

THE EXTENT OF PARTICIPATION IN
VOLUNTARY GROUP ACTIVITIES IN
LANSING CENTRAL HIGH SCHOOL

THESIS FOR THE DEGREE OF M. A.

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THE EXTENT OF PARTICIPATION
IN VOLUNTARY GROUP ACTIVITIES IN LANSING
CENTRAL HIGH SCHOOL

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CHAPTER I

INTRODUCTION

The unit of study in Sociology is the group of interacting organisms. The forms that groups take are varied, and, since they are interrelated and influence one another, the form of one group will have a tendency to affect the form of other groups within the same culture. Thus, in a constantly changing order in which the trend is toward more democratic control, the movement in all group life is in some measure away from autocratic rule. This is to be seen in government, in the family, in industry, in the school, and, probably least of all, in religion. The criteria which Dewey applies to a mode of social life, both pointing to democracy, are these: How numerous and varied are the interests of the group which are commonly shared by its members? How full and free is the interplay of the group with other forms of association?⁽¹⁾

From the standpoint of the sociologist, all groups are interesting: gangs, church groups, family groups, political parties, trade unions, farmers' organizations, business corporations, recreational groups, and the numberless others. But the voluntary groups present in the secondary schools are of particular interest because of the fact that they are made up of young people who are in the process of development and who are supposedly learning to become responsible, participating members of a democratic community and a democratic nation. They are also important because they appear to serve as a

(1) John Dewey, Democracy and Education, p. 96.

tool whereby education is attempting to adjust itself to changing conditions.

There has been a noticeable tendency in recent years in the public high schools of the United States, small ones, as well as large, to indulge in what seems to the onlooker to be a race to see which school can establish the largest and most impressive extra-curricular⁽²⁾ program. This willingness on the part of the school to break with tradition and to fall so readily in line with a new movement is in some measure laudable, for it indicates that the school as an institution is willing to attempt to adjust itself to changing conditions and to the resulting changes in our philosophy of life. But all educators are not sociologists and, as a result, the real purpose of extra-curricular activities is often overlooked. Then arises the danger of repeating the mistakes of the classroom in the voluntary groups.* When the activities of voluntary groups degenerate into an extremely formal and rigid program, in which the pupils merely follow the suggestions of the teacher or, which is even worse, spend the activities period merely listening, the clubs are no longer preparing for initiative and participation in a democracy, but are rather reverting to the older methods of teaching.

(2) The term "extra-curricular" is used interchangeably with "extra-class" in this paper although the advisability of its use is being questioned by educators. The term is employed here because it is the term used in the high school studied and because it is the term that at the present is most widely used and understood.

But, even though we may ignore the criticism so justly made that the extra-curricular program should be built up gradually to meet the needs of a particular locality and should be tested for the values attributed to it before being adopted in a wholesale manner, and even though we do not question the values ascribed to such activities by educators and sociologists, there still remains the question of whether these activities are so organized in our high schools as to be most effective in performing those functions which it is their purpose to perform. It is obvious that if extra-curricular activities produce better citizens, which is one of the chief arguments presented in their behalf, they are of value to all students, not merely to a few of the more aggressive ones. The school undoubtedly wants to make good citizens of those who are not such good "mixers" as well as of those who fit easily into the various groups. Indeed, it is the problem of the school to provide groups into which "misfits" may fit, and to help all students to become acquainted with the voluntary groups in the school so that through these groups they may pursue their particular interests while, at the same time, they are learning to work and play with others.

Purpose

The purpose of this study is to attempt an analysis of voluntary group activities in Lansing Central High School with four objects in view: first, determination of the range and variety of voluntary activities in which the student may take

part, with special emphasis on literary societies and clubs; second, the extent of membership in such organizations; third, the nature of clubs and societies, particularly the amount of pupil participation involved in club activities; and, finally, the influence of participation in voluntary activities on scholarship in curricular subjects.

The object of securing data on the points enumerated above is to determine in some measure the effectiveness of the voluntary groups in the fulfilling of their purpose. This purpose may, in general, be said to be the providing of primary contacts in a world in which important factors, centering largely around improvements in communication, are making for an increase in secondary contacts and an accompanying decrease in primary contacts.

Another purpose of extra-curricular activities, closely connected with the first, is the need for providing groups in which children may exercise some initiative, participate actively, and learn to do by doing. If our society is going to educate for social efficiency in a democratic order, the school must find some place in its program for active participation for all students. And, although emphasis on this type of school work has been on the increase in the last few years, the old teaching methods are still so commonly employed that it is necessary to go outside the classroom to teach the actual process of working with the group.

Method and Scope

The nature of the purpose of this study makes it especially adapted to the case method. On the whole, therefore, this method is employed in gathering the data used in this study. The historical method is also used to a limited extent.

The historical material pertaining to the development of the activities program was obtained largely from the school annual, the Oracle, which has been published each year since 1892. The description of the individual organizations and their activities is a result of observation of the meetings of the various groups, interviews with the advisers of the clubs and societies, and reference to the Zodiac, the school weekly, and to the Oracle. The personal activities records of the pupils, kept on file in the school office, were the chief source of information for both the data on participation and those on the influence of participation in activities on scholarship. The latter, however, was supplemented by the honor roll published in the Zodiac at the end of each marking period.

The number of students included in the study of the first semester of the school year of 1931-1932 was 1123. They were classified as follows: 288 Sophomore B's, 148 Sophomore A's, 272 Junior B's, 91 Junior A's, 226 Senior B's, 98 Senior A's. For the second semester there were 1141 studied: 120 Sophomore B's, 284 Sophomore A's, 148 Junior B's, 272 Junior A's, 91 Senior B's, 226 Senior A's. The inequality apparent between

the various classes may be accounted for in two ways; first, the classes graduating in January are always smaller than those graduating in June, and second, there are always some children who enter high school but drop out before graduation.

In the portion of this study devoted to the relationship between participation in activities and scholarship, only those who were Juniors and Seniors were studied. The Sophomores were omitted from this part of the study, for the writer felt that the relationship would not be significant in this case because of the fact that the regulations of the school limited so rigidly the participation of the Sophomore B students.

There were 31 clubs and societies considered in this investigation. Athletic teams and student government groups are not analyzed in detail but enter in only as the students receive points for participation in these activities. It is necessary, however, to consider them in this connection for several reasons. First, they come under the classification of voluntary group activities and so have a place here although the emphasis rests upon societies and clubs. Second, the activities records are kept in such a way that it is an almost impossible task to separate points earned in athletics and student government from points earned in other activities. Third, membership and activity in clubs and societies alone is not sufficient indication of the extent of interest and participation in what we may call the voluntary group activities of the school.

Other Studies of Participation in Extra-Curricular Activities in Secondary Schools

Although the amount of literature produced in the field of extra-curricular activities has increased rapidly in the last few years, there still seems to be a dearth of studies which analyze actual situations as they exist in the high schools of the United States. There are, however, a few studies made of high school and college students which treat of some phase of the subject. Those which seem to bear most directly on this study are enumerated below.

F. Stuart Chapin, Professor of Sociology at the University of Minnesota, in 1924 began a study of extra-curricular activities at the University of Minnesota with the purpose of determining the educational and social value of student extra-curricular activities at the university. He found, however, that before ~~such~~ a study could be made effectively, there must be a background for it, a comprehensive survey of student activities. Consequently, his study as published in 1929,⁽³⁾ was a survey of the activities present on the campus, student participation in activities, leadership among the students, the relationship between student activity and academic achievement, and a record of the time spent on activities. This is, of course, an analysis of a university situation and is in many ways more extensive than the present study, but otherwise it bears a closer resemblance than any of the others that have

(3) F. Stuart Chapin, Extra Curricular Activities at the University of Minnesota.

been published, though the methods of collecting data differ greatly.

A short survey was also made in 1926 of the situation in the Lincoln High School in Lincoln, Nebraska, by a committee of teachers appointed by the Principal, J. W. French, and was reported in The School Review for December, 1926, by Gertrude Jones, a teacher in the Lincoln High School.⁽⁴⁾ This study had a practical purpose, to indicate the need of frequent inventories of extra-curricular activities in every high school, but showed some rather significant results in relation to participation in extra-curricular activities. In addition to a general study of the clubs and their members, a special study was made of the extra-curricular activities of the members of the senior class. Of particular importance in relation to this study are the conclusions concerning the extent of participation of the members of the senior class in voluntary activities in the school.

A study of a different nature but having a slight bearing upon the present one is that reported by M. Barbara Dee of the Jamaica Plain High School, Boston, Massachusetts, in The School Review for January, 1928.⁽⁵⁾ This is a study made from

(4) Gertrude Jones, "Survey of Extra-Curricular Activities in the High School," School Review, XXXIV (December, 1926) pp. 734-744

(5) M. Barbara Dee, "Extra-Curriculum Activities in Massachusetts High Schools," The School Review, XXXVI (January, 1928) pp. 43-51

biennial reports submitted in 1927 by the high schools in Massachusetts to the state department of education. It indicates the range of activities represented in these schools, the frequency of meetings, the average membership, teacher supervision, and whether or not credit is given. The point of importance in this study from our point of view is the conclusion that many high school pupils are untouched by any form of extra-curricular activities, even in schools which maintain several types of activities.

The other studies having any bearing on the problem of this thesis are several devoted entirely to a consideration of the effect of participation in activities upon scholarship. Two unpublished Masters' theses, one a study of the relationship between participation in activities and scholarship in the senior high school of Kenosha, Wisconsin, the other a study of the same nature based on data secured from three Illinois schools, approach the subject from this point of view. ⁽⁶⁾ The results were similar, the main conclusion in both being that participation in extra-curricular activities does not affect adversely the scholastic standing of pupils.

F. Stuart Chapin, in The School Review for February 13, 1926, reports a study of 250 young women of the senior class at Smith College. ⁽⁷⁾ In this case it was found that those who en-

(6) Walter S. Monroe, "The Effect of PParticipation in Extra-Curriculum Activities on Scholarship in the High School," The School Review, XXXVII (December, 1929) pp. 747-752

(7) F. Stuart Chapin, "Extra-Curricular Activities of College Students: A Study in College Leadership," School and Society, XXIII (February, 13, 1926) pp. 212-216

gaged in activities received higher grades than those who did not. Furthermore, the greater the amount of participation, the higher the scholarship.

On the other hand, a study made at the University of Colorado by James E. Knox and Robert A. Davis of the College of Education at that university indicates that participation in more than two activities has a tendency to lower scholarship.⁽⁸⁾

The nature and results of the studies mentioned above will be given in greater detail in a later chapter, where they will be compared with the results secured in the present study.

(8) James E. Knox and Robert A. Davis, "The Scholarship of University Students Participating in Extra-Curricular Activities," Educational Administration and Supervision, XV (October, 1929) pp. 481-493.

CHAPTER II

THE DEVELOPMENT OF SOCIETIES AND CLUBS IN THE HIGH SCHOOLS OF THE UNITED STATES

From the point of view of Sociology, the evolution of voluntary group activities in secondary schools has been very interesting, for it reveals to some extent the increase in the popularity of the conception of education as a social function. However, a growth as gradual and as unsung as has been the development of school societies and clubs previous to the last two decades is extremely difficult to trace in a manner which seems to give the movement any continuity. Because the early clubs and societies were usually regarded by school officials and by the general public as evils which were tolerated but not encouraged, these organizations were given little or no publicity, and records concerning their origins and nature are rare. It is, therefore, necessary to supplement the few facts available concerning the appearance and growth of clubs and societies in the high schools of the United States by a consideration of the nature of the school and the common attitude toward it in the various periods of its development, and to draw such conclusions as are possible concerning the changing relationship existing between the curricular and the extra-curricular in the high school program.

Early History of Literary Societies in Secondary Schools

There are, however, a few rather significant dates that may be mentioned to indicate how long clubs and societies are

known to have been in existence in the high schools of the United States. The movement in the high schools was preceded by a similar movement in the colleges, as there is a noticeable tendency for the high school to follow the patterns set by the college.

