



A SUGGESTED PLAN FOR
IMPROVING ACTIVITIES OF CLUBS
IN MILFORD HIGH SCHOOL,
MICHIGAN

Thesis for the Degree of M. .A
MICHIGAN STATE COLLEGE

Velda L. Fowler

1938

THESE

**A SUGGESTED PLAN FOR IMPROVING ACTIVITIES OF CLUBS IN
MILFORD HIGH SCHOOL, MICHIGAN**

A Thesis Prepared by

VELDA LOUISE FOWLER

**as Partial Fulfillment of the Requirements for the
Degree of Master of Arts**

MICHIGAN STATE COLLEGE

1938

THESIS

**This study was conducted under the direction of
Dr. E. L. Austin.**

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**A SUGGESTED PLAN FOR IMPROVING ACTIVITIES OF CLUBS IN
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I. INTRODUCTION

A. Need for Study.

Social developments are making demands upon the school to elaborate its program. Probably the three most important functions included in these demands are a program for the development of leisure interests, a program of character education, and a program of guidance. From the results of a recent survey made in Oakland County, the importance of the club program in the development of all three will be shown. For years, extra-class activities have been simply spontaneous activities, in which pupils indulged at the expense of the regular work of the school. It is the recognized duty of the school today to enable the pupil to develop the ability to perform worthwhile activities for himself and for his community. The very existence of extra-class activities presents a challenge for the effective administration of them. It is necessary to use the whole school situation in order to develop traits of character. The writer believes that there is at present a waste of opportunity in the extra-class activity program and that a need exists for a constructive plan of organization.

Parties and other extra-class activities received little encouragement in 1854, judging from an article on children's parties which appeared in the first edition of the Michigan Journal of Education:(1)

"As it is approaching the season of balls and parties, the first rule of our institution, which we will explain, is that of not granting young ladies permission, while students to attend either. Our reasons for making this rule are simply as follows: First it tends to dissipate the mind. It cannot be upon balls and parties and the earnest pursuit of knowledge at the same time. Even could it, (which is impossible) there is a gap of some one or two days for each party, taken from the short time allotted for a young lady's education.....here are three or four days which, though the body may be present, in the school room, the mind, if not wholly elsewhere, is so distracted, that little is gained by study and no impression is left thereon by instruction."

Yet certain features of the club program have been used by some able teachers throughout the centuries. Dewey provided situations in which pupils could work and express themselves as well as listen.

A direct result of both social and economic stress has been an elaboration of school functions, and the rendering of services along lines that were of lesser importance in former years. Changes in cultural traditions, American individualism, and the demand for an enlightened citizenry tend toward increased enrollments in 1938.

The following table and graph, which were taken from the research conducted by the Joint Commission on the Emergency in Education, indicate how pronounced this secondary school influx has been during the past decade.

(1) Robbins, Eldon B. "First Edition of Journal Forecast Professional Growth," Michigan Education Journal, Vol. XV, No. 9, March 1938, p. 326.

