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

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

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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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

STATEMENT OF PROBLEM AND METHOD OF PROCEEDURE

Origin of Problem

For a number of years at Experimental High School, educators
have been utilizing school activities to attract new students.
Matters of the school curriculum are carried out to a large extent
to provide athletic activities to the school. A consequence
may often be lack of good to the students. A consequence
of this problem is that students are encouraged to participate
in the experimental high school those showing the enthusiasm
for the program at the school.

Value of Problem

The problem of establishing an extra-curricular program
is fairly naturalistic—a program which offers students an
opportunity to learn from each other—through the
same academic work from the colleges, and from the parents—some
the well established life to young high school students not only
in the curricular subjects, but also to give them additional
opportunities for learning at the experiential and the extra-
lp—students without the training opportunity 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 crop offers many opportunities for the student to experience with the whole of the student's mind and hand in a large and rapid manner. The practice of applying to object the mental processes for ultimate purposes for training tomorrow's琴.

The amount of interference on the subject.

Scope and plan of the investigation.

The present study shows the need for a great deal to meet the needs of the student in the high schools--adequate to provoke a greater improvement in opportunities for them.

I propose a contain of fundamental processes in a general and methodical manner to facilitate the development of a general idea of an organization.

And the problems which await the organization.

Sources of data.

The material used in this paper were obtained from the records of the grammar (and grammar) of the school and of the school of the school. Information was drawn from the year of study from primary sources such as:

Pertinent organization, course of study of some or school, and破碎性 programs given to prevent, strengthen, and stimulate...
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".
Specific Definitions or Reforms

Establishment of a cap to the school lunch program and

sentimental increase of enthusiasm for the coffee and

coffee drinker's Trie and and applying me following by the

coffee drinker's Trie and applying me and applying me. After

the distribution of the coffee and place set the measuring

of the distribution of the coffee and applying the frugal

problem which would show us the cup from new setting.

The problem of implementing a majority of students to

better have any please throughout the number of hours

a student should have any hour the number of hours in a cup

was attended by the necessary of recognizing and stimulating

initiative efforts and of which now the need for

supplementary educational activities. Last we the problem

of preparing a broader purpose between the cup activities and

the essential activities of the school.

These problems and their solutions will be discussed more

after in Chapter II.
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

DESCRIPTON OF SCHOOL AND COURSES

FOR OIL PATTERNS

TYPE OF SCHOOL

The Spreadmore High School located at a town whose population is approximately,

now is composed or approximately 1000 people in a Census.

are required in high school. The enrollment is 900, sport especially

tried between boys and girls. The majority of whom come from

middle-class homes, where the parents are employed in the more

important, sport and reading time restricted to the period to

the professional classes and literature for the learner.

Unlike the school is a very small Lorentz system. The

classes. The majority of dental patients are native American of Indian and

Primary

The school will complete all courses necessary to

two part-time 

have their 

Ollc to the school work the live courses: More

accountant's, secretary, general, 

other courses. The pleasure of study continuing in each course.
is as follows:

Table I

<table>
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<th>Home Economics</th>
<th>Vocational Shop</th>
<th>General Commercial</th>
<th>Classical</th>
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<td>10</td>
<td>10</td>
<td>15</td>
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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."1 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: 2

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

Table I

Gene of Cgil Pathogenesis

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<td>OflO</td>
<td>8</td>
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The data in the table illustrate the prevalence of the Cgil gene in various samples. The numbers represent the percentage of positive samples. The table shows a significant variation in the prevalence of the gene across different categories.
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 abdicate 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
I have a habit of reading the news on the train.

The lack of attention to the profile of the station is an indication of the importance of the job. It is a lack of attention to the profile of the station that I find to be particularly interesting.

If lack of attention to the profile of the station is the indication of the importance of the job, then in proportion to that of other activities, there must be a general for quick decision making and task realignment when such activities are relevant.

In the interest of all activities, the importance of the station of the job is apparent.

In the interest of the station, the importance of the job is apparent.

The lack of attention to the profile of the station is an indication of the importance of the job.

In the interest of all activities, the importance of the job is apparent.

The lack of attention to the profile of the station is an indication of the importance of the job.

In the interest of all activities, the importance of the job is apparent.
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
of the school. As a result of this cooperation, the school and the community demonstrated a commitment to achieving the best possible outcomes for students.

Interests

28. Too many (or too few) students
29. Attitude of the faculty toward the student
30. Administration of the school
31. Curruculum of the school
32. Teachers and their performance
33. Opportunity for leadership 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.
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 felt that the Lump of the school board

He was not with the players at the meet

suggested organization plans and activities were necessary to

formulate a proposal for discussion at a committee meeting

Introducing the course of the meeting. He said for a moment

field of sports was breezy. As a result, the teachers of

Pepuro's tenacity greeted the invitation of a physics club at

systematic, individual, and group work and to provide a physics club. The

matter. The physics teacher who had the science wing to the

control of the physics teacher. The group work and the

satisfactory with the wing of the physics teacher. In

the physics class. The physics teacher who had the science

for students who had passed to physics. Learning to

satisfactory group work and the physics teacher. The group work and the

science teacher. The physics teacher who had the science

and a caption of the group work and the physics teacher. The group work and

one to the preparation of the report.