Literary societies, which are still found occasionally but which are rapidly dying out or assuming the nature of clubs as this form of organization increases in popularity, are much older in their origins than are the clubs. The first organization known to have existed in an American secondary school was the Rhetorical Society, established at Exeter in 1812. In 1841 the Phillips Debating Club was founded, also at Exeter. Secret societies were frequently found among the early literary societies, and the two forms of organization were very similar. (9)

In the early high schools, too, the literary society, with its emphasis on debating and public speaking, which were held in high esteem in that period, was the first of the extra-curricular activities to appear. The Eucleia Debating Club was organized at Worcester High School about 1857; the Sigma Phi Society, a dramatic organization, was found at the Hartford Public High School as early as 1859; and at an early date the Central High School at Philadelphia had established a Literary Congress composed of delegates from each of the literary societies in the school. (10)

(9) Paul W. Terry, Supervising Extra-Curricular Activities, pp. 7-8

(10) Ibid., p. 8

The Development of Widespread Interest in Student Activities

But, in spite of these scattered efforts on the part of the students themselves to establish organizations in which they could find some relief from the restrictions imposed by an iron-clad curriculum, some group of kindred spirits in which they could give free expression to their ideas and find out what their contemporaries were really thinking about, the school administrators held aloof from these groups. They gave them no recognition and tolerated them only so long as they did not interfere with the curricular program. Craft clubs were, of course, unthought of, for the high school of that day was not for the masses, but for the professional classes, particularly preachers and teachers, who were in school for the purpose of absorbing learning or "culture", embodied in the minds of the schoolmasters of early times and known as a classical education.

But with our rapidly changing social conditions, there has also been a gradual change in educational subject matter and methods. These have lagged, however, behind the developments in industry, which in our country has been the predominant institution, setting a swift pace for the other institutions, - the home, the school, the church, recreation, and government - which are always attempting to keep up with the economic institutions but always seem to remain several steps behind. Ogburn has coined the term "cultural lag" to describe this situa-

tion. He states that culture may be divided for the purpose of analysis into two parts, material culture and adaptive culture. The second class includes that portion of the non-material culture which is adjusted or adapted to material conditions. An intermediate position is occupied by what he calls partially adaptive culture, that which makes some adjustments to fit changed material conditions while some functions remain constant. Changes in adaptive culture do not synchronize exactly with changes in material culture, and the result is the lag. (11)

Nevertheless, this century has seen rapid strides made in education with the purpose in view of making our educational system socially efficient and adapting it to the changes occurring in our other institutions. This movement has had the effect of broadening and enriching the curriculum to meet the needs of the ever increasing number attending high school and of the variety of classes and occupations represented in our high school enrollment, attempting to individualize instruction and to make it less formal and more vital to the pupil, providing a program of activities that teaches the child not only factual material but also the more important phase of education which enables him to live and work with his fellows and to adapt himself to the society into which he was born. In short, there has been a constant striving toward the goal to produce, not a student of second-handed or outworn ideas, but a socialized

(11) William Fielding Ogburn, Social Change, pp. 202-203

human being who is capable of living successfully with other people and making some contribution to the groups of which he is a member or with which he comes in contact. People are gradually adapting Dewey's conception of education as a social function and attempting to adapt our educational system to the realization of that aim.

It has been under the influence of this movement that the recently developed interest in extra-curricular or extra-class activities has appeared. The schools are now attempting to capitalize on the information that psychologists and sociologists are giving them concerning the nature of the adolescent. Since adolescents, or even younger children, will form gangs, the school is beginning to realize that it may strengthen its own position as an influence over the child as well as to raise the standards of the groups to which the child belongs by offering him voluntary activities of sufficient variety to satisfy his many interests, and by so supervising these activities as to make them a positive influence in the development of the child, instilling ideals of conduct that may be strong enough to counteract the unwholesome influences with which he may come in contact.

These activities are designed to answer needs in our present social order that were either not present or not recognized in the past. The values generally ascribed to extra-curricular activities, according to Koos, of the University of Minnesota,

who bases his conclusions on the values mentioned three or more times in forty writings on extra-curricular activities are: training in some civic-social-moral relationship, socialization, training for social cooperation, actual experience in group life, training for ethical living, training for citizenship in a democracy, trained for leadership, worth while friendships, training for worthy home membership, training in parliamentary usage, improved discipline and school spirit, training for recreational and esthetic appreciation, health, vocational training, training in business methods, intellectual development, retention in school, recognition of interests and ambitions, exploration, improved scholarship, constructive influence on instruction, training in fundamental processes, relation of school and community, and the discharge of super-abundant energies.⁽¹²⁾ While some of the values here ascribed to extra-curricular activities may be open to question, both in relation to their desirability and also in relation to the power of extra-curricular activities to promote them, there are a few which are very widely recognized as desirable and which seem to be closely connected in their realization with effective club organization in the high school. These are the ones mentioned most frequently in the analysis made by Mr. Koos,

(12) Leonard V. Koos, "Analysis of the General Literature on Extra-Curricular Activities," Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II, pp. 9-12.

namely, training in civic-social-moral relationships, recognition of adolescent nature, "socialization," training for leadership, training for social cooperation, actual experience in group life, training for citizenship in a democracy, and training for recreational and esthetic participation. Neither educators nor sociologists would question the desirability of a group which would perform these valuable functions for education and so for the society for whose service the educational system is designed.

And so, with changes in the social order and consequent changes in our conception of the aims and methods of education, has come a new emphasis on clubs and other extra-curricular activities representing the democratization of the educational system. It has been since the World War that this interest has become pronounced and that there has been recognition of these activities in the literature of education and in college and university courses in education. The first text book devoted exclusively to student activities was published in 1925,⁽¹³⁾ and since that time there has appeared a great variety of books on the subject. The best of these represent a wide experience and a broad knowledge of the social sciences on the part of the writers. They manifest a real effort to see the matter impartially and in its broadest aspects. Whenever possible opinions are supplemented with data gathered in a scientific

(13) Paul W. Terry, Supervising Extra-Curricular Activities in the American Secondary School, p. 18.

manner. The worst represent either blind traditionalism and prejudice against what seems to be an innovation necessitating a readjustment of ideas and school schedules which the writers are too indolent to make, or the fanaticism of those who are swept off their feet by every new idea that presents itself and so indiscriminately attribute to student activities an imposing array of values which have not yet been proven to have any connection with them.

It will be seen from this brief survey that the development of extra-curricular activities in the United States has been so recent that it has been difficult to trace it impartially without displaying too much or too little enthusiasm. Perhaps their development in Lansing Central High School may, with the aid of the Oracle, be shown with greater accuracy of detail.

CHAPTER III

THE ORIGIN AND GROWTH OF THE ACTIVITIES PROGRAM IN LANSING CENTRAL HIGH SCHOOL

In Lansing Central High School, much as in other high schools of the United States, there was a gradual development of activities, beginning with a society of a religious nature and finally arriving at the present stage in which the predominant type of activity is the club. In its activities it is evident that the school reflects the times and tends to reproduce the larger society in miniature. Not only does the school reflect the times, but it is also greatly influenced by the nature of the area in which it arises. Since this is true, we may better understand conditions existing in Lansing Central High School if we first briefly describe Lansing and its schools.

Lansing, Michigan

Lansing was settled in 1837 on the Grand River. In 1847 it was chosen by the legislature as the future site for the state capitol, which was then located at Detroit. In 1859 Lansing was incorporated, and in 1860 there was a population of 3,074 recorded. Between 1900 and 1910 the population nearly doubled, and by 1930 the United States Census recorded a population of 78,397, or two and one-half times as many people as were recorded as living in Lansing in 1910. Of this number, 1,409 were Negroes and 6,630 were foreign-born whites, while 70,309, or almost 90% of the population, were native white.

Industry in Lansing centers largely around the manufacture of automobiles and parts for automobiles. The 1930 census records about 180 manufacturing concerns, employing about 16,000 men and women at the time, with a maximum capacity of 20,000. Lansing is also the trading center for the rural area of surrounding counties.

Lansing Public School System

In June, 1932, at the close of the school year represented in the present study, the school population of the Lansing public schools was 15,060. At the time the system included two senior high schools, three junior high schools, 24 grade schools, and three special schools (the School for Crippled Children, the Washtenaw Open Air School, and the school connected with the Ingham County Sanatorium). In addition to these three special schools, there are two special rooms for the mentally deficient in West Junior High Schools; in these two rooms there were 43 pupils enrolled in June, 1932. Table I indicates the number of pupils in each school.

This study is, of course, primarily concerned with the two high schools. Central High Schools, which is considered in this study, is the older of the two high schools and until about four years ago was the only one in Lansing. Before the establishment of Eastern High School about four years ago, however, the congestion at Central High School had been somewhat relieved by the building of the junior high schools,

TABLE I. NUMBER OF PUPILS ENROLLED IN LANSING PUBLIC
SCHOOLS IN JUNE, 1932

School	Enrollment
High Schools	:
Central	: 1286
Eastern	: 1415
Junior High Schools	:
Walter French	: 855
Pattengill	: 1149
West	: 1359
Grade Schools	:
Allen	: 699
Barnes	: 455
Bingham	: 310
Cedar	: 427
Cherry	: 137
Christiancy	: 397
Foster	: 645
Genesee	: 334
Grand River	: 308
High Street	: 445
Holmes	: 499
Kalamazoo	: 570
Larch	: 224
Logan (discontinued in 1933)	: 133
Main	: 278
Maplewood	: 403
Michigan Avenue	: 334
Moores Park	: 262
Oak Park	: 428
Thomas	: 284
Verlinden	: 278
Walnut	: 389
Willow	: 437
Walter French Elementary	: 199
Special Schools	:
School for Crippled Children	: 61
Washtenaw Open Air School	: 47
Ingham County Sanitorium	: 13
Total	: 15060

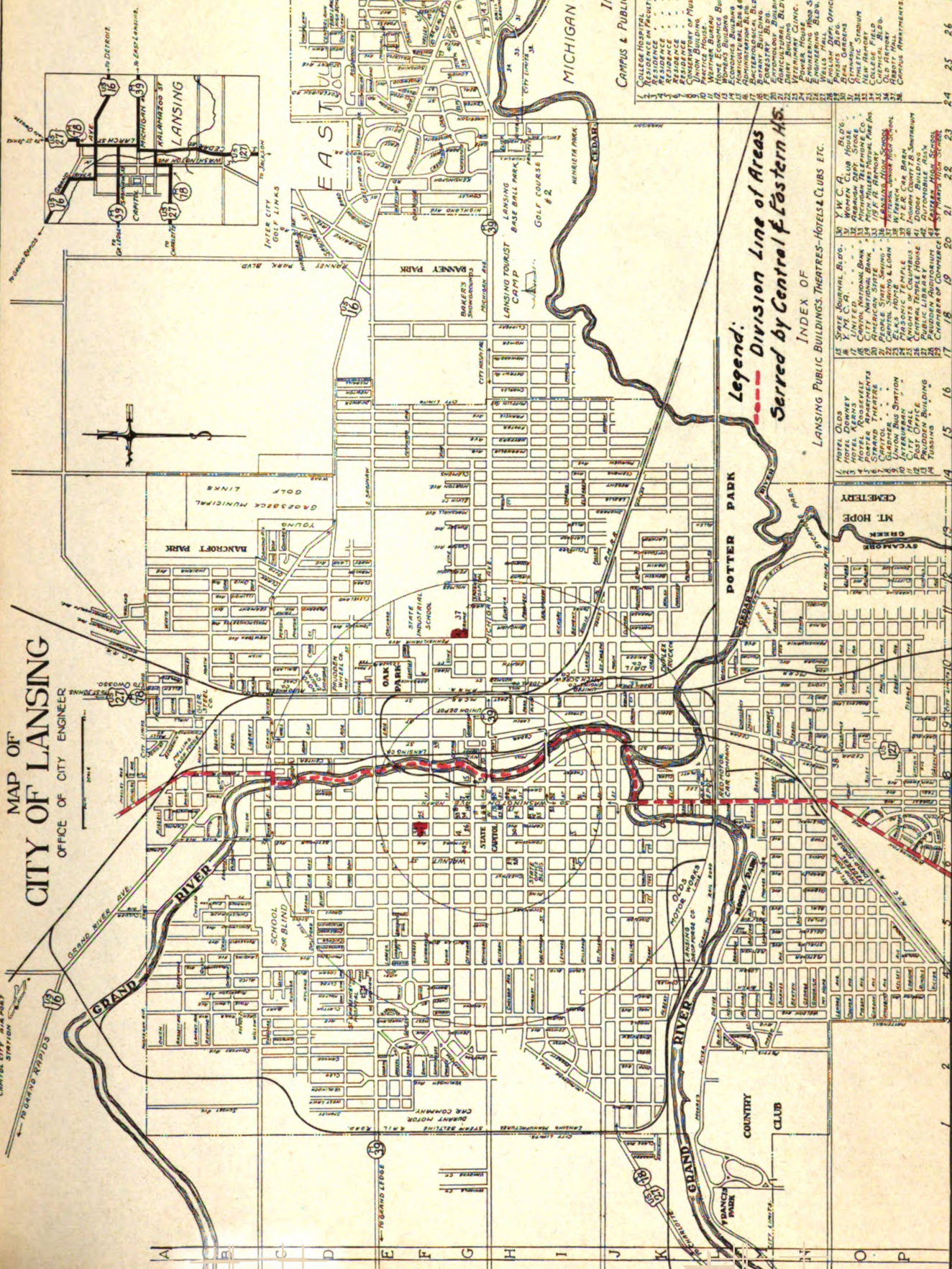
first West Junior High School, then Pattengill Junior High School, and later Walter French Junior High School. Since these junior high schools included grades seven, eight, and nine, this left the high schools also with only three grades.