TABLE I
SCHOOL ENROLLMENT OF UNITED STATES 1925-1935 ⁽¹⁾

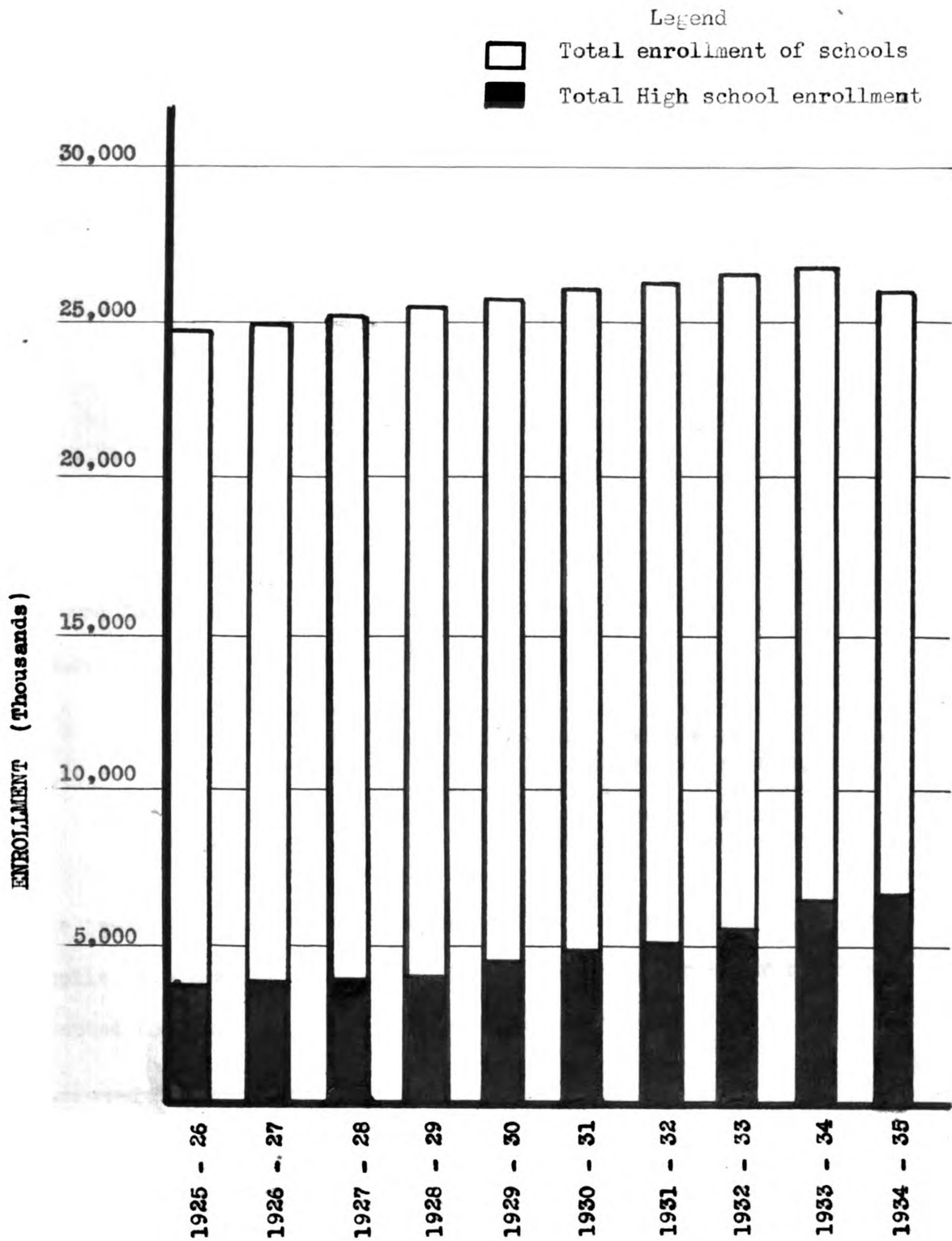
YEAR	TOTAL ENROLLMENT			HIGH SCHOOL ENROLLMENT		
	TOTAL BY THOUSANDS	INCREASE OVER 1925 BY THOUSANDS	PERCENT INCREASE	TOTAL BY THOUSANDS	INCREASE OVER 1925 BY THOUSANDS	PERCENT INCREASE
1925-26	24,741			3,757		
1926-27	24,961	219	0.9%	3,834	77	2.5%
1927-28	25,180	438	1.4%	3,911	154	4.1%
1928-29	25,429	687	2.8%	4,155	398	10.6%
1929-30	25,678	936	3.8%	4,399	642	17.1%
1930-31	26,012	1,270	5.1%	4,770	1,012	26.9%
1931-32	26,275	1,534	6.2%	5,140	1,383	36.8%
1932-33	26,556	1,815	7.3%	5,556	1,799	47.9%
1933-34	26,722	1,981	8.0%	6,434	2,677	71.2%
1934-35	26,009	2,168	8.8%	6,719	2,962	78.8%

(1) Joint Commission on the Emergency in Education, Washington, D.C. October 1934. p. 3.

During the ten year period the total enrollment in all of the schools had increased 8.8%, while the high schools during the same time had experienced an increase of 78.8%.

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SCHOOL ENROLLMENT OF THE UNITED STATES 1925 - 1935



Concerning the changed intellectual composition of the high school enrollment, Monroe and Weber ⁽¹⁾ say:

"The increase in the number of children entering high school has produced a significant change in the general intelligence of the group. Accurate measures of intelligence of a generation ago are not available, but it is reasonably certain that they represented a select group and hence possessed distinctly higher than general intelligence. As the number entering high school has increased, the average general intelligence of each age group has been lowered because more children of the lower levels of intelligence than of the higher levels have been admitted. The decrease in the average general intelligence is, however, less significant than the increase in the range of intelligence. Instead of having a group which is relatively homogeneous with reference to capacity to learn, we have to deal with pupils ranging from the very bright to the slow and dull."

A generation ago, the high school student's aim was to be fitted for college entrance, and consequently, his work was purely academic. According to Judd⁽²⁾:

"Schools have assumed responsibility for many phases of child care and training which were thought to belong to the home. They are training the youth in the proper use of leisure. They are adopting special devices to equip, everyone whom they reach, for success in vocation and participation in community activities."

The increased enrollment, consisting of academic and non-academic pupils, now challenges the school to provide some form of training adapted to their abilities and differences.

(1) Monroe, W.S. and Weber, O.F. The High School. Garden City, New York: Doubleday Doran and Co, 1928, p. 442.

(2) Judd, Charles H. "Education", Recent Social Trends, New York: McGraw Hill Book Co., 1933. p. 325.

Ogburne⁽¹⁾ emphasizes the importance of the function of the family in the formation of character:

"The family has always been responsible to a large degree for the formation of character. It has furnished social contacts and group life. With the decline of its institutional functions these personality functions have come to be its most important contribution to society."

Thus the school has a two-fold problem: to develop values and traits essential to successful living, and to correct distorted attitudes of the neglected child.

That there is a need for guidance in the school program of today was clearly shown in the address of Lewis E. Lawes⁽²⁾ on "The Product of Our Schools as I Find It". This address, reviewing the history of typical children, was delivered to the 68th Annual Convocation of the American Association of School Administrators, at Atlantic City, in February, 1938. He mentioned limited capacity, home environment, bad companions, need for social education, and inadequate adjustment of the school to the child as the leading causes of delinquency among youth. He expressed belief that education is not fulfilling its obligation in crime prevention.

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- (1) Ogburne, William F. "The Family and Its Functions". Recent Social Trends. New York: McGraw Hill Book Co., 1933, p. 661.
- (2) "Superintendents Display Interest in Delinquency". Delinquency News Letter of Michigan Child Guidance Institute. March, 1938. Vol. IV, p. 6.

