

A CLUB PROGRAM FOR THE
SMALL HIGH SCHOOL

by

DELBERT REEVES EDWARDS

A Thesis

Presented to the School of Education
and the Graduate Division of the University of Oregon
in partial fulfillment
of the requirements for the degree of
Master of Education

June 1959

APPROVED:

[REDACTED]

Major Adviser

[REDACTED]

For the Graduate Committee
of the School of Education

18 Nov 38 Dept of U. of W. (No. 30) *Handwritten*

ACKNOWLEDGEMENTS

A word of appreciation is extended to Dr. S. C. Gribble who has examined the entire manuscript and whose comments have been most valuable; and to Doctors F. G. Macomber and C. W. Stone and to Professor F. L. Stetson, who have examined with much care parts of the manuscript and whose suggestions have been most helpful.

Acknowledgement of gratitude is also made to the high school principals and students who were kind enough to reply to the questionnaire.

TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
I	THE PROBLEM	1
	Definitions	2
	Questionnaire	6
	Development of the Problem	8
II	THE CLUB SITUATION AT PRESENT	9
	Criticisms of the Present Club Program	13
	Difficulties to be Overcome in Establishing a Club Program	15
III	THE PLACE OF THE CLUB PROGRAM IN THE SMALL HIGH SCHOOL	18
	Clubs as the "Melting Pot" of the School	19
	Development of Altruistic and Socialized School Spirit	19
	Development of Leadership and Followership	20
	Development of Cooperation and Initiative	20
	Development of New and Varied Skills, Interests and Hobbies	21
	Benefits as Stated by Principals and Students	23
	Particular Needs for a Club Program in the Small High School	25
	Specific Functions of Clubs in the Small High School	26
	Enrichment of Present Offerings of the School	26
	Principals' and Students' Opinions Regarding the Enrichment	28

Chapter

Page

III	THE PLACE OF THE CLUB PROGRAM IN THE SMALL HIGH SCHOOL (continued)	18
	Provision of Opportunity for Further Study of Fields not Provided in the Regular Curriculum	30
	Club Participation Awakens New Interests	33
	The Club in Development of Leisure Time Activities	34
	Summary	36
IV	ORGANIZING AND CONDUCTING THE CLUB PROGRAM	38
	Initiating the Club Program	38
	The Sponsor	41
	Student Participation	45
	General Principles of Organization	48
	Fitting the Club Program into the Schedule	49
	Financing	51
	Other General Principles	53
	Suggested Clubs	58
	Summary	63
V	THE CAMERA CLUB	65
	Aims and Objectives	68
	Organization Procedure	69
	Enrichment of Various School Subjects	73
	The Sponsor	75
	Financing	76
	Programs and Activities	77
	Summary	79

LIST OF TABLES

<u>Number</u>		<u>Page</u>
I	DISTRIBUTION OF OREGON HIGH SCHOOLS ACCORDING TO NUMBER OF TEACHERS EMPLOYED	4
II	SUMMARY OF DISTRIBUTION OF OREGON HIGH SCHOOLS AND TEACHERS	5
III	DISTRIBUTION OF REPLIES RECEIVED	7
IV	DISTRIBUTION OF PRESENT CLUBS ACCORDING TO SIZE OF SCHOOL	10
V	MEAN DISTRIBUTION OF CLUBS ACCORDING TO SIZE OF SCHOOL . .	11
VI	PRINCIPALS' CRITICISMS OF PRESENT CLUB PROGRAM	13
VII	STUDENTS' CRITICISMS OF PRESENT CLUB PROGRAM	14
VIII	STUDENTS' SUGGESTIONS OF CHANGES DESIRED IN PRESENT CLUB PROGRAM	15
IX	DIFFICULTIES TO BE OVERCOME	16
X	PRINCIPALS' STATEMENTS OF BENEFITS DERIVED FROM PARTICI- PATION IN CLUBS	23
XI	STUDENTS' STATEMENTS OF BENEFITS DERIVED FROM PARTICIPA- TION IN CLUBS	24
XII	ATTITUDES OF PRINCIPALS AND STUDENTS TOWARDS CLUBS IN RELATION TO CERTAIN AIMS OF EDUCATION	29
XIII	OPPORTUNITY FOR ADVANCED STUDY IN CERTAIN FIELDS IN SMALL HIGH SCHOOLS	32
XIV	SPARE TIME ACTIVITIES OF THE STUDENTS IN SMALL SCHOOLS .	35
XV	CLUBS SELECTED BY PRINCIPALS AS BEING DESIRABLE	58
XVI	SUMMARY OF PRINCIPALS' CHOICES IN EACH OF THREE CLASSES	60
XVII	CLUBS SELECTED BY STUDENTS AS BEING DESIRABLE	61
XVIII	SUMMARY OF STUDENTS' CHOICES IN EACH OF THREE CLASSES .	62

Chapter

Page

VI . SUMMARY AND CONCLUSIONS 81
Recommendations 83

APPENDICES 85

I The Questionnaire to Principals i

II The Questionnaire to Students v

III A List of Clubs viii

IV Bibliography for Camera Club xi

BIBLIOGRAPHY xiii

CHAPTER I

THE PROBLEM

A large amount of attention is being given by leading educators at the present time looking towards betterment of secondary education in the United States. All phases of the high school--administration, supervision, teaching, offerings--are being carefully scrutinized in the light of modern educational psychology and philosophy. New books are being written, new studies are being conducted, and a mass of information of various kinds is being collected.

In spite of these studies and of the large amount of literature which has been developed, there seems to be comparatively very little written in the particular field of the small high school.¹ As a result, the small school derives benefit from much of the literature only in so far as application of principles developed for the large school can be applied to the small school situation.²

A particular problem which has been much neglected in current literature is that of the place of the club program in the small high school. A careful study of the literature reveals considerable discussion devoted to clubs in the larger schools, and a fair measure of

1. The average Oregon rural high school has three teachers and an enrollment of sixty-five. In this study the small high school will be defined arbitrarily as one having six or fewer teachers. See page 3 for further discussion.

2. R. V. Hunkins, The Superintendent at Work in Smaller Schools, 1931, p. vii.

space is given to many extra-curricular³ activities in the small high schools. There is to be found, however, very little information on clubs which is directly applicable to the small school situation.

In an attempt to make a worthwhile contribution toward meeting this need the present study is undertaken. The benefits to be derived from participation in a club program are fully as necessary to the all-round development of the student in the small high school as in the large--perhaps more so, because of the lack of other facilities which are available to the pupils in the large school. To provide a means of making these benefits available to students in the small schools; to attempt to set up complete, practicable instructions and suggestions for initiating and conducting a satisfactory club program --these are the purposes of this thesis.

Definitions

In order that there may be clear understanding of certain terms used frequently in this study, some definitions will be made at this point.

THE SMALL SCHOOL is arbitrarily defined as one having six or fewer teachers. Table III on page 7 shows the largest number enrolled in any of these Oregon schools to be 171. One important reason

3. The term "extra-curricular" is unfortunate perhaps at this time since the present trend is to describe as curricular all school experiences designed to further the education of the pupils. However, in this study the term extra-curricular will be used with the meaning given on page 3.

why this limit of a maximum of six teachers is used for the small schools is indicated in Table I which shows the distribution of the schools of Oregon on the basis of the number of teachers they employ. It will be seen that there are twenty or more schools in each of the teacher-groups of six or fewer teachers, and that in each of the remaining groups there are ten or fewer schools. This therefore makes a natural dividing line. Another reason for using this limit is that schools of seven or more teachers begin to take on many of the aspects of larger schools. In this group of small schools there is to be found a total of 180 schools, or seventy-two per cent of all Oregon high schools outside of Portland. They include nearly one-fourth of the high school pupils of the state. While it may be true that one- and two-teacher high schools may be unable to arrange for an extensive club program (although one two-teacher high school reported twelve clubs in efficient operation), the remaining small high schools make a group sufficiently large to justify special attention. Portland schools are omitted from the Tables I and II since they are entirely outside the field of this investigation.

The definition of EXTRA-CURRICULAR ACTIVITIES as the term is used in this discussion will be acceptable as given by Millard:

Extra-curricular activities may be defined as those activities which have been developed in the schools to supplement the curricular program; for the purpose of bringing about a more complete realization of the objectives of education.⁴

4. C. V. Millard, Organization and Administration of Extra-Curricular Activities, p. 4.

TABLE I

DISTRIBUTION OF OREGON HIGH SCHOOLS
ACCORDING TO NUMBER OF TEACHERS EMPLOYED⁵

Number of Teachers in the School	Number of Schools	Total Number of Teachers	Per cent of Schools
1	8	8	3.2
2	55	110	22.0
3	41	123	16.4
4	24	96	9.6
5	30	150	12.0
6	22	132	8.8
7	5	35	2.0
8	10	80	4.0
9	5	45	2.0
10	5	50	2.0
11	4	44	1.6
12	4	48	1.6
13	2	26	.8
14	4	56	1.6
15	5	75	2.0
16	1	16	.4
17	2	34	.8
18	1	18	.4
19	1	19	.4
20	3	60	1.2
21	2	42	.8
22	1	22	.4
23	1	23	.4
24	1	24	.4
25	3	75	1.2
26	2	52	.8
27	1	27	.4
28	-	--	---
29	1	29	.4
30	1	30	.4

5. Figures for number of schools are from Oregon School Directory, 1937-38. Portland schools are not included.

TABLE I (continued)

Number of Teachers in the School	Number of Schools	Total Number of Teachers	Per Cent of Schools
31	1	31	.4
35	1	35	.4
36	3	108	1.2
62	1	62	.4

TABLE II

SUMMARY OF DISTRIBUTION
OF OREGON HIGH SCHOOLS AND TEACHERS

Total Number of Schools	1251
Total Number of Teachers in These Schools	1731
Number of Teachers in the Median Schools	4.94
Number of Schools Classed as 'Small' *	180
Per cent of Schools Classed as 'Small'	72
Number of Teachers in Schools Classed as 'Small'	619
Mean Number of Teachers in Schools Classed as 'Small'	3.4
Mean Enrollment of Schools Classed as 'Small'	62.8

* The small high school has been defined as one having six or fewer teachers.

This definition (extra-curricular activities) is not generally acceptable in the light of present-day developments in the curriculum field. However, in order to provide a basis for further discussion the definition will be retained. The traditional definition of CURRICULUM must then apply. For this study the term will refer

to only those subjects, as English, science, history, etc., which are presented more or less formally in regular class periods, and includes those subjects for which credit was allowed towards graduation under the traditional set-up.

SCHOOL CLUBS may be defined as certain extra-curricular activities conducted mainly or entirely by the students themselves, usually under faculty sponsorship or guidance, in which the students have set up their own organization for conducting the activities, and in which participation is mainly or wholly voluntary. These clubs have more or less well-defined objectives and follow some kind of a planned program. Glee clubs, as they are ordinarily conducted, are not included: the study is concerned only with those activities which come under the following classification:

1. Social, moral, leadership, guidance clubs such as Hi-Y, Boy Scouts, Girl Reserves, Girls' League.
2. Departmental clubs, as English, history, science, literary, forensic, etc.
3. Special interest clubs, as stamp, camera, hiking, scrapbook, chess, etc.

The Questionnaire

Questionnaires⁶ were used in order to gather certain of the data which serve as a basis for much of this study. Copies were sent to the principals of 125 high schools. Sixty-seven replies were received, which represents a return of fifty-four per cent.

6. A complete copy may be found in the appendix.

The distribution of these returns according to the size of the schools is shown in Table III. The table includes replies from fifty-nine schools of six or fewer teachers and from eight schools having seven or more teachers.

TABLE III

DISTRIBUTION OF REPLIES RECEIVED

Number of Teachers in the School	Range of Enrollment	Mean Enrollment	Number of Replies Received
2	19-49	32.5	14
3	41-79	55.4	22
4	71-100	85	11
5	120-150	128	9
6		150 (app.)	3
8-27	234-850		8

The principals of small high schools to whom questionnaires were sent were selected by turning through the pages of the Oregon School Directory and picking out approximately two out of each three small schools in the order of appearance throughout the directory. An additional questionnaire was formulated and sent to four students in each of twenty-five high schools, including ten from Lane county and the remainder selected at random. The packet of four questionnaires was addressed to the secretary of the student body with the request that he fill in one and turn the other three over to other students. This procedure was quite unscientific, and the number of

replies--approximately thirty--gave an inadequate sample. The replies were interesting, however, and served to indicate the student viewpoint.

From the replies to the questionnaires it was possible to determine (1) the present status of club programs in these high schools, (2) the important benefits and criticisms of these programs as seen by principals and students of these schools, and (3) the sentiment of principals and students towards extending the club program along certain lines. Tabulations of replies will appear throughout this study.

Development of the Problem

The need for a study of the kind being attempted was discussed at the beginning of the chapter. The problem will be developed around five main headings:

1. A description of the present club situation.
2. The place of the club program in the small high school.
3. Principles of organizing and conducting the club program in these schools.
4. Application of these principles to a particular club.
5. Summary and conclusions.

CHAPTER II

THE CLUB SITUATION AT PRESENT

It has been said that the principal difference between the extra-curricular programs of the large high school and the small should not be in types of activities offered, but rather in the number of activities of each type. In actual practice it is found that most small high schools have some types of activities, notably athletics, which are fully as extensive as those offered in the large schools, but that other types are almost entirely missing. The club program varies from a most pretentious set-up in a very few small schools to no club program at all in many such schools.

In order to determine the exact status of club programs in the various schools a portion of the questionnaire was arranged so that respondents indicated the names of clubs which were active in their schools and gave various information about them. As would be expected, the average number of clubs in each group of schools tends to vary directly with the number of teachers (Table V).

From the data gathered it is possible to attempt a description of the typical program of each group of schools. It should be pointed out that these programs are typical only in so far as the questionnaire yields a true sample. For this reason any conclusions made concerning the six-teacher high schools, particularly, may be faulty because of the small number of replies received from principals of schools of this size.

