

1948

# A survey of the club programs in the junior high schools of Massachusetts

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~~Master's~~ Paper

A SURVEY OF THE CLUB PROGRAMS IN THE  
JUNIOR HIGH SCHOOLS OF MASSACHUSETTS

Submitted by

Philip Malcolm Hallowell  
(B.S. in Ed., Boston University, 1935)

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

1948

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Philip Hollowell

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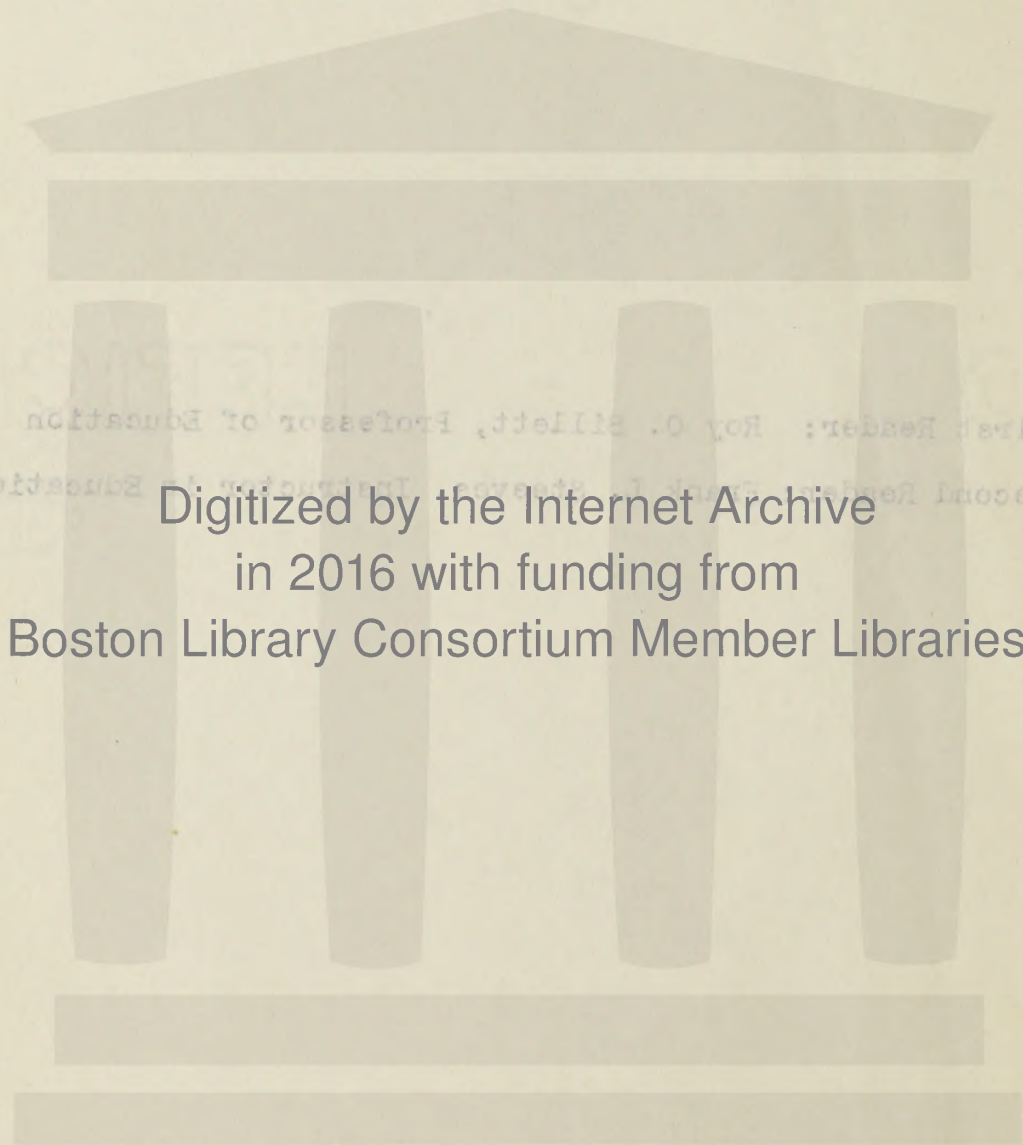
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First Reader: Roy O. Elliott, Professor of Education  
Second Reader: Roy O. Elliott, Professor of Education

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In community life as well as in school life, has been noted and recorded by many of our educational authorities. Harry G. Brown pointed out that:

This is an age of clubs. Consider for a moment the great number of clubs in any community--commercial, professional, social, cultural, recreational, educational, religious, political, honor, racial, protective,

Harry G. Brown, Extra-Curricular Activities, The Macmillan Company, New York, 1923, p. 100.

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## CHAPTER I

### INTRODUCTION

#### Importance of Clubs

Rise and growth of clubs.-- One of the important developments of modern secondary education has been the rapid rise and growth of clubs. Twenty-five years ago the leading secondary schools of this country had a few old-fashioned literary societies to meet the educational and social needs of their students. Thousands of smaller schools had no form of club activity at all. Today, however, the modern secondary schools, large or small, have a number of live, functioning clubs to satisfy the varying needs and interests of their boys and girls and thereby provide a well-balanced educational program.

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Harry C. McKeown, Extra-Curricular Activities, The Macmillan Company, New York, 1923, p. 180.

service, and fraternal, and the large part of the community which the total membership of these groups represents. All of these organizations are considered of value in enhancing the intellectual, social, financial, professional, religious, physical, and spiritual development of their members or they would not continue to exist. In short, the adult club has become a device that not only educates but also automatically advances the interest represented.

In a later work McKown further emphasized the importance of clubs in community life by saying:<sup>1/</sup>

Whether or not the American people are "joiners," as they are often designated, it is certain that a large proportion of them hold membership in the great array of professional, recreational, fraternal, political, religious, educational, service and other types of organizations to be found in this country. In reality this phenomenon represents merely the juvenile "gang spirit" grown up--folks like to band together for common interests and purposes. Of course, such groupings may be either beneficial or harmful to both the member and the general community, depending on the worthiness of their interests and purposes. Some individuals find as much satisfaction in being members of vicious gangs as others do in belonging to more wholesome organizations. But they all like to belong, and herein lies education's opportunity.

This important position of the club in community life was also noted by Meyer<sup>2/</sup> when he said: "This is an age of organization and activity. In every phase of group life the organization, association, party or club stage is present." Borgeson<sup>3/</sup> reiterated this same conclusion when he declared:

---

<sup>1/</sup> Harry C. McKown, Activities in the Elementary School, McGraw-Hill Book Company, New York, 1938, p. 105.

<sup>2/</sup> Harold D. Meyer, A Handbook of Extra-Curricular Activities in the High School, A. S. Barnes and Company, New York, 1926, p. 35.

<sup>3/</sup> F. C. Borgeson, Group Interest Activities, A. S. Barnes and Company, New York, 1931, p. 26.

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3  
 F. C. Borgeson, Group Interest Activities, A. S. Barnes  
 and Company, New York, 1931, p. 28.

"As never before are likeminded individuals of specialized interests grouping themselves into clubs to further common ends. This is probably even more true among adults than among children and adolescents."

Clubs in school life.-- If clubs occupy such an important place in community life, then it is not surprising that they should hold an equally important position in school life. That they do is evidenced by the many educational authorities who have written about it. Twenty-eight years ago, Puffer, one of the pioneers in the field of clubs, recognized their importance in satisfying that "gregarious instinct" of boys which produces the "gang" when he wrote: <sup>1/</sup>

The problem of the school is to utilize, to the full, the great moving passions of boyhood--its loyalty, its self-sacrifice, its desires for cooperation, its thoroughgoing gregariousness. We do that best, in school and home and everywhere, when we learn to think of each boy in his gang relations, and to utilize these natural groupings as the basis of our artificial assemblages, and our guide in forming them.

Good citizens are sometimes quite as much the product of good gangs, as of good schools or good homes.

Representative of the many later writers who voiced this same thought is Minor who said that: <sup>2/</sup>

The adolescent is by nature a gregarious individual. Groups and cliques readily form among high school

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<sup>1/</sup> J. A. Puffer, The Boy and His Gang, Houghton Mifflin Company, Chicago, 1912, p. 188.

<sup>2/</sup> Sadie O. Minor, "High School Clubs--As We See Them," Journal of the Florida Education Association, V (June, 1928), p. 295.



students. This natural desire to organize can be developed in such a way as to develop some of the elements of good citizenship. The play way of doing this is through clubs.

and McKown who declared that:<sup>1/</sup>

It is well known, too, that children like to organize into groups for common interests and purposes. Here again, it is not a question of whether pupils will not or will "gang up"--they will. It is rather a question of whether or not we as educators shall capitalize this innate drive of gregariousness for personally or socially wholesome ends or allow it to be dissipated into trivial or even vicious channels. Our responsibility is clear.

The educational importance of school clubs is also well stated by McKown in these words:<sup>2/</sup>

The school club, while differing somewhat from the adult club in aims, materials and methods, can nevertheless occupy an equally important place in the lives of the students of the school. That the educational values of these organizations are being rapidly recognized is evidenced by their recent startling growth and by the fact that in many schools they have been included in the regular schedule.

Further argument for the importance of school clubs comes from Borgeson<sup>3/</sup> when he says that: "Clubs and club activity come closer to representing spontaneous and deep-seated pupil interests than do any other aspects of school life or curricular activity...."

Another writer<sup>4/</sup> cites the fact that there are now as many

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<sup>1/</sup> McKown, Activities in the Elementary School, loc. cit.

<sup>2/</sup> McKown, Extra-Curricular Activities, loc. cit.

<sup>3/</sup> Borgeson, loc. cit.

<sup>4/</sup> Afton Smith, "The Call of the Gang," National Parent-Teacher, XXXIII (December, 1938), pp. 25-27.



as 848 different kinds of high school and junior high school clubs in the United States to prove their variety and importance in the modern school. The list includes almost every kind of club imaginable: literary, language, scientific, commercial, church, scout, social, music, art, athletic, and many others. Farris<sup>1/</sup> also emphasizes the importance of clubs when he states that a club activity program is now indispensable in the modern high school. He justifies that statement by the fact that most high schools of the country under our compulsory education laws have all the children of all the people to educate. He concludes by saying that: "It is a well-known fact that as the home does less for the child, the school must do more."

Student opinion also confirms the importance of club work in the modern secondary school. As the ones most vitally affected by club activities, the students themselves attest the significant value of clubs. Wright's<sup>2/</sup> report of student attitude in regard to school clubs may be taken as typical of student opinion throughout the country; it was determined by an unsigned questionnaire filled out by 130 seniors of the class of 1933 in the junior-senior high school of Atchison,

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<sup>1/</sup> L. P. Farris, "Training through Club Activities," Junior-Senior High School Clearing House, V (March, 1931), pp. 419-421.

<sup>2/</sup> C. O. Wright, "Student Attitude on School Clubs," Junior-Senior High School Clearing House, IX (September, 1934), pp. 46-47.



Kansas. They were completing six-year courses under a voluntary type of club program which offered club opportunities for two activity periods a week. The two most significant questions were: <sup>1/</sup> "Are you in favor of eliminating school clubs?" "What are your reasons?" In reply to the first question 125 answered "no"; only five favored eliminating them. <sup>2/</sup> A typical reason was:

Clubs are as helpful to a student as classes. They give more of an opportunity for students to make choices of subjects than classes do. The way they are going over should be an indication that they are desirable.

Thus it can be seen clearly that clubs play an important part or role in the community and school life of the nation.

#### Definition of Terms

Club.-- According to Roemer a club may be defined as: <sup>3/</sup>

A voluntary organization of high school students built around a common interest the motive power of which is generated from within. There is a consuming interest in some project or hobby leading to activity lasting over a considerable period of time.

Roemer, Allen, and Yarnell give this definition: <sup>4/</sup>

School clubs are those activities organized and administered in the school, whether during or after school

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<sup>1/</sup> Wright, op. cit., p. 46.

<sup>2/</sup> Ibid., pp. 46-47.

<sup>3/</sup> Joseph Roemer, "My Ideal Club," Junior-Senior High Clearing House, V (March, 1931), p. 385.

<sup>4/</sup> Joseph Roemer, C. A. Allen, and Dorothy Yarnell, Basic Student Activities, Silver Burdett Company, New York, 1935, p. 202.



hours, to provide for the gregarious instincts of adolescent students and to stimulate and provide desirable school spirit and practices.