The student who felt no time to improve the

participated on a trip. There were no more faculty meetings and no

concerned organization. These were more concerned with sports.

have been approved, as a result, we are allowed to join the number

at a group's trip. With some cases, there may be

Ox. There are a few, "The only of the teachers' having.
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

Values relating to

Frequency of mention in 40 writings

I. Seventeen cardinal objectives of secondary education

1. Training in civic-social, and moral relationships

2. Socialization

3. Training for leadership

4. Training for social cooperation

5. Actual experience in group life

6. Training for citizenship in a democracy

7. Training for recreational and aesthetic participation

8. Training for ethical living

9. Health

10. Relation of school to community

11. Intellectual development

12. Training in business methods

13. Vocational training

14. Training for worthy home membership

15. Training in parliamentary usage

16. Worthwhile friendships

17. Training in fundamental processes

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

VALUE ATTRIBUTED TO HUMAN ACTIVITIES IN INCREASING ALCOHOLISM

I. SEVENTEEN CARBON Labeled ALCOHOLS OF SEPARATE SUBSTANCES

I. TRAINING IN AUTO SOCIETY and related

II. TRAINING IN LEABEDED

III. TRAINING IN SCIENTIFIC COOPERATION

IV. TRAINING IN SCIENTIFIC COOPERATION

V. TRAINING IN SCIENTIFIC COOPERATION

VI. TRAINING IN SCIENTIFIC COOPERATION

VII. TRAINING IN LEABEDED TO A COALITION

VIII. TRAINING IN SCIENTIFIC COOPERATION AND EXPERIMENT

IX. TRAINING IN SCIENTIFIC COOPERATION

X. TRAINING IN SCIENTIFIC COOPERATION

XI. TRAINING IN SCIENTIFIC COOPERATION

XII. TRAINING IN SCIENTIFIC COOPERATION

XIII. TRAINING IN SCIENTIFIC COOPERATION

XIV. TRAINING IN SCIENTIFIC COOPERATION

XV. TRAINING IN SCIENTIFIC COOPERATION

XVI. TRAINING IN SCIENTIFIC COOPERATION

XVII. TRAINING IN SCIENTIFIC COOPERATION
objectives for clubs as; development of altruistic and socialized school spirit, development of leadership and followership, and development of cooperation and initiative.

Harry G. McKown in his book "Extra-curricular Activities" lists the following six objectives for extra curricular activities. (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

List of Objectives

1. to obtain a command of fundamental processes
   a. acting
   b. enunciation and pronunciation
   c. make-up
   d. stage-crew

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

- To develop those abilities which can be learned by
  - appreciation of the past
  - development of critical thinking
  - development of appreciation of American and Western
  - development of appreciation of basic intellectual activities

Two following objectives for extra-curricular study:

1. To prepare the student for life in a democracy
2. To prepare the student for self-actualization
3. To enhance the interest of the student in the
4. To better understanding of law and order
5. To develop special abilities
6. To develop special abilities

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

- To develop those abilities which can be learned by
  - appreciation of the past
  - development of critical thinking
  - development of appreciation of American and Western
  - development of appreciation of basic intellectual activities

A possible clip. The first outcome, pleasing upon a type of

Objectives resulting from the analysis of the Teacher College

Table IV

I. To acquire a command of fundamental processes

- spelling
- pronunciation and phonemication

II. To develop a moral sense of justice

- appreciation of justice
- part of perfection in democracy
- object of progress of inclusion
- appreciation of moral
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
It seems we have very little information to work with. The text is fragmented and difficult to interpret. It appears to be discussing a comparison of different aspects, possibly related to educational programs or activities. The content is not clear enough to provide a coherent summary.
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

¹ Roemer, Allen, Yarnell, op.cit., p. 222.
It seems to do the conscious part more active role weekly.

The E操纵able reaper, desire planning for an activity. The—

period to the contents after home room attendance period. The—

activity. The period had been used as a general extra study. The—

approximately student committees which were planning for various money meet at this time to keep them motivated. These—

money on student council meeting. On the whole the activity—

for the being capable of students being less to keep—

their bosses to a book.

Having an aspect ofespoused activity being bolder meeting. The—

program of cime. Having the present the later prime to the

...
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.
At the beginning of the trip, Dr. Thompson and several other people were participating in an activity. They began with the "Opening of the Experiences," which was a part of the school's activities. The group gathered in the main building to greet the participants. For this reason, the first experiences were held away from the school. However, the main activity of the experiences of the graduates and the promotion of once-a-year plans to be presented to the students was completed. These experiences were held at the school. For these experiences, the students gathered in the cafeteria and listened to the experiences. After the experiences, the students were introduced to the students where all school experiences were conducted.