Dr. O. R. Yoder,⁽¹⁾ Ypsilanti State Hospital, spoke on Mental Hygiene at the conference of county school commissioners at Mt. Pleasant, August 8, 1938. He outlined three ways in which the schools can help to prevent some of the personality difficulties which may develop into mental diseases. These are:

"Socialization, to help the child become part of the community. Extra curricular activities which encourage the development of hobbies, individual interests, or talents are important factors in this program.....Children are imitators. They should be encouraged to become useful citizens rather than to imitate those who seek to weaken or overthrow the community pattern of organization....Stimulate what the child can do well, so that he may develop a feeling of confidence in his own abilities."

The school can and must take steps to improve student relationships, which will have a good influence on life after school days are over. Club activity can offer an opportunity for group participation. Each child deserves the opportunity for activity in a group directed toward attainment of socially desirable goals.

An attempt will be made in this study to localize the needs of youth through the analysis of existing conditions governing activities in extra-class work.

(1) "School Commissioners Hold Annual Conference". News of the Week, Marion H. McClench, Editor. Department of Public Instruction, Lansing, Michigan, Vol. VI, No. 7, August 12, 1938. p. 18.

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B. Consensus of Expert Opinion.

The purposes and values of clubs are herein reviewed. Due consideration is given to the opinions of experts for a just evaluation of club conditions as found in the survey.

Pulliam⁽¹⁾ divides the values of clubs into two groups:

A. Satisfaction:

1. Recreation.
2. Opportunity for self-expression.
3. Chance to use creative powers.
4. Satisfaction of the desire for new experiences.
5. Recognition.

B. Training:

1. Learning through actual practice.
2. Developing initiative and self-direction.
3. Developing special abilities.
4. Providing extra work for gifted pupils.
5. Stimulating interest in school work.
6. Handling discipline--an agent for real salvation.

Jordan's⁽²⁾ purposes for extra-classroom activities are

stated thus:

1. Avails healthful outlet for gregariousness.
2. Brings together like-minded for higher development of special skills and abilities.
3. Gives opportunity to develop some special interest or ability for avocational life.
4. Supplements classroom work.
5. Allows better acquaintance with teacher.

(1) Pulliam, Roscoe, *Extra Instructional Activities of the Teacher*. Doubleday Doran and Co. Inc., New York, 1930, p. 221.

(2) Jordan, Riverda H. *Extra Classroom Activities*. Thomas Y. Crowell Co., New York, 1928, p. 127.

Joseph Roemer⁽¹⁾ opines the club should provide:

1. Relaxation.
2. Oppontunity to gratify individual tastes and ambitions.
3. Exercise of special talents and aptitudes.
4. Development of leadership.
5. Grouping of individuals interested in the same activities for entertainment.

Reaves and Van Dyke⁽²⁾ find that clubs do not have great holding power or avocational value, and they list the first ten purposes as follows:

1. To extend interests.
2. To arouse interests.
3. To lead to use of leisure time.
4. To develop abilities and skills in specific activities.
5. To furnish information in specific fields.
6. To supply training in social usages.
7. To give service to the school.
8. To develop leadership.
9. To extend classroom work.
10. To nurture friendships.

The aims of extra-curricular activities, as listed by Deam and Bear,⁽³⁾ are:

1. To draw out native capacities and allow these to function at their highest pitch.
2. To turn pupils' energies into useful channels.
3. To afford practice in good citizenship.
4. To provide an outlet for the things he most wants to do.
5. To give practice in assumption of responsibility.
6. To develop manners and more morals.

(1) Roemer, Joseph. My Ideal Club. Junior-Senior Clearing House, March, 1931.

(2) Reaves and Van Dyke. Non Athletic Extra-Curricular Activities, United States Department of Interior, Office of Education, Bulletin No. 17, 1932, Monograph No. 26, p. 170.

(3) Deam, R. M. and Bear, O. M. Socializing the Pupil Thru Extra-Curricular Activities. Sanborn and Co., New York, 1928, p. 3.

The purposes of clubs are five fold according to McKown⁽¹⁾:

1. To provide for gregariousness.
2. The widening and deepening of pupil interests.
3. The motivation and enrichment of school work.
4. Development of worthy ideals.
5. More complete acquaintanceship of teacher and pupils.

Fretwell⁽²⁾ says that pupils should be activated:

1. To learn how to work together.
2. To explore new fields of interest.
3. To explore self.
4. To interpret the world.

In addition, he lists the following purposes of clubs:

1. Gregariousness.
2. Use of leisure time.
3. Recreation.
4. Training in habits, tastes and emotions.

Thomas and Meyers⁽³⁾ list the goals of club activity as:

1. Recreation.
2. Experiment.
3. Thrift.
4. Citizenship.
5. Aesthetics.
6. Altruism.

Koos⁽⁴⁾ lists the first ten purposes of clubs as:

1. Social civic training.
2. Socialization.
3. Citizenship training.
4. Social cooperation.
5. Leadership training through actual experience in group life.
6. Improved discipline and school spirit.

(1) McKown, Harry C. School Clubs. MacMillan Co., 1928, p. 5.

(2) Fretwell, Elbert K. Extra-Curricular Activities in the Secondary Schools. p. 270-276.

(3) Thomas, Tindal and Meyers, J. Junior High School Life. MacMillan Co., 1925, p. 17.

(4) Koos, L. V. 25th Yearbook, National Society for Study of Education. Part II, P. 11.

