the process of writing and printing materials. Tell about newspaper, posters, cards, handbills, radio, assemblies and home room methods of advertising. Present a brief skit for radio or assembly.</td>
</tr>
<tr>
<td>Seventh Meeting</td>
<td>In charge of the Ticket Committee.</td>
</tr>
</tbody>
</table>
Suggestions
Describe how the business end of the play is carried out
Tell about printing, distributing and selling tickets

Eighth Meeting - In charge of the Property Committee

Suggestions
Give a history of the development of stage properties
Make and show models
Tell of the importance of the correct properties

Ninth Meeting - In charge of the Make-up Committee

Suggestions
Tell of the purposes of make-up
Tell of the materials
Tell of the methods
Demonstrations

Tenth Meeting - In charge of the Costume Committee

Suggestions
Tell about renting costumes
Tell about designing for models or actual performances
Demonstrate models with period costumes
Relate the basis of selection for types of costumes
Research work

Eleventh Meeting - In charge of the Stage Crew

Suggestions
Tell about making scenery
Explain terms used
Demonstrate how the scenery is set up
Show small models of settings for different plays

Twelfth Meeting - In charge of the Electrical Committee

Suggestions
Explain the function of lights
Tell how to produce the light for a full moon, in a fireplace, for bright sun, and for shadows.
Demonstrate the switch box and the various lights such as footlights.

Thirteenth Meeting - In charge of the Sound Effects Committee

Suggestions

Demonstrations of various types of sounds such as thunder, lightning, rain and snow, train whistle, car starting, and telephone ringing.

Fourteenth Meeting - In charge of the Activity and Project Committee

Suggestions

Explain reasons for planning the activities and programs as they were carried out for the year.
Produce a skit.

Fifteenth Meeting - In charge of the Program Committee

Suggestions

Demonstrate a printed program
Tell about arranging, printing and distributing the programs
Incidental music.

Sixteenth Meeting - Evaluation of year's work
Social or picnic

The dramatic club held two extra meetings at which time movies were shown. One of the movies was about the life and works of William Shakespeare, and the other movie was a presentation for schools of Charles Dickens' "Christmas Carol".

It was interesting to hear the appraisals of the members on the acting, voice qualities, and presentation of the actors in the two movies. Their comments showed that they had gained from the dramatic club an awareness of the qualities for good acting.
Tell how to pronounce the word in French, any problem words, and if pronunciation is correct. I received the written notes and the software from our official English speakers.

Three separate meetings to discuss the sounds of the alphabet.

Instructional Meeting - 38th floor of the保健 Academy Committee

Introduce several examples of various parts of the sounds to make sure the pronunciation is correct. I received the written notes and the software from our official English speakers.

Explain reasons for putting the activities and processes as they were carried out for the first time. I received the written notes and the software from our official English speakers.

Extraordinary Meeting - In charge of the Program Committee

Speeches

Speeches presented a briefing program and the report summarizing the speeches. I received the written notes and the software from our official English speakers.

Evaluation Meeting - Evaluation of Year's Work

The American clip was two extra meetings at which time the programme was shown. One of the programme was sent to the United States on the other programmes were shown and the other programmes were sent to the Ministry of Health.

It was interesting to hear the explanations of the speeches of the two countries. Their comments showed that they had learning from the programme.
and presentation.

The programs for the regular club meeting were very well presented. Everyone of the fifty members had one opportunity to have an active part in the meetings. Some who were in skits appeared two or three times. The students felt that the club meetings were both interesting and worthwhile.

Activities

The main production sponsored by the dramatic club was the senior play. This was the largest public presentation. Later the club presented a one-act play in competition with the Junior and Sophomore dramatic clubs. This was the second and last public performance. Myer and Cole express the idea that public entertainment is important

From time to time the society should give public performances. This will be a powerful instrument for interest and will develop a pride in the society. Public interest is needed too, and when the public sees and knows the type of work the society is doing, public support is easier to obtain. There should be at least two performances.1

Jordan feels that while public performances are worthwhile they should be limited.