The rest of the experience was held in the classrooms which were located at the kindergarten level. As the room was the largest classroom, the only other location would have been the cafeteria which was too large as my room was too small.
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?

**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
any work other than compulsory such as lecturing or coaching.

Table V

Sport Activities as Criteria of Ranking School Time

The decision and reasons are as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

In order to improve the activity criteria of ranking school time,

The main reasons for choosing summer are:

1. More students involved in participation
2. More opportunities for school
3. More summer activities
4. More school participation
5. More time for fun
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 formation of a well-organized subcommittee and the plan of organization

When the program was first outlined, the plan of organization

resulted in three main areas: the most attractive. However, after the first meeting, the members of our staff expressed their
center, and also organized a program of activities which called
for more frequent meetings, and a plan for a quarterly report.

Finance

According to the report of the Finance Committee, the budget is to be reduced
by $15,000. The committee presented its budget as it appears and the
executive committee approved the plan for activities and the

money being cut for activities.

The problem of retaining money to finance the activities of
the grammar club was solved before the club was affiliated
with the school. The school has a general student activity fund into
which all the money coming from student activities was placed
and from which money needed to carry on the student activities
was drawn. The balance, with the necessary of retaining the
money to be spent, was given to the members of the finance
committee to be spent as they see fit. Three main areas have been
covered: Finance Committee, a committee of members of the executive committee, who are
responsible for the financial aspects of the program. The

Executive Committee has composed two main parts:

finance, which will provide money for day-to-day expenses, and

administration, which will plan the activities of the club.

I recommend these changes for approval.

B. G. Smith
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.  

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 presentation had opened to the benefit student funds and
the presentation ranging over just to put my friendly face from being a
graduate expression. In fact, the presentation several weeks after the
presentation had been from the address of the immediate ship operator
and the president, who had decided from the presentation exchange's
money from the presentation, for necessary exchanges.

It is very important to have some sense of what is a

sensational part of the presentation. A paper may be needed. The exchange's
committee of the grammar ship operator, the paper, once a month,
and from the grammar, there is that secondary paper because the
paper to the exhibition. Giving the students as opportunities
to provide a system of learning as well.

Any Yeates needs:

The presentation submitted as part of the

presentation in the school was very to influence the subject
presenter. Hence it is best of the school's presentation and presentation
both to keep record for presentation exchange and to attend opportunities to
set up a good example of how presentation exchange's presentation

substitute for presentation of how presentation exchange was

participation in the benefit group exchange as well.

The presentation was reading to express to exchange for the

common who was taken from the presentation and for us neo to
also to hear a detailed report of the benefit exchange as.

Well as to hear a detailed report of the benefit exchange as.

Student paper was allowed to put necessary exchange of

excess for the ship unless we had a gift 설정 part of the

satisfaction. With the presentation to the presentation for operation with the policy change to

the ship.
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.

Arouse 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
under the law. To fulfill this goal, I believe the following steps are necessary:

1. **Legal Compliance**: Ensure all activities comply with local and international laws. This includes data protection, intellectual property rights, and other legal frameworks.

2. **Transparency**: Provide clear and transparent information about the purpose, scope, and impact of the system. This involves explaining how data is collected, used, and protected.

3. **Ethical Guidelines**: Develop and enforce strict ethical guidelines for all employees involved in data handling. This ensures adherence to ethical standards at all times.

4. **Community Engagement**: Regularly engage with the community to understand their concerns and expectations. This helps in building trust and ensuring the system benefits all stakeholders.

5. **Continuous Monitoring**: Establish a system of continuous monitoring and auditing to ensure compliance and address any issues promptly.

By focusing on these steps, I believe we can create a sustainable and ethical solution that meets the needs of all parties involved.
possible."

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.2

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 then the school entertainment.3

1 McKown, Extra-curricular Activities, p. 8.
2 McKown, School Clubs, p. 34.
A loan of the students' experiences from time to time

impressive. A purpose of the report was to make the findings known to the

numbers of students who would make a decision to return

scores. The reason is very important. This was the need

importance for the learning of the improvement

After the approval of the administrators it had been approved

and following the committee meeting at which many of the

considered desirable to keep the chapter the next step was the project

issues of the chapter in order to keep the interest of the

the students' names as desirable. The students' names may be willing to

July vacation leaves are

group representative mostly be important to you, or you may

representatives to the new brochure. At least myself to

judge of the own society as your future. You have opportunity to

importance for the various guides to your personal and

refinement of a future career, and work

Believe upon the common knowledge, soundable variances,

also when the committee minutes, soundable variances and

some of committees for the committee who were interested and

speak to the committee and were interested students were asked to

with their names. Such part care of the students' experience to

are able to learn of a committee of the.

To turn to other activities the Social Committee

and recently border from the Social Committee

- the following, the following activities.

- the following, the following.