7. Recognition of adolescent nature.
8. Recreational training.
9. Health.
10. Training for ethical living.

Extra-class and intramural activities, according to Roberts,⁽¹⁾ should:

1. Create and foster new interests.
2. Train pupils to do better what they would do anyway.
3. Provide the vents essential for normal exuberances of youth.
4. Develop spontaneity and quickness.
5. Make good citizenship habitual.
6. Tie up classroom and outside world.
7. Adjust the school to individual differences.
8. Open new fields--thereby securing longer attendance and better social and ethical gains.
9. Satisfy gregariousness.
10. Develop leadership.
11. Counteract undesirable activities.
12. Give practice in followership.

Murray's⁽²⁾ program of extra-class activities is:

1. To capitalize the imitative impulse.
2. To organize and direct and apply the educational forces of the school in all children's lives.
3. To capitalize gregariousness.
4. To motivate and enrich school work.
5. To develop worthy ideals of service.
6. To develop closer acquaintance between teacher and pupil.

Meyer⁽³⁾ finds club purposes directly attached to the seven objectives of secondary education, namely:

1. Health.
2. Command of fundamental processes.
3. Worthy home membership.
4. Vocation.

(1) Roberts, A. C. Draper, E. M. Extra Class and Intramural Activities in High Schools. Heath and Co., New York, 1928, p. 278.

(2) Murray, Effingham C. A. Program of Extra-Curricular Activities, Junior-Senior Clearing House, January 1930, p. 270.

(3) Meyer, Harold D. Handbook of Extra-Curricular Activities, A. S. Barnes and Co., New York, 1926, p. 35.

5. Citizenship.
6. Worthy use of leisure time.
7. Ethical character.

He then justifies clubs according to modern psychology as being:

1. Purposeful.
2. Close to life.
3. Providing activity.
4. Allowing for individual differences.
5. Providing for gregariousness.

For the purpose of comparison, the reasons given for the existence of clubs, as stated in the foregoing quotations, are now listed in Table II, page 13. Each reason stated for the existence of clubs is followed by the number of authorities stating it as such.

TABLE II
COMPARISON OF OPINIONS REGARDING PURPOSES OF CLUBS
AS SHOWN BY EXPERT OPINION

REASON FOR EXISTENCE OF CLUBS AS STATED BY EXPERTS	NUMBER OF AUTHORITIES LISTING THIS REASON
Sociability	11
Special talents and individual differences	14
Exploration	11
Recreation	10
Schoolwork	6
Citizenship	6
Ideals-aesthetics	6
Teacher-pupil relationship	4
Leadership	4
Cooperation	3
Discipline and school spirit	3
Social usages	3
Worthy home membership	1
Giving of information	1
Responsibility	1
Exploration of self	1
Vocational	1
Interpretation of the world	1
Thrift	1
Health	1
Seven objectives of Education	1

C. Statement of Problem and Delimitation.

The delimitation of the term extra-class is based on the three types studied by Gallagher.⁽¹⁾ Three types of extra-class activities are:

1. "Pupil participation in government, including home-rooms, class organizations, student councils, and all the organizations of whatever name, that participate in the government of the life of the school.
2. All activities that can wholly, or in a large part, grow out of the curriculum work of the school, such as the majority of the school clubs.
3. Supplementary school agencies such as the Junior Red Cross, Boy Scouts, Girl Scouts, and Camp Fire Girls."

For the purpose of this study, consideration is given only to the second and third types listed above. While the first type is a matter of administrative expediency and importance, the second and third types are of a fundamental educative importance.

This study consists of an analysis of the club activities in the high schools of Oakland County, Michigan. The aim is the improvement of club activities by means of the evaluation of the county's club organizations and activities as a basis for the establishment of a sound policy and plan for improvement. While the plan of improvement is primarily for the clubs of the Milford High School, it will have much to contribute to the general needs of all high school clubs.

Oakland County is located in the south-eastern part of Michigan. Twenty-nine schools of the county are represented in this

(1) Gallagher, O. C., "Evaluation of Extra-Curriculum Activities" Department of Superintendence of N.E.A. 6th Yearbook, 1928. p. 232.

study. A survey of enrollments shows a total of 705 teachers, 21,823 students and 261 clubs in the twenty-nine schools. Each school has a letter of the alphabet substituted for its legal name, in order to conceal the identity of the school or club sponsor.

Each club in the educational program was studied by a comparison of its features with the same features in other clubs. Such comparisons served to set likenesses and differences in clear perspective. Such comparisons were considered as worthwhile bases for any needed reorganization of said features. The findings of the information obtained from the two questionnaire forms are presented by means of tables.

II. Conditioning Factors in Clubs of Oakland County.

A. Analysis of Questionnaire Forms.

Data for this analysis were gathered from questionnaire forms, which were sent to the superintendent and club sponsors of each high school in Oakland County.

Questionnaire forms were sent in October, 1937 to thirty-three high schools. From this source, a list was compiled of the active clubs and sponsors in each school system. Each club sponsor was sent a questionnaire form in January, 1938. The completed questionnaire form presented conditions existing in the particular club program between September, 1937 and January, 1938. (Copies of the two questionnaire forms appear in the appendix.) This County survey has been used in the formulation of a plan for improvement of the activities of clubs in the Milford High School.