The enrollment of Central High School in June, 1932, was 1286, that of Eastern High School 1415. The area served by each of these schools is indicated in the map on the following page. The population of the area served by Central High School is far from homogeneous. The area includes: the greater part of the business district; some factories, around which are found in some cases settlements of Negroes and foreign-born; most of the better homes of the city; and a large middle-class group. In contrast to this situation, Eastern High School has a group of students which is much more nearly homogeneous and which perhaps, for this reason, would have a less serious problem in relation to voluntary activities in the school. Central High School, however, because it is so much older than Eastern High School, presents a picture of growth which could not be traced in a newer school.

Development of Voluntary Group Activities in Lansing Central High School

In the first Oracle, published in 1892, there are recorded two activities outside the curriculum, the Students' Christian Association and the Senior Literary Society. The Students' Christian Association had been organized in the fall of 1886 through the influence of the superintendent and principal.

MAP OF CITY OF LANSING OFFICE OF CITY ENGINEER



INDEX OF CAMPUS & PUBLIC BLDG. FRATERNITY HOUSES ETC.

19	Delta Sigma Phi House
20	Lambda Chi Alpha House
21	Kappa Sigma House
22	Phi Chi Alpha House
23	Phi Kappa Phi House
24	Phi Kappa Phi House
25	Phi Kappa Phi House
26	Phi Kappa Phi House
27	Phi Kappa Phi House
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98	Phi Kappa Phi House
99	Phi Kappa Phi House
100	Phi Kappa Phi House

Legend: --- Division Line of Areas Served by Central & Eastern H.S.

INDEX OF LANSING PUBLIC BUILDINGS, THEATRES-HOTELS & CLUBS ETC.

1	Hotel Oakes
2	Hotel Oakes
3	Hotel Oakes
4	Hotel Oakes
5	Hotel Oakes
6	Hotel Oakes
7	Hotel Oakes
8	Hotel Oakes
9	Hotel Oakes
10	Hotel Oakes
11	Hotel Oakes
12	Hotel Oakes
13	Hotel Oakes
14	Hotel Oakes
15	Hotel Oakes
16	Hotel Oakes
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This organization held a half-hour service at the close of the school session each Wednesday afternoon and, in addition, held a reception for all students of the high school sometime during the first few weeks of the fall term. Attendance and membership were entirely voluntary. This organization is last recorded in the Oracle of 1899.

In the fall of 1890, it was suggested by the superintendent and principal that the junior and senior classes form a joint literary society which in time might take the place of assembly rhetorical, which were then in vogue. This project was abandoned, but soon afterward the seniors organized themselves into the Literary Society of '91, the first organization of its kind in the high school. This organization met every two weeks in the evening, at the homes of the members.

At the time that the first Oracle was published there was no gymnasium in the school, but the editors expressed the hope that an athletic society might be formed in Lansing High School in the future. This wish was fulfilled in the following year, when a baseball team was organized. This year also saw the inception of the Lansing Science Club, an organization whose purpose it was to promote original study and research in science. Although this club was open to all young men in the city, it was largely dominated by the high school and found a place in the high school yearbook.

From 1893 to 1897 there was little change in the activities.

In 1897 the Students' Christian Association was temporarily given up because the sessions were changed to evenings and the attendance became very small. In this year also the Sigma Kappa society was organized by a teacher in the school for the purpose of studying the work of Shakespeare in which the characters were connected with history. This society seems to have been a rather specialized form of the literary society, but it lasted only one year, whereas the Senior Literary Society, organized in 1892, was recorded as late as 1901.

The year 1898 marked several significant contributions to the activities program of the high school. It was in this year that Greek-letter fraternities and sororities began in the high school and that the girls formed their first basketball team and had extended to them the privilege of paying dues to and attending meetings of the Athletic Association. There was also recorded in the Annual for the first time an Alumni Association and a school paper, the High School Observer, published monthly by the junior class.

Fraternities and sororities continued very popular until as late as 1911, when there were still five of them in the high school. But in the meantime the literary societies began to make their appearance and there were introduced a few clubs, somewhat similar to those found in the high school today but usually less specialized in function. The Science Club, which was organized very early (1893), seems to have been an

exception, however, for its purpose resembled closely the purpose of the present Science Club.

The first recreational or leisure time club was the Jolly Owls, which the Oracle described as a semi-organization and which was not strictly a high school group. In 1900, while Admiral Dewey was in the public eye as a result of the part he played in the Spanish-American War, the Kadui Club for a short time served the purpose of amusement and diversion. These clubs were of a transitory nature, probably in some measure because of the indefiniteness of their purpose, in marked contrast to the Science Club, which has continued in the high school from 1893 to the present.

It is interesting to observe that in 1900 there appeared in the Oracle, as an introduction to the section of the Annual devoted to organizations, the first formal defense of school organizations that is found in that publication. In 1906 an article signed by the principal of Detroit Central High School defends the Greek-letter fraternities. The wording of the article indicates that at this early date there was already a beginning of the protest against them that was to grow louder and louder until, in 1925, they were prohibited by a state law.

In 1906, the Zodiac, the present school paper, came into existence, and in 1907 several literary societies and clubs were added to the activities program, the Frasoris and Euphronian Literary Societies, the House of Representatives, and the German

Club. Of these all remain today excepting the German Club, which had no reason for continuance when German was taken from the curriculum as a result of the animosity aroused against everything German by the World War.

In 1911 a Latin Club was formed and called The Roman State. This club was recorded only two years. In 1912 the first debating team appeared, and in 1913 another literary society, the Adelphia, was organized, followed in 1914 by the Cliosophic. The Music department also received recognition in 1914 through a Chorus, a Girls Glee Club, a Boys Glee Club, a Band, and an Orchestra.

It was not until 1919 that a new organization was recorded. This was another literary society, the Euripidean, which was established because there was not sufficient room in the other societies for all who wished to belong. In this year there also appeared a defense of literary societies, the main argument being that they taught students to organize and to cooperate.

In 1921, the Industrial Department introduced the Knights of Industry, to which all students in the Industrial Course belonged. In 1922 the Commerce Club, a Spanish Club, called La Sociedad de Espanol, and a French Club were recorded for the first time, and in 1923 the Hi-Y and Girl Reserves were organized in the high school. In 1925 the services of the Senior Hi-Y were supplemented by the Intermediate Hi-Y, and a new Latin Club, the Hodierni Romani, was organized.

In 1926 the office of Advisor of Students was created, and Miss Ella Gibbs was appointed to fill it. Since that time the number and variety of clubs has increased incredibly and the literary societies have tended to assume the nature of clubs, although these organizations are more permanent than are the clubs, which are newly organized each semester to meet the changing needs and wishes of the students.

The Present Activities Program at Lansing Central High School

Since the creation of the office of Advisor of Students, the activities program in the high school has developed steadily in extent and in complexity. Although the activities mentioned here cannot be called strictly voluntary, a brief description of the general organization of what may be called the extra-class activities will perhaps aid in understanding the place of voluntary group activities in the high school. The foundation of all activities is the system of student government, described briefly below.

Student Government

The home room is the unit of organization for participation in extra-class activities. Each student belongs to a home room in which he spends the third period (9:53 a.m. to 10:38 a.m.) every day ~~excepting~~ those on which he must attend other group meetings. The third period is the activities period, and the schedule of activities ~~for~~ the school year of 1931-1932, which

is somewhat representative of the programs for each semester,
was as follows:

Monday

Home Room Programs

Class Meetings and Interclass Contests

Tuesday

Thrift Banking

Organization Ticket Collection

Wednesday

General Assemblies

Thursday

Student Council

Interclass Contests

Girls League Unit Meetings

Industrial Assemblies

Friday

Literary Societies and Clubs (alternating)

The outline of student governmental activities found on
file in the office of the Adviser of Students describes the
nature and extent of student participation in the organization
of the school.

I. The Home Room as the unit of organization

A. Purpose

1. To give each pupil opportunity to practice school citizenship in a small group and so develop for leadership in the larger school group and in later life
2. To foster and develop right ideals of school spirit and ethical conduct
3. To give proper attention to routine matters with economy of time and effort

B. Plan for organization

1. Each unit, or home room, shall be in charge of a teacher who shall be the supervisor of the organization and adviser in all lines of student participation
2. The officers shall be president, vice-president, secretary, treasurer, and representative to Student Council
 - a. Term - 1 semester
 - b. Officers (except Student Council representatives) not eligible for re-election to same office two consecutive semesters
3. Election of officers
 - a. Nominating committee of five members chosen from floor by acclamation on Tuesday of second week of school
 - b. Nominating committee nominates no more than two candidates for each office
 - c. Home Room teacher ex-officio member of nominating committee, and present at every meeting of the committee
 - d. Elections: Tuesday of third week of school
4. Duties of officers
 - a. President - preside at all general meetings (Tuesdays). Appoint all committees, with assistance of vice-president and approval of home room teacher
 - b. Vice-President - duties of president in absence; Zodiac representative in the room

- c. Secretary - all records of meetings and report room news to proper authorities
- d. Treasurer - collect all funds authorized by home room. Membership dues shall not be levied. Charge of all ticket sales
- e. Representative to Student Council - attend meetings and report to home room the following Tuesday. Ascertain sentiments and wishes of the room and present to Student Council

5. Committees

- a. Thrift
- b. Welfare - promote friendliness, visit sick, etc.
- c. Scholarship - devise ways and means of raising standards of scholarship
- d. Good Housekeeping - improve appearance of room
- e. Attendance and Punctuality
- f. Manners and Conduct
- g. Special committees may be appointed when necessary

II. Student Council

A. Purpose

- 1. To unite home rooms
- 2. To formulate and regulate activities which pertain to the school unit as a whole

B. Plan for organization

1. Membership

- a. One representative from each home room
- b. Junior and Senior classes have members at large
 - (1) Junior classes combined - at least two more members than Sophomore classes combined
 - (2) Senior classes combined - at least four more members than Sophomore classes combined
 - (3) Preference given to A classes if odd number selected

III. Banking Council

A. Purpose

1. To promote thrift
2. To attain high per cent in banking in school

B. Plan for organization

1. Membership - Manager, head building cashier, and head cashiers from each home room
2. Members of Board of Directors, which consists of ten students, shall be members of Banking Council

The Girls' League

The Girls' League was organized in 1927 "for the purpose of furthering the spirit of democracy, unity, and responsibility among the girls and also for the purpose of making and keeping high social and ethical standards. Every girl in the school automatically becomes a member of this organization and one of its four units: Vocational and Scholarship Unit, Health Unit, Recreation Unit, and Social Service and Social Usage Unit. Girls automatically pass from one of these units to another." (14)

Federation of Literary Societies and Clubs

This organization, composed of the principal, counselor, advisers, presidents and secretaries of the literary societies and clubs, has as its purpose the forming of only worthy organizations and the realization of the ideal of an organization meeting the needs of every student. It must approve any proposed

(14) Hand Book of Central High School, 1929-1930, pp. 12-13

society or club before such organizations can hold meetings, and it settles any other questions arising concerning the organizations.