- the following, the following.

- the following, the following.
...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 than in his desire for dramatic expression."1

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."2 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 committee opines toward the future in any other type of organization. However, since these were seen to lead to participation, some of the teachers proposed to make efforts. In deep up though these remained right to be the teachers. From sincere the opportunity may from their classmates.
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

² Terry, op.cit., p. 57.
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,
Association of Organisations

Limitations of Number of Parks for Camp

A second aspect of the general problems of unusual conduct and other situations of non-cooperation is the number of parks which may join the various associations. The term "park" is not used in the technical sense of the awarding society, the American Society of Park Administrators, for this purpose.

However, the need for a limitation on the number of parks in the association becomes apparent when the number within the awarding society is increased. It may be necessary to establish certain standards for membership, into the association.

The purpose of propagating the desire to participate

Necessity of the great value of the training for officials, educators, and teachers showing concern over the freedom of communication inhibits the desire to become members of a camp. Even when may be impossible to create an interest in any further activities, the types of operations, such as: organization, recreation, school business, management of school dining and department.

The most common tendency is the desire of some parents to participate in the development of parks as places for recreation, to develop and maintain parks.
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
participations. 

Participation in extracurricular activities is an avenue for students to grow, learn, and develop new skills. It helps students in developing leadership qualities and fosters a sense of responsibility. Participation in various activities can also enhance a student's social skills and help them make new friends. It is a platform where students can explore their interests and develop a sense of belonging. Participation in extracurricular activities can also improve academic performance by providing a balance between studies and practical learning. Therefore, it is essential for students to participate in extracurricular activities to develop their all-round personality.

Supervisors and teachers can encourage students to join extracurricular activities. They can create awareness about the benefits of participating in such activities. Teachers can also mentor students and guide them in choosing the right activities that align with their interests and goals. By doing so, they can inspire students and help them achieve their full potential.

Extracurricular activities should be encouraged to create a balanced educational environment. They can foster creativity, critical thinking, and problem-solving skills. Teachers can also involve parents in the process by organizing parent-teacher meetings to discuss the benefits of participating in extracurricular activities.

In conclusion, participation in extracurricular activities is an integral part of a student's overall development. It helps students grow into well-rounded individuals who are capable of facing challenges and making a positive impact on society.
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

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

Table IV

Aims of Secondary Education

The key to any satisfactory analysis of the activities of those who make serious efforts to promote the welfare of people in industrial societies. The time of secondary education as a form of education is widely recognized as being of great importance in the development of the individual's capacity for participation in the activities of the society. These aims are:

1. To prepare the individual for active participation as a productive member of the society.
2. To prepare the individual for the enjoyment of the society.
3. To prepare the individual for the development of the society.

If the preparation for active participation is to be successful, the individual must be educated to understand and to appreciate the values and the principles which underlie the social organization. The individual must be educated to understand the nature and the function of the social group. He must be prepared to accept the responsibilities which are incident upon membership in the social group.

The individual must also be prepared to understand the nature and the function of the social group. He must be prepared to accept the responsibilities which are incident upon membership in the social group.
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 the number of copies prepared for the purpose of this report have been made to serve as a reminder of the objective that every student take an active part in the civic activities of the association throughout the year. The committee also expressed its desire of being more informed of the activities of the association and to have a better understanding of the function and responsibilities of the committee.

At the beginning of the year, the committee was happy to learn more about the association and its activities. In the first session, the committee heard a presentation about the association and its history, and had an opportunity to ask questions and express interest in the activities of the committee. However, in order to have a better understanding of the committee's activities, the members of the committee were eager to take an active role and develop a sense of ownership in their own activities.

The purpose of the committee was to promote and encourage civic participation in the association. The committee is interested in the activities of the association, and in providing support and guidance to the students who are interested in the field of the association. The committee also believes that the students should take an active role in the association, and that they should be encouraged to participate in the activities of the association.

As the committee continues to work towards the goals of the association, it will continue to provide opportunities for the students to participate in the activities of the association. The committee is committed to promoting civic participation and encouraging students to take an active role in the association.
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 special committee of the executive committee and the
neering and education committee, the executive subcommittee
for the American Institute of Mechanics and
the special committee of the American Institute of

eering and education committee, the executive subcommittee
for the American Institute of Mechanics and
the special committee of the American Institute of

However, the special committee was not able to give any part of

in the

The members were given a chance to ask any questions in

with such right to inspection. But one after to lack of

importance on their part or to lose their on the whole

part in our own work is being

After the steers were brought to the shipyard, foreign and

the steers. In classes and knowing their interests and

ability became necessary. To meet them to committee. As these

were filtered committee on the subject on which

including more than 1000 people, the committee of 100

and so were organized at these persons. Many these shapers

and passed specially the shipyard on which one of the group to be

the committee. The parties were passed on the committee committee

and interest in the institution, put a special effort was

made to select these machines who had titles to the problems

recognition, and for we were more worthy to occupy the office.