Cox words his definition in this way:<sup>1/</sup>

Expressive and constructive activities appear in adolescent life almost spontaneously. When such activities assume a somewhat definite organization in character, they are known as clubs or societies.

Perhaps the briefest definition one could find would be the one given by Smith:<sup>2/</sup> "The club is an attempt to give proper direction to the gang."

Club program.-- Throughout the report of this survey, the term "club program" shall be interpreted as meaning the administration, organization, and practices of any group of clubs found within a given school system.

Program.-- The word "program" when used separately, shall mean the order and type of activity, formal or informal, occurring in any meeting of any given club.

#### Statement of the Problem

It is the purpose of this study (1) to review the literature concerning secondary school clubs in order to determine their underlying objectives, guiding principles, recent trends, and prevailing practices; (2) to investigate the administration of the club programs of the junior high schools of

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<sup>1/</sup> Philip W. L. Cox, Creative School Control, J. B. Lippincott and Company, Philadelphia, 1927, p. 137.

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Massachusetts; (3) to partially survey the internal organization and present practices of junior high school clubs in Massachusetts in so far as they affect school administration; (4) to compare the administration, organization, and methods of Massachusetts club programs with the currently accepted best principles and methods in order to determine the relative value of the former; and (5) in the light of the above comparison, to suggest needed changes in club practices in Massachusetts.

#### Scope of the Study

This survey of club programs comprises a study of a sampling of the junior high schools in Massachusetts. The total number of schools whose club programs were investigated is 51. They had a total average membership for the school year of 1946-47 of approximately 350. The survey found 432 different clubs in these junior high schools of Massachusetts. A total of 432 form the basis, therefore, for this study of the club work done in Massachusetts during the scholastic year of 1947-48.

#### Techniques and Procedures

Using a questionnaire of the United States Office of Education <sup>1/</sup> as a working model, one mimeographed questionnaire

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<sup>1/</sup> Maris M. Proffitt, High School Clubs, United States Office of Education, Bulletin No. 18, Government Printing Office, Washington, D. C., 1934.





to be used in making this survey was prepared. The question-naire was designed to secure all of the needed information from the school principal in order to gain a clear view of the administrative set-up of the various club programs throughout the state. During the month of February this question-naire was sent out.

#### Limitations of the Study

No attempt was made to check student opinion or teacher sponsor opinion. It was believed, however, that the principal's evaluation of the club program as a whole, together with the many details of administration, organization, and practices, would suffice to give a reasonably complete and accurate portrayal of the club work being done in Massachusetts.

Thus, after establishing the importance of clubs in community and school life and making certain definitions, Chapter I has stated and analyzed the problem according to its significance, scope, techniques, procedures, and limitations. Chapter II will now present the first phase of the problem: a review of the literature concerning secondary school clubs.

CHAPTER II  
SURVEY OF RELATED LITERATURE

Much has been written in regard to all phases of club work: underlying objectives, guiding principles, values, reasons for club failures, recent trends, and the like; but only a brief summary of the work of a few outstanding, representative writers will be given here.

Underlying Objectives of Club Work

Meyer's twelve objectives.-- Meyer<sup>1/</sup> gives perhaps the most comprehensive set of basic objectives of club work. His twelve objectives may be summarized as follows: (1) to promote the cardinal principles of education; (2) to strive for applied education; (3) to secure pupil interest; (4) to train for a wholesome use of leisure; (5) to instill in pupils a desire for the higher things of life; (6) to direct gregariousness; (7) to train for practical living; (8) to improve teacher-pupil relationship; (9) to stress individualization; (10) to provide for vocational guidance; (11) to call forth student leadership; (12) to enrich student life.

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<sup>1/</sup> Harold D. Meyer, The School Club Program, A. S. Barnes and Company, New York, 1931, pp. 2-8.

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Rayor, L. W., The School Class Program, A. S. Barnes and Company, New York, 1931, pp. 1-9.

Roemer, Allen, and Yarnell's club purposes.-- Roemer, Allen, and Yarnell<sup>1/</sup> also outlined a very complete set of club purposes: (1) to provide for gregarious instincts of adolescents through a well-organized and directed program of school clubs; (2) to lead pupils through these well-directed club activities to a knowledge and appreciation of the social and educational advantages that participation in these types of school activities will bring them; (3) to provide an outlet for adolescent enthusiasm through a well-directed and guided social program; (4) to stimulate a desirable school spirit and interest in the school's activities in general, both curricular and extracurricular; (5) to stimulate initiative in wise and capable leadership and in intelligent followership; (6) to aid the pupil in finding himself and in discovering a hobby which will help him to enjoy profitably his leisure hours; (7) to provide a means for universal pupil participation in the school's program of activities; (8) to teach pupils to do better in the many desirable school and community activities in which they participate now and in later life.

Borgeson's objectives.-- Borgeson's<sup>2/</sup> paramount objectives of the club program included the following: (1) enrich pupils' interests; (2) motivate school work; (3) develop

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<sup>1/</sup> Roemer, Allen, and Yarnell, op. cit., pp. 205-206.

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Roemer, Allen, and Yarnell, op. cit., pp. 205-208.

Borgeson, op. cit., p. 27.

qualities of citizenship; (4) develop worthy use of leisure; (5) satisfy spontaneous interests; (6) improve discipline and morals; (7) enrich the curriculum; and (8) develop permanent life interests.

Jordan's personalized objectives.-- A more personalized set of objectives was presented by Jordan:<sup>1/</sup> (1) to give a healthful outlet for the gregarious traits of the pupil; (2) to bring together like-minded children for higher development of special skills or hobbies than can be done in the classroom; (3) to give opportunity for every child to develop some special interest or aptitude which may conceivably aid in his vocational life interests; (4) to serve as a breeding ground for worth-while projects which may be continued in the classroom, or which will relate themselves to classroom study; (5) to supplement the work of the classroom by carrying out in a special atmosphere suggestions made within the classroom itself; (6) to serve as a substitute for less fortunate groupings outside the school, or as a deterrent to the formation of such groups; and (7) to afford a medium for better acquaintance between teacher and pupil, and a better mutual understanding.

McKown's objectives.-- Perhaps the most often-used objectives are those given by McKown,<sup>2/</sup> the outstanding

<sup>1/</sup>Riverda Harding Jordan, Extra-Classroom Activities in Elementary and Secondary Schools, Thomas Crowell Company, New York, 1928, pp. 127-128.

<sup>2/</sup>McKown, op. cit., pp. 161-164.

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<sup>2</sup> McKown, op. cit., pp. 121-124.

leader in the extracurricular field. They are: (1) to capitalize gregariousness; (2) to widen student interests; (3) to motivate and enrich classroom work; and (4) to develop worthy social ideals, attitudes, and habits.

A summary of the foregoing lists.-- At this point, it is well to combine and summarize all of the foregoing lists of club objectives, and thus obtain a basic set for this study. Summarized and listed according to the frequency of their use by the five authorities studied, they are:

1. Clubs should strive to secure, satisfy, and enrich both the spontaneous and permanent pupil interests.

2. They should attempt to capitalize gregariousness by directing it into healthful outlets.

3. A worthy use of leisure time should be developed, especially by giving aid in discovering a hobby.

4. Clubs should train in good citizenship and call forth and stimulate wise and capable student leadership and followership.

5. Clubs should motivate, supplement, and enrich the regular curriculum, serving as a breeding ground for worthwhile projects, directly or indirectly connected with the work of the classroom.

6. They should actively promote all of the cardinal principles of education.

7. They ought to improve the teacher-pupil relationship

leader in the extracurricular field. They are: (1) to cap-  
talize gregariousness; (2) to widen student interests; (3) to  
motivate and enrich classroom work; and (4) to develop worthy  
social ideals, attitudes, and habits.

A summary of the foregoing lists. -- At this point, it is

well to combine and summarize all of the foregoing lists of  
club objectives, and thus obtain a basic set for this study.  
Summarized and listed according to the frequency of their use  
by the five authorities studied, they are:

1. Clubs should strive to secure, satisfy, and enrich

both the spontaneity and permanent pupil interests.

2. They should attempt to capitalize gregariousness by

directing it into beneficial outlets.

3. A worthy use of leisure time should be developed,

especially by giving aid in discovering a hobby.

4. Clubs should train in good citizenship and call forth

and stimulate wise and capable student leadership and follow-

ship.

5. Clubs should motivate, supplement, and enrich the

regular curriculum, serving as a breeding ground for worth-

while projects, directly or indirectly connected with the

work of the classroom.

6. They should actively promote all of the cardinal

principles of education.

7. They ought to improve the teacher-pupil relationship

by serving as a medium for better acquaintance and a better mutual understanding.

8. Clubs should stress individualization of the pupil by giving him direct aid in discovering himself.

9. Worthy social and educational ideals, attitudes, and habits should be developed.

10. Clubs should stimulate a better school spirit which will manifest itself in improved discipline and morale.

11. They should strive for applied education and thus train for practical living.

12. A desire for the higher cultural things of life ought to be instilled in the pupils.

13. Clubs should provide for vocational guidance.

14. They should enrich student life by providing a means for universal pupil participation.

15. They should serve as a substitute for, or a deterrent to, the formation of undesirable "gangs" outside of school.

#### Guiding Principles

McKown's basic principles.-- The most comprehensive discussion of guiding principles for club organization and administration is that given by McKown.<sup>1/</sup> From it may be obtained the following basic principles: (1) the club should be based on definite and worthy objectives; (2) the purposes

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<sup>1/</sup> McKown, op. cit., pp. 164-169.

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and activities of the club should be those of its student members; (3) wherever possible club activities should grow out of curricular activities; (4) the club program should fit the local situation; (5) provision should be made for proper encouragement and limitation of participation; (6) every student should belong to a club; (7) club membership should be voluntary; (8) all students should have equal opportunities for joining clubs; (9) the club should be limited in size; (10) the club should not be considered vocational in purpose; (11) normally, the club should be scheduled on regular school time; (12) club meetings should usually be held on school premises; and (13) club sponsors should be carefully chosen and assigned.

Meyer's guiding principles.-- Meyer's <sup>1/</sup> guiding principles are also very complete. They may be listed as follows:

(1) there should be no attempt to prevent the organization of any club; (2) clubs should develop from conditions and activities within and without the school; (3) it may be well to have a Club Committee as a part of the Student Council plan; (4) it is of value not to allow one person to join more than one or two clubs; (5) notice should be given the student about any expense involved in club activities; (6) the question of eligibility is important; (7) remember club interests may not last long; (8) allow for a change of programs each

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<sup>1/</sup> Meyer, op. cit., pp. 36-38.

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semester; (9) carry some activities outside the club meeting; (10) plan the program so that there is activity at the start; (11) study the characteristics of adolescence as pertains to grouping; and (12) above all else, get fun and pleasure out of what is done.

Borgeson's principles.-- Borgeson<sup>1/</sup> gave a shorter list of basic principles, which is valuable in its suggestions: (1) each club must have a sponsor or advisor who has real imagination and will allow children's imagination to roam; (2) clubs must not be allowed to wander aimlessly in activities, but must have a program; (3) club personnel should change rather frequently; (4) temporary clubs should be more frequent than they are; (5) a definite time during the school day should be set aside for club activity; (6) club membership should not be limited by room or class groups; (7) all pupils, at least all in upper elementary grades, should participate in some activity.

Summary of guiding principles.-- In order to have a working list of guiding principles for this survey, it is now necessary to combine and summarize the various principles previously recorded in this section. Summarized and listed according to their frequency of occurrence, they are as follows:

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<sup>1/</sup> Borgeson, op. cit., pp. 27-30.

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1. All clubs should have a definite variable schedule of activities, deriving from the regular curriculum and as a result, enriching it.

2. The club and its activities should fit the local situation, change with the changing interests of its members, and be abandoned entirely if interest in, or need of, club has disappeared.

3. The question of eligibility is important and definite provision should be made for encouragement and limitation of participation, with frequent change of personnel.

4. Every student should belong to one or two clubs but seldom more.

5. Club membership should be open and democratic with equal opportunities for joining, but the grouping should be based on the characteristics of adolescence.

6. All clubs should have a carefully chosen sponsor, one with imagination and a genuine interest in the club and its membership; if avoidable at all, teachers should never be assigned to sponsorship.

7. The club should be based on definite and worthy objectives of secondary education and there is no place for any activity that does not have such a basis.