TABLE IV

DISTRIBUTION OF PRESENT CLUBS
ACCORDING TO SIZE OF SCHOOLS

Name of Club	Frequency of Mention						Total
	Teachers						
	2	3	4	5	6	7 and up	
Girls' League	11	15	9	5	3	7	43
Lettermen's	3	12	6	7	3	7	39
Home Economics	-	2	2	1	1	1	7
Science	2	-	-	2	-	3	7
Pep	-	1	2	1	-	2	6
4-H*	1	2	1	2	-	-	6
F.F.A.**	-	2	1	-	-	2	5
Forestry	1	1	-	2	-	-	4
Honor Society	2	1	-	-	-	-	3
Handicraft	-	1	1	-	-	1	3
Girls' Athletics	-	2	-	-	1	-	3
Dramatics	-	-	1	1	-	1	3
Archery	-	2	-	-	-	-	2
Press (annual)	-	1	1	-	-	-	2
Boys' Club	-	-	1	1	-	-	2
Art	-	1	-	-	1	-	2
Camp Cookery	1	1	-	-	-	-	2
Social Relations	-	1	-	-	-	-	1
Debate	-	1	-	-	-	-	1
Student Council	-	1	-	-	-	-	1
Stamp	-	-	1	-	-	-	1
Tri-Y	-	-	1	-	-	-	1
Boxing	-	-	-	1	-	-	1
Chess	-	-	-	-	1	-	1
Movie Fan	-	-	-	-	1	-	1
Archeology	-	-	-	-	1	-	1
Model	-	-	-	-	1	-	1
Camera	-	-	-	-	-	1	1
Athletic	-	-	-	-	-	1	1
Radio	-	-	-	-	-	1	1
Outdoor	-	-	-	-	-	1	1
Speech	-	-	-	-	-	1	1
Booster	-	-	-	-	-	1	1
Knights	-	-	-	-	-	1	1
Junior Sportsmen	-	-	-	-	-	1	1
Total	21	45	27	23	13	32	162

* Farm and related clubs organized nationally in rural schools, both secondary and elementary.

** Future Farmers of America, a nation-wide organization.

TABLE V

MEAN DISTRIBUTION OF CLUBS ACCORDING TO
SIZE OF SCHOOLS

	Number of Teachers						Total
	2	3	4	5	6	7 and up	
Total Number of Clubs	21	45	27	23	15	32	162
Total Number of Schools Reporting	14	22	11	9	3	8	67
Mean Number of Clubs for Each Teacher-group	1.5	2.1	2.6	2.5	4.3	4	2.42

In most two-teacher high schools there will be found a girls' league which enrolls all the girls in the school and meets once or twice each month. In about half of these schools there is one other club which probably is either a 4-H club, forestry club, lettermen's club, or a science club. The principal difficulties to be overcome are, of course, those resulting from lack of time and lack of available faculty sponsors, although of these schools one reports a complete club program with girls' league, lettermen's club and a 4-H set-up with ten separate divisions.

The club program in the three-teacher school usually includes a girls' league which meets once or twice a month, and a lettermen's club which meets "at call". In addition, there is an even chance that there will be one other club which will probably be either a 4-H or a Future Farms of America club. These clubs will contain an

average of eight or nine members. The girls' league and the lettermen's organization will be found usually in the four-teacher high school. The latter meets either once a month or at call. The chances of another club being present are favorable, six to four. Where such is present, it will be usually one of the following clubs: Future Farmers of America, 4-H or home economics.

In the five-teacher high school the most frequently found clubs are the girls' league and the lettermen's organization. The chances are five to four against there being any further clubs. However, similar activities may be carried on through a home room organization. If there are other clubs, they will probably consist of a 4-H club and any one of five others.

The six-teacher school will have approximately the same club program as the five-teacher school.

In the group of miscellaneous larger schools, the girls' league will meet less often than in the smaller schools. There will be a lettermen's club and probably two other clubs from the following list: girls' athletic, science, K.F.A., service or hobby club. There will be no 4-H club, and service clubs of different kinds will be more in evidence.

In practically all the schools there is a girls' league and in perhaps two-thirds of the schools a lettermen's organization. The girls' league is quite active, but in about half of the cases the lettermen's club is a club in name only. Aside from these two, approximately one-half of the schools have no other clubs, and in a good many cases where there are clubs, the program is not well organized.

There are a few schools which stand out from all the rest in respect to their club programs. In these the program is so well organized and conducted and the values so well realized that they serve to give emphasis to the contention that all principals should familiarize themselves with the possibilities of such programs.

Criticisms of the Present Club Program

Reasons why the present programs are not more extensive in the small high schools may be indicated by the criticisms which are offered of the programs. A list of these is given in Table VI, listed in the order of the number of times mentioned.

TABLE VI

PRINCIPALS' CRITICISMS OF PRESENT CLUB PROGRAMS

Statement of Criticism	Frequency of Mention
1. Lack of definite purpose or objectives	18
2. Lack of adequate supervision or leadership	14
3. Most of work done by a few leading students	13
4. Value received not in proportion to time taken	10
5. Irregular meetings; lack of time for meetings	5
6. Lack of teacher time	5
7. Takes too much time from regular studies	4
8. Undemocratic	4
9. Clubs overdone; burden on teachers	3
10. Too much organization making administration too complicated	3
11. Not enough clubs; insufficient scope	2
12. Programs not vital; too formalized	2
13. Too many activities	2
14. Do not reach the goals set up	2
15. Duplication of membership	2
16. Unbalanced program	1
17. Too much teacher activity; not enough by students	1
18. Development for life situations	1
19. Little worthwhile accomplishment	1
20. Not enough students for a good club program	1
21. Parliamentary rules disregarded	1
22. Lack of student interest	1
23. Lack of proper organization	1

In the list of student criticisms (Table VII) there is to be found a rather wide range of statements, most of which indicate a desire for either more clubs, more activities in the present clubs, or more frequent club meetings. On one reply appeared this statement, "I don't have criticisms. Our leagues are considered the best in the country." This statement itself suggests the criticism, however, that the opportunities offered by a club program beyond the girls' league has never been suggested to this particular student.

TABLE VII

STUDENTS' CRITICISMS OF PRESENT CLUB PROGRAMS

Criticism	Frequency of Mention
1. Meetings not held often enough	5
2. Not enough interest shown at meetings	3
3. Not enough girls taking part	3
4. Not adequate enough for membership	2
5. Members don't take it seriously enough	1
6. Members do not cooperate at meetings	1
7. Does not function according to the constitution	1
8. Not enough time devoted to clubs	1
9. Meetings should be held in better order	1
10. Not enough interest taken in clubs	1
11. No art clubs	1
12. Many other activities conflict	1
13. Not much of a program	1
14. Not enough clubs	1
15. Meetings not interesting	1
16. More instructive meetings	1
17. Lack of variety of program	1
18. Lack of cooperation	1
19. Too many selfish ideas	1

The students in these schools were also asked to indicate the changes which they thought should be made in their club programs. One-

third of the changes suggested are towards a more varied club program (Table VIII). Only one person was satisfied with the program as at present conducted in his school.

TABLE VIII

STUDENTS' SUGGESTIONS OF CHANGES DESIRED
IN PRESENT CLUB PROGRAMS

<u>Suggested Changes</u>	<u>Frequency of Mention</u>
1. We should have more clubs functioning	3
2. We should have a more definite program to follow	3
3. Should have a larger variety of clubs	3
4. There should be a more complete club program	2
5. Meetings should be held more often	2
6. There should be better cooperation among members	1
7. Programs should be planned more carefully ahead of time	1
8. Too large a membership of uninterested girls	1
9. More pupils should attend the clubs	1
10. Our clubs are O.K. at present	1
11. Only those interested should attend	1
12. We should have a better leader	1
13. Should have some interesting clubs with good leaders to create something to do besides study	1
14. We should drop girls who can't pay their dues	1
15. Widen the range of activities	1
16. Need a stronger and more efficient home economics club	1
17. Would like a journalism club	1

It is quite doubtful whether all the changes suggested are desirable. The list does serve to suggest, however, the trend of students' thinking on the subject.

Difficulties to be Overcome in Establishing a Club Program

Many difficulties stand in the way of organizing a club program in the small high school, more perhaps than in the large school.

At the same time, it may be that many of these are more apparent than real. In order to determine what difficulties confronted the principals of these schools, an item requesting that these be listed appeared in the questionnaire. A list of the responses appears in Table IX.

TABLE IX

DIFFICULTIES TO BE OVERCOME

Statement of Difficulties	Frequency of Mention
1. Lack of competent and interested leadership	26
2. Lack of meeting time	21
3. Lack of student interest	9
4. Setting up worthwhile objectives	8
5. Financing, obtaining materials	5
6. Getting students to take responsibility	5
7. Getting cooperation	3
8. Public apathy and disapproval	2
9. Lack of meeting place	2
10. Finding activities of sufficient general interest	2
11. Lack of teacher time	2
12. Competition with athletics or other activities	2
13. Lack of library facilities	1
14. Definition of rights and limits of each club	1

Two difficulties are seen to stand out from the rest--lack of competent and interested leadership and lack of meeting time. With reference to the first of these, it is likely that if teachers were more able to sponsor club activities they would also be more interested. Perhaps the fault lies partly with our teacher-training institutions which, as has been pointed out by Moore,¹ do not seem

1. V. A. Moore, Evaluation of Certain Procedures in the Administration of Extra-Curricular Activities Common to a Group of Oregon Secondary Schools, University of Oregon Master's Thesis (unpublished), 1937.

to give sufficient attention--with the possible exception of athletics--to training teachers in practical methods of leadership of extra-curricular activities.

The second of these important difficulties is that of lack of time for carrying on the club activities. This particular trouble is not confined to schools of any particular size, and is probably also found in the largest schools of the state. If principals and teachers were fully aware of the importance of certain club activities--if these activities could be shown to be as important as much of the curricular offerings--time would be willingly allotted from the regular school period for club activities. Not only would this solve the problem of providing time but at the same time it would automatically tend to eliminate the feeling that the teacher is being over-burdened.

CHAPTER III

THE PLACE OF THE CLUB PROGRAM IN THE SMALL HIGH SCHOOL

The value of a club program is determined by the aims and objectives it strives for and attains and by the extent to which it fills an actual need in the school. The discussion of these points will be undertaken in the present chapter which will be divided into two parts. The first part will deal with aims and objectives as presented by writers in the field and five specific objectives will be discussed in detail. In the second part needs for a club program in these small high schools will be discussed, with emphasis on four particular purposes served by clubs.

Aims and Objectives

Many sets of aims and objectives have been made for extra-curricular activities in general and for clubs in particular by writers in the field. Many of the objectives of the club program are shared by other activities, of course. A club program, however, should make definite contributions to the school by striving toward at least the following five objectives, each of which will be discussed in detail:¹

1. Cf. J. Roemer, C. F. Allen, and D. A. Yarnell, Basic Student Activities, p. 208.

1. Clubs should act as a "melting pot" for the school.
2. They should produce in the student an altruistic and socialized school spirit.
3. They should develop leadership and followership.
4. They should encourage cooperation and initiative.
5. They should provide new and varied skills, interests and hobbies.

Clubs as the "Melting Pot" of the School. The high school student is naturally gregarious, and under most circumstances he may be expected to associate with others of similar interests. Without organized control this will lead to the inevitable exclusion of a few students from companionship. Under a system which permits each pupil to choose his own clubs,

the rich and the poor, the high and the low, the bright and the dull, the specially privileged and the under-privileged are all brought together in one 'melting pot' where they may form contacts with one another, and learn to know, to respect and to appreciate the contributions that each member makes in the school's plan of association through club activities.¹

Thus is set up the principle of our government of equality for all, special privilege to none.

Development of Altruistic and Socialized School Spirit. Not only in service clubs which stress it particularly but in all other clubs is there development of ideals of service and desirable school spirit. In club meetings, conducted under rules of parliamentary law, when students are required to respect the rights of others,

Roemer, Allen and Yarnell, op. cit., p. 208.

ability to adjust to others is developed. In the friendly disagreement which is inevitable in clubs, the pupils learn to arrive at, and abide by, group decisions. These are some of the ways in which opportunities are provided for the development of desirable attributes.

Development of Leadership and Followership. With constant increase in complexity of our economic world and with increased emphasis upon universal participation as the basis of democracy, good leadership and intelligent followership become more and more important. These, as well as respect and obedience to law, are not acquired by studying about them in a classroom but rather by direct participation in situations involving leadership and followership such as is required for successful club membership.

Development of Cooperation and Initiative. Participation in a school club necessarily involves a large measure of cooperation, and at the same time is bound to develop a student's initiative. In serving on committees, in occasionally being appointed as a committee chairman, in setting up and working on projects of the club, in assisting in the other work of the organization, opportunities are afforded for developing these qualities.

The opportunity afforded for such cooperative participation is one of the most valuable contributions of the school club, and is probably offered more effectively by the club than by any other activity. In this connection Roemers and Allen offer this comment:

Cooperation is not something to learn about:
it is a series of acts to perform. Furthermore,
cooperation is not something that may be suddenly

developed; it is a result of a series of habit-forming acts, of participation. Hence, if students are to learn the principles of cooperation, they must practice them. Probably nowhere else in the curriculum is it more essential for success that students should 'learn to do by doing'--and probably nowhere else in the curriculum is there a better opportunity to learn to do by doing--than in the home room and club work. . . Cooperation therefore is probably easier to secure in the club organization than in the home room organization.²

Active, intelligent, cooperative participation in a club program will make a better club--and at the same time will make a better school. Disciplinary problems tend to become fewer, and a more wholesome atmosphere usually prevails.

Development of New and Varied Skills, Interests and Hobbies.

Almost any club which might be established affords opportunity for the development of desirable skills and new interests. Skills developed through participation in 4-H, F.F.A., camera, radio, science and other clubs may have much practical value to the student both now and in life after school.