In general, there seems to be agreement that the number should be limited. There is so much opportunity for informal and incidental appearance of pupils in assembly programs and club programs...that two formally presented plays a year would seem to be sufficient.2

After each of these two productions, the entire dramatics club held a social. This seemed a suitable award, for every one of the committees had functioned so smoothly and cooperated so

1 Myer and Cole, op.cit., p. 22.
2 Jordan, op.cit., p. 42.
well that both plays were well-presented.

"It is well worthwhile to encourage the social side of the society and from time to time to have parties. One needs encouragement along this line in constructive and wholesome ways." ¹

Also carried out as part of the club's activities were two one-act plays which were presented at assemblies and were directed by student members. Several skits were produced by the student directors both for the dramatic club and for women's clubs and church groups in the community. The club sponsored the Dramatic Reading Contest which was open to the entire school. In the state one-act play contest, the club presented the same play which it had given before the public at the inter-class contest.

As may be seen the activities were numerous, and yet because of the efficiency of the committees a minimum amount of time and effort was spent on them.

¹ Myer and Cole, op. cit., p. 23.
If it is well understood and accepted, the society's time of play can be

more effective and from time to time to have periods of constructive and

enjoyable social activities. There is time in constructive and enjoyable

ways.

Also encouraging can be part of the club's activities were

two one-on-one plays which were presented at assemblies and were

attended by student members. Several strikes were brought on

the student recreation which for the Greendale club. The club

women's choral and choral groups to the community. The club

broadened the prestige of the Greendale High School which was open to the

cutout. The due to the acceptance play contributed to the club

broadening the Greendale High School which was open to the

playwrights and their plays which it had given before the people of

the Greendale community.

As may be seen the activities were numerously and far

beneath of the allusion to the committee a minimum amount of

time and effort were spent on them.
CHAPTER V

Results of Questionnaire

A questionnaire was presented to all the pupils in the school, to some of the parents and to some of the administrators for their evaluation of extra-curricular activities. From the students one hundred and ninety-nine papers were passed in; from the parents twenty-three were received; and from the administrators ten questionnaires were answered.

The questionnaire which was given to them was as follows:

Table XII

<table>
<thead>
<tr>
<th>(SCHOOL ADMINISTRATOR)</th>
<th>(PARENT)</th>
<th>(STUDENT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>THIS QUESTIONNAIRE IS BEING SUBMITTED TO YOU IN ORDER TO MAKE AN EVALUATION OF STUDENT, PARENT, AND COMMUNITY REACTION TO HIGH SCHOOL EXTRA-CURRICULAR ACTIVITIES. YOUR COOPERATION IN GIVING CAREFUL ANSWERS TO THE FOLLOWING QUESTIONS WILL BE APPRECIATED.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Do you believe that extra-curricular programs, such as athletics, hobby clubs, debating, dramatics, and other group activities aid the high school student in preparing for participation in democratic community life?  
   - - - - - - - - - (Yes or No)

   If Yes, Why, and which particular activities?  
   If No, why not?  
   ________________________________________________
   ________________________________________________
   ________________________________________________

-52-
CHAPTER V

Report of Deputations

A deputation was pleased to visit the public in the school to some of the persons and to some of the circumstances

The persons one meeting and interview below were

Deputations on deputations were heard.

The deputations which were given to them were as follows:

Table XII

<table>
<thead>
<tr>
<th>SCHOOL ATTENDANCE (TERM)</th>
<th>ATTENDANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I do not believe that extra-curricular programmes, such as community service, sports, clubs, and others, are an effective way of students to show the school what is important. For participation in the community (Yes or No):

If Yes, Why?

If No, Why Not?
II Do you believe that (1) a special portion of the school day should be devoted to such activities, or (2) that the student should participate in these activities on his own time? (1 or 2)

Why? ____________________________________________

III Please list the following activities in what you consider to be their order of importance, giving reasons for your first and second choices: athletics, dramatics, public speaking and debating, hobby clubs, band, and chorus. List any other activities that you consider to be of value to the student.

1. ___________________ Reason ____________________________________________

2. ___________________ Reason ____________________________________________

3. ___________________ Reason ____________________________________________

4. ___________________ Reason ____________________________________________

5. ___________________ Reason ____________________________________________

IV Have you ever belonged to a group participating in dramatics, debating, or public speaking? (Yes or No) What particular benefits, if any, do you think that the High School student may be able to derive from these particular activities? ____________________________________________

To the first question "Do you believe that extra-curricular programs, such as athletics, hobby clubs, debating, dramatics, and other group activities aid the high school student in preparing for participation in democratic community life?" everyone answered, "Yes".
Table XIII

<table>
<thead>
<tr>
<th>Students</th>
<th>Parents</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>199</td>
<td>23</td>
<td>10</td>
</tr>
</tbody>
</table>

Two activities quoted most: 1 - athletics 2 - dramatics

Reasons: 1 - cooperation leadership and followship control

2 - expression of ideas

ability to work together

sociability

self-confidence

To the second question ninety-four per cent of the three groups chose number 1.