8. Club membership should be voluntary and never compulsory.

9. Clubs should be limited in size, but should not be

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limited by room or class groups.

10. Ordinarily, clubs should meet at a definite time during the school day and on the school premises.

11. A central Club Committee or a general director of club work is often desirable and beneficial, especially in the larger schools.

12. There should be some definite system of financing in order to insure uniformity and the club membership should understand it and have a part in it.

13. Clubs should not be vocational in purpose, although they may give vocational guidance.

14. Clubs should develop from spontaneous pupil-interest, either in or out of the school.

15. Club work should be enjoyable, both for the sponsors and the members.

#### Values

Shouse's list of values.-- Shouse<sup>1/</sup> listed a complete set of values accruing from club activity: (1) it gives pupils greater interest in regular class work; (2) it helps pupils find themselves; (3) it often supplements the regular work of the classroom; (4) it often provides valuable instruction which is not touched upon by school subjects; (5) many things can be done in the activity period which would otherwise have

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Borgeson's values.-- A more general list was presented by Borgeson.<sup>1/</sup> His values were: (1) clubs care for special interests and abilities; (2) clubs provide variety of experience; (3) clubs provide avocational and vocational guidance; (4) clubs promote the establishment of desirable habits in the worthy use of leisure time.

Farris' club values.-- Farris'<sup>2/</sup> set of values may be summarized as follows: (1) development of valuable personal characteristics (poise, self-confidence, etc.); (2) wise and happy use of leisure; (3) subject clubs afford great socializing effectiveness; (4) elective club activities hasten individual development; (5) aid in the formation of worth-while personal friendships; (6) vocational guidance; (7) satisfying of group instinct; (8) development of solidarity of purpose

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<sup>1/</sup> Borgeson, op. cit., pp. 26-27.

<sup>2/</sup> L. P. Farris, "Training through Club Activities," Junior-Senior High School Clearing House, V (March, 1931), pp. 419-421.

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Cox's values.-- Cox presented his values as the advantages of clubs over other forms of student activities. They are: (1) clubs are characterized by a spontaneity sometimes lacking even in athletic games; (2) they exploit the individual differences of interest and even the individual modes of expression of similar interests; (3) there is more adaptability in a club program; (4) clubs can be more gradually developed; (5) they produce a more homogeneous group of members because of voluntary participation; (6) they permit pupils to submit themselves to a self-elected environment of ideas and emotions; and (7) in clubs the project and socialized recitations become realities without any artificial stimulus.

#### Reasons for Club Failures

Of the many reasons for club failures advanced by various writers, Johnston <sup>2/</sup> gave by far the most definite and complete set: (1) the practice of requiring students to become club members; (2) the failure to provide school time for meeting; (3) overloading of the sponsor with other duties; (4) allowing the pupil to belong to too many clubs; (5) a lack of administrative encouragement; (6) lack by the sponsor to

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<sup>1/</sup> Cox, op. cit., pp. 138-139.

<sup>2/</sup> Edgar G. Johnston, Tests for a Club Sponsor, National Association of Secondary School Principals, Bulletin No. 40, March, 1932, pp. 83-89.

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arouse pupil interest in the work of the club; (7) the lack of a definite program; (8) tendency of sponsors to abdicate their functions; (9) tendency of sponsors to overemphasize their 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; (10) lack of appeal of the club program to the interest of students; (11) insufficient student participation; (12) lack of preparation on the part of the sponsor; (13) tendency of sponsors to dictate to the club; (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 pupils, 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 values of clubs on the part of the sponsor because he is not "sold" on the idea of clubs; (19) the making of clubs "just another class"; (20) an undemocratic basis of selection for membership; (21) careless selection of members; (22) too great expense involved; (23) a too pretentious beginning; (24) lack of coordination with other activities in school and community resulting in a conflict of schedules and interests; (25) too many (or too few) meetings; (26) allowing pupils to be merely nominal members in that they belong but do not work; (27) too large a

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membership; (28) the presence of cliques; (29) origin of the club in a fad which soon passes; (30) the fact that the club has outlived its usefulness; and (31) opposition by parents or others in the community.

### Recent Trends

The following general trends are summarized upon reviewing club literature:

1. Assumption by the schools of a greater responsibility for directing pupil experiences than ever before.

2. A definite tendency toward curricularization of club activities with the old line of demarcation between curricular and extracurricular activities becoming less sharply defined.

3. Much curricular revision which has included the adaptation of many activities once considered extracurricular.

4. A continuation, however, of the development of a constructive club program with the clubs forming an integral part of the program of studies and of the schedule of classes.

5. A policy of allowing the entire club program to be built around spontaneous activity and inquiry interests.

6. The conducting of clubs on a basis of creative activity in an atmosphere of informality, combined with a limited amount of rote activity.

7. A complete voluntary membership with clubs limited as to size.

8. There will be equal opportunities for all in joining



clubs and every student will be a member of some club.

9. There will be a central system of financing club work, usually an extracurricular activities fund.

10. More care will be given in selecting and in the assigning of club sponsors, and in the larger schools a director of extracurricular activities to relieve the principal of this responsibility and to direct the club program.

11. There will be a more careful evaluation of the club work being done with a genuine attempt to secure worth-while and lasting results.

#### Findings of Related Studies

There have been many surveys of extracurricular activities in secondary schools of all sizes and types during the period of the rise and development of school clubs, but only those that devoted particular attention to club activities and contained findings pertinent to this investigation will be summarized here.

Reavis and Van Dyke's survey.-- A nation-wide survey of extracurricular activities that devoted much time to clubs was that made by Reavis and Van Dyke.<sup>1/</sup> Their study ascertained the character of non-athletic extracurricular activities in 224 selected schools distributed in thirty-six states

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William C. Reavis and George B. Van Dyke, Nonathletic Extracurricular Activities, National Survey of Secondary Education, Bulletin No. IV, Monograph No. 26, pp. 12-73.

and the District of Columbia. Only those schools were investigated that had been credited by previous surveys with making or with having made noteworthy progress in the organization and administration of nonathletic extracurriculum activities. The group of 224 schools contained sixty-four junior high schools, thirty-eight senior high schools, eighty-nine four-year high schools, thirty-three six-year high schools. Twelve and one-tenth per cent were small schools enrolling 100 pupils or less; 21.4 per cent ranged in enrollment from 101 to 300; 21.9 per cent from 301 to 750; 32.1 per cent from 751 to 2000 pupils.

The most important findings of the survey may be summarized as follows: (1) the number of activities supported by a selected secondary school is determined largely by enrollment; the type of organization of the school is a secondary influence; (2) the junior-high-school grades require a slightly larger ratio of number of activities to pupil enrollment than the senior-high-school grades; (3) differences in administrative policies account for differences in practices, such as required and voluntary participation; (4) in schools with required participation approximately 40 per cent more activities are supported per school than in schools with voluntary participation, although the median membership in activities is the same; (5) the opportunities for selection are greater in schools with required participation; (6) regulation of



participation is attempted in approximately three-fourths of the schools, although with widely varying methods; (7) generalization regarding best practices is virtually impossible; only frequency of practices can be considered and probable tendencies determined; and (8) other criteria than frequency should be applied before any given practice is accepted by any school.

Massachusetts State survey.-- Upon considering a survey made by Tucker<sup>1/</sup> of the extracurricular activities in the high schools of Massachusetts we find that the Boy Scouts and Girl Scouts ranked the highest in classifying the kinds of social and moral activities studied in 160 junior and senior high schools. The study also found that both programs functioned to a greater degree in junior high schools than in senior high schools, and was fairly comparable in the four-year school types, though the Girl Scout program was much higher in the six-year schools than the Boy Scout troops. The Hi-Y club, a secular organization with restrictions as to age, functions in 24 per cent of the four-year schools and in 29 per cent of the senior high schools.

Tucker<sup>2/</sup> also showed that the American Red Cross is maintained in only 30 per cent of the junior high schools, 5 per

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<sup>1/</sup> Alan Howe Tucker, "Extra-Curricular Activities in the High Schools of Massachusetts," Unpublished Master's thesis, Boston University, 1935, pp. 62-64.

<sup>2/</sup> Ibid., pp. 127-128.



cent in the senior high schools and is nonexistent in six-year high schools. In this same study he found that the junior high schools emphasize the service clubs more than the senior high schools.

Eastern Connecticut survey.-- In another state survey <sup>1/</sup>Ormsby studied the extracurricular activities in the high schools of eastern Connecticut. In his investigation he found that such important topics as the extent of participation, teacher attitudes, student enthusiasm, and an estimate of the actual value of the results cannot be touched upon at all, except as they may be implied from the number and types of activities reported from the individual schools.

Of the twenty-two high schools studied over half of the schools provide a special period for the clubs to meet. In ten of the schools the clubs met in the afternoon after school hours, and in four he found clubs meeting in the evening. However, in most of the above schools there is also a club period in which clubs must meet. In fact, only three schools report the afternoon after school as the only time when meetings are held, while in no school do clubs meet exclusively in the evening.

Public high schools of Chicago.-- In order to have a true cross-sampling of club surveys it is advisable to turn

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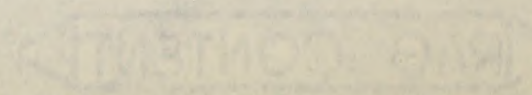
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now from national and state surveys to a representative survey of a large public school system. Such a survey was made by White<sup>1/</sup> when he investigated the nature and status of extra-curricular activities in the public schools of Chicago. His study of the organization, administration, and supervision of the extracurriculum led him to two major conclusions as follows:<sup>2/</sup>

First, a survey of the extra-curriculum in the Chicago high schools shows a lack of a constructive program in significant proportions of the organization of the extra-curriculum, paralleled by an attitude of opportunism. The unbalanced distribution of the curriculum clubs, the underdevelopment of the special-interest clubs, the lack of guidance, the purely routine handling of extra-curriculum finances, the non-acquaintance of the teachers with the extra-curriculum--all are inextricably related to the lack of policy based on a study of the problem. Second, a sampling of pupil participation in the extra-curriculum (which because it presents relative measurements, and is derived from typical cases, is satisfactorily adequate for comparative purposes) shows that administrative attention to, and proper organization of, the extra-curriculum, with efforts to appeal to the pupils, will produce more and extensive continuing, and interested pupil participation in the extra-curriculum than will the laissez-faire policy characteristic of most high schools in Chicago.

The Wells High School program.-- After the foregoing consideration of club policies and practices in a large school system it is now expedient to investigate the club program of a typical high school in one of those systems.

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<sup>1/</sup> Robert White, Jr., "The Extra-Curriculum in the Public High Schools of Chicago," School Review, XXXV (February, 1937), pp. 112-122.

<sup>2/</sup> Ibid., p. 122.

now from national and state surveys to a representative survey of a large public school system. Such a survey was made by White when he investigated the nature and status of extra-curricular activities in the public schools of Chicago. His study of the organization, administration, and supervision of the extracurriculum led him to two major conclusions as follows:

First, a survey of the extra-curriculum in the Chicago high schools shows a lack of a cohesive program in significant proportions of the organization of the extra-curriculum, paralleled by an attitude of opportunism. The unbalanced distribution of the curriculum clubs, the underdevelopment of the special interest clubs, the lack of guidance, the purely routine handling of extra-curriculum finances, the non-maintenance of the teachers with the extra-curriculum--all are inextricably related to the lack of policy based on a study of the problem. Second, a sampling of pupil participation in the extra-curriculum (which because it presents relative measurements, and is derived from typical cases, is statistically adequate for comparative purposes) shows that administrative attention to, and proper organization of, the extra-curriculum, with efforts to appeal to the pupils, will produce more and extensive continuing, and interested pupil participation in the extra-curriculum than will the laissez-faire policy characteristic of most high schools in Chicago.

The Wells High School Program -- After the foregoing

consideration of club policies and practices in a large school system it is now expedient to investigate the club program of a typical high school in one of those systems.

Robert White, Jr., "The Extra-Curriculum in the Public High Schools of Chicago," School Review, XXXV (February, 1927), pp. 118-122.  
 Ibid., p. 122.

Pierce <sup>1/</sup> gives such an investigation in his analysis of the Wells High School of Chicago. This large school achieved remarkable results from its institution of a program of educational interests. In establishing an effective program, it was necessary to divide the problem into three major considerations: number of activities in regard to pupil enrollment, regulation of pupil activities, and degree of initiative assumed by the sponsors.