In the section "Organization," chapter VI, "Society of

be given, telling you each committee not only carrying out their

gattes for several dozen backgrounds and with different experiments

and also present the ship building explanation and educational

the important functions of their particular fields.

the ability of the ship as a whole to work together and to
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

1 Galen Jones, Extra-Curricular Activities in Relation to the
Curriculum, Bureau of Publication, Teachers College,
Columbia University, New York City, 1935, p. 23.
With only a few exceptions each member of the committee:

- The chairman
- The secretary

were present at every meeting of the committee. The chairman was always available to answer any questions that arose. The secretary maintained careful minutes of all meetings.

Proper balance between civic and academic

Many young professionals felt the strain of being

I refer to the report of the Committee on Graduate

I refer to the report of the Committee on Graduate
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\(^a\)

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular</td>
<td>Extra-Curricular</td>
</tr>
<tr>
<td>40</td>
<td>211</td>
</tr>
<tr>
<td>16.0</td>
<td>84.0</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\(^b\)

<table>
<thead>
<tr>
<th>Changed Status</th>
<th>Number Discontinued</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Extra-Curricular to Curricular</td>
<td>Number</td>
</tr>
<tr>
<td>73</td>
<td>34.6</td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

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

\(a\) Ibid, p. 24.
Table VII

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Ext-Gratuitous</th>
<th>Continuant</th>
<th>Ext-Continuant</th>
<th>Continuant Extr-Continuant</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>10</td>
<td>20</td>
<td>10</td>
<td>60</td>
</tr>
</tbody>
</table>

Continuation refers to the study Carrier shown's overflowing
Change in Attendance seven-three schools to training school
and change from extr-gratuitous to a continuant student

Table VIII

<table>
<thead>
<tr>
<th>Number of Continuant Extr-Continuant</th>
<th>Continuant</th>
<th>Ext-Continuant</th>
<th>Ext-Gratuitous</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>20</td>
<td>30</td>
<td>10</td>
</tr>
</tbody>
</table>

In 1939-40 in schools ten per cent of continuous
students took one and three cents per cent of them abandoning
by continuation as a continuant student while fifty-eight and
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*"n

<table>
<thead>
<tr>
<th>Size of School</th>
<th>Curricular</th>
<th>Extra-Curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 1,500</td>
<td>41.5</td>
<td>58.5</td>
</tr>
<tr>
<td>1,500 or more</td>
<td>51.1</td>
<td>48.9</td>
</tr>
<tr>
<td>All schools</td>
<td>45.0</td>
<td>55.0</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 for them.

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*a Ibid, p. 32.  
* C - Curricular, E - Extra-Curricular.
Table IX

Percentages of 496 Secondary Schools in 1945-46 According to Preliminary Examinations

<table>
<thead>
<tr>
<th>Site of School</th>
<th>% of Schools</th>
<th>% of Schools</th>
<th>% of Schools</th>
<th>% of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,500 or more</td>
<td>3.60</td>
<td>4.50</td>
<td>4.50</td>
<td>4.50</td>
</tr>
<tr>
<td>2,000 or more</td>
<td>4.50</td>
<td>5.17</td>
<td>5.17</td>
<td>5.17</td>
</tr>
<tr>
<td>2,500 or more</td>
<td>5.00</td>
<td>5.66</td>
<td>5.66</td>
<td>5.66</td>
</tr>
</tbody>
</table>

In conclusion, gather those benefits a survey recommends to the number of schools offering grammar as a major subject

parents believe that most schools will also continue grammar

When the information of grammar, in the curricular area

an opportunity for someone engage, please
possible; and they rob the work of a large element of spontaneity."

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 curriculum.

"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 Jorden, op.cit., p. 41.
3 Myer and Cole, op.cit., p. 11.
The writer of this paper is most interested in the problem of a large and in the particular problem of the proper balance between the green clip and the control informal. To see to feel that the extra-curricular activities should be an authentic of the control.

The control of the school should be the important source from which expression of extra-curricular activities must

You. 1. If there is little participation in the activities, no expression of the need and care in the following stage.

When the extra-curricular activities are properly organized, balanced, and supplementary, they should form a part of everyday life and be part of the education of the youth. To be effective, these activities should be a necessary part of the regular curriculum. To make the best use of this opportunity to develop and foster the potential of the student.
Elbert K. Fretwell\(^1\) feels that not only should the extra-curricular 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."\(^2\)

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.

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1 Fretwell, op.cit., p. 15.
special attention is paid not only to the physical and emotional health of the student, but also to the development of the student's personality and potential.

At the biology section of the school, the students were presented with a variety of experiments and demonstrations, which many have found to be very engaging and stimulating. The experiments, which are designed to introduce students to new concepts and ideas, have been highly praised by both students and teachers.

In many cases, these activities have been so well-received that they have begun to play a significant role in the student's overall education. As one student commented, 'these activities have really helped me to understand the concepts that I was learning in class.'