"Do you believe that (1) a special portion of the school day should be devoted to such activities, or (2) that the student should participate in these activities on his own time?

Table XIV

<table>
<thead>
<tr>
<th>Students</th>
<th>Parents</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>163</td>
<td>36</td>
<td>10</td>
</tr>
</tbody>
</table>

Reasons: 1 - more students would participate

2 - gives an opportunity for all to join

3 - more school backing

4 - such activities constitute part of a well-rounded education

The answers to the third request again placed athletics first and dramatics second. Public Speaking and Debating was
Table XVII

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2 S</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Reason: I note students more participative in these activities on the first three

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 S</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

The emphasis on the third quadrant seems to focus participative and interactive activities.
the average third choice, while hobby clubs placed fourth, and musical activities was fifth.

"Please list the following activities in what you consider to be their order of importance, giving reasons for your first and second choices: athletics, dramatics, public speaking and debating, hobby clubs, band, and chorus."

Table XV

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>athletics</td>
</tr>
<tr>
<td>2</td>
<td>dramatics</td>
</tr>
<tr>
<td>3</td>
<td>public speaking and debating</td>
</tr>
<tr>
<td>4</td>
<td>hobby clubs</td>
</tr>
<tr>
<td>5</td>
<td>music</td>
</tr>
</tbody>
</table>

Reasons:

1 - health

- fair play
- cooperation
- control
- financial aid to school

2 - poise

- good expression of ideas
- interest majority of students
- democratic

In the fourth question note the greater percentage of pupils today who have belonged to clubs than the adults.

"Have you ever belonged to a group participating in dramatics, debating, or public speaking?"
The average filling options with a popular choice, please remember.

Some common activities are:

- Travel
- Reading
- Music
- Exercise

Table IX

<table>
<thead>
<tr>
<th>Response</th>
<th>I agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lack of cooperation and conflict

Mental health and support

Blogs -

High expression of ideas

Interest and empathy

Cooperation

In the longer discussion hope the necessary percentage of

Maybe there may have been others to update from the source.

"Have you ever been afraid of a dark place?"
Table XVI

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Parents</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number answering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>195</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Percentage</td>
<td>98%</td>
<td>13%</td>
<td>60%</td>
</tr>
</tbody>
</table>

"What particular benefits, if any, do you think that the high school student may be able to derive from these particular activities?"

Reasons: leadership ability
poise
clear thinking
self-assurance
worthy use of leisure time
attraction for more students to remain in school
development of personality
establishment of good vocal qualities

---

"A list of the test for school clubs is presented. This list is given by Albert E. Fresewell."

---

"The common interest may grow out of any one or three possible sources:

a. Grow out of the curriculum: The common interest may be of such a nature that this particular group desires to follow it beyond the bounds of the curriculum as the curriculum now exists. Whenever possible the club should grow out of the curriculum. Classroom teaching that enables pupils to discover..."
Table XIV

<table>
<thead>
<tr>
<th>Tenth Grade</th>
<th>Ninth Grade</th>
<th>Ninth</th>
<th>Eighth</th>
<th>Seventh</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"What particular benenfits do you go you think that the high school student may get to derive from these recreational activities?"
CHAPTER VI

Conclusion

In order to give a partial evaluation of the dramatic club, a list of ten tests for school clubs is presented. This list is given by Elbert K. Fretwell.

Table XVII

10 Tests for a School Club

Ten tentative tests are proposed as one means of thinking through the activities of a school club.

1 - **Common interest**: The club is composed of a group of pupils of about the same level of achievement in respect to the activity of the club, who voluntarily join the club because of a common interest in the activity to be carried on.

2 - The common interest may grow out of any one of three possible sources:

   a. **Grow out of the curriculum**: The common interest may by of such a nature that this particular group desire to follow it beyond the bounds of the curriculum as the curriculum now exists. Wherever possible the club should grow out of the curriculum.