TABLE III

SIZES OF OAKLAND COUNTY SCHOOLS USED IN SURVEY

SCHOOL	NUMBER OF TEACHERS	NUMBER OF STUDENTS	NUMBER OF CLUBS
A	30	1058	12
B	15	345	10
C	27	860	8
D	9	297	6
E	11	484	3
F	20	690	4
G	4	172	4
H	17	625	5
I	9	280	5
J	47	1509	16
K	7	258	2
L	9	320	6
M	7	200	8
N	14	323	5
O	23	794	10
P	25	500	9
Q	38	1164	17
R	44	1300	6
S	20	680	7
T	13	360	3
U	25	685	9
V	10	250	5
W	17	523	7
X	13	345	7
Y	10	200	3
Z	10	275	6
a	20	700	2
b	27	729	13
c	169	5400	59

Twenty-nine schools of Oakland County were used in this study. There were 705 teachers in the schools. A total of 21,823 students attended the schools. There were 261 clubs functioning in the twenty-nine schools. Sixteen sponsors failed to return the completed questionnaire forms. This study analyzed 245 clubs, which had a membership of 4,927 students.

TABLE IV
FREQUENCY OF CLUBS IN TWENTY-NINE HIGH SCHOOLS

NAME OF CLUB	FREQUENCY OF CLUB
Boys' Recreation Club	24
Girl Scouts	20
Boy Scouts	19
Girls' Recreation Club	19
Journalism Club	16
Music Club	13
Home Economics Club	12
Science Club	12
Art Club	11
Campfire Girls	11
Girl Reserves	11
Debating Club	10
Hi-Y Club	10
4-H Club	8
Language Club	8
Photography Club	8
Stamp Club	8
Dramatics Club	7
Handicraft Club	6
Agriculture Club	5
Grade Club	3
Commercial Club	2
Radio Club	1
Thrift Club	1

Twenty-four types of clubs were represented in the twenty-nine schools of Oakland County. The range of frequency was from one to twenty-four clubs.

TABLE V

RANKING OF SCHOOL CLUBS BY SUPERINTENDENTS (1)

NAME OF CLUB	TOTAL NUMBER OF CLUBS	RANKING GIVEN BY SUPERINTENDENTS									
		RANK 1		RANK 2		RANK 3		NO CHOICE STATED			
		NO.OF CLUBS	%	NO.OF CLUBS	%	NO.OF CLUBS	%	NO.OF CLUBS	%		
Agriculture*	5	5	100.0								
Art	11	4	36.4	2	18.2			5	45.4		
Boys' Recreation	24	16	66.7	2	8.3	2	8.3	4	16.7		
Girls' Recreation	19	13	68.4	2	10.5			4	21.1		
Debating	10	9	90.0					1	10.0		
Home Economics	12	9	75.0	1	8.2			2	16.7		
Journalism	16	16	100.0								
Music	13	11	84.6					2	15.4		
Photography	8	6	75.0					2	25.0		
Radio	1	1	100.0								
Science	12	6	50.0	2	16.7			4	33.3		
Stamp	8	1	12.0	3	38.0			4	50.0		
4-H	8	6	75.0					2	75.0		
Girl Reserves	11	6	54.6					5	45.4		
Girl Scouts	20	15	75.0					5	25.0		
Campfire Girls	11	4	36.4					7	63.6		
Boy Scouts	19	16	84.2					3	15.8		
Hi-Y	10	5	50.0	2	20.0			3	30.0		
Commercial	2	1	50.0	1	50.0						
Handicraft	6	6	100.0								
Dramatics	7	5	71.4	1	14.3			1	14.3		
Language	8	4	50.0	2	25.0			2	25.0		
Grade	3			1	33.3			2	66.7		
Thrift	1	1	100.0								
Totals	245	166		19		2		58			

(1) Clubs ranked 1 were considered important by superintendents. To clubs ranked 2, superintendents showed an indifference. Clubs ranked 3 were considered unworthy of existence in the extra-class program.

* Read the table thus: All superintendents (100%) ranked the Agriculture Club as important in their school system.

One-hundred and sixty-six clubs were considered important by the superintendents, while an indifference was shown to nineteen clubs. Two superintendents wished the abandonment of the Boys' Recreation Club, which had the highest frequency in the twenty-nine schools. No choice was given for fifty-eight clubs. The five clubs, which were ranked important by all superintendents, were the Agriculture Club, Journalism Club, Radio Club, Handicraft Club and Thrift Club.

TABLE VI
NUMBER OF CLUBS PERMISSABLE FOR EACH STUDENT

NUMBER OF CLUBS	NUMBER OF SCHOOLS	PERCENTAGE
1	2	8.3%
2	9	37.5%
3	3	12.5%
4	2	8.3%
Unlimited	8	33.3%

Two schools permitted a student to have an active membership in one club. Eight schools had no limit for the maximum number of clubs in which a student might hold an active membership at one particular time.

TABLE VII
TYPES OF CLUB ACTIVITIES

TYPE OF ACTIVITY	NUMBER OF CLUBS	PERCENTAGE
Business Meetings	116	29.7%
Social Meetings	101	25.8%
Educational Trips	61	15.6%
Community Services	55	14.8%
School Services	58	14.8%

One hundred and sixteen clubs listed business meetings as a type of activity. One hundred and one clubs listed social meetings. Sixty-one clubs took educational trips between September, 1937, and January, 1938.

TABLE VIII
BASES FOR CLUB MEMBERSHIP

TYPE OF BASIS	NUMBER OF CLUBS	PER-CENTAGE
Academic qualification	35	22.3%
Tryout	35	22.3%
Neither	87	55.4%

A tryout or an academic qualification was required by thirty-five clubs. Eighty-seven clubs indicated neither qualification was necessary for club membership.