The basic principle of the program was already well-established in the school, namely, that all school activities, both in theory and in practice, should be based on principles just as broad as those for the ordinary curriculum. To this fundamental principle were added the following additional principles, formulated for those activities which differed inherently from other aspects of the curriculum: <sup>2/</sup>

- (1) the well-rounded development of pupil personalities should receive primary consideration,
- (2) democracy of opportunity should be incorporated in the curriculum,
- (3) the activities should be related to the future as well as current living, and
- (4) intrinsic values rather than tangible rewards should be emphasized.

In initiating the program the administrators and sponsors classified all activities as the functional types of service, special-interest, and purely social. Some of the groups in

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<sup>1/</sup> Paul R. Pierce, "Reorganizing Extra-Curriculum Activities," School Review, XXXVI (February, 1938), pp. 118-127.

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the service activity were marshals, library helpers, secretarial assistants, lunchroom hostesses, etc. The special-interest type included academic clubs, musical organizations, publication staffs, and interscholastic athletics. The purely social activities included class affairs, school social hours, and homeroom parties.

The special-interest group, which included all of the club organizations, exhibited the following functionary criteria: (1) a primary consideration of well-rounded development of pupil personalities; (2) emphasis on democracy of opportunity; (3) activities designed for future and current living; (4) emphasis on intrinsic values; (5) freedom of opportunity to participate in any type of activity; (6) attempt to prevent stress on a single activity; (7) no activity allowed to acquire functions of another organization; (8) sponsor load kept at a minimum; (9) pupils to enter each functional type of activity; (10) no pupil to hold an important position in more than one organization during a semester; (11) no officer selected without two semesters of recognized service in the activity just before election; (12) retention of pupil initiative in selecting activities; (13) pupils encouraged to "shop around" for desirable activities; (14) special interests and abilities of sponsors considered before initiation of activities; (15) out-of-school interests of the pupils as the basis for the initiation of activities;

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(16) scheduling of activities within the school day; (17) activities recognized by pupils as unique and essential learning situations; (18) a certain activity in a given period and day; (19) survey made of recreational opportunities of the school community; and (20) coordination of school and community recreational opportunities.

Thus the findings of these related studies have been carefully observed and recorded. First, a national survey was examined to determine the prevailing policies of club organization, administration, and activities in carefully selected representative secondary schools of the United States. Next, two state surveys, one of Massachusetts and one of eastern Connecticut, were studied in order to discover the extent and nature of club work being done in our own state and a neighboring one. Then a city survey of Chicago was investigated in order to ascertain the character of club activities there. Following this group came a representative single-school survey of a large city high school, namely the Wells High School of Chicago, in order to secure a contrasting view of club programs.

This recapitulation of the related studies concludes the first phase of the problem as outlined in Chapter I; namely, to review the literature concerning secondary school clubs in order to determine their underlying objectives, guiding principles, recent trends, and prevailing practices. The

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following chapter will present the second phase of the problem: to investigate the administration of the club programs in the secondary schools of Massachusetts.

THE ADMINISTRATION OF CLUB PROGRAMS IN THE  
JUNIOR HIGH SCHOOLS OF MASSACHUSETTS

Sources of Data

Method of Investigation -- The returns from an inquiry form sent to the junior high school principals in Massachusetts formed the basic source of information for this investigation. The inquiry form method of securing data has little value unless a definite attempt is made to analyze and summarize the information so obtained. The purpose of this chapter, therefore, is to present in definite, tabulated form, the summarized information concerning the administration of club programs in the junior high schools of Massachusetts, obtained by inquiry forms sent to the principals of the various schools.

Procedure -- An inquiry form was sent to 88 of the 172 junior high schools in the state of Massachusetts. Replies were received from 51 of the 88 schools or a total of 59.3 per cent. An indication of the interest in the administration of the club program was evidenced by a request from 80 per cent of those replying for a copy of the summary of the data collected.

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### CHAPTER III

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Procedure.-- An inquiry form was sent to 86 of the 172 junior high schools in the state of Massachusetts. Replies were received from 51 of the 86 schools or a total of 59.3 per cent. An indication of the interest in the administration of the club program was evidenced by a request from 80 per cent of those replying for a copy of the summary of the data collected.

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Procedure. -- An inquiry form was sent to 88 of the 178 junior high schools in the state of Massachusetts. Replies were received from 51 of the 88 schools or a total of 59.3 per cent. An indication of the interest in the administration of the club program was evidenced by a request from 30 per cent of those replying for a copy of the summary of the data collected.

The returns.-- Of the 86 inquiry forms mailed, five of the replies were valueless as far as tabulation was concerned as the principals returning them wrote a letter explaining that they did not have a club program for some reason. The following excerpts were typical of these replies:

We, in our junior high school, use our spare period for Guidance. We find we cannot use a club period because of a full program.

At one time we had many clubs in our school held during the day. We have discontinued this practice as the value obtained did not seem to be commensurate with the time spent. At the present time our pupils meet after school hours for orchestra practice, bowling, reporting for local paper, and band practice. To us this seems a better procedure than taking time during the school day.

There was a time when I had a very complete program of club activities occurring as part of the regular in school program. Due to program changes, new subjects being introduced, and additions to time allowances we were forced to give up the club program.

From these comments one may assume that there is a slight trend toward omitting the club program from the school schedule. This may be due to the fact that many of the academic and vocational school courses are crowding the club program. On the other hand, some courses may be serving the purposes for which clubs were originally organized.

801 - 900	3	7.0
901 - 1000	3	8.0
1001 - 1100	0	0.0
1101 - 1200	2	6.0
1201 - 1300	2	6.0
1301 - 1400	3	3.0
Total	14	30.0



Representative Schools Surveyed

Size of schools.-- To aid in deciding which schools should be sent an inquiry form the Educational Directory of the State Department of Education was used. The inquiry form was sent to every other school listed as a junior high school by the State Department.

The range in the size of schools by the following table of enrollments indicates that the inquiry form was returned from a fairly representative group throughout the state. According to this table the largest percentage of enrollment include those schools which have an enrollment of between 200 and 600 pupils. This range comprises a little over 56 per cent of the schools. The median is 350 pupils.

Table 1. Membership Distribution of Junior High Schools Studied in Massachusetts with Percentages.

Enrollment Group	Number of Schools Reporting	Percentages
(1)	(2)	(3)
1 - 100	7	16.0
101 - 200	2	4.0
201 - 300	6	13.0
301 - 400	9	20.0
401 - 500	4	9.0
501 - 600	7	15.0
601 - 700	3	7.0
701 - 800	2	4.0
801 - 900	0	0.0
901 -1000	2	4.0
1001 -1100	2	4.0
1101 -1200	2	4.0
Total	46	100.0



The following table shows that there were four types of school systems represented in the survey. The largest type included the 6 Elementary, 3 Junior High, and 3 Senior High grouping. This accounted for a little over 78 per cent of the schools classified by types of school systems.

Table 2. Types of Schools Studied with Percentages.

Type of School	Schools Within This Type of System	
	Number	Per Cent
(1)	(2)	(3)
6 Elementary, 3 Junior High, 3 Senior High	36	79.0
6 Elementary, 2 Junior High, 4 Senior High	7	15.0
8 Elementary, 4 High	2	4.0
6 Elementary, 6 Secondary	1	2.0
Total	46	100.0

Teaching staff.-- The number of teachers on the staff coincides very well with the range of the pupil enrollment in Table 1. The median number of teachers in the survey was 23. Two schools in the survey did not report the number of teachers on the teaching staff.

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Table 2. Types of Schools Studied with Percentages.

Schools Within This Type of System		Type of School
Number	Per Cent	(1)
(2)	(3)	
38	78.0	6 Elementary, 3 Junior High, 3 Senior High
7	15.0	6 Elementary, 2 Junior High, 4 Senior High
2	4.0	6 Elementary, 4 High
1	2.0	6 Elementary, 6 Secondary
48	100.0	Total

Teaching staff. -- The number of teachers on the staff coincides very well with the range of the pupil enrollment in Table 1. The median number of teachers in the survey was 25. Two schools in the survey did not report the number of teachers on the teaching staff.

Table 3. Distribution of Teaching Staff with Percentages.

Number of Teachers on Staff	Schools Having Staffs of Different Sizes	
	Number	Per Cent
(1)	(2)	(3)
1 - 5	4	9.0
6 - 10	7	16.0
11 - 15	6	14.0
16 - 20	5	11.0
21 - 25	6	14.0
26 - 30	5	11.0
31 - 35	4	9.0
36 - 40	4	9.0
41 - 45	0	0.0
46 - 50	1	2.0
51 - 55	2	5.0
Total	44	100.0

Club distribution.-- The total number of clubs represented by the survey was 432. This gave each school an average of 9.4 clubs per each school. The median number of clubs fell in the membership group of 500-600 pupils.

They had previously had one. Three schools dropped the club program during the war, three had abolished the club program because of lack of interest by pupils, three dropped the program because of lack of interest by teachers, two had abolished the program because of lack of time in the school day.

One school reported clubs were dropped because they were



Table 4. Numerical Distribution of 432 Clubs, According to the Average School Membership Groups, Together with Median Number.

Membership Groups	Number of Schools	Number of Clubs	Median Number of Clubs Per School
(1)	(2)	(3)	(4)
1 - 100	7	12	1.7
101 - 200	2	9	4.5
201 - 300	6	28	4.6
301 - 400	9	75	8.3
401 - 500	4	52	13.0
501 - 600	7	97	13.8
601 - 700	3	78	26.0
701 - 800	2	0	0.0
801 - 900	0	0	0.0
901 -1000	2	22	11.0
1001 -1100	2	52	26.0
1101 -1200	2	7	3.5
Total	46	432	9.4

#### Summary of Inquiry Form Data

Reasons for not offering club program now.-- Two schools out of the 51 returning the inquiry form reported that they had not previously had a club program, and 13 reported that they had previously had one. Three schools dropped the club program during the war, three had abolished the club program because of lack of interest by pupils, three dropped the program because of lack of interest by teachers, two had abolished the program because of lack of time in the school day.

One school reported clubs were dropped because they were



required to organize them after school hours, one had abolished them because of lack of space, and in one school system clubs were abolished by the superintendent many years ago.

Two schools reported clubs had not been organized because of lack of space. Of the thirteen who had abolished clubs, three schools reported that they anticipated reorganizing the clubs and nine reported that they did not plan to reorganize at all.

Club programs.-- Thirty-one out of a total of forty-six schools reported that they had some sort of a club program. One school reported that they did not call it a club program but rather "groups organized to meet a need." Some of the schools reported that the clubs met after school hours, but the majority met during the regular school day. Some schools reported a combination of clubs meeting during school hours and others meeting after school. One school reported using high-school pupils and townspeople who were interested in certain hobbies as counsellors for the club program. No comment was added as to the satisfactory results of this plan.

Fifteen of the 31 schools reporting that they had a club program, or approximately 50 per cent, reported that the total school enrollment was enrolled in the club program. Schools with an enrollment under 100 found it difficult to carry on a club program.



Table 5. Number and Enrollment of School Clubs According to Schools.

School Enrollment	Number of Clubs	Enrollment in Club Program		
		Boys	Girls	Total
(1)	(2)	(3)	(4)	(5)
237	10	115	122	237
90	8	49	41	90
361	5	--	--	--
551	26	297	254	551
576	28	--	--	--
319	2	--	--	--
333	16	156	177	333
1105	7	143	104	247
312	11	135	171	306
510	3	48	75	123
397	6	--	--	170
914	22	300	300	600
335	1	0	85	85
336	18	196	170	366
563	15	200	200	400
206	9	108	98	206
249	9	134	115	249
458	23	221	237	458
493	23	244	249	493
1134	19	--	--	584
1081	7	--	--	--
584	9	104	100	204
606	8	69	51	120
693	40	331	362	693
89	4	47	42	89
334	10	124	155	279
172	8	78	94	172
610	30	318	292	610
214	9	114	100	214
379	6	40	60	100
1029	40	499	530	1029
919	0	0	0	0
26	0	0	0	0
585	0	0	0	0
79	0	0	0	0
485	0	0	0	0
39	0	0	0	0

Table 3. Number and Enrollment of School Clubs According to Schools.