One of the most valuable outcomes for the participant in school clubs is in forming habits for worthwhile use of leisure time.

The importance of this is indicated by Eugene T. Lies:

Depending on the use made of it, leisure can degrade or elevate people. It can reduce working efficiency or increase it. It can blast careers or enhance them. It can break down health or build it. It can impoverish life or enrich it. It can stifle talents or give them room for air and blossoming. It can dirty sex or sublimate it. It can stunt skills or rear them into exhilarating satisfactions. It can

2. Ibid., p. 211.

nourish selfish indulgence and lead on to delinquency and crime or it can stimulate neighborliness and issue in fine human service. It can breed mediocre living or stimulate rich living. It can cramp the inner urges for wholesome creative expression or release them for more and more wonderful achievement. It can becloud the horizons of the spirit or extend them on into other worlds. It can bring everlasting grief or minister to continuing happiness.³

Maurice Maeterlinck, writing in the same publication, says,

"The manner in which the hours of freedom are spent determines, no less than labor or war, the moral worth of a nation."⁴

The particular responsibility of the schools in this respect is emphasized by Pickell:

The public schools cannot escape the responsibility of giving definite and constructive attention to the present leisure-time situation in this country. It is as much a function of the public school to prepare for the wise use of leisure as it is to teach children the fundamentals in the three R's.⁵

The schools do provide such opportunity for worthwhile use of leisure time in their athletic programs, social gatherings and other activities; however, these activities have very limited carry-over values. It remains a peculiar function of the club to provide interests and hobbies which will afford permanent worthwhile leisure activities for the individual after formal schooling is over.

3. National Recreation Association, The New Leisure Challenges the Schools, National Education Association, 1933, p. 26.

4. Ibid., p. 29.

5. Ibid., p. 33.

Benefits as Stated by Principals and Students

In order to ascertain what benefits are claimed by the school principals for their club programs space was provided in the questionnaire. Blanks were available for indicating four benefits. Not all respondents, however, listed four. These benefits are given in Table X, listed in the order of frequency with which they were mentioned.

TABLE X

PRINCIPALS' STATEMENTS OF BENEFITS
DERIVED FROM PARTICIPATION IN CLUBS

Benefits	Frequency of Mention
1. Social orientation, socializing influence	22
2. Training in leadership	18
3. Fraternizing with students of like interests	16
4. Development of responsibility	11
5. Development of initiative	9
6. Better school discipline	8
7. Satisfaction or development of individual interests	6
8. Training in worthwhile use of leisure time	5
9. Training in music appreciation	5
10. A means of guidance, vocational or otherwise	5
11. Acquiring poise	3
12. Self-expression	3
13. Broader outlook	2
14. Development of resourcefulness	1
15. Chance to meet clubs of other schools	1
16. Ability to speak or perform before others	1
17. Ability to organize activities	1
18. Motivates school attendance	1
19. Development of idea of service	1
20. Character training	1
21. Etiquette	1

The benefits from the club program as stated by student participants are shown in Table XI in order of frequency of mention. As was stated earlier only thirty pupils responded, and hence these statements may not be typical of all students' reactions. The statements cover as wide a range as those of principals but tend to be more specific. The main agreements with the statements of principals are in the items concerning cooperation and improving school spirit and other factors in the school situation.

TABLE XI
STUDENTS' STATEMENTS OF BENEFITS
DERIVED FROM PARTICIPATION IN CLUBS

Benefits	Frequency of Mention
1. Cooperation: chance to work together in a group	8
2. Musical education from glee clubs	8
3. Develops school spirit	3
4. Improves the school	3
5. Students have more interest in other individuals	3
6. Betterment in manners and attitude towards others	2
7. Worthwhile pastime	2
8. Chance to learn how to do things	2
9. Makes students more responsible	2
10. Better character and morals	2
11. Cooperation with the school	1
12. Something to keep girls busy	1
13. More active in school	1
14. Encourages originality	1
15. Good sportsmanship	1
16. Students learn to be more business-like	1
17. Social functions	1
18. Learn pointers which will help them when they are older	1
19. Makes school life more interesting by giving students "something in common"	1
20. Find out what is wrong with us	1

The desire to associate with others, the instinct for gregariousness, is very evident in the above list. Such a desire is natural in adolescence, and if directed in the right way should lead towards outcomes which are entirely desirable.

The Particular Needs for a Club Program in
the Small High School

As stated at the beginning of the chapter, the second part is concerned with the needs of the small high school for a club program. If an extended extra-curricular program is desirable in the large high schools of the state, it is probably no less valuable in the small schools. Of course, the number of activities of each type will be fewer, but almost as many types of activities should be offered. Under present conditions the athletic program of the small school is practically as extensive as that of the large schools, while many other activities fully as desirable, including the club program, are extremely limited, if not missing entirely.

That the solution to the problem of athletic abuses lies in an improved program of extra-curricular activities is the opinion of Roemer and Allen as expressed in the following statement:

We are willing to venture the statement, one that we have never yet seen contradicted in practice, that at any time one finds an athletic abuse in the secondary school it is due to the fact that there is not a well-organized, well-balanced, well-proportioned activities program in the school.⁶

6. Roemer, Allen and Yarnell, op. cit., p. 7.

Specific Functions of Clubs in the Small School

In order to properly balance the activities program of the schools there is need for a well-organized program. This need will be discussed further in the light of four particular purposes which may be accomplished by clubs. These purposes are,

1. To enrich the present offerings of the school.
2. To provide opportunity for further pursuit of some interesting subject field not provided in the regular curriculum.
3. To awaken new interests.
4. To provide worthwhile leisure-time activities.

Enrichment of Present Offerings of the School. If the aim of education and the means of its achievement as proposed by Burton are valid, the number of ways may be suggested by which the club may be used to enrich the present offerings of the small school and thereby contribute to the fulfillment of this aim. The statement by Burton follows:

The aim of education is preparation for the good life: achieved

1. Through acquisition of culture in the sense of intelligent understanding of the institutions of organized group life, refined literary and artistic taste, refined manner of dealing with others.
2. Through acquisition of a disciplined mind meaning an informed mind trained in methods of attack upon real problems.
3. Through acquisition of the skills and habits necessary to perform the common civic, economic and social activities of the citizen.
4. Through acquisition of the principles and techniques of growth enabling one to adjust continuously and progressively to a dynamic and changing environment.

7. William H. Burton, Introduction to Education, p. 64.

There are many ways in which the club program may contribute to the achievement of this aim of education. Means by which each of the four areas suggested by Burton will be discussed in the following paragraphs.

1. Clubs are in themselves examples of organized group life and may contribute to the refining of artistic or literary taste, directly through clubs organized specifically for these purposes, as art appreciation or literature clubs, or incidentally through clubs organized for other purposes, as, for example, art appreciation may be an outgrowth of the work of the camera club. The achievement of a refined manner of dealing with others is not to be acquired by reading or talking about it in a class room but rather by actual practice of the type afforded by the cooperative activity or the participation in meetings under proper parliamentary law which make up part of the program of any club.

2. In science and other classes the student learns about, and perhaps has considerable training in, the proper scientific methods of attack of problems; in the club these methods are put to work upon problems which are real and vital. The club supplements the class-- both are necessary for fullest attainment.

3. The club is extremely valuable as an aid to the acquisition of many skills and habits necessary to perform the common civic, economic and social activities of the citizen. Sympathetic leadership and intelligent obedience are essential to success in training for citizenship. Opportunity for participation in both types of experience is found in the club program.

The club provides, in miniature, situations which approximate many in which each individual will later find himself. These arise continually in the necessity for careful financial planning, in the need for careful consideration of many other types of problems, and in the opportunity provided for social life. "The goal of a club program, therefore, should be to stimulate initiative that will result in active, cooperative, intelligent participation"⁸ which makes for better citizens, whether in school or out.

4. The school is dynamic or static where individual is concerned, depending on whether he is allowed to have a voice in determining general school policy, or the policy of any part of the school in which he is a member. Club membership instills a feeling of "belongingness" which encourages individual participation in matters of policy and in various activities. Ever-increasing personal participation, together with cooperation of others, respecting their viewpoints and constantly adjusting to their desires is excellent training for similar conditions in life both in and out of school.

The school's greatest opportunity (for educating pupils in a democracy) lies in guiding pupils to participate in the organization and direction of the school's extra-curricular activities.⁹

Principals' and Students' Opinions Regarding Enrichment.

Certain items in the questionnaire presented to principals and students

8. Roemer, Allen and Yarnell, op. cit., p. 212.

9. E. K. Fretwell, Extra-Curricular Activities in the Secondary School, p. 114.

have a bearing upon the subject of the enrichment of the offerings of the schools in their efforts toward achieving the aims of education (Table XII).

TABLE XII

ATTITUDES OF PRINCIPALS AND STUDENTS
TOWARDS CLUBS IN RELATION TO CERTAIN AIMS OF EDUCATION

Question as Stated in the Questionnaire	Yes	No	Some Extent or Doubtful
As answered by Principals:			
1. Do you feel that your students are given sufficient opportunity for self-expressive and self-initiated activities?	26	37	
2. Would well-organized and well-conducted clubs afford desirable outcomes in terms of development of individuality, etc.?	36	7	
3. If we set up as the aim of education the seven cardinal principles, does it seem to you that your present club program makes material contribution?	36	17	18 (depends on leaders)
4. Does it seem to you that the addition of other clubs might make for greater attainment of your educational aims?	38	17	16
As answered by Students:			
5. Are students at present given enough opportunity to develop and carry out their own original ideas?	5	20	1
6. Do you think this situation could be aided in your school by a more complete club program?	19	2	2

From the table it is seen that a majority of the principals feel that their students do not have sufficient opportunity for self-expressive activities, and that they agree fairly well that a properly arranged club program might be an aid, particularly if proper leadership

could be found. It is not felt that the present club program contributes materially in most cases to the cardinal objectives of education, but principals feel that the addition of the proper kinds of clubs to the present program would aid in achieving greater attainment of these aims. Students are more in agreement than principals that there is insufficient opportunity for self-expressive and self-initiated activities. If the development of initiative is a factor in accomplishing the aims of education, and educators agree that it is, then the above opinions are important.

Integration and fusion of subject-matter is a development in educational thinking which is receiving a great deal of attention at present. In club work a student often draws upon his knowledge of many subjects in solving problems which arise. In this way the club becomes a tool for integration of these subjects. The means by which a particular club may accomplish this will be discussed later (Chapter V, pp. 65-80.)

Provision of Opportunity for Further Study of Fields not Provided in the Regular Curriculum. In order to determine whether there was a felt need on the part of principals for students to have opportunities to pursue some studies further than was possible through the regular curriculum, certain questions were placed in the questionnaire. A summary of the responses to these questions appears in Table XIII.

In studying the replies to these questions it was noticed that eighteen principals of schools where no opportunity for further study

of this type was available believed that organization of students into clubs for such study would not be practicable, while the principals of all except one school where some opportunity for further study was provided felt that organization into clubs for this purpose would be practicable. In other words, those who had had actual experience in schools providing these opportunities for their students believed that organization into clubs for this purpose would be practical.

It was also noticed that a majority of those who believed that students would welcome opportunities for such further study were principals in schools where such opportunities had been provided, while three-fourths of the principals who thought that students would not welcome such opportunities were not in such schools. Although it is true that the desires of students differ in different schools, one is led to wonder whether the latter group of principals is sufficiently cognizant to the desires and needs of their students.

The state department of education of Oregon recommends alternation of certain even-year and odd-year subjects in the small high schools of the state. By doing this it is possible that a total of twenty-one subjects, four of which are four years of English, can be offered in schools having three teachers.¹⁰ On the other hand, a large high school may offer twice as many subjects--Eugene

10. A Manual for Officers and Principals of Small High Schools, State of Oregon, 1934, pp. 20, 21.

High School, for example, offers forty-two subjects. Every year many of the outstanding students of the State graduate from the small high schools. It seems extremely unfortunate that those who are able and willing to do so do not have the opportunity to further explore fields of particular interest and value. At the same time there are many other students who, having had their interest aroused in a particular field, as science or history, are forced to devote the remainder of their high school careers to subjects which may not fill their particular needs.

TABLE XIII

OPPORTUNITY FOR ADVANCED STUDY
IN CERTAIN FIELDS IN SMALL HIGH SCHOOLS

Question as Stated in Questionnaire	Yes	No	Some Extent, Possible or Doubtful
As answered by Principals:			
1. Does your school offer any opportunity for advanced study in some field, such as chemistry, etc., in which a student may be interested?	12	57	11
2. Does it seem to you that it would be practicable to organize students into clubs for such study?	29	26	7
3. Would students welcome such opportunity for further study?	20	15	25
As answered by Students:			
4. Is there any field, as science, etc., which you would like to investigate further than regular class time will allow?	11	10	
5. If it were possible for you to join a club of several students for the purpose of studying further such a field, would you do so?	20	10	

A club organized either for students who may wish to pursue a single subject field or for those who wish to study various fields is proposed as a possible means of providing opportunities for these students to study further along the line of their interests. If work merits high school credit might well be given.

Club Participation Awakens New Interests. Three types of interests may be developed through the club program: interests in the school, interests in a particular subject, interests in the world outside of school. A school program quite often would be dull for some individuals if it were not for club or other extra-class activities. When a student does become interested and enthusiastic about some important phase of school work, he becomes more tolerant and more amenable to less attractive features of the school.¹¹ Regular class work may do much to prohibit the development of individual interests because of the uniformity of requirements. The departmental club in which individual interests are emphasized may be worth as much to the individual as the class work. There is particular need for opportunity to explore new fields and to awaken new interests in the students of rural schools where actual contact with things outside the immediate environment is limited. Of course this is not true as much today as it was before the development of paved highways, radio, and other means of communication; however, there is a need for activities which provide a means for personal participation and an outlet for adolescent enthusiasm.