The Federation of Literary Societies and Clubs has no regular time of meeting, but meetings are called when necessary.

Clubs and Literary Societies

The development of literary societies and clubs was treated in a previous section of this chapter and each of the organizations present in the year 1931-1932 will be treated separately in the following chapter, so it will be sufficient here to note that the literary societies are more or less permanent organizations, as are also some of the older clubs, whereas most of the clubs that represent a high degree of specialization change more readily from semester to semester as the demand for them varies. In the year considered in this study there were in operation about thirty such organizations, five of which were the older literary societies.

Summary

The activities program of Lansing Central High School has increased steadily since the first organization recorded, which was established in the fall of 1887 and which held its meetings in the evening, to the present time, when there is a fairly well-integrated activities program under an Advisor of Students, with time allotted for meeting during the school

day. This is, of course, a sign of the times, as were also the steps in the development of the activities program which were marked by the presence of Greek letter societies and, in their turn, literary societies and clubs.

At the present time there remain literary societies and clubs, but in a period when oratory and pompous speech are not greatly sought after or admired, and when it is said that the art of conversation is disappearing in favor of greater activity, the literary societies are replacing strictly literary pursuits by such activities as dramatic presentations.

To convey a better understanding of the nature of the activities program and the variety of needs it serves, each organization will be considered briefly in the following chapter.

CHAPTER IV

SOCIETIES AND CLUBS IN LANSING CENTRAL HIGH SCHOOL, 1931-1932

The order of development of the various types of voluntary group activities in Lansing Central High School is somewhat indicative of the changes taking place in the more general social situation. Since the pupils in the school are also members of other groups outside the school, particularly those associated with the family, the church, and play and recreation, the voluntary groups formed in the school tend to reflect the life outside. Another important factor in this connection is that the institutions of the community are so closely interrelated that school administrators are forced by public opinion, if not by their own feelings in the matter, to frown on those types of organization in the school that are not yet commonly accepted. Therefore it is to be expected that the voluntary groups that originate in the high school will reflect by their nature the approximate date of their origin. Of course, no one form of organization immediately and completely wipes out all preceding forms, and, therefore, there are remnants of the old interspersed among the new. This is true of literary societies. In the second semester of the school year of 1931-1932 there were still in operation in the high school five literary societies in addition to twenty-five clubs. As was suggested in the third chapter, the distinction between societies and clubs has come to rest largely in the name given the or-

ganization, for the literary societies have become much like the clubs in purpose and program. From the brief description of each literary society it will be seen that several still retain the general purpose characteristic of such organizations at their inception, which was, briefly, to promote culture, while others have specialized in certain definite fields, such as dramatics, Club and society meetings are bi-weekly, so each student has an opportunity to belong to more than one organization of this type at one time. For this reason, the total number belonging to such organizations cannot be interpreted to mean that that number of students in the high school is participating in these activities. The custom is in most societies to levy a small sum each semester as dues, but usually the amount is not so great as to bar many students from membership in an organization. In general, the dues vary from ten to twenty-five cents a semester, but in some groups, such as the Art Club, in which necessary expenditures for materials with which to work are greater, the dues are higher.

The following brief description of each of the societies and clubs as well as Table II on the succeeding page will serve to show the variety of needs set by these organizations. The groups have been arranged in chronological order to show the rate of increase in club interest as well as the social emphasis of the period in which they were organized. It is to be observed that most of the literary societies had their origin

TABLE II. CLUBS AND SOCIETIES IN LANSING CENTRAL HIGH SCHOOL, 1931-1932

Name	Date of Organization	Membership 1931-32	Purpose
Euphronian Society	1906	30	To encourage the study of literature
Frasoris Society	1906	30	To gain proficiency in dramatic art
House of Representatives	1906	30	To stimulate debate and to make members familiar with parliamentary procedure
Adelphic Society	1913	30	To gain proficiency in dramatic art
Cliosophic Society	1913	30	To provide entertainment based on dramatic and social projects
Euripidean Society	1918	13	To develop dramatic ability of members
Camp Fire	1920	20	To develop the best type of womanhood
Girl Reserves	1920	35	To help the girls to develop physically, mentally, and spiritually, and also to create a friendly spirit
French Club	1921	30	To increase the members ability in comprehension and use of French
Commerce Club	1922	64	To acquaint members with the commercial world
Science Club	1922	26	To study scientific subjects
Hi-Y	1924	100	Character training
Latin Club	1924	33	To develop a greater appreciation of Latin studies
Athletic Booster Club	1925	28	To promote school spirit
History and Travel Club	1925	30	To increase interest in social sciences, travel, and to prepare for travel
Radio Club	1925	12	To learn radio operating
Boxing Club	1926	41	To furnish healthful recreation and provide for physical development
Art Club	1927	20	To develop skill in handicraft

(Continued on next page)

TABLE II (continued)

Clogging Club	1928	31	To produce skill in dancing
Poetry Club	1928	15	To develop interest in writing original poetry
Home Economics Club	1929	27	To solve home problems and to better home and community life
Oratorical Society	1929	4	To encourage and develop ability in public speaking
Parrott Club	1929	25	To develop and promote dramatic talent in its members
Taxidermy Club	1929	15	To study taxidermy and conservation
Varsity Club	1929	35	To promote good sportsmanship
Journalism Club	1930	12	To study newspapers and their organization and to assist Zodiac staff
Motor Club	1930	30	To study internal combustion engines, to promote public speaking, and to give practice in parliamentary law
Writers Club	1930	10	To encourage creative writing
Debating Club	1932	10	To promote formal and informal debating
Music Club	1932	11	To study solo music

before the World War. There occurred a lull in voluntary activities in the war period, and following the War, clubs sprang up like mushrooms.

Euphronian Literary Society

The Euphronian Society, established in 1906, limits its membership to thirty girls. The purpose of this society resembles more closely the general character of the older literary societies, "to encourage the study of literature."⁽¹⁵⁾

This society builds its programs largely around various types of literature, such as novels, drama, biography, and poetry. Occasionally there are outside speakers to add to the program.

Frasoris Literary Society

The Frasoris Society, too, desires that its members shall "gain proficiency in dramatic art."⁽¹⁶⁾ This society, founded in 1906, limits its membership to thirty, which number is divided equally between boys and girls from each class. This is the oldest society in Lansing Central High School, and there are always more students applying for membership than the society is able to accommodate.

The programs consist largely of one-act plays put on by groups of members and criticized by the others. In the year 1931-1932 the members of this organization entered the one-act

(15) The Oracle of 1932, Lansing Central High School Yearbook, p. 101.

(16) Ibid., p. 103.

play contest in which various groups in the city participated. The students took charge of their own rehearsals without the aid of the adviser excepting in case of special problems. The Frasoris society puts on a Christmas program each year for the high school assembly. In 1931 they presented the play, Why the Chimes Rang, and for this play they prepared all the properties themselves.

The programs also include outside speakers occasionally. The students themselves plan the programs and the adviser merely checks on them. Each year this organization gives a banquet for its senior members, and here, too, the students themselves do the planning for the decorations, speaker, and other necessary preparations.

House of Representatives

This organization came into being in 1906 to stimulate and aid debate and to make its members familiar with parliamentary procedure. The membership is limited to thirty and usually approaches that number closely. The programs are extemporaneous and consist largely in the passage of various bills with due pomp and ceremony, though these bills may not be of the most serious character. The boys are largely responsible for their own programs, and during the year they secured one outside speaker, a state legislator from Detroit, to supplement their own efforts.

Adelphia Literary Society

According to the Oracle of 1932, the purpose of the

Adelphic Literary Society, founded in 1913, is "to gain proficiency in dramatic art."⁽¹⁷⁾ The membership is limited to thirty girls and this number is divided as equally as possible among the classes, so that Sophomores, Juniors, and Seniors may all be represented. Any member who is absent for two consecutive meetings without an excuse from the faculty advisor is automatically dropped. The program emphasis is made sufficiently plain in the statement of purpose and needs no further explanation.

Cliosophic Literary Society

The Cliosophic Society gives as its purpose "to provide entertainment based on dramatic and social projects."⁽¹⁸⁾ This society, also established in 1913, is likewise limited to thirty members, but its membership includes boys as well as girls. Like the Adelphic Society, its programs take the form of plays presented by the members. The constitution of the organization states that "each member must take part in at least one program each semester. Continued refusal of members to participate in programs shall be considered cause for dropping the member." This insistence by an organization upon participation by all members seems to be a definite step in the direction of making such groups beneficial to the students belonging to them.

(17) Ibid., p. 99.

(18) Ibid., p. 100.

Euripidean Literary Society

This society, established in 1918, is another society whose purpose is to "develop dramatic ability of members to the highest degree possible."⁽¹⁹⁾ The membership is limited to girls. There were thirteen members in the year under consideration, and these girls were placed in small groups, each of which is responsible for one program during the semester. These programs consist of plays, which the girls themselves are taught to direct.

Camp Fire Girls

This organization, established at Lansing Central High School in 1920, was composed last year of twenty girls whose purpose was "to develop the best type of womanhood."⁽²⁰⁾ The program emphasis for the year was first aid, but the programs of the previous year were largely dominated by speakers, principally teachers in the high school.

Girl Reserves

This society, established in Lansing Central High School in 1920, is affiliated with the National Girl Reserves and works in conjunction with the Young Woman's Christian Association. The national organization is so well-known that it is not ne-

(19) Ibid., p. 102.

(20) Ibid., p. 115.

cessary to dwell at any length upon the aims, purposes, and programs of this organization, for there is nothing in particular to distinguish it from other organizations of its type. The purpose of this group, like that of the Camp Fire, is character training.

French Club

The French Club, whose official name is Le Cercle Francais, was established in 1921, and by 1931-32 it had thirty-five members, of whom thirty were active members. The purpose of this club is "to increase the members' ability in the comprehension and use of French,"⁽²¹⁾ and incidentally they not only learn more concerning the language itself than they are able to learn in the regular classes, but they also become better acquainted with the French people and their country.

Commerce Club

The Commerce Club, established in 1922, requires as a prerequisite for membership at least two credits in commercial subjects. The membership in 1931-1932 was about sixty-four including both boys and girls.

The primary purpose of this club is to acquaint its members with the commercial world, a purpose which is realized largely by the inclusion in their program of talks by leading business men. The club has also performed such services for its members as advertising in the papers in an effort to secure jobs

(21) Ibid., p. 108.

for graduating students and has accepted the responsibility for engraving names on the Reo Cup, the purpose of which is to record honors achieved by commercial students in typewriting. Like most of the other societies and clubs, the Commerce Club also meets a recreational need among its members by social meetings and diversional programs.

Science Club

The Science Club, established in 1932, has as its purpose "to study scientific subjects."⁽²²⁾ The sources of information drawn upon particularly in the programs are motion pictures and discussions led by speakers.

Hi-Y

This organization, established in Lansing Central High School in 1931-2 had a membership of over one hundred. It is affiliated with the Young Men's Christian Association, but the advisor stated that the connection was more apparent than real and that on the whole the boys got little satisfaction from the Association.