The biology section is just one example of the many extracurricular activities offered at the school. In addition to the biology section, there are a variety of other clubs and organizations available, including music, drama, and sports teams.

As a teacher at this school, I believe that it is essential to provide students with opportunities to explore their interests and develop their skills. By offering a wide range of extracurricular activities, we can help to ensure that every student has the opportunity to find their passion and pursue their interests in a supportive and encouraging environment.

I believe that the success of our school is due in large part to the commitment and dedication of our faculty and staff. By working together to create a stimulating and engaging learning environment, we can help to prepare our students for success in all aspects of their lives.

In conclusion, the extracurricular activities offered at this school are an integral part of our students' education. By providing a variety of opportunities for students to explore their interests and develop their skills, we can help to ensure that every student has the chance to reach their full potential.
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
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.
committee must to to formulate the constitution, continue to
address the interests and responsibility efficiently prior part
of the entire and completely to committee. After the officers and
head announced the committee working and separate two people
present in the presented any committee to join the committee
committee where must to write the constitution of the
second meeting meeting of which time it was to be towards
the minutes and the chair have these two committee that
should be responsible in the constitution and the secretary
impose these responsibilities.

The committee opinion and recommendation were announced to the
committee opinion and recommendation peace at the second stage of the committee
second opinion. Because the opinions of the committee need read
opinion by the opinion and had attachment to refer those people
who had responded little to take action and whatever was little
worth to some positions of leadership that were little
committee formed some position officer and those elected as
committee officer.

Your committee was seeking to direct with the decision before
the next committee meeting to order to give time line and
some guidance of meeting to be held during activity between
meas. The activity committee and the executive committee made
seeking to have successful a task of procedure stop procedure and
activities and a constitution by the next meeting. Emphasis

I brainstormed draft...
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 Skowhegen 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 Astroektan 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.
A copy needs to have some penalties nine and a plan of the second meeting.

Work to the parliament.

Following the announcement of the various committees, the work on the committee meeting was moved to the group meeting. The members fairly balanced to consider the group exactly and to see the Executive Senate in the center of the jump, I've been. I can't feel that a background came to feel.

The problem is a prepared to keep away from such names as consideration, discussion, and presentation and to supplement something more exactly. I'm looking for activities of the structure of appropriate meetings that are right and pleasant. However, we sometimes have meetings right to give the people of the group. The men need to hold the regular meeting each two weeks.

Work done between Friday and Sunday meeting.

The first committee to keep with the special case of meeting.

Executive committee which to interpret a committee based on two regular committee taken from "University Affairs", "Exchanges" and "Expansion and Departures" on the morning of the Executive and Advisory Committee of the Sophomore Committee, the Official action of the Executive Committee on Vocational Schools. The members of the group.

I think p. S.

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.

\(^1\) Ibid, p. 15.
The success of any society depends largely on the tone of its management and the extent of its organization. The procedure recommended is as follows:

**Table X**

<table>
<thead>
<tr>
<th>Constitution of the Executive Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article I</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Article II</td>
</tr>
<tr>
<td>Recommendation</td>
</tr>
</tbody>
</table>

**Section I.** The name of the society shall be "The Managing Secretary." The Managing Secretary shall be a member of the society.

**Section II.** The Managing Secretary shall be elected from among the members at large and shall be eligible for re-election.

**Section III.** There shall be no limitation on the term of service.

I certify to this.
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.
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 executive committee shall be to make the constitution to suit the treasurer's book and to note the names and addresses of all members.

Executive Committee

The duty of the executive committee shall be to make the constitution to suit the treasurer's book and to note the names and addresses of all members.

Section A

Purposes of the Executive Committee

The purposes of the Executive Committee shall be to make the constitution to suit the treasurer's book and to note the names and addresses of all members.

Section B

Purposes of the Committee

The purposes of the Committee shall be to make the constitution to suit the treasurer's book and to note the names and addresses of all members.
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.
The play may entail a larger group of players, or any specific activities which may arise. The committee shall also determine the

arrangements of the play and the various items for the various activities in the

preparation of the play.

Ticket Committee

Section 3. The ticket committee shall be responsible for the

promotion, advertisement, sale, and accounting of tickets for the

display of the play.
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
Section 5. The make-up committee shall have charge of organization.

Section 6. The committee shall take charge of the costume.

Section 7. They shall obtain and necessary costume, paint, and make-up for their use and return them to time to time as needed.

Section 8. The stage crew shall be responsible for property.

Section 9. The associate committee shall take charge of all scenery.

Section 10. The associate committee shall have complete charge of wardrobe and lighting.

Section 11. The committee shall take care of all property necessary for operation of the play.
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.
Articte IV
Order of Gind Meeting

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

1. Roll Call
2. Secretary's Report
3. Treasurer's Report
4. Committee Reports (as necessary)
5. Announcements of the President for the Next Two
   Meetings
6. Recognition of old and new business
7. Proctors

Articte V

Section I. The committee may be managed at a regular
Article VIII

Sponsor Objectives

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
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 become an expert player and to use this quality to become a team player, with the hope of one day becoming a full-fledged team player.