School Enrollment	Number of Clubs	Enrollment in Club Program		
		Boys (3)	Girls (4)	Total (5)
237	10	115	122	237
30	8	43	41	80
381	5	--	--	--
251	28	237	254	251
278	28	--	--	--
219	2	--	--	--
333	18	188	177	333
1102	7	143	104	247
312	11	135	171	308
210	3	48	75	123
287	8	--	--	170
214	22	200	200	200
235	1	0	85	85
238	18	198	170	368
283	15	200	200	400
208	3	108	98	208
249	9	134	112	249
458	23	251	237	488
493	23	244	249	493
1124	19	--	--	234
1081	7	--	--	--
284	3	104	100	204
206	8	89	21	120
292	40	231	268	292
89	4	47	42	89
234	10	124	122	249
172	8	78	94	172
210	20	218	232	210
214	9	114	100	214
279	6	40	60	100
1022	40	493	220	1022
219	0	0	0	0
22	0	0	0	0
282	0	0	0	0
79	0	0	0	0
482	0	0	0	0
29	0	0	0	0

Table 5. (concluded)

School Enrollment	Number of Clubs	Enrollment in Club Program		
		Boys	Girls	Total
(1)	(2)	(3)	(4)	(5)
767	0	0	0	0
252	0	0	0	0
220	0	0	0	0
402	0	0	0	0
34	0	0	0	0
598	0	0	0	0
763	0	0	0	0
144	0	0	0	0
83	0	0	0	0
22,666	432	4070	4184	9008

Hobby clubs.-- This survey pertains mainly to hobby clubs. Many schools reported that they had band, orchestra, and other musical organizations. The writer did not feel these should be included in this particular survey.

Some of the hobby clubs which had an unusually high frequency were: boys' and girls' glee club, dramatic club, camera club, debating club, sewing club, stamp club, visual education club, wood-working club, book club, and girls' athletic club.

The following table contains a list of hobby clubs reported by 31 schools and the frequency with which they appeared.

Table 5. (continued)

School Enrollment	Number of Girls	Enrollment in Girls' Program	
		Boys	Girls
(1)	(2)	(3)	(4)
787	0	0	0
858	0	0	0
820	0	0	0
408	0	0	0
84	0	0	0
398	0	0	0
788	0	0	0
1-4	0	0	0
84	0	0	0
22,800	482	4,970	41,94

hobby clubs. --- This survey contains mainly to hobby clubs. Many schools reported that they had band, orchestra, and other musical organizations. The writer did not feel these should be included in this particular survey.

Some of the hobby clubs which had an unusually large enrollment were: boys' and girls' chess club, dramatic club, camera club, debating club, sewing club, stamp club, visual education club, wood-working club, foot club, and girls' athletic club.

The following table contains a list of hobby clubs reported by 53 schools and the frequency with which they are reported.

Table 6. Frequency of Hobby Clubs Reported by 31 Schools.

Name of Activity	Frequency	Name of Activity	Frequency
Algebra Club.....	1	Games and Puzzles...	7
Airplane Club.....	4	Games and Rules.....	1
Anagrams Club.....	1	Garden Club.....	1
Animal Stories Club..	1	General Arts.....	5
Art and Craft Club...	5	Geometry Club.....	1
Art Design.....	1	Gifts Club.....	1
Astronomy Club.....	1	Girls' Athletic Club.	9
Athletic Club.....	5	Girls' Glee Club.....	22
Aviation Club.....	3	Girls' Recreation....	1
Badminton Club.....	4	Girls' Tennis Club..	1
Basket Ball Club.....	3	Gymnastics Club.....	7
Baton Club.....	1	Handicraft Club.....	4
Book Club.....	8	Health Club.....	1
Boys' Cooking Club... 10		History Club.....	1
Boys' Glee Club.....	17	Hobby Club.....	4
Boys' Squad Leaders..	1	Home Nursing Club...	3
Broadcaster Club.....	1	Hooked Rug Club.....	1
Button Club.....	1	Hospital Aid.....	1
Cafeteria Club.....	1	Indian Club.....	1
Camera Club.....	16	Interior Decorating.	1
Checker Club.....	5	Journalism.....	1
Chess Club.....	3	Junior Campus.....	1
Choral Speaking.....	1	Junior Engineers....	1
Citizenship Club.....	1	Junior Hi-Y.....	1
Code.....	1	Junior Miss.....	2
Coolidge Helpful.....	1	Junior Red Cross....	6
Commercial Club.....	2	Knitting Club.....	6
Communication Club...	1	Latin Club.....	2
Costumes Club.....	1	Leathercraft Club...	2
Crocheting Club.....	6	Library Club.....	3
Current Events.....	3	Linoleum Block Club.	1
Debating Club.....	12	Magazine Club.....	3
Dick Jockey.....	1	Map Making Club.....	1
Dramatic Club.....	20	Marionette Club.....	4
Dress Designing.....	1	Math.Tricks and Puz-	
Electrical Club.....	3	zles.....	1
Embroidery Club.....	2	Metal Club.....	3
Fish and Game Club...	1	Mixed Glee Club.....	4
Football Club.....	3	Model Boat Club.....	2
Foreign Correspondents	1	Museum Club.....	1
French Club.....	3	Music Appreciation..	5
Furniture Refinishers	1	National Jr.Honor	
Future Homemakers....	1	Society.....	2

Table 6. Frequency of Hobby Clubs Reported by 31 Schools.

Name of Activity	Frequency	Name of Activity	Frequency
Algebra Club.....	1	Games and Puzzles.....	7
Alphane Club.....	4	Games and Races.....	1
Anagrams Club.....	1	Garden Club.....	1
Animal Stories Club..	1	General Arts.....	5
Art and Craft Club..	5	Geometry Club.....	1
Art Design.....	1	Gifts Club.....	1
Astronomy Club.....	1	Girls' Athletic Club..	9
Athletic Club.....	5	Girls' Glee Club.....	32
Aviation Club.....	3	Girls' Recreation.....	1
Bacanton Club.....	4	Girls' Tennis Club..	1
Basket Ball Club.....	3	Gymnastics Club.....	7
Baton Club.....	1	Handicraft Club.....	4
Book Club.....	8	Health Club.....	1
Boys' Cooking Club..	10	History Club.....	1
Boys' Glee Club.....	17	Hobby Club.....	4
Boys' Squad Leaders..	1	Home Nursing Club..	3
Broadcasting Club....	1	Hooked and Club....	1
Burton Club.....	1	Hospital Club.....	1
Cafeteria Club.....	1	Indian Club.....	1
Camera Club.....	15	Interior Decorating..	1
Checker Club.....	5	Journalism.....	1
Chess Club.....	3	Junior Camera.....	1
Choral Speaking.....	1	Junior Engineers....	1
Citizenship Club....	1	Junior Hi-Y.....	1
Coder.....	1	Junior Miss.....	2
Coolidge Reliquary..	1	Junior Red Cross....	5
Commercial Club....	2	Knitting Club.....	8
Communication Club..	1	Latin Club.....	2
Costume Club.....	1	Leathercraft Club..	3
Crocheting Club....	5	Library Club.....	3
Current Events.....	3	Lithium Block Club..	1
Debating Club.....	12	Magazine Club.....	3
Dick Jockey.....	1	Map Making Club....	1
Dramatic Club.....	20	Marionette Club....	4
Dress Designing.....	1	Math, Tricks and Puz- zles.....	1
Electrical Club....	3	Model Club.....	3
Embroidery Club....	3	Mixed Glee Club....	4
Fish and Game Club..	1	Model Boat Club....	3
Football Club.....	3	Museum Club.....	1
Foreign Correspondence	1	Music Appreciation..	5
French Club.....	3	National Gr. Honor	1
Furniture Refinishers	1	Society.....	2
Future Homemakers...	1		

Table 6. (concluded)

Name of Activity	Frequency	Name of Activity	Frequency
Nature Club.....	8	Skiing Club.....	1
Navigation Club.....	1	Soap Sculpture.....	1
Newspaper Club.....	1	Soccer Club.....	1
Officials' Club.....	1	Social Dancing.....	4
Oral Reading Club....	1	Social Training....	2
Paddle Tennis Club...	2	Spanish Club.....	1
Patrol Club.....	1	Spelling Bee Club..	1
Pet Dog Club.....	1	Sports Club.....	2
Photo Tinting Club...	1	Square Dancing Club	3
Printing Club.....	4	Stamp Club.....	9
Puzzle Club.....	3	Study Club.....	1
Puppet Club.....	1	Swimming Club(girls)	1
Radio Club.....	2	Tap Dancing Club...	2
Recreation Club.....	2	Tatting Club.....	1
Rifle Club.....	4	TeenAge Accessories	1
Rug Making.....	1	Tennis Club.....	1
Saddle Club.....	1	Thrift Club.....	1
Safe Automobile Club.	1	Toys Club.....	1
Science Club.....	8	Traffic Club.....	2
Scrapbook Club.....	6	Travel Club.....	1
Service Club.....	2	Visual Education	
Sewing Club.....	10	Club.....	9
Short Story Club.....	1	Water Color Club...	1
Sketching Club.....	4	Wood Work Club.....	12
		Young America Club.	1

## Results of the Question on Page 3

## of the Inquiry Form

Club membership-- In answer to the question "How do students become members of a club?" 29 out of a total of 49 responses stated that students made their own choices. This group represented a total of 59.3 per cent. In 16.3 per cent of the schools it was reported that the homeroom teacher guided the choices; 10.3 per cent reported that membership

Table 6. (continued)

Name of Activity	Frequency	Name of Activity	Frequency
Nature Club.....	8	Young America Club	1
Navigation Club.....	1	Wood Work Club.....	12
Newspaper Club.....	1	Water Color Club...	1
Officials' Club.....	1	Club.....	9
Oral Reading Club...	1	Visual Education	1
Paddle Tennis Club...	2	Travel Club.....	1
Patrol Club.....	1	Traffic Club.....	2
Pet Dog Club.....	1	Toys Club.....	1
Photo Making Club...	1	Trift Club.....	1
Printing Club.....	4	Tennis Club.....	1
Prize Club.....	3	Tennis accessories	1
Rabbit Club.....	1	Tapping Club.....	1
Radio Club.....	2	Tap Dancing Club...	2
Recreation Club.....	2	Swimming Club(girls)	1
Rifle Club.....	4	Study Club.....	1
Rug Making.....	1	Stamp Club.....	9
Saddle Club.....	1	Square Dancing Club	3
Safe Automobile Club	1	Sports Club.....	2
Science Club.....	8	Spelling Bee Club..	1
Scribble Club.....	8	Spanish Club.....	1
Scribble Club.....	8	Social Training....	2
Scribble Club.....	8	Social Dancing....	4
Scribble Club.....	8	Soccer Club.....	1
Scribble Club.....	8	Soap Sculpture.....	1
Scribble Club.....	8	Skiing Club.....	1
Scribble Club.....	8		

Results of the Question on Page 3

of the Inquiry Form

Club membership. -- In answer to the question "How do

students become members of a club?" 29 out of a total of 49 responses stated that students made their own choices. This group represented a total of 59.2 per cent. In 18.4 per cent of the schools it was reported that the homeroom teacher guided the choices; 10.4 per cent reported that membership

in clubs was compulsory; 6.1 per cent of the schools had a guidance director who assisted the students. In 4 per cent of the schools there was no organized guidance in student selection of clubs. The assistant principal aided the students in 2 per cent of the schools, and another 2 per cent reported that the teacher-sponsor selected the membership of the club from volunteers.

Provisions for non-members.-- In 48.1 per cent of the schools students who did not join a club were sent to a study hall; 22.3 per cent reported that all students were required to join one club; 18.5 per cent of the clubs met after school hours. An activity period was the provision made by 11.1 per cent of the schools for pupils who were not interested in club work.

Limitation of club membership.-- Pupils were limited to membership in one club by 73.4 per cent of the schools. Twenty per cent had no limitation on the number of clubs a pupil might join, and 6.6 per cent limited members to two clubs each year.

Length of membership.-- In 51.7 per cent of the schools pupils were allowed to remain members of a club as long as they were members of the school. Membership was limited to one year by 37.9 per cent, and 10.4 per cent of the schools limited the membership to one semester.

Selection of club sponsors.-- In 53.6 per cent of the

in clubs was compulsory; 6.1 per cent of the schools had a guidance director who assisted the students. In 4 per cent of the schools there was no organized guidance in student selection of clubs. The assistant principal aided the students in 2 per cent of the schools, and another 2 per cent reported that the teacher-sponsor selected the membership of the club from volunteers.