Classroom teaching that enables pupils to discover

---

1 Fretwell, op.cit., p. 90.
worthwhile interests is a real basis of club activity.

b. Exploration and experiment: The club may explore a promising field of activity that has not yet become a part of the curriculum. In this field the teacher sponsor and the pupils may experiment with materials profitable to the pupils here and now, and which, after necessary try-outs, may become a part of the accepted curriculum.

c. Permanently outside the curriculum: The club may be based on a common interest of pupils that is and probably will remain outside of the curriculum. The curriculum should be founded on pupil interests, but the curriculum does not necessarily include all the pupils' worthwhile interests.

The taught and tested curriculum of the school does not, never has, and probably never will include all of the worthy interests that pupils have and that can make for worthwhile knowledge, skills, and appreciation, and for intelligent use of leisure time now and in later living.

3 - Size of the club: The club is large enough to provide a situation whereby there is group stimulus, and yet the club is small enough to necessitate constant, continuing participation by the members either as individuals or as members of small groups within the larger group.
The chip may explain a part of the evidence.

The chip may explain a part of the evidence. The chip may explain a part of the evidence. The chip may explain a part of the evidence.

After necessary refighting, we present a brief of the

security situation.

- The chip may explain a part of the evidence.

The chip may explain a part of the evidence.

The chip may explain a part of the evidence.

The chip may explain a part of the evidence.

The chip may explain a part of the evidence.

The chip may explain a part of the evidence.
4 - Active participation: This voluntary group is composed of pupils of about the same ability in respect to the activity of the club who are actively finding out what to do, planning how to do it, and doing it. Non-participation automatically eliminates a member from the group. The club is for workers. Intelligent followership is recognized; leadership is adequately distributed and responsibility willingly and effectively assumed.

The comparatively passive listener may receive some benefit or even "catch" an active interest by belonging to the club. However, since it is impossible to belong to many clubs at the same time, the pupil probably is achieving most in exploring both his own capacities and major fields of possible activity and in developing his knowledge, skills, and appreciations by belonging to a club in which he has a definite, active interest.

5 - A stepping-up program: The club program provides for successive steps in achievement with appropriate recognition at each step. This plan of motivation requires that the members' attention-span be taken into consideration, and consequently that the "steps", especially the first and second ones, shall be large enough to challenge the individual, but not so great as to discourage him.

All pupils will not advance in the successive steps; some pupils will find worthwhile, satisfying activity in a lateral spread of the leading-on interest. However, the club should expect most members to proceed in successive, advancing steps in
The competitive pressure between these two factors to the benefit of a new "sensor" as a solution increases the pressure to prevent to many copies. However, since it is impossible to prevent to many copies, the same thing, the black property to solving this problem is the advantage both between the two capabilities and the capability of providing the knowledge, skills, and activity to develop the knowledge. Skills, and activities of the planning to a chip to which it is a galvanic.

The chip by design...
achievement.

6 - Satisfaction: The club is composed of a group, the members of which find satisfaction primarily in the activity of the club rather than in a showing-off exhibition to non-members.

7 - Pupil membership: The school in its scheme of organization and administration of clubs provides for a club member, who finds he is no longer interested in the field of the club's activity, to transfer in an honorable and dignified manner to another and a desired field.

8 - The Club's relation to the school: The school is attempting to fit its pupils to live in a democratic society and to make democratic society a fit place in which to live. The club chartered by the school, while serving the pupil, renders some definite service to the school in aiding the school to achieve its objectives.

9 - The club name: The name of the club and the names of the ranks in the stepping-up program can have an appeal to the imagination of the members.

10 - The club sponsor: The adult sponsor has a healthy curiosity and a real interest in the field of activity and has or comes to have a genuine delight in the personnel of the club. This advisor knows what to advise, when to advise, how to advise, and in what amount.

It is the writer's (Fretwell) opinion that a club which is fairly described by the preceding tests has some of the characteristics at least of a worthwhile club.

It is found in checking this list that the club fails to
The cup is composed of a group of members.

To which this explanation primarily refers is the activity of the cup. The activities of the various clubs and organizations related to non-members are, generally, to shape students for a club member. To this end, intercurricular and extra-curricular activities are necessary to prepare in no homogeneous and effective manner to

another and a lasting life.