11. Roemer, Allen and Yarnell, op. cit., p. 15.

The Club in Development of Leisure Time Activities. In the provision of worthwhile leisure time activities valuable contributions are made by the club. This particular phase, which has been discussed to some extent on page 21, is of much importance.

In order to determine to some extent what activities students carry on in their spare time an item was placed in the questionnaire in which principals were asked to list such activities. Activities of some kind were mentioned a total of 151 times, or an average of 2.5 times per respondent (Table XIV). While a few principals were able to make quite long lists, in the main the lists were very meager.

It is true that there are activities in every school which are for the purpose of providing diversion for leisure time. These include parties, dances, athletics or dramatics. Many of these activities, however, require special equipment not ordinarily available to the individual; many require the presence of a large number of participants to be successful, and many have no permanent carry-over values into after-school life. The club program serves a very important purpose in opening to the individual the wide range of interesting, worthwhile recreational pursuits which ordinarily would be totally unexplored. A large number of these activities, while interesting to the high school pupil, become more and more interesting and worthwhile as new possibilities are discovered, and so may provide an avocation lasting over a period of many years. Biology, camera, stamp and many other clubs provide just such possibilities. The stamp collection of President Roosevelt is famous. Any person may have just such a hobby, and the

high school provides the ideal situation for its encouragement and development. Dimock stresses the importance of providing these activities:

The greatest task of the coming decade is not the re-direction of political processes toward socially desirable ends, not the reorganization of the economic structure on a sane and human basis, not the prevention of another suicidal international conflict, but the capturing of the leisure now flooding upon us for personally and socially constructive purposes.¹³

TABLE XIV

SPARE-TIME ACTIVITIES OF THE
STUDENTS IN SMALL HIGH SCHOOLS

Activity	Frequency	Activity	Frequency	Activity	Frequency
Athletics	23	Tennis	3	Cooking	1
Reading	14	Bicycling	2	Orchestra	1
Music	9	Hobbies	2	F.F.A.	1
Fishing	8	Dramatics	2	Chemistry	1
4-H Activities	7	Social	2	Camping	1
Dancing	7	Horseback	2	Boating	1
Hiking	5	Horse Shoes	2	Beach	1
Hunting	4	Scouting	2	Archery	1
Radio	3	Annual	2	Pets	1
Ping Pong	3	Movies	2	Swimming	1
Paper	3	Girls' League	2	Church	1
Handicraft	3	Golf	1	Campfire Girls	1
Drawing (Art)	3	Outdoors	1	Chess	1
Chores	2	Collections	1	Forensics	1
Stamps	2	Boxing	1	Grange	1
Camera	2	Sewing	1	Home Economics	1

The time is near when the average person will have six or even ten hours of leisure time each day. Unless the school takes seriously the preparation of the individual for the most effective use of this time it is not functioning as it should. Education should not only teach the individual how to live; it should also teach him to enjoy living.

13. H. S. Dimock, "Can We Educate for Leisure Time?", Religious Education Magazine, 29:120, April, 1934.

Summary.

The discussion in this chapter has been devoted to two main topics: (a) aims and objectives of the club program in general, and (b) specific needs for clubs in the small high school. Discussion in the present study was centered upon five specific objectives. These five objectives of the club program and suggested ways of achieving them are as follows:

1. The development in pupils of abilities to become acquainted with others and to appreciate the contributions others may make to the group through providing a "melting pot" situation.

2. The development of a spirit of altruism through participation in activities where consideration and respect for the rights of others is required.

3. The provision of occasions in which the development of abilities of intelligent leadership and of followership are encouraged.

4. The affording of many opportunities through which the abilities for cooperative participation and individual initiative are developed.

5. The providing of experiences through which new interests are awakened and new ways for making worthwhile use of leisure time are discovered.

The need of the small high school for a club program was presented in the light of four specific purposes served by clubs. Means by which the purposes are achieved may be summarized as follows:

1. The club may aid in greater achievement of the aims of the curricular education (a) by providing means of developing refinement of literary and artistic taste, (b) by providing practice in application of scientific methods of attack of problems, and (c) by affording opportunity for participation in experiences of leadership and followership.

2. The club may offer a means by which students may pursue, further than permitted by the necessarily limited curriculum of the small school, certain studies appropriate to their special needs or interests.

3. The club may create new interest in school for students who may not participate extensively in other activities, or it may develop for pupils many interests in the world outside his immediate environment.

4. The club may disclose to the individual many new fascinating worthwhile uses of leisure time which may have value not only during the time spent in school but also after formal schooling is over.

The next chapter will be devoted to the discussion of ways and means by which a club program may be provided. Suggestions for organizing the program in the small high school and principles to be followed in conducting the clubs will be presented in some detail.

CHAPTER IV

ORGANIZING AND CONDUCTING THE CLUB PROGRAM

A number of problems, which must receive most careful consideration if the club program is to be successful, make it necessary that the school administrator plan very carefully before initiation of such a program is actually undertaken. He should have knowledge of the local environment of the school and of the type of interests which may be aroused in his students. He must have worked out provisions for proper sponsorship and must have some idea as to how necessary financing can be arranged. These problems and others will be discussed in the present chapter.

Initiating the Club Program. Having once decided to initiate a club program, the principal must see that certain preliminary steps are taken.¹ First, he should be sure that he, himself, is fully in sympathy with the program and that he has worked out a definite plan of procedure in organizing the clubs and conducting them after they are under way. Second, he should be sure that all the teachers know in considerable detail what is being attempted that those who are to become sponsors have access to whatever materials they will need and that they have worked out their own plans of procedure.

1. H. C. McKown, School Clubs, pp. 31-35.

Third, the principal should bring the plan before the school. If there is a home room organization, preliminary discussion should take place there. If not, the discussions may be carried on in class organization, or in the assembly. The principal should not yet announce any definite clubs as being the ones that students will be expected to join, but should keep the discussion general in nature and allow the students and sponsors to have a part in selecting the clubs. The ideal situation is one in which students initiate the program themselves. However, unless they are made cognizant of the scope and possibilities of clubs they will not be in a position to ask that any definite clubs be introduced.²

After a number of different kinds of clubs have been discussed and time has been allowed for many questions from the students, it will be well to prepare a list of clubs in which students are interested. A faculty meeting should then be called to determine which of these clubs will have sponsors if adopted. The others will necessarily be discarded. Since the number of sponsors will be very limited, and since the ranges of clubs and of student interests are large, the interests of the sponsors should receive a great deal of attention in the final choice of clubs. This is important. Unless the club has the interest and enthusiasm of the sponsor it is not likely to succeed. If the prospective sponsor is as sympathetic with the interests of the students as is desirable there will be many opportunities for developing clubs in which both he and the students will find the

2. R. V. Hunkins, The Superintendent at Work in Smaller Schools, p. 226.

activities interesting. The club activities may just as well be a means of relaxation and recreation for the overworked teacher as otherwise.

It seems desirable that the club should grow out of interests aroused in classroom subjects.² The organization procedure for the particular club need not involve all the preliminary steps outlined above. Such clubs may be connected directly with some school subjects, as in the case of history, literature, home economics, science, or other clubs; or may be more or less indirectly connected with a particular subject, as would be the case with such clubs as camera, radio, debate, life-saving, archery, etc.

There are, however, certain notable exceptions to this idea that clubs should originate in classroom subjects. Such desirable clubs as the following would not ordinarily be so originated: first, hobby clubs, as chess, golf, stamp collecting; second, certain appreciation clubs, as art, music, etc., and third, clubs such as girls reserves, boy scouts, good citizenship and others.

Membership in a particular club which originates in a class need not be confined to students of that particular class. For example, it would be desirable to allow others besides science students to join a camera club even though it may have had its inception in the science class. This calls for some general organization procedure for the whole school, a consideration which is especially important in the small school where the total number of clubs is limited.

3. McKown, op. cit., p. 17.

A fourth preliminary step which should be worked out at the discretion of the principal at some time during the first weeks of the program is the informing of parents and patrons of the school as to what is being attempted. This is particularly true if students may wish to stay after school or to take a Saturday trip as part of the club activity, as, for example, a trip to interview a professional photographer as part of the program of a camera club.

The Sponsor. A guiding principle in the selection of a club sponsor has been discussed (p. 39). Since the number of clubs in any school will be very small and since the success of these depends very much upon the sponsor, each sponsor should have considerable voice in determining the club he is to lead. In fact, it is possible that a club shall have no more complex origin than simply that of a sponsor gathering around him students who are interested in his own particular hobby; for example, the science teacher who is interested in photography or radio, or the English teacher who has stimulated an interest on the part of her students in her hobby of Old English Literature.

As far as possible, the principal should select as sponsors teachers who have certain qualifications. Johnston gives twelve tests for a club sponsor:³

1. Does he really like to associate with high school boys and girls?
2. Does he enlist the confidence of boys and girls?
3. Is he keenly interested in the world about him?

3. E. G. Johnston, "Tests for a Club Sponsor", Abstract, National Education Association Proceedings, 1932, pp. 503-504.

4. Has he contagious enthusiasm?
5. Does he seek to become expert in some of the fields of activity in which the club is engaged?
6. Is he able to give constructive suggestions for activities of the clubs?
7. Is he able to guide without dictation?
8. Has he the ability to plan systematically?
9. Is he willing to give time and thought to making the club a success?
10. Is he democratic in spirit?
11. Has he a sense of humor?
12. Is he able to find his chief satisfaction in pupil growth and not in expressed appreciation of his efforts?

These qualifications desirable in a club sponsor are at the same time the qualifications of a good teacher. If the principal in hiring teachers should specify that they be qualified to sponsor clubs, the ultimate result should be teachers who are better qualified both to teach and to lead students in their club programs.

It should be noted that while there are several methods of selecting sponsors, the only one discussed has been that of selection by the principal. It is generally best that students do not be given the opportunity to select the sponsor for a given club without the final decision resting with the principal. When students do the selecting, they are more apt to be governed by the popularity of the teacher than by his actual ability to lead the club.

It may happen that at some time when a faculty sponsor is not available, a citizen of the community outside the school, such as a

radio or camera expert, may act as a sponsor. If extreme precautions are taken to select such a person who is entirely in sympathy with the program of the school the arrangement may be successful. Such a sponsor should be asked to appear at faculty meetings and his program should be carefully approved by the principal.⁴ Indiscriminately selecting any person who might be willing to undertake the task should not be permitted.

Once the sponsor has been chosen, the principal should assist him as much as possible. The principal should place in the hands of the sponsor materials to be used in planning the activities and program of the club and should see that as far as possible other activities do not conflict so as to take from the club meeting students upon whose presence the sponsor depends. The principal should see to it also that activities do not pile up on a teacher to the extent that other work will be neglected.

The sponsor must not do too much of the actual work himself but should act mainly in an advisory capacity. The club must remain primarily a student activity or else it loses its value. At the same time the value of careful planning ahead of time cannot be over-emphasized. The sponsor should assist in planning for the whole year a very general program of activities, taking into account the different seasons and the presence of other activities. A statement of the objectives to be attained and a list of the different means and materials at the disposal of the club should also be prepared, keeping

4. McKown, op. cit., p. 60.

all in harmony with the objectives of the school. The program of each meeting should be planned at least one meeting ahead of the time it is to be given.

In planning these activities and programs, the sponsor must keep in mind the various abilities of the members of the club. The program committee should list each member with his special interests and the possible contribution each may make, and should not neglect to call upon each member for some contribution. The spirit of democracy and cooperation thus encouraged becomes an important part of the general club atmosphere.

Insistence upon careful planning and an ever-present enthusiasm for the work being done will go a long way toward making the club a success. Moore, in his study in 1937, found that in 100% of the cases studied teachers were willing to sponsor extra-curricular activities. He concluded that where there were failures they must be due to lack of preparation upon the part of the sponsor to continue the work after it was once started.⁵ The teacher who is well prepared to sponsor clubs is one who knows what there is to be done, who can see that it is done, and at the same time keep sufficiently in the background so that students feel that the activities are of their own doing.

The objection will be raised immediately by most principals that their teachers are already overloaded with class work and other activities and that they cannot well be asked to assume additional burdens of club sponsorship. The following suggestions will help to avoid this and to make the work easier:

5. V. A. Moore, op. cit., p. 34.

1. As has been mentioned above, the type of club and its activities should be of interest to the sponsor as well as to the student participants, and may well be one which will provide the teacher with a hobby interest of his own.

2. Clubs should meet preferably every two weeks, or at the most, not oftener than once a week.

3. Students should do all the work that the sponsor can possibly delegate to them.

4. There is available in current literature procedure for organizing material for programs and lists of activities for most types of clubs. Much help may be obtained from the state library, and many references are to be found in the Educational Index to Periodical Literature. (See Bibliography for other references.)

The schedule should be planned in such a way that club activities will occur at a time which otherwise would be devoted to regular class work. In this way the time spent in planning club programs and in the club meeting itself will not be greater than that ordinarily spent in regular class work. (Further discussion of scheduling clubs will be found later, pp. 49 ff.)

Student Participation. There is considerable disagreement concerning the extent to which students should participate in club and other extra-curricular activities. The amount of participation in clubs will depend, of course, upon the amount of participation in and the type of other activities in which the students are engaged. The following general statements seem most nearly to fit the situation in the small high school:

General Principles of Organization

After the various clubs have been decided upon, the sponsor selected, and other preliminary matters taken care of, the club is ready for its first meeting for the purpose of organizing, electing officers, etc. In this meeting the sponsor should act as temporary chairman until a permanent officer has been elected. A temporary secretary should be appointed to take minutes of the preliminaries. The following officers should be elected: president, vice-president, secretary-treasurer, and possibly a librarian. At this first meeting there should be a discussion of the aims and purposes of the club, either by the sponsor or, preferably, by a student member. A temporary program committee for the next meeting and a constitution or by-laws committee should be appointed.