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Selection of club sponsors. -- In 33.6 per cent of the

schools studied the sponsor selected the club he wished to direct, and in 20.9 per cent the sponsor volunteered to direct any club. The sponsor was appointed by the principal, however, in 11.6 per cent, and this same percentage (11.6) checked that the responsibility devolved upon the sponsor because of his position. In 2.3 per cent of the schools the sponsor was elected by club members.

Supervision of club program.-- In the majority of cases the principal was selected to supervise and administer the club program.

Table 7. Person Selected to Supervise and Administer the Club Program with Percentages.

Supervisor	Percentages
Principal.....	74.0
Assistant Principal.....	20.0
Guidance Director.....	3.0
Director of Extracurriculum Activities..	3.0
Total	100.0

Apparently there is little supervision of the club program. In only 2 per cent of the schools were written reports required of the club sponsors.

Chief administrative problems of the club program.--  
Time and space seemed to be two of the chief problems in the

schools studied the sponsor selected the club he wished to direct, and in 80.9 per cent the sponsor volunteered to direct any club. The sponsor was appointed by the principal, however, in 11.6 per cent, and this same percentage (11.6) checked that the responsibility devolved upon the sponsor because of his position. In 8.3 per cent of the schools the sponsor was elected by club members.

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Table 8. Relationship Between Sponsor and Officer to Whom Sponsor is Responsible with Percentages.

Requirement	Percentages
Officer advises and counsels with sponsor when necessary.....	55.0
Oral reports made periodically.....	19.0
Written reports required occasionally....	12.0
Financial reports required periodically..	10.0
Written reports at regular intervals.....	2.0
None necessary.....	2.0
Total	100.0

#### Results of the Questions on Page 4

##### of the Inquiry Form

Teacher responsibility for club programs.-- Sponsorship was voluntarily accepted in 47.5 per cent of the schools.

In 37.5 per cent each teacher was expected to assume responsibility for one or more clubs. Fifteen per cent reported that each teacher was expected to assume responsibility for a club if asked by the principal, administrator, or members of a club. This seems to substantiate the fact that most teachers feel club experience is valuable, and are willing to assume responsibility for a club.

##### Chief administrative problems of the club program.--

Time and space seemed to be two of the chief problems in the

Table 8. Relationship Between Sponsor and Officer to Whom Sponsor is Responsible with Percentages.

Requirement	Percentages
Officer advises and counsels with sponsor when necessary.....	35.0
Oral reports made periodically.....	19.0
Written reports required occasionally.....	12.0
Financial reports required periodically..	10.0
Written reports at regular intervals.....	2.0
None necessary.....	2.0
Total	100.0

Results of the Questions on Page 4

of the Inquiry Form

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Chief administrative problems of the club program.--

Time and space seemed to be two of the chief problems in the

administration of the club program. These two had a greater frequency than the other problems mentioned. The following 25 problems are listed to show the chief administrative problems in the club program.

1. Time
2. Developing right type of sponsor
3. Space
4. Apportionment of members if no room for first choice
5. Getting teachers interested
6. Lack of interest by teachers
7. Too long a day for teachers and pupils
8. Advising not teaching
9. Pupil responsibility for assignments
10. Rigidity and frigidity to program
11. Lack of suitable hobby for Junior High age on part of teacher
12. Seventh grade given last chance on club choices
13. Attendance variable at clubs meeting after school hours
14. Variety of interests and appointments prevent pupils from joining more than one club
15. Getting teacher-sponsors who are qualified to conduct pupils' choice of clubs
16. Teachers' concepts of club ideas are sometimes faulty
17. Competent leadership for expressed pupil interests
18. To interest more teachers in club program
19. Finding a sufficient supply of vitally interested sponsors
20. Getting pupils to choose a club of an educational nature
21. Sustaining interests of pupils
22. To get pupils to select a club which requires preparation (debating)
23. Setting up a club program that will meet the needs and interests of all pupils
24. Sorting pupils' choices of clubs
25. Securing proper equipment and space for certain types of clubs

Club credit.-- Credit toward graduation for club work is not given by 85.2 per cent of the schools. However, 14.8 per cent of the schools signified that they did give credit. The



amount of credit was one-half to one credit. This would seem to imply that there is a small percentage of the schools that feels the club program is very much worth-while.

Chief purposes of the club program.-- To extend pupils' interest in specific activities was felt to be the chief purpose of the club program by 11.3 per cent of the schools, and 10.1 per cent felt that it provided a desirable means of utilizing leisure time under school control. The following table includes these and other chief purposes in order of their importance as checked by the principals.

Table 9. Chief Purposes of the Club Program Showing Percentages as Checked by Principals.

Purposes	Percentages
Extend pupils' interest in specific activities, the interest already having been aroused.....	11.0
Providing desirable means of utilizing leisure time under school control.....	10.0
Provide an opportunity for production of original creative work.....	8.0
Furnish a desirable source of recreation and entertainment for members.....	7.0
Develop friendships among members and a general spirit of friendliness in the school.....	7.0
Furnish an opportunity for self expression.....	7.0
Develop desirable personality traits.....	7.0
Furnish instruction and information in specific fields of activity or study.....	6.0
Provide an opportunity for vocational and educational exploration.....	6.0
Develop desirable citizenship qualities and traits.....	6.0
Develop desirable attitudes in regard to sportsmanship.....	4.0
Furnish training in parliamentary law.....	4.0
Offer training in social usages.....	4.0
Furnish contacts between community and school...	4.0



Table 9. (concluded) The Club Program with Percentages.

Purposes	Percentages
Offer training in desirable moral traits.....	3.0
Furnish assembly programs for the school.....	3.0
Encourage high scholarship.....	2.0
Chance to develop hobbies and interest others in them.....	1.0
<b>Total</b>	<b>100.0</b>

## Results of the Questions on Page 5

## of the Inquiry Form

Club charter.-- Clubs were not formally chartered by 93.4 per cent of the schools. However, in 6.6 per cent it was indicated that clubs were chartered. Apparently the schools which did charter clubs were the ones which recognized the National Junior Honor Society chartered through the Secondary Principals' Association. One principal wrote, "Each year we have a charter week, charters are drawn up and approved by the principal, and following this membership is recruited."

Financing the club program.-- There does not seem to be any uniformity in the financing of club programs. Only one school indicated that any funds were provided by the Board of Education. The following table shows how the various school clubs were financed.

Table 9. (continued)

Purposes	Percentages
Offer training in desirable moral traits.....	3.0
Furnish assembly programs for the school.....	3.0
Encourage high scholarship.....	3.0
Chance to develop hobbies and interests others in them.....	1.0
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Table 10. Financing the Club Program with Percentages.

Method	Percentages
Regular dues from members.....	21.0
Each member pays his own expenses when expenses arise.....	21.0
General fund for all extracurriculum activities.	21.0
Assessments on members whenever money is needed.	14.0
Voluntary contributions from club members.....	11.0
No definite provision for financing.....	6.0
Proceeds from club enterprises.....	2.0
Funds from Board of Education.....	2.0
Entrance fees.....	2.0
<b>Total</b>	<b>100.0</b>

Evaluation of the club program by the principals.-- The majority of the principals appraised the club program favorably as it is being conducted in their schools at the present time. The principals of 38 per cent of the schools indicated that they were satisfied with the present program, and 32.3 per cent favored an enlargement of the present club program.

Table 11. Evaluation of the Club Program by Principals with Percentages.

Evaluation	Percentages
Satisfied with present program.....	38.0
Favor enlargement of present program.....	32.0
Uncertain as to value of present program.....	12.0
Dissatisfied with present program.....	9.0
Favor complete merging of club program with regular curriculum.....	3.0
Favor complete abolishment of clubs.....	3.0
Feel club program could be improved.....	3.0
<b>Total</b>	<b>100.0</b>

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Feel club program could be improved.....	3.0
<b>Total</b>	<b>100.0</b>

Chief benefits derived from the club program.--- The following benefits derived from the club program as listed by the principals are now summarized and listed according to their frequency of occurrence. They are:

1. Clubs develop special interests.
2. Clubs provide specific materials for felt needs.
3. They provide an opportunity for pupils of like interests to work and play together.
4. They give teachers the chance to see pupils when they are relaxed and not under pressure.
5. Clubs develop like interests by similarly interested pupils.
6. Clubs aid in the developing of personality.
7. Pupils are given an opportunity for exploration.
8. As a guidance feature pupils become interested in participation of school activities.
9. Clubs aid in assembly planning.
10. The wholly voluntary membership of after-school clubs develops a greater over-all growth of experience in its members.
11. Clubs allow pupils of similar interests and habits to get together and exchange ideas.
12. Clubs permit students to do advanced study and research in their hobbies.
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  12. Clubs permit students to do advanced study and research in their hobbies.
  13. They provide an opportunity for the development of

leisure time activities.

14. Clubs give a pupil service for activities not available in town.

15. They provide a variety of worth-while activities suited to the interests of students.

16. They develop and increase the pupils' interests and aptitudes.

17. In the after-school program the chief benefit seems to be the attraction of pupils who are very much interested and who, therefore, do a more constructive job.

18. Clubs develop good sportsmanship, initiative, leadership, responsibility, and social intelligence.

19. They create a better relationship between the teacher-sponsor and the pupils in the class.

20. Students are given the opportunity of meeting pupils from other classes.

21. Some clubs stimulate interests in future hobbies.

22. Hidden talents are often uncovered or discovered in pupils.

23. Clubs partially satisfy, at least, some of the needs of the pupils who participate.

Chief weaknesses of the club program.-- The following weaknesses as listed by the principals are summarized:

1. Clubs are not sufficiently diversified.

2. There are too few groups in clubs.

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weaknesses as listed by the principals are summarized:

1. Clubs are not sufficiently diversified.

2. There are too few groups in clubs.

3. There is reluctance on the part of some teachers to engage in club activities.
4. Pupils do not have an opportunity to belong to several clubs.
5. Clubs are valueless if carried on in a haphazard way.
6. Pupil-supervision is often difficult.
7. Clubs are sometimes difficult to schedule.
8. Too frequently several teachers desire the same club.
9. Problem of obtaining teachers to carry on classes while others conduct clubs.
10. Sufficient time and space is often unavailable.
11. From one-third to one-half of the clubs are poor because of no hobby on the part of the teacher.
12. Pupils are forced to join a club for which they have no interest.
13. After-school clubs conflict with after-school appointments (frequently the teacher).
14. More orientation of teachers is needed for club work.
15. The aims of some clubs are vague.
16. Pupils in some of the clubs see "fun" as the paramount aim.
17. The club period is held in school time.
18. There is an insufficient number of trained leaders to carry on all the desirable activities which are needed.
19. There is a danger that the teacher will overdominate



the club group; the club meeting becomes one more class.

20. Failure in planning the club meeting carefully may result in wasted time.

21. Lack of interest is caused by not allowing club members to take a major part in planning the group activities.

22. Clubs are often loosely organized as the result of disinterest on the part of the teacher.

23. The first choice of a club is often impossible for the pupil as the membership is limited.

24. Membership in clubs is relatively small as the time of meetings is often prohibitive.

25. Club failures are sometimes due to the fact that the teachers and the pupils participating are not club-minded.

Value of the club. -- Although the statement that this is an age of clubs may not have all of its former significance, it is still true both in regard to community life and school life. The American people, both adult and adolescent, still possess the "gregarious instinct" to a marked extent and thousands of clubs of all types still exist to satisfy that desire. Practically every community has its clubs and in the towns and cities their number is multiplied many



## CHAPTER IV

### GENERAL SUMMARY OF THE STUDY

#### The Importance of Club Activities

Place of the club.-- Despite a growing tendency toward curricularization of many club activities, it seems to be the consensus of opinion among educational authorities that secondary school clubs will never be completely absorbed into the regular curriculum. On the contrary, there is, and always will be, a definite and important place for the junior high school club. Undoubtedly, there have been many instances where club activity has been overemphasized to the detriment of the regular curriculum, but a properly integrated relationship between the two seems to be the best solution of the problem.

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times over. In the modern secondary school, too, are clubs of nearly a thousand different types, and they are there because modern education realizes that they not only properly satisfy the "gregarious instinct" of boys and girls, but that they also have definite cultural, educational, and social values.

Since a properly directed and co-ordinated club activity program is now considered indispensable in the modern secondary school, it is therefore vital to know the best principles and methods upon which such a program may be built and by which it may be guided to the maximum of accomplishment. The following division of this chapter will attempt to summarize those best principles and methods, as determined by a review of the best related literature.