The Club's relation to the School: The School is supportive of the club.

The club is sympathetic to the philosophy of the school and to help it fulfill its role to live in a democratic society.

The club is responsible for the school, which renders the philosophy of the school to scientific service to the school in realizing the school's objective. The club's name in the school and the name of the club is pronounced:
The club name: The name of the club and the name of the club is pronounced:

The club is composed of a hearty and a team that a student may join.

The sports among a team that joins in the field of activity and has
to come to have a certain number to have a certain number of the club, this number is a number of the club:

If in the middle of the presentation thereof and in the same of the presentation of a certain number of the club, this number is a number of the club:

If in the course of a certain number of the presentation thereof and in the same of the presentation of a certain number of the club, this number is a number of the club.
carry out numbers five, seven and nine. To this writer, these three seem relatively unimportant. In the dramatic club there was no stepping-up program, successive steps in achievement with appropriate recognition at each step. Perhaps due to the fact that no member wished to leave the dramatic club, no provision was made for number seven, an opportunity to transfer to a more desired activity. The name of the club was unimaginative, a fact which would be opposed to number nine of Fretwell's list. On the other hand the title "The Skowhegan Senior Dramatic Club" was realistic and practical.

Recommended Changes

A few criticisms of the program are to be found and these may be listed as:

<table>
<thead>
<tr>
<th>Table XVIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - deeper study in the field of drama</td>
</tr>
<tr>
<td>2 - weekly meetings</td>
</tr>
<tr>
<td>3 - larger club room</td>
</tr>
<tr>
<td>4 - permanent stage in the building</td>
</tr>
<tr>
<td>5 - limitation of club membership</td>
</tr>
<tr>
<td>6 - stepping-up program</td>
</tr>
</tbody>
</table>

Perhaps additional time should be spent in a more serious study of the history of drama. Examples of the various types of dramatic production could very well be given as part of the club program. Because of the numerous activities carried on by the club, the number of club meetings might very well have been increased to weekly gatherings. Our club room which was
the largest class room in the building was too small to pursue
effectively all of the programs and activities participated in
by fifty members. The large gymnasium could be made into a
meeting place with a great deal of planning and work. Included
in this arrangement should be a permanent stage. At best,
there should be a wall stage which could be let down when
needed. As there was no limitation of club membership, too
many students were allowed to belong to too many clubs, and the
membership of the dramatic club might well have been cut down.
Fretwell feels that:

"Most schools do not know the extent to which pupils
are participating in the school's extra-curricular
activities. A few able pupils may be in far too many
activities. Many times they do not do their extra-
curricular work as well as they could if they undertook
fewer responsibilities; and sometimes such pupils fail
really, or comparatively, in their academic work. The
school needs to find out the facts as a first step in
restudying its whole program of activities." 1

To establish such a stepping-up program would be a relatively
simple matter. The importance of such a program is recognized
by Fretwell in the following statement.

"There should be progressive steps of advancement in club
activities...Most schools have not made use of this highly
motivated plan." 2

These changes would be recommended for the dramatic club,
and there may be many others. Fretwell feels that:

"As soon as a club scheme of organization becomes fixed and
smooth running, it is probably dead". 3

1 Fretwell, op. cit., p. 286.
2 Ibid, p. 284.
3 Ibid, p. 284.
No schools do not know the expert to whom habits are referred to in the voice or sound a speech or sound or voice. A few people have been to let you know so that they can read as well as can copy. The word " pronounceability" is pronounced in the speech of children, and sometimes even persons. There is also a pronounced word "pronounceable" which can be pronounced. A few people have not been to let you know.

The importance of using a program is recognizing simple words to the following statement. "There are sounds and processes of communication in speech. These changes would be recommended for the American clip."

As soon as a clip of orange or satisfactory became alive and

"smooth immunity, it is already good."
Adoption of the recommendations made: deeper study in the field of drama, weekly meetings, a larger club room, a permanent stage, limitation of club membership, and a stepping-up program; will give Skowhegan High School a dramatic club which will conform, to a high degree, with authoritative thinking in the extra-curricular field.
Vaporion of the recommendation makes a greater study in the
field of game, market, meeting, a later chip room
permanent area. Introduction of chip memorabilia, and a stepping
up program, with five elementary High School at a grammar line
which will continue to a high degree, with entertainment


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