It may be desirable not to have a formal constitution, as having one may seem to place too much emphasis upon the form of organization rather than upon the vital club activities. However, a statement of officers and their duties, objectives of the club activities, etc., should be made in some form or another--either in a constitution or in more informal by-laws. (A detailed account of the procedure for the first two or three meetings will be given in connection with the camera club, pp. 70 ff. This may serve as a model for other clubs.)

The secretary should not only keep a record of the minutes but also a description of the program of each meeting and a statement of work done by the club with the names of contributing members.

It is probably desirable not to have too many permanent committees but to appoint temporary committees as they are needed. This will distribute the opportunities for committee work more widely among the members.

Fitting the Club Program into the Schedule

In order for the club program to be sufficiently extensive, particularly in the school with three or four teachers, it may be desirable to plan for each club to meet once every two weeks, and at the same time to provide a time in the schedule for a club period each week. One set of clubs will thus meet on even weeks and a different group on odd weeks. This will make possible two club activities for students who do not participate in other extra-curricular pursuits, and may allow other students to take part alternately in a club program on one week and in some other type of activity the next week.

Much of the success of the club program will depend upon proper scheduling. In answering the questionnaire, students and principals agreed that lack of regular meeting time and place was an important criticism of the present club program. In as much as the benefits from the club program may be fully as important to the educational growth of the students as those derived from the same amount of time spent in regular classes, it may be that a certain amount of the time ordinarily used in class work may profitably be given over to the club. This not only may prevent the club

meeting from conflicting with extra-curricular activities already established, but will also serve to prevent overworking teacher-sponsors. Such a schedule may be built on one of the following plans:

1. Shorten the class periods on one day each week and either (a) add a period to the morning schedule to be used for club meetings, or (b) schedule a class which meets ordinarily in the afternoon, to be held during the morning and use the extra time in the afternoon for the club meetings.

2. On the day of the first week when clubs are to meet drop entirely from the schedule for that day the first period class; on the second day drop the second period, and so on in rotation. If there are five class periods during the day, a period will be lost to a particular class on only one day out of each five weeks, which loss is not large in proportion to the benefits gained.

3. Arrange for the club meetings to be held during activity period once each week. This is suggested as a possibility, although experience indicates that these activity periods are sufficiently full already.

4. The scheme presented herewith is somewhat complicated, but may prove very practicable. On even weeks arrange for club meetings during the same period in which the athletic teams are being coached. This will provide an activity for those not participating in athletics. On odd weeks the clubs will meet on a day arranged as described above--under plans (1) or (2)--thus

enabling the athletes to participate.

If the meeting time can be arranged during the school day, as described above, the place of meeting will automatically be provided for and teachers will be free to act as sponsors. The number of clubs which are meeting in any one week will probably not be more than one less than the total number of teachers. The additional teacher will then be free for coaching athletics, supervising study hall, or other duties. It may be desirable, in some cases, to have two teachers free for such duties.

It will be noticed that there has been no mention made of use of out-of-school time for club meetings. While such time may be used for work upon some of the activities originating in the club, using the time for meetings is particularly undesirable in the small schools where a large percentage of the students may come to school on buses, and many others have work of some kind to do at home.¹⁰

Financing

The following list of means of financing the club program (or other extra-curricular activities) was prepared by Meyer:¹¹

1. Grants from school boards
2. Dances
3. Fees
4. Magazine subscriptions
5. Carnivals

10. R. V. Hunkins, op. cit., pp. 241-242.

11. H. D. Meyer, Financing Extra-Curricular Activities, (1929) pp. 22-25.

6. Minstrel shows
7. Sale of peanuts, pop, candy at athletic games, plays, etc.
8. Sale of products of the club, as pictures by the camera club, foods by the home economics club, etc.
9. Popular girl contests
10. Plays
11. Student activities tickets
12. Holiday celebrations, charging small fees
13. Parties
14. Concerts, using local talent

A few other means may be added to this list:

1. A basketball game between teams selected from the men of the community. From personal experience in two schools this has proved to be a very popular means of raising quite a sum of money. This may be featured with some other program, as food sale, etc., at the end of the basketball season. There must be a sufficient number of substitutes for each time, and it will be found that the participants enjoy playing a first half under more or less strict basketball rules, and a second half under their own rules. Players are usually perfectly willing both to pay admission and to furnish the entertainment.

2. Food sales, such as box supper, pie social, chicken stew, etc.

3. Moving pictures sponsored by the school.

4. Club night program.

The most satisfactory method of financing these activities, where it can be arranged, is by means of a grant from the school board. Certain types of methods, for example, a popular girl contest, which tends to cheapen and to lower the dignity of the club, should not be used, except as a last resort.

Other General Principles

A set of criteria for judging the club should be set up so that each club may be checked at intervals to make sure that it is maintaining a high level of achievement. If left to continue on its own momentum, without such a check, it is probably doomed to failure. Fretwell has composed a set of ten tests for school clubs as a means of evaluating the work of a club by taking into consideration some of the more fundamental elements of the program, such as the source of common interests, membership, size, etc. The ten tests are quoted here:¹¹

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

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

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

a) Grow out of curriculum: The common interest may be discovered in the curriculum and it may be of such a nature that this particular group desires to follow it beyond the bounds of the curriculum as the curriculum now exists. Wherever possible the club should grow out of the curriculum. Classroom teaching that enables pupils to discover worthwhile interests is a real basis of club activity.

b) Exploration and experiment: The club may explore a promising field of activity that has not yet become a part of the curriculum. In this field the teacher-sponsor and the pupils may experiment with materials

¹¹ E. K. Fretwell, "Ten Tests for School Clubs", Clearing House, 5:387, March, 1931.

profitable to the pupils here and now, which, after necessary tryouts, may become a part of the accepted curriculum

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

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

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

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

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

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

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

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

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

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

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

Various statements of criteria for judging the program as a whole and various aspects of the program have been set up by different writers.¹²

The principal should acquaint himself with one or more of these sets of criteris which can be used as a means of judging

12. Cf. C. F. Allen, "Criteria for Judging School Clubs", Junior-Senior High School Clearing House, 5:386, March, 1931.

the effectiveness of the program or may yield suggestions for improvements.

Various statements of differences between the small school and the large school have appeared at intervals throughout the discussion. The following comments apply particularly to the small school and are listed for the guidance of the administrator:

1. The principal reasons why the club program in small schools has been limited in extent are:
 - a. Lack of teacher time
 - b. Lack of training on the part of teachers in club sponsorship
 - c. Failure of principals to realize the values which clubs may furnish
 - d. Possibly the feeling that there are too few interested in any one type of activity
2. Certain factors to be considered in the selection of particular clubs are:
 - a. Student interests
 - b. Environment of the students
 - c. Interests and abilities of the sponsor
 - d. Contribution of the particular club to the philosophy and educational activities of the school
 - e. Amount and cost of necessary materials
3. Since the demand for clubs will not originate with the students without information as to the possibilities of the club program, the club idea will usually originate with the faculty of the school.

4. Clubs in the small school will have shorter lives than those in larger schools for varying reasons. As new groups enter school, new interests will appear. The club program cannot be sufficiently extensive to accommodate all student interests and needs at any one time, but must be changed at intervals. Hence the club program must be reorganized at the beginning of each school year.

5. In small schools a larger proportion of clubs will have a general rather than a specialized program.

6. Clubs providing motor activity, construction projects, etc., are most essential in schools which do not offer courses in manual training or home economics.

7. As a general rule membership in clubs may be smaller in small schools than in larger schools. This, however, will not always be the case.

8. The fact that as many as one-third or one-half of the boys enrolled in school may be participating in athletics must be taken into consideration in planning the club program.

9. Many clubs, as checker, radio, table tennis and others, may be organized so as to require very little time from a sponsor.

10. A properly conducted club program should provide three-fold benefits: (a) to the student participant in desirable educative outcomes; (b) to the school in creating closer bonds between faculty and students with fewer discipline problems as a result; and (c) to the community in turning forth a better citizen and member of the community.

Suggested Clubs

In order to determine which clubs might be of most wide-spread interest among principals of small high schools, a list of names of fifty of the most common clubs was placed in the questionnaire. The respondent was requested to underline the names of those which he would like to see active in his school if time could be arranged. He was also asked to indicate his first, second, and third choices by placing numbers before the names of three clubs. A tabulation of results appears in Table XV, where the names of clubs are listed in order of the total number of times mentioned. Of the list of clubs named in the questionnaire, twenty-four would be classed departmental clubs, twenty-three as special interest clubs, and two as social-moral service clubs.

TABLE XV

CLUBS SELECTED BY PRINCIPALS AS BEING
DESIRABLE

Name of Club	Frequency of Mention			
	Order of Choice			Other Mention
	1st	2nd	3rd	
Dramatic	6	4	2	26
Camera	5	1	3	19
Hobby	8	1	3	14
Science	2	3	1	18
Home Economics	1	5	2	14
Art	1	3	1	16
Wood Workers	-	1	4	14
Girl Reserves	3	5	1	9
Dancing	1	-	2	13

TABLE XV (continued)

Name of Club	Frequency of Mention			
	Order of Choice			Other Mention
	1st	2nd	3rd	
Life Saving	1	2	1	12
Hi-Y	2	3	1	9
Biology	1	-	1	13
Bird	1	-	-	14
Boxing	1	2	-	12
Agriculture	3	-	4	6
Current Events	4	-	1	9
Good English	2	2	2	8
Radio	-	-	2	11
Hiking	-	-	-	13
Camp Cookery	-	1	1	11
Stamp	-	1	-	12
Commercial	1	-	-	11
Forestry	-	-	-	11
Archery	-	-	-	11
Camping	-	1	-	9
Book Lover	1	1	1	7
Tumbling	-	-	-	9
Typing	-	-	-	9
Golf	-	2	-	7
Gun	-	-	-	7
Collecting	-	-	-	7
Checkers	-	-	-	6
Chemistry	-	1	-	5
Flower	-	1	-	5
Movies	-	-	-	6
Poetry	-	-	-	6
Scrapbook	-	-	-	5
Bicycling	-	-	-	4
Chess	-	-	2	2
History	-	-	-	4
Pottery	-	-	-	4
Poultry	-	-	1	2
Astronomy	-	-	1	2
Tree	-	-	-	2
Coins	-	-	-	1
Geology	-	-	-	1
Pig	-	-	-	1
Corn	-	-	-	1
Shakespeare	-	-	-	1

The grouping of the selections of the principals according to this classification are shown in Table XVI.

TABLE XVI
SUMMARY OF PRINCIPALS' CHOICES
IN EACH OF THREE CLASSES OF CLUBS

Classification of Clubs	Order of Choice			Other Mention	Total
	1st	2nd	3rd		
Departmental	18	17	20	212	271
Special Interest	21	12	14	190	237
Social-Moral-Service	5	8	2	18	33

Principals apparently are somewhat in favor of clubs which originate in departments of study. In preparing this table, however, such clubs as radio, bird, and tumbling were classified as departmental, although they have many aspects of special interests also. For this reason the preference for departmental clubs may not be quite as decided as it seems.

A similar list of names of clubs was presented in the questionnaire to students, and it is found that there would be expected perhaps the greatest interest in special interest and recreational clubs. The choices made by students are shown in Table XVII, where the names of clubs are listed in order of frequency of mention.

TABLE XVII
CLUBS SELECTED BY STUDENTS AS BEING
DESIRABLE

Name of Club	Order of Choice			Other Mention
	1st	2nd	3rd	
Bicycling	1	2	2	2
Camera	3	2	4	-
Embroidery	1	3	-	4
Home Economics	3	1	-	3
Archery	1	1	3	3
Camping	3	1	1	3
Art	3	-	2	2
Gun	2	-	-	4
Movies	1	1	-	3
Movies	1	1	-	3
Camp Cookery	1	1	1	2
Typing	-	-	1	4
Life Saving	1	1	-	2
Good English	-	-	1	3
Girl Reserves	1	-	-	2
Wood Workers	-	-	2	1
Biology	-	-	1	2
Radio	1	-	-	2
Boxing	1	-	-	1
Hobby	1	-	-	1
Poetry	-	-	-	2
Flower	-	-	-	2
Forestry	1	-	-	-
Nursing	1	-	-	-
Riding	1	-	-	-
Tennis	-	1	-	-
Collecting	-	1	-	-
Golf	-	-	1	-
Scrapbook	-	-	1	-
Science	-	-	1	-
Tapping	-	-	-	1
Pottery	-	-	-	1
Swimming	-	-	-	1
Checker	-	-	-	1

These choices were also classified into the same three groups as were those of the principals'. Special interest clubs are preferred to departmental clubs by students, and many of the departmental clubs preferred are of a recreational or hobby type. This classification is found in Table XVIII.

TABLE XVIII

SUMMARY OF STUDENTS' CHOICES
IN EACH OF THREE CLASSES OF CLUBS

Classification of Clubs	Order of Choice			Other Mention	Total
	1st	2nd	3rd		
Departmental	7	7	7	30	51
Special Interest	13	12	11	30	66
Social-Moral-Service	1	-	-	2	3

The lists of clubs presented in Tables XV and XVII have value as representing the concensus of opinion of principals and students as to what clubs are desirable. The local situation, however, will determine the selection of clubs for particular schools. Other suggestions concerning the selection of clubs follow:

1. Any club should be considered to be constantly on trial. If interest or accomplishment in it begins to wane and if it fails to respond to treatment, it should be dropped immediately.

2. The club program should be reorganized at the beginning of each school year and new clubs formed unless there is particular demand that a certain club be continued a second year. By discontinuing certain clubs and establishing new ones at the beginning of each year, new clubs are made available to students. Thus at the end of a four-year course the student has had access to a wide range of club activities, and this has been accomplished without the necessity of a large number of clubs being offered each year.

3. A particular club which is continued the second year should be allowed to exist as long as it makes a real contribution.