TABLE IX
GRADE MEMBERSHIP OF CLUBS

GRADE OF MEMBERS	NUMBER OF CLUBS	PER-CENTAGE
Elementary students	54	31.8%
High school students	109	64.1%
Post-graduates	7	4.1%

Elementary pupils were members of 54 clubs. Members of 109 clubs were high school students. Seven clubs enrolled post-graduate students.

TABLE X

SEX MEMBERSHIP OF CLUBS

MEMBERS OF CLUBS	NUMBER OF CLUBS	PER- CENTAGE
Boys only	49	31.2%
Girls only	51	32.5%
Both boys and girls	57	36.3%

Fifty-seven clubs enrolled both boys and girls as members. Forty-nine clubs had their membership limited to boys only. Fifty-one clubs had girls only as members.

TABLE XI

CREDIT EVALUATION OF CLUB
MEMBERSHIP AND ACTIVITY

GRADUATION CREDIT EARNED BY	NUMBER OF CLUBS	PER- CENTAGE
Club membership	16	10.2%
Club participation	21	13.4%
Neither	120	76.4%

Credit is earned for graduation by club membership or club participation in 37 clubs. The members of the remaining 120 clubs earned no graduation credit by means of club membership or club activity.

TABLE XII
FREQUENCY OF CLUB MEETINGS

FREQUENCY OF MEETINGS	NUMBER OF CLUBS	PER-CENTAGE
Weekly	97	69.3%
Bi-Weekly	26	18.6%
Monthly	11	7.9%
Occasionally	6	4.2%

Weekly meetings were held by 69.3% of the clubs.

Bi-weekly meetings were held by 18.6% of the clubs.

TABLE XIII
TIME FOR CLUB MEETINGS

TIME OF MEETINGS	NUMBER OF CLUBS	PER-CENTAGE
During school hours	60	42.0%
Noons	3	2.1%
After school hours	80	55.9%

Fifty-six percent of the clubs held meetings after school hours; forty-two percent of the clubs met during school hours. Two percent of the clubs met at noon.

TABLE XIV
PLACES FOR HOLDING CLUB MEETINGS

PLACE OF MEETINGS	NUMBER OF CLUBS	PER-CENTAGE
At school	133	93.7%
At home	9	6.3%

Meetings were held at the school by 133 clubs. Nine clubs met in homes.

TABLE XV
DURATION OF CLUB MEETINGS

LENGTH OF CLUB MEETING	NUMBER OF CLUBS
Fifteen minutes	1
Thirty minutes	10
Forty-five minutes	31
Sixty minutes	43
One and a half hours	24
Two hours	14
Longer than two hours	1

The length of club meeting ranged from fifteen minutes to more than two hours. The majority of the clubs met between the limits of forty-five and ninety-minutes.

TABLE XVI
CONSTITUTIONS OF CLUBS

	PERCENTAGE	
	YES	NO
Club has constitution in use	42.7	57.3
Club membership is limited	34.1	65.9
Club activities are evaluated by point system	29.3	70.7
Presence of sponsor required at all activities	85.8	14.2
Club members must pay dues	58.2	41.8
Club requires scholastic eligibility	13.8	86.2
Membership is voluntary	100.0	0.0
Club has definite time allotment	47.7	52.3

No constitution was used in 57% of the clubs. The size of club membership was limited in 34.1% of the clubs. A common feature of all the club systems was the opportunity for a student to elect membership. No system of point evaluation for club membership and club activity was used in 70.7% of the clubs. Sponsors were required to attend all activities of the club in 85.8% of the clubs. Dues were paid in 41.8% of the clubs. A definite time allotment was part of the school program in 52.3% of the schools.

TABLE XVII

TEACHER AND SPONSOR TENURE

NUMBER OF YEARS EXPERIENCE	NUMBER OF TEACHERS	NUMBER OF SPONSORS
1	4	25
2	7	28
3	15	16
4	11	10
5	9	6
6	8	7
7	10	6
8	6	5
9	3	0
10	7	9
11-15	23	7
16-20	6	2
21-35	7	0
Average	3 years	6 years

The teaching experience of sponsors ranged between one and thirty-five years. The number of years of experience in sponsorship ranged between one and twenty years.

TABLE XVIII
SELECTION OF CLUB SPONSORS

METHOD OF SELECTION	NUMBER OF CLUBS
By the Principal	51
By the Superintendent	43
By the Students	19
Self Appointment	80

Sponsorship was chosen voluntarily by eighty sponsors. One hundred-and-one sponsors were chosen by the principal or superintendent of the school. Students chose the sponsor for each of nineteen clubs.

TABLE XIX
THE FACULTY STATUS OF CLUB SPONSORS

	NUMBER	PERCENT
High school teachers	92	65.2%
Grade school teachers	34	24.1%
Non-faculty members	15	10.6%

The list of club sponsors included ninety-two high school teachers, thirty-four grade school teachers, and fifteen non-faculty members.

TABLE XI
THE VALUE OF CLUB MEMBERSHIP
ACCORDING TO SPONSORS

VALUE	NO. OF TIMES LISTED
Civic	73
Moral	76
Social	111
Intellectual	84
Vocational	61
Physical	50
Influence on personality traits	110
Influence on scholarship	41
Influence on school management	28
Influence on social development	98
Influence on use of leisure	164

Each sponsor was asked to list the values of the club to its particular members. More than one hundred sponsors checked social value, influence on personality traits, and influence on use of leisure as distinctly beneficial to their particular club members.