#### A Review of the Related Literature

Basic objectives of club work.-- The leading educational authorities in the field of clubs agree that the following should be the basic objectives of all secondary school club work:

1. Clubs should strive to direct the "gregarious instinct" of adolescents into worth-while educational channels.
2. They should attempt to obtain, satisfy, and enrich spontaneous and permanent pupil-interests.
3. They ought to develop a worthy and enjoyable use of leisure time.

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Basic objectives of club work -- The leading educational

authorities in the field of clubs agree that the following should be the basic objectives of all secondary school club

work:

1. Clubs should strive to direct the "gregarious instinct" of adolescents into worthwhile educational channels.
2. They should attempt to obtain, satisfy, and enrich spontaneous and permanent pupil-interests.
3. They ought to develop a worthy and enjoyable use of leisure time.

4. Training in good democratic citizenship should be given to all, with special attention to the development of wise and capable student leadership and followership.

5. Clubs should motivate, supplement, and enrich the regular curriculum, either directly or indirectly.

6. They should serve as a medium for better mutual acquaintance and understanding, and thereby greatly improve the teacher-pupil relationship.

7. Clubs ought to promote individualization of the pupil by giving him direct aid in discovering himself.

8. They should develop worthy cultural, educational, and social attitudes, habits, and ideals.

9. Clubs ought to stimulate a better school spirit, manifested in improved discipline and morals.

10. They should provide a means for universal pupil participation and thus enrich all student life.

11. They should assist in vocational guidance, strive for applied education, and train for practical living.

12. Clubs should, in brief, actively promote all of the cardinal principles of education, and do all in their power to make school days for American youth ever happier and more valuable.

Guiding principles of club work.-- Many important principles of club work are set forth in the past and current club literature. A summarized basic set follows:

4. Training in good democratic citizenship should be given to all, with special attention to the development of wise and capable student leadership and followership.
5. Clubs should motivate, appraise, and enrich the regular curriculum, either directly or indirectly.
6. They should serve as a medium for better mutual acquaintance and understanding, and thereby greatly improve the teacher-pupil relationship.
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1. The activities of every club should grow out of the regular curriculum, be planned according to a definite yet variable schedule, and, in the end, result in a greatly enriched curriculum.

2. Every club and its activities should conform to the local situation, change to serve the best interests of its changing membership, and be eliminated entirely if the interest and need have disappeared.

3. Definite provisions should be made for encouragement and limitation of participation, with frequent changes of club personnel.

4. Club membership should be voluntary and open to all on a democratic basis, but club groupings should be limited in size and take into account the characteristics of adolescents.

5. Every school should have a sufficient diversity of club offerings that every student may belong to one or two clubs of his own choice.

6. Every club is entitled to a carefully chosen and trained sponsor, one with tact, imagination, and above all, a sincere interest in the club and its membership; if avoidable at all, teachers should never be assigned to sponsorship but instead a strong interest should draw sponsor and club together.

7. Club meetings should normally be at a definite time

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in the school day, on the school premises, and in a suitable place with adequate equipment.

8. All clubs should be based on definite and worthy purposes and all activities should lead to the accomplishment of those objectives.

9. Every club should have the kind and amount of internal organization that will cause it to realize its aims in the most efficient way.

10. The officers of every club should be democratically selected according to a previously determined set of qualifications.

11. Suitable provisions for training both new members and officers should be made.

12. All clubs that need financing should have some definite, uniform system which the club membership understands and in which it has a part.

13. Any club regalia that contribute to the interest in the club or further its work, and do not develop snobbishness or cliquishness, may properly be used.

14. The work of the club should be continuously and carefully evaluated by its members, its sponsor, and its supervisory officer.

15. Every club should at all times strive to serve the best interests of its members, its school, and its community.

in the school day, on the school premises, and in a suitable place with adequate equipment.

8. All clubs should be based on definite and worthy purposes and all activities should lead to the accomplishment of those objectives.

9. Every club should have the kind and amount of internal organization that will cause it to realize its aims in the most efficient way.

10. The officers of every club should be democratically selected according to a previously determined set of qualifications.

11. Suitable provisions for training both new members and officers should be made.

12. All clubs that need financing should have some definite, uniform system which the club membership understands and in which it has a part.

13. Any club regards that contribute to the interest in the club or further its work, and do not develop snobishness or exclusiveness, may properly be used.

14. The work of the club should be continuously and carefully evaluated by its members, its sponsor, and its supervisory officer.

15. Every club should at all times strive to serve the best interests of its members, its school, and its community.

Values of club work.-- The outstanding values of club work, as determined by club authorities, may be summarized as follows:

1. Club work helps pupils to find themselves, in that it hastens individual development of valuable personal characteristics by exploiting differences of interest and modes of expression.

2. It provides valuable instruction outside of the classroom by caring for special interests and abilities through avocational and vocational guidance.

3. It serves to keep pupils contentedly in school in that the voluntary participation produces a more homogeneous group and permits the pupil to submit himself to a self-selected environment of ideas and emotions.

4. It promotes the establishment of desirable habits in the wise and happy use of leisure time by projecting the influence of the teacher into the play life of the pupils.

5. Club work often supplements the regular work of the classroom and makes realities out of the project and socialized recitation without artificial stimulus.

6. It offers a variety of experience and saves time by providing a period for many activities which would otherwise have to be done in the classroom.

7. It provides opportunities for the practice of desirable citizenship qualities and affords great socializing



effectiveness.

8. It aids in the formation of worth-while personal friendships between pupils, and between teachers and pupils.

9. It provides for a desirable satisfying of the "group instinct."

Recent general trends.-- This summary of the review of related literature may appropriately end with a listing of the recent general trends of the club program:

1. A general tendency in the secondary schools to assume more and greater responsibility for the proper guidance of pupil experiences, extracurricular as well as curricular.

2. A growing tendency toward the inclusion of many previously so-called club activities in the regular curriculum.

3. Much curricular revision to make room for activities once considered of a purely club nature, and likewise, to shift some curricular activity to the clubs.

4. At the same time, the continued development of constructive club programs with the clubs forming an integral part of the program of studies and of the schedule of classes.

5. The construction of the club programs on a basis of spontaneous pupil-interest activity.

6. The use of a wise and adaptable combination of informal creative and formal rote activity in the individual clubs.



7. Voluntary membership in all clubs with limitations as to size and qualifications.

8. Every student a member of his favorite club and equal opportunities for all in joining clubs.

9. More definite and uniform policies of administration and organization of clubs with more attempts to fit the local situation.

10. More attention to an accurate evaluation of club work with a sincere attempt to secure continued and lasting improvement.

#### Conclusions and Recommendations

Administrative practices of club programs in Massachusetts.-- In view of the fact that this survey involved 46 junior high schools, ranging in average membership from 18 to 1134, many prevailing practices were noted. The following listings attempt to present the most important and common of them:

1. Despite the wide variation in the size of school, and condition of school finance, 31 of the 46 schools surveyed are attempting to carry on a school club program.

2. On the basis of average school membership groups, the schools with 500-600 students have the largest number of clubs, and the schools with 1-100 have the smallest number of clubs; the 600-700 and the 1000-1100 groups have the



highest median number of clubs per school.

3. Contrary to expectations, there is little direct relationship between the number of clubs, number of teachers, and number of pupils in the school.

4. Voluntary club membership is a prevailing practice in 59.3 per cent of the schools.

5. There is a lack of uniformity in regard to provision for non-club members, although the majority send them to study hall or have them engage in class work.

6. Membership is limited to one club in 73.4 per cent of the schools, while 20 per cent have no limitation on the number of clubs.

7. The common practice in regard to length of membership is to limit it to the length of the period in which the pupil is a member of the school.

8. The principal of the school is in the majority of cases the person who supervises and administers the club program.

9. The most common supervisory relationship is that the supervisory officer, usually the principal, advises and counsels with the sponsor when necessary.

10. There is also a marked lack of uniformity regarding club financing.

11. No credit for graduation is given for club work by 85.2 per cent of the schools.



12. Clubs are not formally chartered by 93.4 per cent of the schools.

13. The clubs have a wide range of purposes with the leading one being to extend the pupils' interests in already aroused activities.

14. The club work appeals almost equally to boys and girls for there is an almost equal division of the total membership according to sex.

15. The majority of the principals either favor enlargement of the club programs or indicate a satisfaction with the present program; a sizeable group, however, are either uncertain, dissatisfied, or favor complete merging of the club program and regular curriculum; a very small per cent favored complete abolition of clubs.

Needed changes in club programs of Massachusetts.--

Although the findings of this survey show that in general the junior high schools of Massachusetts are aware of the importance of club work and have already accomplished much in the setting-up of adequate, balanced club programs, they also show there are still many changes and improvements which might be made to secure greater efficiency and accomplishment. The following listings attempt to present the most important needs or changes, applicable to many of the schools or clubs:

1. There is a general need of individual school surveys of students' club-interests and needs, and on the basis of



the findings, a setting-up of new club programs or a renovation, with redistribution as to types, of the old ones.

2. In all schools club membership should be voluntary, and some definite provision should be made for non-club members.

3. There should be a much greater attempt to avoid assignment of sponsors; more attention should be paid to the best way of attaining the ideal of club and sponsor coming together on a basis of genuine interest in each other and the purpose of the club; the larger schools should investigate the advisability of the appointment of some capable, interested teacher as director of the club program, or else the principals should devote more time to a hitherto somewhat neglected phase of their work.

4. A closer supervisory relationship between sponsors and principals or directors should be maintained in the majority of schools, and likewise, a closer relationship between the individual clubs and the school by means of formal charters and reports.

5. Club sponsor-ship should be considered more in the determining of teacher loads.

6. Undoubtedly there are a few of the clubs whose activities should be completely merged into the regular curriculum and that should cease to bear the name of "club," but a lack of sufficient, conclusive evidence prevents the

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riculum and that should cease to bear the name of "club."  
but a lack of sufficient, conclusive evidence prevents the

writer from naming them definitely.

7. More uniform and definite qualifications for club membership need to be set up, with more emphasis on good scholarship standing and limitation of other activities.

8. A large majority of the clubs ought to provide for the definite training of new club members and officers.

9. More consideration should be given the varying types of clubs and club activities in determining the frequency and length of meetings; in general, it is recommended that more clubs meet less often with a longer meeting time.

10. The schools should make more definite attempts to place all clubs in an appropriate meeting place and furnish adequate equipment for their activities.

11. Many of the clubs might accomplish more with a more definite organization, as provided for in a written constitution.

12. In general, scholastic standing and preparatory training are not given due consideration in the selection of club officers.

13. There is a great need for some definite, uniform method of financing club activity in the individual schools; the recommended method is a general club fund as a part of a school extracurricular fund, shared in by all clubs proportionately to their needs and contributions to it, and supplemented, when necessary and possible, by funds from the



school board.

14. The clubs should attempt to secure more favorable school and community publicity by more assembly programs, club histories, club year-books and publications, and sponsorship of worth-while school and community projects.

15. More schools and clubs should have a club library.

16. There should be a definite and continuous evaluation of the club program in every school, the clubs in every program, and the activity in every club, by everyone concerned.

And thus, with the foregoing list of needed changes, this survey of club programs in the junior high schools of Massachusetts comes to an end. This survey has covered only a sampling of the junior high schools. It would be very interesting and helpful to have surveys made in other sections of the United States in order that a comparison of the programs might be made. It is the hope of the writer that this investigation has presented a reasonably accurate picture of the status of club work in the state and it is sincerely desired that the suggested improvements, presented in a spirit of helpful and humble service, may be of some small value to the schools of this and other states, to the end that our boys and girls may continue to derive ever-increasing happiness and value from their school clubs.

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Bedford, Massachusetts

February 2, 1948

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APPENDIX

I will be very grateful if you will fill in the enclosed check list to the best of your ability. This should take approximately twenty minutes of your time. You may feel assured that any reply you may see fit to give will not be used in any way detrimental or embarrassing to you. If you wish a copy of this study you may check item thirty on the check list.

It would be very helpful if I might have a reply within ten days. I wish to thank you most sincerely for the help which you have given me in this survey.