4. Such clubs as 4-H, the Future Farmers of America, Girls' League or other state or nation-wide organizations whose activities ordinarily extend over a long period will, of course, be continued from year to year.

5. If there is limited demand for each of several related clubs, they should be combined into one. For example, if only a few students are interested in each of radio, camera, astronomy and geology clubs, a science club should be formed to include all. In the same way scrapbook, flower, collecting and stamp clubs may all be combined into a hobby or collectors' club.

Summary. In this chapter have been discussed the preliminary steps in initiating the club program. Certain considerations involved in the choice of sponsors and general suggestions have been given for controlling student participation in clubs in

relation to other activities. The procedure to be followed in organizing particular clubs and a discussion of several details of administration were presented. The chapter closed with suggestions for determining what clubs should be provided by a school.

In the next chapter application of these principles will be made to a particular club to serve as a model. An attempt will be made to provide instructions sufficiently detailed that they may serve as a guide to be used by the inexperienced principal or sponsor developing any club in which he is interested.

CHAPTER V

THE CAMERA CLUB

It is felt that by offering a concrete illustration of the various principles and practices which have been suggested, the study may have more value to those principals and teachers who have had no previous experience with organizing school clubs. With this in mind, a detailed discussion of a camera club is presented.

Reasons for Selecting the Camera Club

Any activity which is to merit a place on the pupil's program must be one which promises to give him a continuously challenging pursuit, not for the duration of his high school days but after he has taken his place as a working man. . . . To many it seems photography may furnish such an interest.¹

Everyone remembers the family photograph album of old, a huge affair with a copper clasp, in which were to be found portraits of deceased ancestors and living aunts and uncles, all in similar unnatural poses in which they appeared as rigid and stiff as the board-like pages upon which their photographs were fastened. How very different is the modern, smaller book with flexible pages on which is to be found life itself--Junior playing with the pup, sister in the middle of a well-executed swan

1. John W. Schneck, "Extra-Curricular Activities in Science--Photography", Secondary Education Magazine, 6:172, October, 1937.

dive, father caught playing pig-a-back with Betty Jean. Cheaper films, inexpensive, fool-proof cameras and many other improvements have made this change possible. With all these to work with, poor pictures are still to be found--shadows which blot out faces, poor composition, many snaps which just "didn't come out", thus losing forever, perhaps, some priceless keepsake. Since it is possible for everyone to enjoy taking pictures and since picture taking increases the pleasure of so many forms of activity, it is very pertinent that some opportunities for securing knowledge and skills of photography be added to the school's offerings.

The following are other reasons why the camera club, rather than some other, is selected for this discussion:

1. In listing the names of desirable clubs in reply to the questionnaire, principals of small high schools placed the camera club second only to the dramatics club in frequency of mention.

2. Students listed the camera club in first or second place more often than they did any other club. It was placed second only to the bicycle club in total number of times mentioned by student respondents to the questionnaire.

3. The monetary value of wasted films in the United States, because of the amateur photographer's lack of ability to use the camera correctly, is astonishingly large. The following paragraph summarizes some calculations by Schneck:²

2. Schneck, op. cit., p. 17.

Roll film was placed on the market just before the turn of the century. The use of this film has constantly grown until the present annual consumption of film by amateurs is 1,500 tons or 3,000,000 pounds, which is the equivalent of 1,200,000 camera clicks--or nearly ten times for each man, woman and child in the United States. Approximately twenty-five percent of these snaps are failures--that is, of the 1,200,000 exposures, 300,000,000 are never printed. The cost of these failures is about \$12,000,000. An additional thirty-five percent, or about 400,000,000, of those printed are either out of focus, not exposed properly, or otherwise practically worthless, leaving forty percent which are really good. Thus about sixty percent of the \$40,000,000 spent annually for film in the United States is wasted.

4. Photography is a particularly fine hobby, enjoyed both by individuals and groups. It may offer amusement the year around and is suitable for those who are not in a position to engage in a more vigorous avocation.

5. The pursuit of photography as a hobby in a school club may lead to a vocational interest in one of the many fields.

6. The camera club has certain aspects of a departmental club in that many of the fundamental processes involved call for considerable knowledge of physics and chemistry. As a result, the club may well grow out of classes in general science or in one of these other subjects.

7. Photography of some kind has so many applications that everyone is affected in some way or another. The extent to which this is true is illustrated by the following partial list of many of these aspects:

- a. The use of photography as an advertising medium
- b. The value to the astronomer in recording on film what the eye cannot see.
- c. The story-telling power of the news photograph
- d. The ability of the aerial camera to map a city or country far more accurately than a surveyor.
- e. The penetrating power of the micro-photograph
- f. The telescopic view of the infra-red camera showing scenes clearly which are 350 miles away
- g. The ultra-violet photograph by which signatures are restored on a completely charred bank check
- h. The radiograph which is able to locate safety pins in a child's stomach
- i. The high speed camera by which inconceivably rapid motions can be made to stand still, permitting detailed analysis³

Photography provides avocational interests that are not lacking in challenge.

Aims and Objectives

In addition to the outcomes listed for clubs in general, the following objectives may be set up for the camera club:

1. To learn to take pictures well
2. To awaken interest in the taking of artistic pictures
3. To learn to mount pictures artistically

³ Ibid., p. 172. (Use of tabulating letters, a, b, c, etc. is the writer's.)

4. To learn to distinguish scientifically good pictures from bad ones
5. To find educational use for pictures
6. To encourage the study of detail by use of pictures
7. To learn to appreciate art and the beauty of nature
8. To further interest in science through developing and printing pictures
9. To discover vocational possibilities in various fields of photography
10. To provide for the application of certain principles, such as those of light, lenses, etc., taught in the classroom, to the solution of interesting vital problems
11. To find out how photography may enrich many school studies
12. To promote the full possibilities of amateur photography

Organization Procedure

It is hoped that a teacher may be found to sponsor the camera club who has already a hobby interest in photography, or at least is willing to try to develop such an interest. Without such a sponsor, the club will not be successful and should not be attempted unless a student can be found who has already had considerable experience with the camera and who has, at the same time, exceptional ability as a leader and organizer. If such a person can be found the club may prosper with comparatively little help from the sponsor.

Preliminary procedure in organizing clubs in general has been discussed previously and will apply to the camera club. It is to be desired that the demand for the camera club may have arisen

among students themselves, either in a science class or as a result of home room discussion. If this has not been the case, and if there is still a desire to organize the camera club, a meeting should be called of those interested, where objectives, activities, etc., may be discussed, and the many questions answered. This necessarily presupposes that the sponsor or organizer has come to the meeting prepared to lead such discussion. The result of this meeting should be the decision to organize a camera club and the announcement of a meeting for that purpose.

At the meeting called for the purpose of organizing the club, the following items of business should be consummated:

1. Meeting called to order by the sponsor
2. Appointment of a temporary secretary to act until the permanent officers have been elected
3. Election of officers. These officers should include president, vice-president, secretary-treasurer, and a librarian, or such other officers as shall be deemed necessary.
4. Installation of the new officers.
5. Appointment of a constitution or by-laws committee. It is probable that there should be no formal constitution unless there is a particular demand for it, as this more often than not results in an unnecessary waste of time.⁴ There should be formed, however, statements covering such important items as term and duties of officers, purpose of the club, time of meetings, etc., which may be written as a set of by-laws which lack the formality of a constitution.

4. Roemer, Allen, Yarnell, op. cit., p. 218.

6. Preliminary discussion of certain points which are to be further considered at the next meeting, such as membership requirements, name of the organization, amount of dues (subject to approval of the principal), etc.

7. Naming of a temporary program committee whose duty it is to prepare a short program for the next meeting. The sponsor should assist in preparing this first program, which might consist mainly of a demonstration or talk by a photographer from outside the school.

8. Announcement of the time and place of next meeting.

9. Adjournment

From the beginning an accepted guide to parliamentary practice, such Robert's Rules of Order or one of the more convenient modern handbooks of parliamentary procedure, should be adhered to closely.

The second meeting of the club should accomplish the completion of many important details of organization. The following will serve as a guide for this meeting:

1. Meeting called to order by the president
2. Reading and adoption of the minutes of the last meeting
3. Discussion and adoption of by-laws
4. Appointment of committees. The number of permanent

committees should be few in order to allow rotation of membership so that all members may take their turns in committee activity, and so that cluttering up the club with unnecessary machinery may be avoided. Possibly the program committee should be the only permanent committee appointed; others may be selected as the need arises and should be discharged as soon as their work is done. The following temporary

committees may be necessary: bulletin board, welfare, membership, finance, materials and equipment, social, library, etc.

5. Unfinished business. This will include items left over from the last meeting, as membership requirements, name of the organization, dues, etc. Membership should be open to any student who is sufficiently interested in photography to be willing to take active part in the club. He need not have a camera of his own, but if possible should have access to one. Dues should not amount to more than twenty-five cents per semester, and may well be eliminated entirely if other satisfactory means of financing can be arranged. Money so provided may be used for a subscription to a photography magazine or other literature, or for equipment to be used by the whole club.

6. New business

7. The program. It may be found advisable to have program meetings alternately with meetings devoted to work on various projects. The business should never be allowed to drag but should be conducted in a brisk, orderly fashion.

8. Adjournment

Should there be need for an executive committee to act for the club in any emergency, it should consist of the regular officers, the chairmen of permanent committees and the sponsor. Any action by the executive committee should be written into the minutes for report at the next meeting.

The means by which a student becomes a member of the organization should be outlined in the by-laws. It is suggested that a simple

initiation ceremony will be appropriate--however, nothing should be permitted which would tend to keep any student from becoming a member or which would not be approved in every way by the faculty. The ceremony should be dignified and intended to impress the initiate with the dignity and value of the organization.

The following should be the order of business for subsequent meeting:

1. Call to order by the president
2. Reading and adoption of minutes
3. Reading of communications
4. Proposals for membership made; initiation of new members
5. Unfinished business
 - a. Reports of committees
 - b. Other business carried over from a previous meeting
6. New business
7. Program or other activity
8. Adjournment

Enrichment of Various School Subjects

Not only does the work of the camera club require the students to have knowledge obtained in many subject fields for solution of its various problems but camera club activities may contribute to and enrich the work in various subjects. Knowledge of science is involved in solving such problems as those arising from lighting, focusing, using diaphragms, using various types of lenses, etc. Considerable

knowledge of mathematics is also necessary. History contributes information of the development of lenses and cameras and their early uses.

The camera may contribute to and enrich the work in other fields in many ways. Some of these follow:

1. In geometry. Pictures may be taken of Gothic windows to illustrate circles, symmetry, compound curves, eccentric circles, proportion, similarity, triangular bracing, etc., Pictures of suspended cables could illustrate parabolas. The locus of a moving point may be shown by making time exposures at night of a light attached to a rock thrown into the air or of a light attached to the rim of a wheel which is rolling on the ground. The curves of flares dropped by airplanes are interesting.⁵

2. In astronomy. An exposure of several hours with the camera pointed at the polar star will secure the recording of the paths of other stars in their polar circles. The path of the moon through the stars may be similarly illustrated. Shooting stars make interesting trails across these paths. Constellations and an eclipse of the moon are interesting subjects for pictures. (It may be added that these films will have to be developed by members of the science class, as ordinary commercial methods result in a blank film.)

3. In physics. Photographs may make an interesting part of the write-up of experiments. Pictures to show examples of simple machines, of motors and generators, and of many other things which may be used to illustrate various phases of physics.

5. T. L. Engle, "Amateur Photography in the Mathematics Course", School Science and Mathematics, 35:506-510, May, 1933.

4. In biology. Pictures of birds and animals in their natural settings; a series of pictures to show the growth of plants from the seed; pictures which show interrelationships between different plants and animals--all add to understanding and appreciation of various aspects of biology.

5. In general science. In addition to the illustration given for the other sciences, all of which may be used in general science, many other useful pictures may be taken. Pictures of city light and water plants, silhouette pictures to illustrate good and poor posture, photographs of means of transportation, pictures of dams and of different kinds of machinery, etc., are examples from an almost unlimited number of opportunities for use of the camera.

6. In English. A wide variety of pictures may be used to illustrate themes in English. Pictures of spots mentioned in literature would also prove of interest.

7. In social science. Pictures of historic spots, monuments, statues, relics of early days, all add to interest in history. For sociology, pictures illustrating slums, conditions of poverty, public institutions, etc., may be used to advantage.

The use of amateur moving picture cameras offers a still wider range of possibilities and many opportunities for its use may present themselves.

The Sponsor

Any teacher who has the proper background to be a good general science instructor has all the technical knowledge necessary to be

a sponsor of a camera club. If he is interested in photography and if he possesses some of the general qualifications for a club sponsor, as discussed on pages 40 to 45, or if he will attempt to develop these qualities, he should meet with reasonable success. He need not be a camera expert in any sense--he may not even be a science teacher--but he can learn along with the members.

The importance of careful planning on the part of the sponsor cannot be over-emphasized. The sponsor should have a sufficiently complete program of activities in his own mind so that he can fill the gaps left in the student-planned activities program. A quite complete list of activities suitable for the club will be discussed later (p. 79).

Financing

As pointed out previously, membership dues must not be high, but may include an initiation fee of twenty-five cents and semester dues of ten or fifteen cents. This will provide funds for subscription to an amateur photography magazine and should allow some money for preliminary equipment. It should be possible for the library to obtain one or more good books on photography.

At first, films should be developed by a commercial photographer, but should be printed by the members. (Equipment and solutions should be purchased by the club; print paper should be purchased by the individual as used.) No expensive apparatus need be purchased. Printers, enlargers, dryers, etc., may be made with little cost.

The first equipment should include the following items:

Three developing trays (enameled pans from Woolworth's)	\$ 0.45
Printer to be made by members (not including lights)30
Squeegee roller	1.00
Stock developing solution for a year	2.50
Fixing solution for a year	5.00

Among methods of raising funds, in addition to dues, may be included the preparation of a booth in the school carnival, the sale of pictures of play casts, ball teams, etc. Funds may be available through an activities fund provided by the student body, or, preferably, by the school board.