TABLE XXI

THE OBJECTIVES OF 245 CLUBS IN OAKLAND COUNTY

OBJECTIVE OF CLUB	NO. OF SPONSORS LISTING OBJECTIVE
To improve quality of citizenship	30
To develop the ability appropriate to the activity of the club	28
To give social and physical benefits according to the club program	28
To be of service to the school and community	26
To broaden the use of subject matter	25
To provide opportunity for creative activity and self-expression	18
To promote greater health efficiency	16
To create interest in subject matter fields	13
To foster cooperative activity	11
To develop the ability to think	7
To encourage worthy friendships	4
To provide more life-like activity in school	3
To become familiar with parliamentary laws and usages	1
To encourage good sportsmanship	1
To make achievement an end in itself and not a means for an award	1
To increase horizon of exploratory activities	1
To broaden interests	1
To promote school spirit	1
To create, maintain and extend throughout the school and community high standards of Christian character	1
To serve as an outlet for artistic and mechanical impulses	1

TABLE XXII
LIMITATIONS OF CLUBS AS LISTED BY SPONSORS

LIMITATION	NO. OF SPONSORS LISTING LIMITATION
Lack of time	28
Lack of money	13
Lack of suitable meeting place	10
Too wide a range of ages in group	8
Members associated with too many activities	8
Lack of materials	8
Too large membership	7
Sponsor lacks knowledge of club fundamentals	6
Lack of interest and responsibility of members in planning club activities	3
Too much time required for club activity	3
Need of standard of qualifications for membership	2
More interest shown in social activities than in school and community service	1
Lack of cohesive organization	1
Indefinite aims of club	1
Discipline problem	1
Lack of a definite program	1
Tendency of sponsors to neglect their functions	1

Opportunity was available for sponsors of clubs to list limitations of their particular club. The most frequently mentioned limitation was "lack of time".

TABLE XXIII

ACCOMPLISHMENTS OF CLUBS FROM SEPTEMBER, 1937 TO JANUARY, 1938.

ACCOMPLISHMENTS	FREQUENCY
School services	21
Projects	14
Community services	10
Educational trips	8
Social activities	7
Increased membership	5
Improvement of health	5
Development of abilities and interests in particular club program	7
Detailed study of current problems	4

Sponsors listed the above items as accomplishments of their particular club. The three most frequently mentioned accomplishments were school services, projects, and community services.

III. CONCLUSION.

A. Summary of Findings.

1. Objectives of the clubs of Oakland County high schools, as listed by the sponsors were:

- a. To develop the skill and ability appropriate to the activity of each particular club;
- b. To give social and physical benefits according to the particular club program;
- c. To encourage the worthy use of leisure time;
- d. To be of service to the school and community;
- e. To broaden the use and application of subject matter;
- f. To aid in the improvement of character building;
- g. To provide opportunity for creative activity and self-expression;
- h. To promote greater health efficiency through activities;
- i. To create interest in subject matter fields;
- j. To foster cooperative activity;
- k. To improve the quality and understanding of citizenship;
- l. To develop the ability to think;
- m. To stimulate leadership;
- n. To encourage worthy friendships;
- o. To provide more life-like activity in the schools.

2. Twenty-four kinds of clubs were active in the twenty-

nine high schools of Oakland County. The total number of clubs was 261. This was an average of nine clubs per school.

3. Each and every school allowed its students opportunity for club membership.

4. Fourteen percent of the schools barred failing students from club activity. Eighty-six percent of the schools made no scholastic requirement for club membership.

5. Thirty-eight percent of the schools limited club membership to two clubs for any particular student. Thirty-three percent of the schools had no limit on the number of clubs to which a student might belong. Eight sponsors listed "too many student activities" as a shortcoming for their club.

6. Sixty-two clubs had a definite time allotment in the school program for club meetings. Sixty-eight clubs had no time allotted.

7. Forty percent of the clubs were closely associated with a school subject.

8. Fifty-seven percent of the clubs had no written constitution in use.

9. Fifty-eight percent of the club members paid dues. Lack of money was stressed by thirteen sponsors as a weakness in their organizations.

10. Findings concerning teacher and sponsor tenure showed that more young teachers served in the capacity of club sponsors than the teachers with longer teaching experience.

11. Fifty-one club sponsors were chosen by high school

principals. Superintendents chose forty-three sponsors. Eighty sponsors selected their own club. Students made the choice in nineteen clubs. Six sponsors listed their inadequate knowledge of fundamentals as a handicap for efficient club guidance.

12. High school teachers were represented in 65.2% of all the club sponsors. There were 24.1% of the sponsors who were grade school teachers. The non-faculty members compose 10.8% of the total, and consisted of mothers, ministers, and a Parent-Teacher Association's president.

13. Sponsor attendance was required for all activities in 85.9% of the clubs.

14. The clubs were divided almost equally in memberships: for boys (31.2%); for girls (32.5%); and for both boys and girls (36.3%).

15. Thirty-two percent of the clubs included elementary pupils in their club memberships. High school students composed the membership of 64.1% of the clubs. Provision was made for the post-graduate student in 4.1% of the clubs.

16. An academic qualification or a tryout was required for membership in 44.6% of the clubs.

17. Credit was earned for high school graduation in 23.6% of the clubs. A point system was used for the evaluation of club activity in 29.3% of the clubs. Two sponsors stated that the need existed for school credit and activity credit to govern club activities.

18. The size of the membership in a club was not limited in 65.9% of the clubs. Seven sponsors expressed the need

for curbing the size of clubs.