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A Survey of the Club Programs in the Junior High Schools  
of Massachusetts

Philip H. Hallowell



## REPORT ON CLUB PROGRAMS

(Information obtained from the principal)

1. Date \_\_\_\_\_
2. Name of school \_\_\_\_\_
3. Name of principal (optional) \_\_\_\_\_
4. Number of teachers in the school \_\_\_\_\_
5. Type of school: (check classification under which it falls)
  - a. 6 Elem. 3 Jr. High 3 Sr. High
  - b. 8 Elem. 4 High
  - c. 6 Elem. 6 Secondary
  - d. Other? (Specify) \_\_\_\_\_
6. What is the enrollment in each grade in your school? (Please fill in)
 

a. Grade seven	Boys _____	Girls _____
b. Grade eight	Boys _____	Girls _____
c. Grade nine	Boys _____	Girls _____
d. Total	Boys _____	Girls _____
7. Club enrollment:
  - a. Do you have a club program in your school? (Encircle)  
Yes No
  - b. Enrollment in total club program \_\_\_\_\_ Boys \_\_\_\_\_ Girls \_\_\_\_\_
  - c. If no club program now, have you previously had one? (Encircle)  
Yes No
  - d. If answer is "Yes" to C, please check reason for club program not being offered now. (Check each item which applies.)
    - 1. Dropped during war
    - 2. Lack of interest by pupils in club program
    - 3. Lack of interest by teachers in club program
    - 4. Other reason? (Specify) \_\_\_\_\_
  - e. Do you anticipate organizing or reorganizing a club program in the future? (Encircle) Yes No
8. Number of clubs in your school? \_\_\_\_\_

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9. Please check the clubs which you now have organized in your school.

- |                          |                        |                          |                       |
|--------------------------|------------------------|--------------------------|-----------------------|
| <input type="checkbox"/> | Airplane club          | <input type="checkbox"/> | Leathercraft club     |
| <input type="checkbox"/> | Aviation club          | <input type="checkbox"/> | Magic Lantern club    |
| <input type="checkbox"/> | Boys' Glee club        | <input type="checkbox"/> | Marionette club       |
| <input type="checkbox"/> | Book club              | <input type="checkbox"/> | Metal club            |
| <input type="checkbox"/> | Camera club            | <input type="checkbox"/> | Model Boat club       |
| <input type="checkbox"/> | Checker club           | <input type="checkbox"/> | Model Coach club      |
| <input type="checkbox"/> | Chess club             | <input type="checkbox"/> | Museum club           |
| <input type="checkbox"/> | Communication club     | <input type="checkbox"/> | Nature club           |
| <input type="checkbox"/> | Cooking club           | <input type="checkbox"/> | New Inventions club   |
| <input type="checkbox"/> | Crocheting club        | <input type="checkbox"/> | Paddle Tennis club    |
| <input type="checkbox"/> | Debating club          | <input type="checkbox"/> | Photo Tinting club    |
| <input type="checkbox"/> | Dramatic club          | <input type="checkbox"/> | Printing club         |
| <input type="checkbox"/> | Electrical club        | <input type="checkbox"/> | Puzzle club           |
| <input type="checkbox"/> | Fencing club           | <input type="checkbox"/> | Quilting club         |
| <input type="checkbox"/> | Five Hundred club      | <input type="checkbox"/> | Rifle club            |
| <input type="checkbox"/> | Football club          | <input type="checkbox"/> | Rug Making club       |
| <input type="checkbox"/> | Games and Puzzles club | <input type="checkbox"/> | Scout Craft club      |
| <input type="checkbox"/> | General Arts club      | <input type="checkbox"/> | Scrapbook club        |
| <input type="checkbox"/> | Girls' Athletic club   | <input type="checkbox"/> | Sewing club           |
| <input type="checkbox"/> | Girls' Camera club     | <input type="checkbox"/> | Sketching club        |
| <input type="checkbox"/> | Girls' Glee club       | <input type="checkbox"/> | Soap Sculpture club   |
| <input type="checkbox"/> | Girls' Golf club       | <input type="checkbox"/> | Social Dancing club   |
| <input type="checkbox"/> | Girls' Tennis club     | <input type="checkbox"/> | Social Training club  |
| <input type="checkbox"/> | Glider club            | <input type="checkbox"/> | Spelling Bee club     |
| <input type="checkbox"/> | Golf club              | <input type="checkbox"/> | Stamp club            |
| <input type="checkbox"/> | Gymnastic club         | <input type="checkbox"/> | Tap Dancing club      |
| <input type="checkbox"/> | Harmonica club         | <input type="checkbox"/> | Tennis Club           |
| <input type="checkbox"/> | Health club            | <input type="checkbox"/> | Track club            |
| <input type="checkbox"/> | Here and There club    | <input type="checkbox"/> | Visual Education club |
| <input type="checkbox"/> | Hooked Rug club        | <input type="checkbox"/> | Water Color club      |
| <input type="checkbox"/> | Kodak club             | <input type="checkbox"/> | Woodwork club         |

Others: (Specify)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



10. How do students become members of a club? (Check each item that applies)
- a. Compulsory
  - b. Students make own choices
  - c. Guidance director assists students in selection
  - d. Home room teacher guides student choices
  - e. No organized guidance of student selections
  - f. Other? (Please specify) \_\_\_\_\_
11. If membership is voluntary, what provision is made for non-club members? (Check each item that applies)
- a. Sent to study hall
  - b. Activity period
  - c. Other? (Please specify) \_\_\_\_\_
12. Is the club membership of pupils limited? (Check each item that applies)
- a. One club
  - b. Two clubs
  - c. One of each type
  - d. No limitation
  - e. Other? (Please specify) \_\_\_\_\_
13. Is there any limitation on the length of membership in a club? (Check item that applies)
- a. One semester
  - b. One year
  - c. Two years
  - d. Duration of membership in school
  - e. Other? (Please specify) \_\_\_\_\_
14. What is the method of selecting club sponsors? (Check each item that applies)
- a. Appointed by the principal
  - b. Appointed by director of extracurriculum program
  - c. Sponsor selects club he wishes to direct
  - d. Sponsor volunteers to direct any club
  - e. Sponsor is elected by club members
  - f. Responsibility of directing the club devolves upon sponsor because of his position
  - g. Other reason? \_\_\_\_\_
15. Who is the person selected to supervise and administer the club program? (Check each item that applies)
- a. Principal
  - b. Assistant Principal
  - c. Guidance director
  - d. Director of extra-curriculum activities
  - e. Other person? (Please specify) \_\_\_\_\_
16. What is the supervisory relationship between sponsors and officer to whom sponsor is responsible for his duties as sponsor? (Check each item that applies)
- a. Officer advises and counsels with sponsor when necessary
  - b. No apparent relationship
  - c. Written reports required occasionally
  - d. Oral reports made periodically
  - e. Written reports at regular intervals
  - f. Financial reports required periodically
  - g. Other? (Please specify) \_\_\_\_\_



17. What are the chief qualifications of the club sponsors? (Check each item that applies)
- a. Interest in activities of the club being sponsored
  - b. Ability to perform activities of the club
  - c. Instructing a subject related to the activities of the club
  - d. Previous experience in sponsoring the type of club
  - e. Previous experience in sponsoring extra-curriculum activity
  - f. Experience in performing the activities of the club through participation in a similar club in college
  - g. Specific training in sponsoring the type of club
  - h. Youthful spirit
  - i. Vital interest in boys and girls
  - j. Ability to interest faculty and pupils in a given project
  - k. Other? (Specify) \_\_\_\_\_
18. How is teacher-responsibility for club programs assumed? (Check each item that applies)
- a. Each teacher is expected to assume responsibility for one or more clubs
  - b. Sponsorship is voluntarily accepted by teachers
  - c. Each teacher is expected to assume sponsorship if asked by the principal, administrator, or members of a club
  - d. Others? (Please specify) \_\_\_\_\_
19. What is the chief problem in the administration of the club program? \_\_\_\_\_
20. Is credit for club work given toward graduation? (Encircle)      Yes      No
21. If the answer is "Yes" to number 20, please indicate the amount. \_\_\_\_\_
22. What are the chief purposes of the club program? (Please check the major ones)
- a. Extend pupils' interests in specific activities, the interests already having been aroused
  - b. Provide desirable means of utilizing leisure time under school direction
  - c. Furnish instruction and information in specific fields of activity or study
  - d. Offer training in social usages
  - e. Offer training in desirable moral habits, and develop desirable character traits
  - f. Develop friendships among the members and a general spirit of friendliness in the school
  - g. Encourage high scholarship
  - h. Provide an opportunity for vocational and educational exploration
  - i. Furnish a desirable source of recreation and entertainment for members
  - j. Furnish contacts between community and school
  - k. Develop responsibility for the government of the school
  - l. Furnish an opportunity for self-expression
  - m. Develop desirable citizenship qualities and traits
  - n. Develop desirable personality traits (poise, confidence, etc.)
  - o. Furnish assembly programs for the school
  - p. Provide an opportunity for production of original creative work
  - q. Develop desirable attitudes in regard to sportsmanship
  - r. Furnish training in parliamentary law
  - s. Others? (Please specify) \_\_\_\_\_

- IV. How are the club's activities or the club sponsored? (Check each item that applies.)
1. Interest in activities of the club being sponsored
  2. Ability to perform activities of the club
  3. Encouraging a subject related to the activities of the club
  4. Encouraging members to sponsor the type of club
  5. Encouraging members to sponsor extra-curricular activity
  6. Encouraging members to perform the activities of the club through participation in other clubs in college
  7. Encouraging members to sponsor the type of club
  8. Encouraging members to sponsor the type of club
  9. Encouraging members to sponsor the type of club
  10. Encouraging members to sponsor the type of club
  11. Encouraging members to sponsor the type of club
  12. Encouraging members to sponsor the type of club
  13. Encouraging members to sponsor the type of club
  14. Encouraging members to sponsor the type of club
  15. Encouraging members to sponsor the type of club
  16. Encouraging members to sponsor the type of club
  17. Encouraging members to sponsor the type of club
  18. Encouraging members to sponsor the type of club
  19. Encouraging members to sponsor the type of club
  20. Encouraging members to sponsor the type of club
- 
- How is teacher-responsibility for club programs assessed? (Check each item that applies.)
1. Each teacher is expected to assume responsibility for one or more clubs
  2. Responsibility is voluntarily accepted by teachers
  3. Each teacher is expected to assume responsibility if asked by the principal, administrator, or members of a club
  4. Other (Please specify)
- 
- What is the chief problem in the administration of the club program?
- 
- Is credit for club work given toward graduation? (Enter in "Yes" or "No" in the space in "Yes" to number 20, please indicate the amount.)
20. Yes \_\_\_\_\_ No \_\_\_\_\_
- 
- What are the chief purposes of the club program? (Please check the major ones.)
1. Encourage high scholarship
  2. Provide an opportunity for vocational and educational exploration
  3. Provide a desirable source of recreation and entertainment for members
  4. Establish contact between community and school
  5. Develop responsibility for the government of the school
  6. Furnish an opportunity for self-expression
  7. Develop desirable citizenship qualities and traits
  8. Develop desirable personality traits (patience, confidence, etc.)
  9. Furnish assembly programs for the school
  10. Provide an opportunity for protection of original creative work
  11. Develop desirable attitudes in regard to sportsmanship
  12. Furnish training in parliamentary law
  13. Other (Please specify)

23. Are clubs formally chartered by the school? (Encircle)  
Yes No

24. If Answer is "Yes" to number 23, state briefly how the charter is obtained.  
\_\_\_\_\_

25. Are charters ever revoked? (Encircle) Yes No

26. On What grounds are charters revoked? \_\_\_\_\_

27. How is the club program in your school financed? (Please check each item that applies)

- a. Regular dues from members
- b. Assessments on members whenever money is needed
- c. Proceeds from club enterprises
- d. Each member pays his own expenses when expenses arise
- e. Funds from board of education
- f. Voluntary contributions from club members
- g. General fund for all extracurriculum activities
- h. Entrance fees
- i. No definite provisions for financing
- j. Other? (Specify) \_\_\_\_\_

28. What is your evaluation of the club program now being conducted in your school? (Please check each item that applies)

- a. Satisfied with present program
- b. Uncertain as to the value of the present program
- c. Dissatisfied with the present program
- d. Favor enlargement of the present program
- e. Favor complete merging of the club program with regular curriculum
- f. Favor complete abolishment of all clubs
- g. Other? (Please specify) \_\_\_\_\_

29. Chief benefits derived from club program	Chief weaknesses of club program
--	----------------------------------


30. Do you wish a summary of the results of this report? \_\_\_\_\_



BOSTON UNIVERSITY



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