Programs and Activities

Programs put on by different members for the entertainment or education of the group may alternate with periods spent in working upon individual projects. The programs may be of various types:

1. Project (or demonstration)--in which a single project may follow through several meetings.
2. Social--parties, banquet, picnic, or similar social events.
3. Outside--a trip, visit to woods, museum (photographers studio, x-ray apparatus, etc.)
4. Recreational--purely for amusement and recreation, a humorous program, swim, etc.
5. Assembly--a program showing to the school or the community the work of the club.
6. Joint--in which two or more clubs combine on matters of mutual interest.⁶

There is a very large number of interesting, worthwhile activities which may be undertaken by the club. Programs may include such demonstrations as printing, enlarging, etc., which will be undertaken later by individuals; and other items, such as talks on

⁶ McKown, op. cit., p. 76.

the history of the camera, X-ray photography, uses of the camera (as suggested on p. 68), or other projects which ordinarily will not be attempted by individuals. The following list of activities and program material will be found suggestive:⁷

1. History of photography
2. Uses of the common camera
3. Contests
4. Exhibits
5. Pictures for illustrating work in other subject fields
6. Preparation of slides for projection on a screen
7. Preparation of scrapbooks
8. Developing
9. Composition of pictures
10. Mounting pictures
11. Pictures for sale to magazines
12. Enlarging
13. Greeting cards
14. Flashlight pictures
15. Motion pictures
16. Visits to motion picture projectors
17. Making an exposure meter
18. Vocational aspects
19. Tinting
20. Portraits
21. Pictures to advertise plays, games, etc.
22. Silhouette pictures
23. Demonstrations of various types of photography
24. Submarine photography
25. Aerial photography
26. Hunting with the kodak
27. Wild animals and birds in natural settings
28. Stereoscope photography
29. Freak photography
30. X-ray photography
31. Rotogravures
32. Infra-red photography
33. Color-filters
34. Lenses: anastigmatic, rapid rectilinear, meniscus, achromatic, portrait, wide-angle, telephoto
35. Other equipment: tripod, portrait attachment, self-timer, carrying cases

⁷. Part of these activities are suggested by H. C. McKown, *op. cit.*, pp. 179-181, and H. H. Van Aller, "The Photographic Club", *American Photography*, 27:548-553, September, 1933.

36. Developing and finishing equipment
37. Subjects: landscapes, light, seasons, architecture perspective action, pictures, still-life, balance, etc.
38. The dark room: construction and use
39. Developing by tank and tray methods
40. Principles of time exposures
41. Kinds and grades of print paper
42. Fine or coarse grain developing and printing
43. Photographic stunts: illusions, ghost pictures, half, double and triple exposure, false background, exaggerations
44. Bulletin board of snaps and photographs of club work
45. Lantern slides for history, English or other classes
46. Posing and grouping of subjects
47. Self-photography
48. Home movies
49. The pin-hole camera
50. Photography in crime detection

The Eastman Kodak Company will provide, without cost, badges, membership certificates, and many other helps. This company also published many other materials at low cost, the most useful of which is the book, "How To Make Good Pictures",⁸ which sells for fifty cents. The interest of the local photographer should be obtained as he will be able to assist in many ways.⁹

Summary. An attempt has been made in the present chapter to apply a number of general principles of club organization and administration to a specific club. Reasons for selecting the camera club appear at the beginning of the chapter. These were followed by statements of aims and outcomes. Detailed steps of procedure in the first organization meetings and a guide to be

⁸. Eastman Kodak Company, How to Make Good Pictures, Twentieth Edition Revised (Rochester, New York: Eastman Kodak Company, 1935).

⁹. Bibliography of books and magazines for use by the camera club: see Appendix IV.

followed in subsequent meetings were presented. Some possible contributions which may be made by the camera club to the enrichment of various school studies were discussed. Administrative detail of sponsorship and financing were described. A list of program suggestions was presented.

CHAPTER VI

SUMMARY AND CONCLUSIONS

An examination of the literature of the day reveals little of significance on the subject of a club program for small high schools. The purpose of the present study has been to make available certain information pertinent to this field which may be of use to administrators and teachers of small schools. The fact that there are many problems which are peculiar to the small high schools seems to justify such a study.

Data from the study have been derived from two main sources: a questionnaire study and an investigation of current literature. Questionnaires were sent to students and principals of small high schools in Oregon. From the replies to these it was possible to determine the present status of clubs in the schools. Both criticisms of and benefits derived from club programs were stated by principals and students. Many changes were suggested and reactions to extending the program in various ways were indicated by both groups.

Current literature was examined for opinions as to principles, plans of procedure, etc., and an attempt was made to reinterpret these in terms of the interests and needs of the small school.

From study of the questionnaire returns a number of conclusions may be drawn. The number of clubs in these schools is small

and the programs are frequently not organized to fit the felt needs of the students. Principals and students agree that the club program should be extended. Principals favor the establishment of departmental clubs, that is, clubs which grow out of subject-matter fields, while students favor hobby, recreational, or special interest clubs.

In an examination of the literature it was found that many values are claimed for the club program by numerous writers. There is considerable emphasis upon the value of clubs in training for worthwhile use of leisure time, while many discussions of general principles of organizing and conducting club programs are also to be found. In many cases they do not apply directly to the small school situation, and do not include many of the problems which must be solved in the small school.

In determining what clubs should be offered, the interests of both sponsor and participants should receive attention. A means of control of participation in club and other activities is desirable. The organization procedure should follow some carefully arranged plan and time during the regular school day should be provided for the club activities. Dues should be kept at a minimum and other means of financing should be arranged with certain precautions in mind. Criteria for judging the sponsor and different phases of the club should be set up and used by the principal. Suggestions for these have been made.

The camera club was discussed in detail because it provides a satisfactory means of demonstrating ways in which the various principles may be put into actual practice. This discussion presents a guide for use in organizing and maintaining clubs of many kinds.

Recommendations. It is recommended that an attempt be made to initiate a well-rounded club program in the small high schools. Organization should proceed slowly and carefully, and possibly should extend over a period of a year or more. Each step in the organization procedure should be planned carefully ahead of time, and steps taken only after teachers and students involved have been carefully educated as to what is being attempted. Sponsors should be selected with consideration of both abilities and interests. A full realization of the importance of the club program should govern all that is attempted.

The ideal of an interesting club activity for every student should be realized as fully as possible. To accomplish this, three main types of clubs may well be provided. Provision of worthwhile leisure-time activities should be emphasized. Parents and patrons of the school should be informed as to what is being attempted and as to the values received from club participation.

It is also recommended that since the clubs may become such an essential, integral part of the offerings of the school that they be considered curricular and as such be given school time. The precaution should be taken that clubs do not become so formalized that

they lose the spontaneous, informal atmosphere which is vital to them, and which is an important justification for their existence.

It is further recommended that when hiring teachers, principals specify and insist that the teachers possess the qualities of a good club sponsor, which qualities may not only result in better club sponsorship but also in better teaching. Eventually this may lead to better training of teachers in the general field of such activities.

The purpose of the school is to enable the individual to live most completely and enjoyably in the society in which he finds himself, both in and out of school. If the club program can be made to make a real contribution to this purpose, its existence would seem to be fully justified.

APPENDICES

APPENDIX IThe Questionnaire

Lowell, Oregon

May 20, 1937

Dear Principal:

Please pardon me for bothering you at this busy season, but will you kindly take time to fill out the enclosed questionnaire and return it to me? I am gathering this information for use in preparation for my master's thesis.

If you do not have time, please hand the questionnaire to another teacher.

Thank you.

Sincerely yours,

Delbert R. Edwards

QUESTIONNAIRE

I. What is the enrollment in your school? Boys _____ Girls _____

II. Please fill this blank with information concerning clubs which are active in your school at present.

<u>Name of Club</u>	<u>How often are Meetings Held?</u>	<u>Membership</u>		<u>Are Officers Elected by Members?</u>
		<u>Boys</u>	<u>Girls</u>	
1. <u>Glee Club</u>	_____	_____	_____	_____
2. <u>Girls Leag.</u>	_____	_____	_____	_____
3. <u>Lettermen's</u>	_____	_____	_____	_____
4. <u>Hi-Y</u>	_____	_____	_____	_____
5. <u>Science Cl.</u>	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
9. _____	_____	_____	_____	_____
10. _____	_____	_____	_____	_____

III. What seems to you to be the most important benefits which members derive from participation in these clubs?

1. _____
2. _____
3. _____
4. _____

IV. What are your criticisms of the club programs as practiced in most small high schools?

1. _____
2. _____
3. _____
4. _____

V. What are the main difficulties to be overcome in planning and conducting an effective club program?

1. _____
2. _____
3. _____
4. _____

VI. Do you think that glee clubs should be made part of the regular curriculum? _____

VII. If sufficient time and a place of meeting could be provided, which of the following list of clubs would you like to see active in your school? Please underline; also place number in front of the first three in order of preference.

Agriculture	Checkers	Girl Reserves	Pottery
Archery	Chess	Golf	Poetry
Art	Chemistry	Good English	Poultry
Astronomy	Coins	Gun	Radio
Bicycling	Collecting	Hi-Y	Scrapbook
Biology	Commercial	Hiking	Science
Bird	Corn	History	Shakespeare
Book Lover	Current Events	Hobby	Stamp
Boxing	Dancing	Home Economics	Tree
Camera	Dramatic	Life Saving	Tumbling
Camp Cookery	Flower	Movies	Typing
Camping	Forestry	Pig	Wood Workers

VIII. Does your school offer any opportunity for further study in some field in which a student is interested, such as chemistry, forestry, astronomy, bacteriology, Oregon history, etc? _____

IX. Does it seem to you that it would be practicable to organize students into a club for such study? _____

X. Would students welcome such an opportunity? _____

XI. What are some of the activities carried on by your students in their spare time? _____

XII. In the future people probably will have more leisure time at their disposal than in the past. Does it seem to you that training for use of this leisure time might profitably be carried on through school hobby clubs? _____

XIII. If time could be found, would you encourage the formation of tennis, camera, chess or checker, stamp collecting or other similar clubs in your school? _____

- XIV. Do you feel that your students are given sufficient opportunity for self-expressive and self-initiated activities? _____
- XV. Would well-organized and well-conducted clubs, as science, good citizenship, book, etc., afford desirable outcomes in terms of development of individuality, personality, independent thinking, new interests and new possibilities for desirable living, or would they tend to be waste of time?

- XVI. If a teacher or a group of students wished to initiate a school club as suggested above and wished to take time for meetings every week or two weeks during school time, would you encourage them or would you suggest that they confine their activity to time outside of school? _____
- XVII. If we set up as the aim of education the training for the seven cardinal principles of health, command of fundamental processes, worthy home membership, vocational efficiency, civic participation, worthy use of leisure, ethical character--would it seem to you that your present club program makes material contribution to the life of the student? _____
- XVIII. Does it seem to you that the addition of other clubs as suggested in this questionnaire to your present program might make for greater attainment of your educational aims? _____
- XIX. Will you indicate very frankly whether this idea seems to you to be worthy of serious study? _____
- XX. In the space below please add any opinions which might be of value to me in consideration of this subject. If you think the idea is all wrong, please don't hesitate to say so.

APPENDIX II

The Questionnaire to Students

I. What is the approximate enrollment in your school? _____

II. Please list in the blanks below the clubs which are active in your school at present. Underline those to which you belong.

<u>Name of Club</u>	<u>How Often are Meetings Held?</u>	<u>Membership</u> <u>Boys</u> <u>Girls</u>	<u>Are Officers Elected?</u>
1 _____	_____	_____	_____
2 _____	_____	_____	_____
3 _____	_____	_____	_____
4 _____	_____	_____	_____
5 _____	_____	_____	_____

III. What seems to you to be the most important benefits which members derive from participation in these clubs?

- 1 _____
- 2 _____
- 3 _____
- 4 _____

IV What are the main criticisms that you would make of your club program?

- 1 _____
- 2 _____
- 3 _____

V What changes do you you think should be made in your school club program?

- 1 _____
- 2 _____
- 3. _____

- VI. Which of the following clubs would you like to have an opportunity to join? Please underline. Of those which you underline indicate your first three choices by placing numbers in front of the name of the club. You may underline more than three

Agriculture	Checker	Girl Reserves	Pottery
Archery	Chess	Golf	Poetry
Art	Chemistry	Good English	Poultry
Astronomy	Coins	Gun	Radio
Bicycling	Collecting	Hi-Y	Scrapbook
Biology	Commercial	Hiking	Science
Bird	Corn	History	Shakespeare
Book Lover	Current Events	Hobby	Stamp
Boxing	Dramatic	Home Economics	Tree
Camera	Embroidery	Life Saving	Wood Workers
Camp Cookery	Flower	Movies	Tumbling
Camping	Forestry	Pig	Typing

Others _____

- VII. Is there any field as science, literature, etc., which you would like to investigate further than regular class time will allow? _____
- VIII. If it were possible for you to join a club of several students who also wanted to pursue further some such field, would you do so? _____
- IX. Would you like to have a chance to form a recreational club of some kind, such as camera, hiking, book, dancing, insect collecting, etc.? _____
- X. Would there be others in your school with whom you could form a recreational club? _____
- XI. Would you be willing to work in order to make a club successful? _____
- XII. Probably after you are through school and you are making your own way, you will have more leisure time than had your parents. Does it seem to you that school hobby clubs and other kinds might be worthwhile in preparing you to make fascinating, worthwhile use of this leisure time? _____
- XIII. Does it seem to you that students are at present given enough opportunity to develop and carry out their own individual ideas? _____
- XIV. Do you think this situation could be aided in your school by a more complete club program? _____

- XV. If you and several other students wished to form some kind of a club as you suggested, would your teachers approve and would they help you? _____
- XVI. Or do you think that there are too many extra-curricular activities at present? _____
- XVII. In the space below, please add ideas which may have occurred to you as you read through this list of questions. Please be very frank. If you think that the idea of a more extensive club program for your school is all wrong, don't hesitate to say so.