The purpose of the Hi-Y is character training, but no definite provision is made for the methods whereby this purpose may be satisfactorily accomplished. This fact, combined with the presence of an unwieldy number of members, produced an undesirable situation from the standpoint of interest and par-

(22) Ibid., p. 113.

ticipation in the organization by the members. Committees are appointed, but there is not enough interest present to make them function. Likewise, officers are elected and, without performing much actual work to earn recognition, they are accorded the prestige which officers in the high school groups enjoy. There is practically no participation on the part of the students in planning and executing the programs, so the programs become largely a listening process involving less actual participation than is required in a regular class. Among the speakers addressing the group in the year 1931-32 were three ministers, the principal of the high school, the assistant principal of the high school, and a chemistry professor from Michigan State College.

The advisor of this group, who is also advisor of the Taxidermy Club, which seems to be functioning successfully, recognizes the weaknesses of the organization and very frankly analyzes and admits them. This is, of course, a more or less subjective evaluation, but even a brief glance at the program composed entirely of speakers and the further information that these speakers were secured by the advisor rather than by the members themselves reveals a fundamental weakness which can be viewed objectively if we recognize the value of participation in the work and ideals of the group. If all advisors could see their organizations impartially and could face their weaknesses without emotion, it would be possible to get a much

more unprejudiced view of the whole situation. Under present conditions this is impossible.

Latin Club

The Latin Club, called Hodierni Romani, was established in 1924. The membership at the time of the study was thirty-three, which the adviser felt was too many to make possible as much participation as is desirable. The adviser felt, however, that the club members did better work in their Latin classes because of the fact that they were members of the club and were encouraged to go on with their Latin into the study of Vergil because of the interest aroused through hearing the older club members speak of the things they learned in Vergil class and seeing the enthusiasm which it aroused in them.

The programs are composed of such interesting things as Latin games, songs, and plays. For example, members write and present dramatizations from Vergil. Each semester they are entertained by the Latin Club at Eastern High School and they also play host to this organization in the course of each semester. In the second semester of the year here considered they were also entertained by the Vergil class of the St. Mary's High School.

Each year the Latin Club gives medals at graduation to those who have a B average in Latin and have completed Latin 8, which includes Vergil and Ovid.

Athletic Booster Club

The Athletic Booster Club, established in 1925 for the purpose of promoting school spirit, had a membership of twenty-eight in the year studied. The programs consist largely of outside speakers secured to talk on subjects related to athletics. The club also performs such functions as selling athletic badges for the games and printing and distributing yell sheets at the games. In the school year 1931-1932 their special project was the sale of tire covers advertising Central's basketball schedule.

History and Travel Club

The purpose of this club, organized in 1925, is "to increase interest in the social sciences; to illustrate the value of travel; and to prepare for travel."⁽²³⁾ The programs center largely around plays, book reviews, and outside speakers. The general subject for the first semester of 1931-1932 was international peace and international welfare agencies.

Radio Club

The purpose of the twelve members of the Radio Club, which was established in 1925, is "to learn radio operating."⁽²⁴⁾ The club is limited to twelve boys and is the only club in the high school which gives credit to its successful members. Pre-

(23) Ibid., p. 110.

(24) Ibid., p. 119.

ference for membership is given to tenth grade pupils as they have more opportunity to become proficient than those in higher grades. The purpose of the organization is realized largely through the operation of the amateur radio station of Lansing High School. Pupils who are not licensed radio operators are in the process of training so that they may get a license. The regular club meetings are devoted for the most part to the study of the equipment used in radio transmission and reception.

Art Club

The Art Club was organized in 1927 to develop skill in handicraft. In the year studied there were twenty members in the club. Each semester this club undertakes a special project, one of which was a sun dial presented to the school as a memorial. In December, 1931, the club conducted a handicraft bazaar in which they sold articles produced by the club members during the semester. They also had on exhibit at the bazaar a screen made by them for the school for crippled children.

Clogging Club

This is an organization in which all of the members of necessity participate, though some enter in more fully than others insofar as two of the girls in the club were taught by the adviser to teach the dances to the club. The adviser hoped to have a different girl teach each dance the next year, which would be even better for the members from the standpoint of participation.

There were thirty-one members in this club in 1931-1932. The purpose of the club, which was established in 1927, is to produce skill in dancing and to teach the members dances to give when called upon to entertain. This year the girls gave exhibitions before the Girls' League of the high school, the Art Club, the Reo Show, for Playday at Eastern High School, and for the Women's Athletic Association of Michigan State College.

Poetry Club

The Poetry Club came into being in 1928 for the purpose of developing interest in writing original poetry. The requirement for membership is that the student write an original poem. The programs consist largely of the reading of original poems.

Home Economics Club

The Home Economics Club, established in 1929, states as its purpose "to solve home problems, to better home and community life."⁽²⁵⁾ In 1931-1932 there were twenty-seven members in this organization. The programs consist mainly of talks or demonstrations given by outside speakers on subjects in which the home economics students are particularly interested. For example, one speaker told of the vocational possibilities in the home economics course. Another program had as its purpose the demonstration of correct formal introductions.

(25) Ibid., p. 111.

Oratorical Society

The Oratorical Society was founded in 1929 "to encourage and develop ability in public speaking."⁽²⁶⁾ In 1931-1932 there were only four members in this group, so unless interest is quickly revived it threatens to be short-lived.

The first semester of the year each member selects a declamation and gives it; the second semester each writes and gives an oration. The club also prepares a drama to give before an English class. There are also social meetings, and the group entertains another society in the school each semester.

Parrott Club

This club was admitted to the Federation of Clubs of Lansing Central High School in 1929 and in the year under consideration had 25 members. The purpose of this organization is "to develop and promote dramatic talent in its members."⁽²⁷⁾ Besides its activities in producing plays to present before its members, it also prepared to enter the Little Theater Tournament.

Taxidermy Club

The constitution is one of the interesting features of this group. It is not the formal, pompous, and meaningless document so characteristic of high school organizations in which procedure too often has precedence over content in the

(26) Ibid;, p. 126.

(27) Ibid., p. 117.

activities of the group. On the contrary, the constitution has been built up over a period of years since the establishment of the club in 1928, in order that it may be a vital part of the organization rather than an imposing array of impressive words and phrases. The best way to describe the organization is to refer the reader to the constitution itself:

The Constitution of the Roger J. Stiefel
Taxidermy Club

ARTICLE ONE NAME

The name of this club shall be the Roger J. Stiefel Taxidermy Club of Lansing Central High School.

ARTICLE TWO OBJECT

The object of this club shall be to help boys to grow into real men by cooperating with each other, living the clean life ~~as~~ Roger did, helping themselves by learning taxidermy, helping the school by promoting a museum of natural history, and helping the state by cooperating in the problems of conservation.

ARTICLE THREE MEMBERSHIP

Section One.

Membership shall be limited to fifteen boys of Central High School.

Section Two.

In case a member shall become delinquent, he shall have thirty days in which to meet requirements and at the end of that time he shall either become a regular member again or his name shall be placed on the list of retired members.

Section Three.

As vacancies occur new members shall be selected in order from the waiting list.

Section Four.

During the last part of each semester there shall be a meeting at which all active and retired members shall be invited, but retired members are not to attend any other meetings of the club or enjoy any of its privileges unless they are retired by graduation from the high school.

Section Five.

Members who have been retired may not become active members again.

Section Six.

Any boy who asks for admittance into this club shall agree to keep the following list of regulations. Such agreement to be made at a regular meeting of the club.

Secure a copy of the laws of Michigan relative to the conservation of natural resources and personally keep within them as well as insist that others obey them.

Respect the rights of others while in the open by helping to prevent fires and other damage to property while enjoying the beauty of the wild places in Michigan.

Remembering that a clean mind and body is necessary in order to become the man that his parents and friends have a right to expect him to be, and in order to help his weaker pals, never indulge in acts or stories that he is not willing to have his Mother witness.

Make a careful study of guns and cutting tools as well as the poisons which are necessary to the art of taxidermy and be ready at any time to show others how to prevent accidents and be helpful in case of accidents.

While an active member of this club **except** only such commercial taxidermy work as has been approved by the advisor and allow him to set all prices on such commercial work.

After accepting the training received in this club if a member shall ever do any professional taxidermy work he shall keep it up to a high standard and shall never cut prices and in that way bring disrespect to a dignified art. But he shall do all that he can to make the taxidermist one of the most respected of all artists, and make this profession one to be envied.

A list of points shall be attached to this constitution and each member shall place enough work in the museum each month to give him one point of credit. Enough work may be done at any time to total enough for one semester but points shall not carry over from one semester to another.

ARTICLE FOUR OFFICERS

The officers of this club shall be president, vice-president, secretary, and treasurer.

Offices shall be secured in the following manner: At the last meeting of each semester, points earned that semester shall be counted and the person with the most points shall be declared president, and in descending order of points other boys shall become vice-president, secretary, and treasurer.

The duties of the officers are as follows:

President. Take charge of all meetings and see that all other officers and members do their duties.

Vice president. With the help of the advisor, plan all meetings, both regular and special.

Secretary. Keep records of all regular and special meetings and supply all data that is needed by the school.

Treasurer. Collect and spend all money, and keep an accurate record of the financial transactions of the club. Before paying out any money he shall have an order signed by the president and advisor of the club.

Article Three, Section Two shall apply in the case of officers' duties as well as the regular duties that a member shall perform.

ARTICLE FIVE MEETINGS

The club shall meet regularly on the Fridays provided for club meetings, during the periods set by the school authorities and shall have a social meeting the second Tuesday evening of every month. Special meetings may be called by the advisor or president.

ARTICLE SIX AMENDMENTS

This constitution may be amended by affirmative vote of two-thirds of the members of the club by securing such vote at two regular meetings, and approval by the school.

ARTICLE SEVEN POINTS

The advisor shall pass on and keep a record of all points earned.

The points earned shall be doubled if the member secured the specimen himself and puts it in the museum.

All specimens put in the museum shall become the property of the board of education.

At the end of the constitution there appears a list of specimens and the number of points for each. In the year studied the Taxidermy Club sponsored a contest for the best specimen made during the year, giving as first, second, and third prizes instruments which might be used in taxidermy.

Varsity Club

The Varsity Club perhaps has little place in a discussion of this kind insofar as it is closely connected with athletics, a phase of voluntary activities that has received so much attention in recent years that it does not seem necessary to discuss it in a paper of this kind.

In its present form, this club came into being in 1929, but in reality its influence reaches back beyond that time through its predecessor, the "L" Club, which served a similar purpose before the opening of Eastern High School. The club is open to boys having a major award in football, basketball, swimming, or track, or two major awards in cross country, golf, or tennis.

The purpose of the club is "to promote good sportsmanship and sports,"⁽²⁸⁾ which is realized largely through the code to which the organization requires its members to prescribe, constraining them, among other things, to abide by all training rules and to play for the school and not for the newspapers.

Journalism Club

The Journalism Club was established in 1930 "to study newspapers and their organization, to study high school papers, and to assist the Zodiac staff."⁽²⁹⁾ The membership in the year 1931-1932 was twelve students, both boys and girls, the requirement for membership being that the applicant write a news article. In the second semester of the school year, the club decided to include in its program the presentation of a prize each semester for excellence in journalism. The contest for this prize is not open to members of the club alone, for any student in Central High School is eligible for the honor.

Motor Club

This club is a comparatively new one in the school, having been established in the fall of 1930. The membership, which numbered thirty in 1931-1932, consists entirely of boys in the industrial course, but the club is open to any boy in the high school. This club does not confine itself entirely to activities within the high school itself in the effort to realize its

(28) Ibid., p. 120.

(29) Ibid., p. 105.

purpose "to study internal combustion engines; to promote public speaking; to give practice in parliamentary law,"⁽³⁰⁾ but it also attempts to broaden the interest and knowledge of its members through inspection trips through local factories.

Writers' Club

This club was established in 1930 "to encourage creative writing."⁽³¹⁾ The program emphasis is on mutual criticism of the literary efforts of the members, which are read during the club meetings. At times, as would be expected in a club of this nature, the program just seems to build itself up, while some of the programs are definitely planned as to the subject that all members shall employ in their writings. The club as a whole also subscribes to the Scholastic magazine, which contains literary contributions of high school students from all parts of the United States.