Section 6 To become better acquainted with the principles of good writing and spelling.

Section 7 To work with good order as a matter of course.

I. Practice 10 copies

The activities committee asks the next group to meet with the department. There will be a discussion about the student year meeting. The committee feels that if the money is used in an educational tribe at the time of the first meeting a committee should be responsible for a trip program. With the improvements of the present program, the money can be given as an opportunity to participate in the trip meeting.

After a trip of the grade of the trip meeting we need a committee committee was needed to have charge of the trip program. For each meeting and a few afternoon activities were given. The next meeting was for the purpose of perhaps the committee.

Your own situation to the place for club programs and set.

I. Notice: The monthly meeting is closed. If the students' make the next meeting, would be held to evaluate activities and to base on the activities and recommendations to the next
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.
Table XI
A Year's Program

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Responsibilities</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>
</tbody>
</table>
| Third Meeting | 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.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Fourth Meeting | 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 |

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Fifth Meeting | 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 |

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Sixth Meeting | 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 |

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<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
Su

Sa

Sa

To change the committee.

To change the committee.

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To change the committee.
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 for a full
room to understand your problem and
not pronounce
pronounce the word for the correct answer
right on the root.

If you have a forest full of

Maturity Meeting - In charge of the Young Adults Committee

Supervisors

Demonstrate to each group the activities and
how to prepare for them more correctly and for
the new

Introduce a skill

Maturity Meeting - In charge of the Junior Committee

Supervisors

Demonstrate a different project
Tell the students the things and
activities in the program
Integrate music

Societies Meeting - Introduction of Areas' Work

The secret to coping with two extra meetings at many time

It was interesting to hear the different ideas and

works of William Shakespeare, and the other works of
presentation show of ancient people, and the concept of the
It was interesting to hear the different ideas and

social, note differences and presentation of the societies to the

two societies. Their comments showed that they had learning from
the previous talk on awareness of the differences for both societies
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.
The program for the junior clip recital were very well
presented. Awareness of the title requests and our opportunities
to have an active part in the recital was more than able to
appear on a large scale. The arrangements left much to wish
meetings were very interesting and worthwhile.

Activities

The junior menson recollection, and the chemistry club were the
senior play. This was the junior menson recollection.

The clip presenting a one-act play in competition with the
junior and sophomore section. This was the senior and
meetings between the court and the experience of the two that
make entertainment important.

From time to time the society might give impetus
for the junior menson recollection, and the chemistry club were
quoted. The knowing might develop a balance in the society.

Interest in getting food and warm the winter scene and
hours, and the type of work the society at home might support to
several to apply. These might be at least two per-

Reemergence.

These seem to be substantial and

In general, there seems to be substantial that the
under scoring of the title requests and our opportunities
for the junior menson recollection, and the chemistry club were
menson might present a near work seem to be substantial.

After seen on these two presentations, the junior menson
clip with a society. The seeing a substantial award for every one
of the committees had important on security and cooperation so

I have any other data to let.

S. Johnson, Jr. St.
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."

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, let us suppose, the school were well-prepared

community and from time to time to have parties, one amongst

way.

Also carrying out a part of the other activities were

two one-hour plays which were presented to families and their

Professor of Student Members. Several others were produced by

the student activities group for the theatre on the campus. The club

women's clubs and common rooms in the community. The club

abandoned the horticultural group and spent time open to the

attended the school. In the space one-hour play concept, the club

presented the same play which it had given before the purpose of

the hour were concept.

As may be seen, the activities were numerous and far

makes up the Allotment of the Committee a minimum amount of

time any other we speak on.
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 received; 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

(SCHOOL ADMINISTRATOR) (PARENT) (STUDENT)

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I 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?</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>(Yes or No)</td>
</tr>
<tr>
<td>If Yes, Why, and which particular activities?</td>
</tr>
<tr>
<td>If No, why not?</td>
</tr>
</tbody>
</table>
CHAPTER V

Results of Questionnaire

A questionnaire was prepared to give the public in the school and some of the parents and to some of the administrators a clear picture of the situation. For your final evaluation of extra-curricular activities, please indicate on a piece of paper your reactions to the following questions.

Table XII

<table>
<thead>
<tr>
<th>SCHOOL ACTIVITY/PROGRAM</th>
<th>STUDENT (REMEMBER)</th>
<th>COEFFICIENT OF ( Y )</th>
<th>COEFFICIENT OF ( X )</th>
</tr>
</thead>
</table>

1. Do you believe your extra-curricular programs, such as...?  
   - Yes, why?  
   - No, why not?

2. Would you like to participate in any extra-curricular activities?  
   - Yes, what?  
   - 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. ___________________ ___________________

4. ___________________ ___________________

5. ___________________ ___________________

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  
sociality  
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>23</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
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

1 - athletics
2 - dramatics
3 - public speaking and debating
4 - hobby clubs
5 - music

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?"
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
<table>
<thead>
<tr>
<th>Ability: Teaching Self-potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>90</td>
</tr>
</tbody>
</table>

The second column is not clear enough to transcribe. It may be part of a table or chart, but the content is not readable. The third column seems to be a series of numbers, possibly representing a scale or rating system.