APPENDIX IIIA List of Clubs

The list presented here is taken from McKown and contains only clubs which have been found in schools.*

Accounting	Camp Cookery	Discussion
Acrobatic	Campfire Girls	Dramatic
Advertising	Camping	Dot and Dash
Agriculture	Candy	Economics
Aircraft	Card	Egg
Antiquarian	Career	Electricity
Applied Mechanics	Cartoon	Embroidery
Archery	Cemetery	Emblem
Arithmetic	Charm	Engineering
Art	Chamber of Commerce	English
Astronomy	Checkers	Etiquette
Athletic	Chemistry	Excursion
Automobile	Chess	Exploration
Baby Association	Choral	Fancy Work
Bacteriology	Christmas	Farm
Baking	Citizens	Fencing
Band	Civic	Fiction
Banking	Clef	Fiddlers
Baseball	Classical	Field and Stream
Basketball	Coins	Financiers
Basketry	Collecting	First Aid
Bee	College	Flower
Bible	Commercial	Folk Dancing
Bicycling	Community	Forestry
Big Sister	Conservation	Forge
Big Brother	Cooking	Forum
Biography	Corn	Foundry
Biology	Correspondence	French
Bird	Cosmopolitan	Gardening
Blue Print	Costume	General Science
Boating	Courtesy	Geography
Bookkeeping	Craft	Geology
Book Lovers	Cricket	Gift
Booster	Grochet	Girl Reserves
Botany	Cross Country	Girls
Boxing	Cross Word Puzzle	Girl Scouts
Boys	Curio	Glee Club
Boys' Cookery	Current Events	Glider
Boy Scouts	Custodian	Golf
Bulletin Board	Cycling	Good English
Business	Dairy	Government
Cadet	Dancing	Graduation
Calf	Debate	Greek
Camera	Designing	Guidance

* H. C. McKown, op. cit., p. 483.

Gun	Machinery	Pilgrimage
Gymnasium	Magic	Pioneer
Handball	Mandolin	Plumbing
Handicraft	Manners	Poetry
Handy	Manual Training	Politics
Harmonica	Marine	Poster
Health	Marketing	Potato
Helping Hand	Marksmanship	Pottery
Hi-Y	Masonry	Poultry
Hiking	Mathematics	Press
History	Mechanics	Printing
Hobby	Medical	Prize Story
Holiday	Melody	Progressive
Home Beautiful	Metal	Public Speaking
Home Economics	Microscope	Publicity
Home Nursing	Military	Puzzle
Horsemanship	Milk and Dairy	Radio
Honorary	Millinery	Rag Rug
Hostess	Minstrel	Readers
Household Chemistry	Minute Men	Red Cross
Hustler	Model Making	Religious
Hygiene	Monitor	Renovation
Illustration	Movies	Reptile
Industrial	Music	Restoratory
Inventors	Museum	Rifle
Jag Saw	Mythology	Rooters
Journalist	Nature Study	Repair
Junior Red Cross	Needle Craft	Reporters
Kipling	Newspaper	Riding
Kite	Novel	Roman
Knitting	Office Practice	Safety First
Lacquer	Opera	Sailors
Lacrosse	Opportunity	Salesmanship
Lampshade	Orchestra	Santa Claus
Landscape	Outdoor	Saturday Night
Language	Outing	Saxophone
Latin	Paint Pot	Scandinavian
Laundry	Painters	Scenario
Law	Paper Flower	Sealing-wax Craft
Leaders	Parliamentary	Senior
Leather	Party	Sewing
Letter	Pen and Ink	Scholarship
Lettering	Penmanship	School Gardens
Library	Pep	School Improvement
Life Saving	Personality	School Publicity
Life Work	Pet	Science
Literary	Philosophers	Scouts
Little Mothers	Photoplay	Scrapbook
Livestock	Physics	Scribes
Livewire	Picture	Sculpture
Local History	Pig	Secretarial

Senior Guides
Service
Serving
Sewing
Shakespeare
Sheet Metal
Shorthand
Short Story
Signaling
Skating
Sketching
Small Animal
Soccer
Social Hour
Social Science
Sophomore
Spanish
Sports
Stage
Stamp
Stenography
Stereoptican
Stock Judging
Story Telling
Style
Success
Sunshine
Surveying
Sweets
Swimming
Tattooing
Taxidermy
Tennis

Textile
Thrift
Toy Making
Track
Trades
Traffic
Travel
Tree
Trip
Tumbling
Typing
Ukelele
Uplift
Ushers
Valet
Vegetable
Viking
Violin
Vocations
Volley Ball
Weaving
Welcomers
Welfare
Walking
Wild Flower
Wild Animal
Willing Workers
Wireless
Woodworkers
Wrestling
Writers
Yarncraft
Zoology

APPENDIX IV

Bibliography for Camera Club

Magazines:

- American Photography, \$2.50, American Photographic Publishing Company, 353 Newberry Street, Boston
- Applied Photography, \$1.50, Eastman Kodak Company, Rochester, New York
- Camera Craft, \$2.50, Camera Craft Publishing Company, 425 Bush Street, San Francisco
- Camera, The, \$2.50, Frank V. Chambers, 636 Franklin Square, Philadelphia
- Everyday Photography, \$1.50, Haig-Kostka Publications, Inc., 454 Main Street, Stamford, Connecticut
- Minicam, \$2.50, Automobile Digest Publishing Corporation, 25 East Twelfth Street, Cincinnati
- Photo-History, \$1.00, Modern Age Books, Inc., 155 East 44th Street, New York
- Photo-Miniature, \$4.00, Tennant and Ward, Publishers, 70 Fifth Avenue, New York
- Popular Photography, \$2.50, W. B. Ziff, Publisher, 608 South Dearborn Street, Chicago
- Snap Shots, \$1.00, George Murphy, Inc., 57 East Ninth Street, New York

Books:

- Baisley, H. K., Aerial Photography, Washington: Smithsonian Institute, Annual Report, 1936
- Blumann, S., Photographic Handbook, San Francisco: Photographic Art Publishers, 1935
- Davis, William S., Practical Amateur Photography, Boston: Little, Brown and Company, 1936
- Deschin, Jacob, New Ways in Photography, New York: McGraw-Hill Book Company, 1936
- Eastman Kodak Company, How To Make Good Pictures, 20th Edition, revised, Rochester, New York: Eastman Kodak Company.
- Eastman Kodak Company, Photography of Colored Objects, 12th Edition, Rochester, New York: Eastman Kodak Company, 1933.
- Ellingson, Mark, and Neblette, C. B., "If You are Considering Photography", Vocational Guidance Series, Rochester: Athenaeum and Mechanics Institute, 1936.
- Erickson, A. J., Making Amateur Photography Pay, New York: Charles Scribners' Sons, 1893
(Historical value)

- French, Alice, An Adventure in Photography, New York: Charles Scribners' Sons, 1893
- Heering, Walter, Night Photography, New York: Burleigh Brooks, 1937.
- King, Eleanor, and Pessels, Wellmen, You and Your Camera, New York: Harper Bros., 1936
- Mees, C. E. K., Photography, New York: Macmillan Company, 1936
- Price, Jack, News Photography, New York: Industries Publishing Company, 1932
- Strong, W. S., Photographic Handbook, San Francisco: Photographic Art Publishers, 1935
- Wall, E. J., Dictionary of Photography and Reference Book for Amateur and Professional Work, London: Iliffe and Sons, 1930.
- Williamson, J. E., Twenty Years under the Sea, Boston: Hale, Cushman and Flint, 1936

BIBLIOGRAPHY

- Altstetter, M. L., "Essentials of a Program of Extra-Curricular Activities", School Review, 43:371-3, May, 1935.
- Belfour, C. Stanton, "Non-Athletic High School Contests", Clearing House, 12:81-85, October, 1937.
- Bogges, F. A., "Hobbies and Leisure Time", National Education Association Journal, 24:94, March, 1935.
- Broady, K. O., Enriched Curriculum for Small Schools, Lincoln, Nebraska: University of Nebraska, 1936.
- Brown, A. B., "Education for Leisure", Hibbert Journal, 31:440-50, April, 1933.
- Dean, T. M., and Bear, O. M., Socializing the Pupils through Extra-Curricular Activities, New York: B. H. Sanborn and Company, 1928.
- Denniger, T. F., "Importance of School Clubs in Extra-Curricular Activities", High School Teacher, 8:226, 269-70, June, September, 1932.
- Dimock, H. S., "Can We Educate for Leisure?", Religious Education Magazine, 29:120-124, April, 1934.
- Fretwell, E. K., Extra-Curricular Activities in the Secondary School, Boston: Houghton Mifflin Company, 1921.
- Gardner, Ella, "Handbook for Recreation Leaders", U. S. Department of Labor, Children's Bureau, Publication #231, 1936.
- Harrison, W. V., "Psychological Basis for School Club Activities", Texas Outlook, 19:36, February, 1935.
- Harwood, R. E., "The School Club is Here to Stay", Recreation, 32:30, April, 1938.
- Hunkins, R. V., The Superintendent at Work in Small Schools, Boston: D. C. Heath and Company, 1931.
- Johnston, E. G., "Democratizing the Extra-Curricular Program", Junior-Senior High School Clearing House, 7:86-91, October, 1932.
- Johnston, E. G., "Tests for a Club Sponsor", Abstract, National Education Association Proceedings, 1932.
- Jones, Galen, Extra-Curricular Activities in Relation to the Curriculum, New York: Teachers' College, Columbia University, 1935.
- Jordan, R. H., Extra-Classroom Activities in Elementary and Secondary Schools, New York: Thomas Crowell Company, 1928.

- Knudsen, Charles W., "You and Your Clubs", Social Studies, Edited by McAndrew, pp. 213-226.
- Lawson, F., "Objections to vs. Benefits Derived from School Clubs", Kansas Teacher, 37:13, May, 1933.
- McKown, H. C., Extra-Curricular Activities, New York: The Macmillan Company, 1927.
- McKown, H. C., School Clubs, New York: The Macmillan Company, 1929.
- Meyer, H. D., Handbook of Extra-Curricular Activities, New York: A. S. Barnes and Company, 1926.
- Meyer, H. D., and Eddleman, S. M., Financing Extra-Curricular Activities, New York: A. S. Barnes and Company, 1929.
- Millard, C. V., Organization and Administration of Extra-Curricular Activities, New York: A. S. Barnes and Company, 1930.
- Moore, V. A., Evaluation of Certain Procedures in the Administration of Extra-Curricular Activities Common to a Group of Oregon Secondary Schools, University of Oregon, Thesis (unpublished), 1937.
- National Recreation Association, The New Leisure Challenges the Schools, National Education Association, 1933.
- Pierce, P. R., "Reorganizing Extra-Curricular Activities --A High School Program", School Review, 46:118-27, February, 1928.
- Pound, Olivia, Extra-Curricular Activities of High School Girls, New York: A. S. Barnes and Company, 1931.
- Profitt, M. M., "High School Clubs", U. S. Office of Education, Bulletin, 1934, No. 18.
- Roberts, A. C., and Draper, C. F., Extra-Class and Intramural Activities, New York: D. C. Heath and Company, 1928.
- Roemer, Joseph, "Tendencies in the Development of Extra-Curricular Activities", School Review, 41:670, November, 1933.
- Roemer, Joseph, and Allen, C. E., Readings in Extra-Curricular Activities, New York: Johnson Publishing Company, 1929.
- Roemer, Joseph, Allen, C. F., and Yarnell, Dorothy A., Basic Student Activities, New York: Silver, Burdett and Company, 1935.
- Rowland, T. S., "Extra-Curricular Activities during the Next Decade", National Education Association, Proceedings, 1932, 523.
- Rohrback, O. A. W., Non-Athletic Student Activities in the Secondary School, Westbrook Publishing Company, 1925.

- Smith, E. S., "Danger Signals in the Club Program", Education Methods, 17:18, November, 1937.
- Stern, Renee B., Clubs, Making and Management, New York: Rand, McNally and Company, 1925.
- Tavener, R. W., Student Activities in High Schools with Special Reference to Oregon, University of Oregon, Thesis (unpublished), 1924.
- Terry, Paul W., "Selected References on the Extra-Curriculum", School Review, 43, 44, 45:300 plus April, 1935, 1936, 1937.
- Terry, Paul W., Supervision of Extra-Curricular Activities in the American Secondary School, New York: McGraw-Hill Book Company, 1930.
- Tetz, H. E., Evaluation of the Extra-Curricular Activities Program by Seniors and Graduates of Oregon High Schools, University of Oregon, Thesis, (unpublished) 1937.
- Thompson, C. C., A Proposed Plan of Extra-Curricular Activities for Small High Schools, University of Nebraska, Thesis (unpublished), 1935.
- U. S. Bureau of Education, "Non-Athletic Extra-Curricular Activities", Bulletin, 1932, No. 17.
- Van Nice, C. R., "Extra-Curricular Activities and Vocational Adjustment", Secondary Education, 6:152-164, October, 1937.
- Vredevoogd, L. E., "Providing Means for Student Participation through the Curriculum", Department of Secondary School Principals, Bulletin, 22:103-110, March, 1938.
- Waglum, R. S., "Development of Attitudes and Understandings through an International Relations Club", School Activities, 9:266-67, February, 1938.
- "What is Being Done to Educate for Leisure?", A Symposium, Junior-Senior High School Clearing House, 7:536-48, April, 1933.
- Wright, C. O., "Student Attitudes on School Clubs", Junior-Senior High School Clearing House, 9:46-47, September, 1934.
- Van Aller, H. H., "The Photographic Club", American Photography, 27:548-553, September, 1933.

Typed by VINCENT HOLCOMB