The Writers' Club sometimes combines with the Poetry Club, especially in securing outside speakers. This club also combines with others for social gatherings, as when the Poetry, Writers', and Story-Telling clubs had a banquet together. Another interesting thing this club did was to keep the minutes in verse for one year.

(30) Ibid., p. 118.

(31) Ibid., p. 107.

Debating Club

The Debating Club was established in 1932 "to promote formal and informal debating among high school students." (32)

The membership is small and no dues are levied. This club is interesting in that it seems to have originated out of turn. It is recorded as having its beginning in 1932, when debating was not particularly popular, either in school or out. Such an organization seems to belong, rather, in the period of literary societies. There is a possibility, however, that since the school is not supporting debating to the extent that it once did, the small group that is interested in this activity finds it necessary to organize voluntarily with no more support from the student body than is accorded the other clubs.

Music Club

The Music Club, a very recently organized one, was established for the purpose of studying solo music, and the program emphasis rested on criticism of solo work. In 1931-1932 there were eleven members and no dues were levied.

Summary

In 1931-1932 there were thirty clubs and literary societies to serve about 1200 pupils in Lansing Central High School. If each pupil were to belong to one club or society, there would

(32) Ibid., p. 126.

have been an average of forty members in each organization. Most of the groups in the school recognize the limitation that large numbers exercise on the effectiveness of the group, and so seven societies and clubs limit their membership to thirty, while three limit their size to fifteen pupils or less. There were only six organizations studied which had more than thirty members, as indicated in Table , and in at least two of these the advisors were considering the possibility of splitting the groups, which they found unwieldy. Twelve groups state explicitly in the student handbook that they have no limit on membership.⁽³³⁾ However, in view of the fact that some pupils were barred from membership because they had not yet taken enough work in the high school or because they could not meet the scholarship requirement, the number of clubs was fairly adequate to meet the needs of the school in the year studied. It is also important to consider, in this connection, that all pupils need not be active in club activities every semester, since other activities such as athletic teams, school publications, student government, musical activities, school dramatics, or class committees would, of necessity, occupy the time of some students during some semesters and so make participation in club work impossible.

The clubs and societies also represent a fairly wide range of activities and interests. This is necessary if the school

(33) Handbook of the Central High School, 1929-30, pp. 12-27.

is going to provide primary contacts and opportunities for active participation for all pupils in the school. Dramatic activities seem to be the most popular in this school, for there were five dramatic organizations, with a total membership of 128 pupils. There were three clubs which were related to athletics, besides a dancing club which might be considered as athletic but verges on the aesthetic, an art club, a music club, three organizations whose purpose is character training, a commercial club, three groups devoted to debating, three distinctly literary clubs (poetry, journalism, and writing), two language clubs (French and Latin), a history and travel club, a commercial club, and three clubs which cater to those whose interests are practical rather than literary or aesthetic - a science club, a radio club, and a taxidermy club. Another feature of the activities organization which tended to make for sufficient variety in voluntary groups was the arrangement that a small number of students might petition for a new club if none of those in operation met their particular needs.

As for the amount of pupil participation possible for members, the groups vary greatly in this respect. This variation appears to be largely dependent on three factors: the nature of the activity involved, the interest of the members, and the personality of the advisor. In some cases observed, the club was just another class, but on the whole there were present evidences of socialization and pupil responsibility

not ordinarily found in the classroom.

Although the number and variety of extra-class organizations were sufficient to meet the needs of those who were eligible to participate in them during the school year studied, the proportion of the student body earning activities points was much too small for an educational system which has as its purpose education for democracy. The next point to consider, therefore, is the extent of pupil participation in voluntary group activities in the high school.

CHAPTER V

EXTENT OF PARTICIPATION IN ACTIVITIES AND ITS RELATION TO SCHOLARSHIP

The degree of participation in voluntary group activities is not determined by the school situation alone. It depends as well upon the non-school situation, particularly the influence of the family, which in its attitudes and habits of living also reflects the church and the occupational group. It is difficult to separate the effects of the school situation from those of the non-school situation, for the personality of the child is formed by all of his associations, and he carries into the schoolroom the habits and attitudes which he has acquired at home or on the playground. For example, an Italian is a "Wop" or "Dago" to a child who has been taught at home or in the play group that this is so, and it is difficult for him to forget this fact and to associate freely and on equal terms with Italian children in school. It has been mentioned earlier that the population of the area served by Central High School is an extremely heterogeneous one, and one wonders if the children of foreign parents or of parents from low economic levels may participate in voluntary groups in the school without discrimination. Other factors that may be traced back to the home are financial difficulties, parental disapproval of extra-class activities as non-essential or even detrimental to what they believe to be education, or membership in strong institutional groups outside of the school which tend to draw interest away from school organi-

zations. The latter point is probably of importance in very few cases insofar as most of the activities are carried on during school hours.

It is evident, however, that, due to the fault of the school itself, many students do not participate in voluntary group activities. Sophomore B's, those spending their first semester in senior high school, are admitted to practically no organizations. Furthermore, a pupil who has failed a course is no longer eligible for membership in many of the societies and clubs, while those who have an average of "C" or below in academic subjects are permitted to earn an extremely limited number of points. Participation in extra-class activities is dependent upon grades received in regular class work.

In order to better understand the scholarship limitations imposed upon participation in voluntary group activities by the school administrators, the point system will be discussed briefly and a study made of the extent of participation in these activities in the Central High School, as indicated by the number of activities points earned by the pupils.

The Point System

In Lansing Central High School there is now in use a point system by means of which the extra-curricular activities of the students may be recorded and limited. This point system has been so designed that over-activity of individual students

may be curbed and that a monopoly of desirable positions and offices by one or two of the more active or more gifted pupils may be avoided to the advantage of the student body in general. The student handbook of the Lansing Central High School issued for the school year of 1929-1930 states that the point system has been established for "distributing opportunities for participation in extra-curricular activities and for the purpose of developing and maintaining higher standards of attainment in these activities."⁽³⁴⁾

The number of points assigned to each activity represents, as far as possible, the amount of time and responsibility which that activity requires in relation to the maximum number of points that each student may carry. In this way the maximum amount of activity outside of the classroom is as definitely limited as is that within the classroom.

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The points given for each activity are as follows:

Student Council	
President	15
Vice President	5
Secretary	10
Council Members	5
Chief Student Duty Officer	10
Banking Council	
Manager	10
Assistant Manager	5
Secretary	3
Director	3
Building Cashiers	5

(34) Handbook of the Central High School, 1929-1930, p. 51

(35) Ibid., pages 52-54

Zodiac	
Editor in Chief	15
Asst. Editor in Chief	10
Business Manager	10
Asst. Business Manager	5
Advertising Manager	15
Asst. Advertising Manager	10
News Editor	5
Literary Editor	5
Sport Editor	5
Oracle	
Editor in Chief	12
Asst. Editor in Chief	6
Business Manager	12
Asst. Business Manager	6
Advertising Manager	8
Asst. Advertising Manager	6
Art Editor	6
Associate Editors	4
Girls' League	
President	15
Vice President	10
Secretary	10
Chairmen of Units	12
Secretaries of Units	3
Senior Class	
President	10
Vice President	8
Secretary	8
Treasurer	8
Committee Chairmen (Major)	5
Junior Class	
President	8
Vice President	5
Secretary	5
Treasurer	5
Committee Chairmen (Major)	5
Sophomore Class	
President	3
Vice President	2
Secretary	2
Treasurer	2

Home Rooms	
President	2
Vice President	1
Secretary	1
Banking Head Cashier	2
Assistant Cashiers	1
Clubs and Societies	
President	5
Vice President	4
Secretary	4
Members	2
Treasurer	3
Athletics	
Captain of Football Team	10
Captain of Basketball Team	10
Captain of Track Team	10
Members of Football Team	8
Members of Track Team	5
Members of Basketball Team	8
Captain of Swimming Team	8
Members of Swimming Team	5
Cheer Leader	3
Asst. Cheer Leader	2
Athletic Board of Control	
Secretary	3
Member	1
Dramatic and Oratorical Activities - Senior Class Play	
Major Part	5
Minor Part	3

In accordance with this schedule, the activities of the pupils are limited by fixing the maximum number of points which each may carry in this way:

Pupils with less than C average	10
Pupils with C average	15
Pupils with B average	20
Pupils with A average	25

This means that the higher the scholastic grades earned during the period spent in high school, the greater the activi-

ties load the student is allowed to carry. This limitation is placed on participation in extra-class activities by the administrators of the school, not by the pupils themselves, so it is undoubtedly true that there are many pupils who would take a greater part in activities if they were permitted to do so. The attitudes behind rules which make opportunity to participate in extra-class activities dependent upon school marks hark back to the time when extra-curricular activities were considered evils which interfered with the legitimate pursuits of the school.

The activities record of each student for each year he attends the high school is kept on file in the office on cards which are designed to give at a glance all the extra-curricular activities carried through high school and the number of points earned each semester. These records are not as clear as they might be because of the rather careless manner in which they are kept. A number of teachers help to fill in the information requested on the records, and as a result there is a lack of uniformity. For example, on some records the names of the clubs in which the pupils earned points are given, in others they are omitted. Then, too, some teachers give grades for club work, while others merely indicate the number of points earned. Some indicate offices held, but in most cases this information is not included. The records do, however, indicate to some extent the degree of participation in such activities. In a few cases the number of points carried exceeds the maximum of twenty-five, but such cases are rare and are the result of

special concessions made by the principal in unusual cases.

Because of the nature of the point system the activities records indicate not only the extensiveness of participation in voluntary activities but also the intensiveness of participation. In fact, the method of assigning points to activities is such that a large number of points carried in a semester may indicate either intensiveness of participation in one or two activities, membership in a large number of organizations, or a certain degree of both intensiveness and extensiveness of participation. For example, if a student with a scholastic average of "A" and therefore privileged to carry twenty-five points is president of the Student Council (15 points) and also Assistant Advertising Manager of the school paper (10 points, he cannot carry any other activities. On the other hand, another student, also with an average of "B" and therefore also allowed to carry twenty-five points, may be an Assistant Cheer Leader, a member of the Athletic Board of Control, take a minor part in dramatics, be president of his home room, an Associate Editor of the Oracle, a member of the Student Council, secretary of the Banking Council, a member of both a literary society and a club. Of course, this would be an exceptional case, but, needless to say, a student with even a smaller number of activities than those mentioned in the second example would not be able to participate intensively in all of them. However, because the records have not been completely filled in, it is impossible to determine inten-

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siveness and extensiveness separately. Both phases of participation must be considered together as indicated by the number of activities points carried each semester.

Extens of Non-Participation

Many students take no part at all in voluntary group activities. As suggested above, the reasons for non-participation may lie in the school situation or in the situation outside of the school, but in either case the responsibility for the failure of many to participate cannot be attributed to the pupils themselves. It is rather the result of the whole complex of attitudes that have been built up, both in school and out, around extra-curricular activities.

The number and per cent of pupils in each class who earned points and the number and per cent who earned no points in the first semester, 1931-1932, is shown in Table III. This information is also given for the school as a whole.