The bottom part of the page contains text that appears to be a continuation of the table. It mentions terms related to psychology, such as 'self-assurance', 'self-confidence', and 'development of personality'. However, the text is not entirely legible due to the quality of the image.
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 ship may proceed on a common voyage or joint at any port. The ship may proceed with separate cargoes of the same port. The port of the ship's departure should be loading on separate cargoes. The ship may proceed with separate cargoes from the port of departure.
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 Student Union was formed to provide a forum for students to discuss and address issues of mutual concern. The Union functions as an extension of student representation, allowing students to have a voice in the governance of the university. It also provides a platform for student activism and the development of leadership skills.

The Chipper: A student-run publication, The Chipper is a student newsletter that covers a wide range of topics, from campus news to student perspectives on current events. It serves as a platform for student expression and provides a channel for students to share their ideas and opinions.

Success stories are often highlighted in the Student Union's annual report, showcasing the achievements of students and the impact of their initiatives. These stories inspire others to follow in their footsteps, encouraging a culture of creativity and innovation on campus.

In summary, the Student Union plays a crucial role in fostering a sense of community and empowering students to make a difference on campus.
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 band and the rim.

A chalice was placed in the center of the activity at the school in the presence of attendees.

The concept of a chalice been to a cup that can be used for drinking has been considered.

The cup is no longer considered to be the main focus of activity, to remain on non-sense and getting warmer.

Another and a heating lamp.

8. The cup's relation to the school: The cup is a requirement to remain in a governmental society and to make use of the table to live in a governmental society, a place in which to live. The cup, ceramic, and glassware of some organization of the school, while serving the table, resembles some ceramic service to the school in aiding the school to survive.

The chalice was the name of the cup and the name of the table.

The chalice was used as a symbol.

9. The cup's name: The name of the cup and the name of the table were.

The cup is the surrounding tombstone can have no answer to the question of the chalice.

10. The chalice: The artifact was said to be a heading.

To come to know a certain heading in the presentation of the chalice, this artifact known might to various people, who have, now.

If the name of the matter, (Matter, containing that a cup which is)

Really composed of the presentation parts if some of the chalice referred to, I'm to know in opposition is part and cup latter to
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:

1 - deeper study in the field of drama
2 - weekly meetings
3 - larger club room
4 - permanent stage in the building
5 - limitation of club membership
6 - stepping-up program

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
nevee nevee nevee nevee nevee.....

A new attraction of the program are to be young and free.

Table XIV

1 - weekly study at the height of games
2 - weekly meetings
3 - leader club room
4 - performances at the conclusion
5 - introduction of club competencies
6 - alphabetical order

Leslie additional times should be spent in more serious
study of the rhythm of games. Example of the various themes
of introductory booklets could very well be given as part of the

Because of the numerous activities curtailed on
the trip, the number of club meetings might very well have
been increased to weekly activities. Our trip room would we
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.
3 Ibid, p. 284.
The interest alone of the building was too small to bring about a lasting influence on the program and activities participated in by all members. The large building could be turned into a meeting place with a great deal of planning and work. Including

in the arrangement a basic and permanent stage. A place

there would be a well-staged, well-conducted affair, when

need be. The need was on information, on information,

were allowed to provide to too many sides, and the

representative of the committee's group right to fail for our own

Because there were:

Most schools do not know, the expert to whom ours

are the responsibility to the schools, attached.

activities. A few people may be at the point

on activities. Many times they do not go right extreme.

activities. Many times they fail as well as can satisfy

activities work as well as can satisfy their own

best in the responsibility, to their satisfaction work. The

school needs to find out that a fact is a fact and in

restoring to the people, programs of activities.

to elaborate upon a speaking program, would be a satisfactory

same manner. The importance of such a program in recognizing

in the following statement:

There would be no information steps of advancement to

activities. Your schools have not made use of this privilege:

Thus changes would be recommended for the American club.

As soon as a strip of bone or organization becomes likely and

smoothly concluding the program, good

1. T. Hatfield, op. cit. 2.88 p. 1.81 p.
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.
Yakima Valley Union School District 425

Field of dreams: Weekly meetings a letter clip room

Permanent space; Improvement of clip membership and a stepping

up program; Will give_Sanford High School a grammar clip

which will continue to a high degree, with encouragement

THANKING TO THE ENTE-COUNTY LEAGUE
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<table>
<thead>
<tr>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 4, 1949</td>
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Service Paper
Geary, E.W.
1947
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