* Of the 1123 pupils studied in the first semester, 41 per cent participated in no voluntary group activities in the school, almost 4 per cent earned only one point, and 23 per cent earned two. Two points can be gained by membership and attendance in a society or club. One point, as stated in the description of the point system which occurs earlier in the chapter, is earned by the performance of the most trivial services and gives very little training in participation in group activities and practically no opportunity for exercising initiative. Therefore,

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TABLE III. NUMBER AND PER CENT OF PUPILS BY CLASSES IN
RELATION TO ACTIVITIES POINTS EARNED,
FIRST SEMESTER, 1931-1932

No. of:	Sophomore				Junior				Senior			
Points:	1 B		1 A		2 B		2 A		3 B		3 A	
Earned:	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
0	141	49.0	85	57.4	98	36.0	31	34.0	57	25.2	49	50.0
1	28	9.7	4	2.7	8	2.9			3	1.3		
2	62	21.5	31	20.9	75	27.6	29	31.8	47	20.8	17	17.3
3	16	5.6	2	1.4	17	6.3	2	2.2	9	4.0	2	2.0
4	7	2.4	8	5.4	23	8.5	8	8.8	19	8.4	5	5.1
5	12	4.2	1	.7	10	3.7	3	3.3	14	6.3	2	2.0
6	3	1.0	3	2.0	7	2.6	4	4.4	9	4.0	1	1.0
7	8	2.8	3	2.0	5	1.8	2	2.2	17	7.5	2	2.0
8	4	1.4	5	3.4	9	3.3	4	4.4	5	2.3	2	2.0
9	3	1.0			2	.7			6	2.8	2	2.0
10	3	1.0	2	1.4	4	1.5	1	1.1	4	1.9	2	2.0
11			3	2.0					7	3.1	1	1.0
12					3	1.1	2	2.2	6	2.7		
13	1	.3			3	1.1			2	.9		
14									4	1.8	2	2.0
15					2	.7			1	.4	2	2.0
16			1	.7	1	.4	1	1.1	5	2.3	1	1.0
17							1	1.1			1	1.0
18					1	.4			2	.9	1	1.0
19							2	2.2	3	1.3	1	1.0
20					1	.4	1	1.1	2	.9	2	2.0
21					1	.4			1	.4	1	1.0
22									1	.4	1	1.0
23									1	.4		
24												
25					1	.4						
26												
27									1	.4		
28												
29												
30					1	.4						
31												
32											1	1.0
Total	288	100.0	148	100.0	272	100.0	91	100.0	226	100.0	98	100.0

in effect, this means that 68 per cent of the student body in the first semester did not share in the advantages which accrue from direct participation in extra-curricular activities.*

Of the 288 Sophomore B's, almost 49 per cent, very nearly half of the class, earned no points; of the 148 Sophomore A's, over 57 per cent earned none; of the 272 Junior B's, over 6 per cent; of the 91 Junior A's, over 34 per cent; of the 226 Senior B's, over 25 per cent; of the 95 Senior A's, over 51 per cent. The lowest percentage of non-participation was found in the Senior B class, followed closely by the Junior A and Junior B classes. It is also significant that the maximum number of points carried in the Junior B class was 30, and in the Senior B class was 27, whereas the maximum in both Junior A classes and Senior A class was 20, in the Sophomore A class 16, and in the Sophomore B class 13. The low number of points carried by Sophomores is due to the policy of the school to encourage the Sophomores to become accustomed to life in the high school before engaging to any great extent in extra-class activities.

Table IV indicates that a similar situation was present in the second semester. In this semester 65 per cent of the Sophomore B's earned no points, 42 per cent of the Sophomore A's, 47 per cent of the Junior B's, 33 per cent of the Junior A's, 31 per cent of the Senior B's, and 28 per cent of the Senior A's, while the extent of non-participation in the school as a whole remained about the same as in the first semester.

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TABLE IV. NUMBER AND PER CENT OF PUPILS BY CLASSES IN
RELATION TO ACTIVITIES POINTS EARNED,
SECOND SEMESTER, 1931-1932

No. of:	Sophomore				Junior				Senior			
Points:	1B		1A		2B		2A		3B		3A	
Earned:	No.:	Pct.:	No.:	Pct.:	No.:	Pct.:	No.:	Pct.:	No.:	Pct.:	No.:	Pct.:
0	78	65.0	119	41.9	70	47.3	89	32.7	28	30.8	63	27.9
1	7	5.8	21	7.4	4	2.7	9	3.3	1	1.1		
2	19	15.8	78	27.5	33	22.3	80	29.4	23	25.3	49	21.7
3	3	2.5	16	5.6	3	2.0	12	4.4	2	2.2	10	4.4
4	6	5.0	18	6.3	14	9.4	22	8.1	4	4.4	30	13.3
5	6	5.0	5	1.8	5	3.4	15	5.5	6	6.6	7	3.1
6			6	2.1	4	2.7	8	2.9	3	3.3	10	4.4
7			4	1.4	3	2.0	6	2.2	4	4.4	12	5.3
8			7	2.5	4	2.7	9	3.3	3	3.3	5	2.3
9			3	1.0			5	1.8	2	2.2	5	2.3
10			3	1.0	1	.7	7	2.6	2	2.2	7	3.1
11			3	1.0	5	3.4	1	.4	1	1.1	9	4.0
12					2	1.4	1	.4			4	1.8
13	1	.8					2	.7	2	2.2	1	.4
14							2	.7	2	2.2	2	.9
15			1	.4			1	.4			1	.4
16											3	1.3
17									3	3.3	1	.4
18							1.4	.4	1	1.1		
19									2	2.2	1	.4
20									1	1.1	3	1.3
21												
22									1	1.1	2	.9
23												
24							1	.4				
25												
26												
27												
28												
29							1	.4				
30											1	.4
31												
32												
Total	120		284		148		272		91		226	
		100.0		100.0		100.0		100.0		100.0		100.0

It is also of interest to note that, omitting those who have engaged in no activities, the modal number of points earned is two in every class as well as for the school as a whole.

The fact that approximately two-thirds of these high school students took no active part in extra-curricular activities was not because the activities program itself was inadequate, for, as was mentioned earlier, the school as a counselor of students who spends her entire time in planning and administering student activities. Furthermore, the teaching staff is sufficiently large and varied to provide advisors for a program characterized by both extensiveness and diversity. The failure of the voluntary groups to reach out to all students must be ascribed to causes which are perhaps less readily excused than would be the inability of the school to provide for the administration of such a program, for this limitation might reasonably be present in a school of small teaching staff or rigidly limited budget.

The most general and unfortunate reason is that educators too often fail to see education as a social function. They are perhaps so close to educational institutions that, quite naturally, their view becomes distorted. And so, in their intense desire to have the school machinery in perfect working order, they sometimes forget that they are educating children in order to pass on the accumulated culture of the ages so that the children may be able to fit into the established life in which

they find themselves. Added to this unfortunate attitude of school administrators is a closely related factor. Educational methods are rapidly changing in order to adapt the school to changes in other institutions, and yet attitudes are changing much less rapidly than the form is being modified. Therefore, although the fad for extra-curricular activities has for several years been sweeping over the United States, it appears that too often schools adopt impressive programs merely to compete with their neighbors, without fully realizing the significance and possibilities of such a movement.

The result is a general tendency to make the opportunity to participate in voluntary activities incident to the maintenance of an acceptable scholarship in academic subjects. From the standpoint of Sociology, the fallacy of such a procedure is obvious. Eubank says: "Assimilation of an individual by a group is in direct proportion to his degree of sympathetic participation in its life and thought."⁽³⁶⁾ If this is true, the influence of the school on the individual will be much greater in the situations in which he is permitted to participate directly than in those in which he merely plays the role of listener. However, it is evident that in Lansing Central High School something of the old stigma is attached to extra-class activities. They are still considered non-essential, a reward for completing classwork satisfactorily. They are a luxury to be

(36) Earle E. Eubank, Concepts in Sociology, p. 168

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indulged in by those who are intelligent and industrious enough to pass in Latin, History, Algebra, and all the other traditional subjects. This is manifested by the fact that those who fail in a subject of this kind are barred from practically all voluntary groups. It is also evidenced by the apportionment of the number of points a student may earn according to his scholastic average. This eliminates a considerable number from participation and limits many others. For example, in the first semester, 1931-1932, of 687 Juniors and Seniors, 549 or 79.9 per cent did not appear on the honor roll at all during the term, 8.6 per cent appeared only once, and 5.4 per cent appeared twice out of a possible three times. To have a place on the honor roll, a student must have no grade lower than "B" for the marking period. Since a pupil with a "C" average is permitted to earn only fifteen points a semester, it is safe to say that at least 80 per cent and probably more may not earn more than fifteen points.

Of the 234 pupils in the Junior and Senior classes who earned no points during the first semester, 214 or 91.5 per cent were never on the honor roll, 9 or 3.9 per cent were on the honor roll once, 4 or 1.7 per cent were included twice, and 3 per cent three times. Thus, only 8.6 per cent of the pupils in these two classes who earned no points had all "B's" in any one or more marking periods.

Another reason for the high degree of non-participation

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is the fact that Sophomore B's are barred from membership in many of the societies and clubs. The result of this ruling will be shown in the following discussion, in which the extent of participation in the various grades in the high school will be noted.

Participation by Classes

Table V shows the percentage of pupils in each class earning a stated number of points. In each case the information is given for both first and second semesters. The data from which this table is derived are given in detail in Table III and Table IV found on pages 68 and 70.

This table indicates a tendency for the percentage of a class participating in voluntary group activities to increase steadily from the Sophomores to the Seniors, although there may be a slight slump in the Senior A class. There is also a corresponding tendency for the percentage of the class to increase in the categories into which those earning points are placed.

The data are grouped in five intervals because each succeeding one indicates a significant increase in participation. Participation in the first interval is either absent entirely or negligible, since practically no real initiative and participation is necessary to earn one point. The second interval, including those pupils who earned from two to five points, represents a low degree of participation; the third, those earning from six to ten points, represents a fair amount; the fourth,

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TABLE V. PER CENT OF STUDENTS EARNING ACTIVITIES POINTS, by CLASSES AND BY SEMESTERS, 1931-1932

Number of Activities Points Earned	Soph.			Soph.			Jr.			Jr.			Sr.			Sr.		
	A	2nd	1st	A	2nd	1st	B	2nd	1st	A	2nd	1st	B	2nd	1st	A	2nd	1st
	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.	Sem.
	(288)*	(284)	(148)	(284)	(148)	(272)	(148)	(272)	(272)	(91)	(91)	(91)	(91)	(226)	(226)	(226)	(226)	(226)
0-1	58.7	49.3	60.1	50.0	38.9	26.0	34.0	31.9	26.5	27.9								
2-5	33.7	41.2	28.4	37.1	46.1	47.4	46.1	38.5	39.5	42.5								
6-10	7.2	8.0	8.8	8.1	9.9	12.8	12.1	15.4	18.5	17.4								
11-20	.3	1.4	2.7	4.9	4.1	3.0	7.7	13.2	14.3	10.9								
21-32	.0	.0	.0	.0	1.2	.8	.0	1.1	1.6	1.3								

*The numbers in parentheses indicate the number of pupils studied in each class.

those earning from 11 to 20 points, a high degree of participation; and 21-32 points a very extensive participation.

There were no Sophomores in either semester, no Junior A's in the first semester, and no Junior B's in the second semester, who earned over twenty points, and the percentage of Sophomores earning over 10 points was very small. The failure of the Sophomores to participate to any great extent may be explained in several ways. Sophomore B's are barred from activity in clubs and societies in most cases. However, even if they were admitted to membership, they would not have become sufficiently well acquainted with the extra-curricular program in the first semester to encourage any great degree of participation. Then too, there is a greater percentage of Juniors and Seniors found in the last two intervals because the number of points given officers in the Senior class is larger than the number of points given the persons holding the corresponding offices in the Junior class, while the points given Sophomore class officers are negligible. Another element producing this condition is that the offices which carry with them a large number of points, such as student council president, active members of the publications staff, and captains of athletic teams, are, as a matter of custom if not of the publicity given prominent students, reserved for members of Junior and Senior classes.

There are some interruptions in the trend. For instance,

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in the first semester the Sophomore A's had a greater percentage of non-participation than did the Sophomore B's, and in the second semester the Junior B's had a greater percentage of non-participation than did the Sophomore A's. The difference is slight, however. As one might expect, since the extent of non-participation was greater in these cases and the percentage in the three highest intervals showed a greater percentage in the two more advanced classes, there was in both cases a smaller percentage of the two advanced classes in each semester than in the two lower classes. This indicates that those in the higher class who did have an interest in activities participated more extensively than did those in the lower classes.

A comparison of the extent of participation within the same group of students for the two semester, however, is in some respects more significant than is the foregoing comparison of the various classes in the same semester. A study of a group in two different semesters indicates change. For example, contrary to one's expectations, the Sophomore B's in the first semester had a smaller percentage of non-participants than did the Sophomore A's in the same semester. The Sophomore A's in the second semester (who were Sophomore B's in the first) also had a lower percentage of non-participation than did the Junior A's (who had in the previous semester been Sophomore A's). The rather obvious remarks in parentheses are included to draw attention to the fact that in both semesters the percentage of

the class of 148 Sophomore A-Junior B's who participated in no activities was greater than the percentage of the class of 288 Sophomore B-Sophomore A's who took no part in activities. This would seem to indicate that there is some difference in the composition of the classes which causes this situation.

On the whole, however, there is exhibited a tendency for the degree of participation of a group to increase as the group passes from one grade to another. It will be noted in Table V that this is not entirely true with respect to those who were Senior B's in the first semester and Senior A's in the second. The extent of non-participation increased very slightly, but that is not so significant as is the corresponding fact that there was a decrease in the percentage of the class represented in the three highest categories. The reason for the failure of Senior A's to participate as extensively in extra-class activities as they did when they were Senior B's is undoubtedly due in some measure to the fact that the numerous special activities of seniors make demands upon their time and hold their interest. In view of the fact that there is a falling off of those earning a large number of points, it is interesting that there is a three per cent increase in the number earning two to **five** points. This would seem to indicate that, although there is a general decrease in the activity of Seniors between the first and second semester, many who have taken an outstanding part in activities in earlier semesters may still retain membership in a few organizations with which they have become closely associated.

Participation in Extra-Curricular Activities by the Class of 1932, By Semesters

The preceding section gives a picture of the participation of the students of Lansing Central High School, by classes, in voluntary group activities in the first and second semesters of the school year of 1932-1932. One may get a more significant measure of the variation in extent of participation from year to year by taking a senior graduating class and tracing their activities records through their three years in senior high school. For this purpose, the records of 226 members in the class which graduated in June, 1932, as given in Table VI will be examined.

TABLE VI. POINTS EARNED BY 226 PUPILS GRADUATING IN JUNE, 1932

Year	:Students :With No :Points		:No. of :Students :Earning		:Average No. of :Points for Those :Earning One	
	:No.	:Pct.	:Points	:	:or More	:
Sophomore B	: 136	:60.1	: 90	:	3.16	:
Sophomore A	: 108	:47.7	: 113	:	3.96	:
Junior B	: 79	:34.9	: 147	:	5.31	:
Junior A	: 99	:43.8	: 127	:	5.47	:
Senior B	: 56	:24.3	: 170	:	6.65	:
Senior A	: 62	:27.4	: 164	:	6.12	:
	:	:	:	:		:

All of the pupils studied in this class completed the three years of high school and graduated in June, 1932. Of the 226 pupils considered, 31 or 13.7 per cent earned no activities points throughout their entire senior high school course. As indicated in Table VI, in their Sophomore B semester, there

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were 136 of the 226, or 60.1 per cent, who earned no activities points and therefore participated in no activities. Ninety of the 226 in this semester earned a total of 824 activities points, an average of 3.16 points per person participating.

In the Sophomore A year, there were 108 or 47.7 per cent of those studied who earned no activities points. One hundred and eighteen of the 226 earned a total of 467 points, an average of 3.96 each for those earning points. The remainder of Table VI, interpreted in the same manner, indicates in some degree the extent of participation of these students in voluntary group activities throughout high school. Some allowance must be made for the possibility of error in keeping the records and in the compilation of the data. It must be understood also that all of the 226 students considered completed their high school course, and therefore are not an entirely representative group. Possibly the proportion in this group who participated each semester may be greater than was the proportion of those who failed to complete their high school course for those who drop out before graduation are perhaps more likely to have few strong contacts within the school.

The general tendency in this class was toward an increase in the number of students earning points, the total points earned, and the average number of points per person, as the length of the period that the class had spent in high school increased. As indicated in Table VI this does not hold true

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in every case. This tendency may indicate, however, that as the members of the class become better acquainted, and as the students become more familiar with the various organizations in the school, and as they come to realize more fully their own interests and abilities, many join the organizations which best satisfy their needs and interests or those in which their friends are taking part.

As for extensiveness of participation, according to the Oracle, there were 65, or about 28.2 per cent of the class, who took part in at least four different activities during the three years in high school. This does not include committee membership or athletics.

It is interesting in this connection to compare the results derived from the study of this class with the results of the study made in the Lincoln High School, Lincoln Nebraska, which was mentioned earlier. ⁽³⁷⁾ In this case, in the senior class of 347 pupils, 58, or 16.7 per cent, had not taken part in any activity whatsoever, as compared with the 13.7 per cent graduating from Lansing Central High School in June, 1932, who had earned no points. In the Lincoln study, 27.4 per cent had never joined a high school club, 22.2 per cent had belonged to one club, 17 per cent to two, 14.1 per cent to three, 8.1 per cent to four, 5.3 per cent to five, 2.9 per cent to six, 1 per cent to seven, 1.2 per cent to eight, and .3 per cent to nine. /

(37) Gertrude Jones, "Survey of Extra-Curricular Activities in the High School," School Review, XXXIV (Dec. 1926) p. 734-744

The Relation of Participation in Activities to Scholarship

The situation in Lansing Central High School does not permit a sound study of the relationship of participation in activities to scholarship. The fact that some students, as was mentioned earlier, are not allowed to engage in extra-class activities in the high school, leaves a group who do not participate because they cannot do so. It is impossible to determine definitely how many of this category would join voluntary groups if they were permitted to do so. There is also the limitation that the number of points those who have a scholastic average before "B" may earn is more rigidly limited than is the number that may be earned by those having a "B" average or above.

In the present study the relationship existing between participation in extra-class activities and scholarship in academic subjects is not especially pertinent. The purpose here is rather to stress the fact that participation in groups in which the pupil may exercise some initiative and may learn how to do things by actually doing them is as important for those whose school grades are low as it is for those whose grades are high.

However, since some reader may be interested in this phase of the subject, and since it is impossible to determine in this case the effect of participation in activities upon scholarship, it may be of some interest to note the results obtained by others who have made studies of this nature.

Studies of the Relation of Activities to Scholarship

* A study of the eleventh and twelve grades of the Kenosha, Wisconsin, High School during the school year, 1927-1928, (38) was the basis for the conclusion that those who participate in major extra-curricular activities were superior in general intelligence to those who did not. The difference in the case of the girls was especially significant. This study also indicated that participating girls did not raise their school marks during non-participating semesters. The general conclusion drawn as a result of this study was that extra-curricular activities in Kenosha Senior High School do not affect adversely the scholastic standing of pupils. Another study, considering the 1929 class of Bridgeport Township High School, the 1928 and 1929 classes of Robinson Township High School, and the 1928 class of Canton High School, all in the state of Ohio, arrived at (39) essentially the same conclusions. *

* At the University of Minnesota, F. Stuart Chapin found that the group most active in campus activities showed a higher academic achievement than non-participating students. (40) *

A different result was obtained by James E. Knox and Robert A. Davis at the University of Colorado, however. They

{ (38) Walter S. Monroe, op. cit., pp. 747-749

{ (39) Ibid., pp. 749-752

(40) F. Stuart Chapin, Extra-Curricular Activities at the University of Minnesota, pp. 116-117

found that participation in more than two activities has the tendency to lower the scholarship of the men students, although the number of activities women engage in has little bearing on scholarship. These writers believe it very possible that prominence in activities makes teachers more lenient in grading, which would make it difficult to compare the quality of work done by those in activities with that done by those not participating.⁽⁴¹⁾

In a study of 250 young women of the senior class at Smith College it was found that those who engaged in activities received higher grades than those who did not, and also that the greater the amount of participation, the higher the scholarship.⁽⁴²⁾

With only one exception, these studies associate higher scholarship with participation in activities. In only one case, however, has it been shown that the scholarship of pupils was higher during semesters in which they were participating than in those in which they were not. For this reason it is still difficult to determine definitely whether participation in activities is conducive to academic achievement or detrimental to it.

Summary

In both semesters of the year studied, about 40 per cent of the student body participated in no voluntary group activities in the school. The range in the number of points earned

(41) James E. Knox and Robert A. Davis, op. cit., pp. 481-493

(42) F. Stuart Chapin, op. cit., p. 214

varied in the first semester from one to thirty-two and in the second semester from one to thirty. There was a tendency toward a decrease in the percentage of non-participation to occur as the length of time the class had spent in school increased. Of the 226 pupils graduating in June, 1932, 31 or 13.7 per cent earned no activities points while attending Lansing Central High School. At the opposite extreme there were 65, or about 28.8 per cent of this class, who took part in at least four different activities, not including committee memberships or athletics, during the three years in high school. There was a tendency for the number of students earning points, the total number of points earned by the class, and the average number of points per person to increase as the class progressed from the Sophomore class to the Junior and Senior classes.

CHAPTER VI

CONCLUSION

The activities program of Lansing Central High School began forty-five years ago. The first Oracle, in 1892, recorded the beginning of a voluntary student group in 1887. As time went on, the extra-class program, if a movement so lacking in organization as this was can be called a program, was augmented from time to time by new organizations, and, of course, the old groups disappeared. This process continued until 1914, when it was temporarily interrupted by a new interest, the World War. Following the War extra-curricular activities were very much in vogue in the high schools of the United States, and as a result the number of societies and clubs in Lansing Central High School began to increase very rapidly. In 1926 an Advisor of Students was appointed, and since that time there has been an organized activities program.

In the school year of 1931-1932, there were 30 clubs and literary societies in this Senior high school in addition to the other extra-class activities usually found in such schools. There were 1286 pupils in the High School, over 400 of them Sophomores. Since Sophomore B's, as well as pupils failing to maintain an acceptable scholarship record, were barred from membership in many organizations, this number of clubs seems adequate to meet the needs of the school under present conditions.

The range and variety of interests represented by the clubs and societies is sufficiently large to provide a place for most of the pupils in the school. There is present also the advantage

that a new club may be organized at the request of eight pupils.

But, although the number of organizations is adequate and the nature of the clubs is varied, there were 461 pupils, or 41 per cent of those studied, who earned no activities points in the first semester, and 447 pupils, or 39 per cent of the 1141 pupils studied the second semester, who had no points. Of the 234 Juniors and Seniors who earned no points during this semester 214 or 91.5 per cent were not on the honor roll at all, 9 or 3.9 per cent were on the honor roll twice, and 7 or 3 per cent appeared there every time (three times). Of the 226 pupils graduating in June, 1932, 31 or 13.7 per cent earned no activities points while in high school. Sixty-five, or about 28.8 per cent of the class, belonged to at least four different voluntary groups, not including committees nor athletic teams, while they were in high school. The amount of non-participation in this study shows a tendency to decrease as the length of time the class has spent in the school increases.

The extent of pupil participation within the clubs and societies varies from group to group. Some by their nature make participation necessary. The Clogging and Boxing Clubs are in this group. Others, such as several dramatic clubs, artificially stimulate participation by the requirement that each pupil take part in at least one play a semester. Others, like the Taxidermy Club, set standard which any one interested can reach, and thus eliminate those not sufficiently concerned to participate actively. Unfortunately, a few of the clubs are simply classes, and all that the members have to do is to come to the meetings and sit and listen. This type of organization seems to be in the minority in

Lansing Central High School, however, One advantage, from the standpoint of participation, is the fact that only six of the 30 clubs had more than 30 members.

In spite of the improvements in the administration of t voluntary group activities, however, the realization that they do not reach all students is inescapable. It is also a serious mistake to overlook the fact that in some cases voluntary groups take over such evils, as autocratic control and absence of pupil initiative, which still survive in the regular classwork of the school. One surmises after studying in some detail the extra-class program of a school, that it is perhaps a transitional step in educational methods whereby the school may pass from purely adult control to a greater measure of pupil participation. This is more than the mere dream of a visionary for already there are indications of a general tendency in the direction of incorporation of voluntary activities into the curriculum, as evidenced by the controversy over the term "extra-curricular". It is contended that the activities so designated should not be separated in name from other school activities since the purpose of all is the same. Another evidence of this tendency is the fact that more and more schools are giving credit toward graduation for membership in clubs and societies. The question remaining is whether this tendency will socialize instruction in regular subjects or whether it will level the clubs and societies to mere classes.

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