19. Business and social meetings were the major types of club meetings. Sixty-one clubs had taken educational trips between September, 1937, and January, 1938.

20. The values of clubs to their members were listed by the sponsors as: social, intellectual, moral, civic, vocational and physical. Sponsors indicated that clubs have an influence on choice of activity during leisure time, personal traits, social development, scholarship, and school management.

B. Suggestive Principles for Club Improvement.

There were eight organized clubs in operation in Milford High School during the fall of 1937 when the survey was made in Oakland County. The list of clubs included the Camera Club, Home Economics Club, Agriculture Club, Dramatic Club, Journalism Club, Music Club, Art Club, and Science Club. Students were permitted to elect club membership. All clubs were without a scholastic requirement for club membership, although failing students were not encouraged in club activity. The system for club meetings during the school day limited membership to one club. All of the clubs were closely associated with a school subject. No dues were paid, and little effort was spent in the raising of money.

All club sponsors were selected by the Superintendent for club guidance and direction. This was justified by the school executive because it was an impossibility for him to attend all meetings at the same time, and he reserved the right to select his

own representative to each club. Sponsor attendance was required in all club activities.

There was no limit to the number of members in a club. All members worked under a point system, and competed for a money award offered to the outstandingly active boy and girl in each class and club.

With the above characteristics in mind, principles are now presented for improvement of the club program.

It will be the policy of the Milford High School to provide opportunities for the pupils to develop leadership, social poise, and a better spirit of cooperation and friendship through a unified club program of school activities.

Justification of club program: Clubs are helpful in the development of natural creative powers of boys and girls; they are a desirable form of student activity. Clubs should offer an opportunity for the practice of worthy and reasonable ideals, and be a direct result of the attempt of educators to bring the informal activities of the playground and street into closer cooperation with the formal classroom work, as a means of enriching the regular curriculums. An objective of the Milford school is to teach intelligent leadership and fellowship, and through the club program, an excellent opportunity is available for the accomplishment of both. The club program must be built on the basis of "learn and do".

The development of new clubs: In keeping with modern tendencies and democratic ideals, clubs should have their beginning

in the interests of the students. The interests and abilities of teachers must not be overlooked in the formation of a new club, because a qualified sponsor is essential for the success of the organization.

Selection of a club sponsor: A teacher, who is sensitive to the aims of education, will be able to provide for the varied interests of the students within a particular club. The sponsor must possess a genuine interest in students and in the particular club. Genuine interest accompanies self-initiated activity based on the realization of a need or a desire. Knowledge of how to work with indirect and suggestive methods is as essential as knowledge of the basic fundamentals of the club. The sponsor of the club must have such cultural background and growing interests as to be a contagious example of the objective to be accomplished by the club members.

Membership of club: A pupil who has a special interest in a particular club, and who can fulfill entrance requirements of the club, is entitled to membership. Incentives for membership should be interest and fellowship, rather than grades and authority.

Finances of Club: There will be no club dues. All clubs will cooperate in each plan to raise club money. Each club will receive in remuneration an amount equal to its proportionate share of time for effort worked in relation to the entire time involved, the amount determined through administration by high school auditor.

Basic fundamentals: The best and wisest use of leisure is based on cultural development. Interwoven with all aspects of life should be the enrichment of day by day living. In such growth

each person should be stimulated to become increasingly self-directing and capable through new relationships and understanding of good living. Purposeful activity must be included in the club program if sound permanent results are to be secured.

Club benefits: Each club should add a distinct value to the school and community. It should aid materially in new and better relationships between teacher and pupil. It should provide opportunity for exploration. The club should provide the students with useful and desirable activities for their leisure time. It should provide training in group life by a type of club program in which the student is conscious of being a definite part. Training in giving of service to others, an opportunity for fixing skills and attitudes discovered in the classroom, and the discovery of new interests are all possible through wide and numerous contacts in club activities.

Club objectives should be:

1. To create in each student an interest in some form of recreation or leisure activity which will be useful in later life;
2. To develop desirable habits of citizenship by planning and working together;
3. To serve as an agency through which interests may be stressed for their educational value.

Educational trips: All clubs shall be entitled to a reasonable number of trips to places of interest related to that club. Transportation shall be provided by the school for other than social trips.

Meetings: It shall be the duty of the superintendent to provide a suitable time and place for the club meetings.

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V. APPENDIX.

Milford, Michigan
October 25, 1937

Supt. _____
_____ School
_____, Michigan

Dear Supt. _____:

The growing desire for improvement of club activities, exclusive of intramural and interscholastic athletics, has resulted in an attempt to analyze the school clubs of Oakland County. In order to reveal the sources for this analysis, names of clubs and their sponsors are necessary. Would you please check on the enclosed list the name of each club and its sponsor in your school for the current year? If there are clubs not listed, please add their names with names of the sponsors.

If convenient, please return the enclosed form on or before November 6, 1937. Should you wish to receive a summary of the findings in this analysis, make the necessary indication. All information received will be treated impersonally and the identity of the school will not be revealed.

Yours very truly,

Velda L. Fowler
Milford High School
Milford, Michigan

Milford, Michigan
November 6, 1937

Supt. _____
_____, Michigan

Dear _____:

There is a need for certain facts to assist in the establishment of a sound policy and plan for improvement of club activities, exclusive of intramural and inter-scholastic athletics, in the rural high schools of today.

This second letter is being sent to you with the hope that you will return the enclosed form at your earliest convenience. In order to give a true presentation of student activities, it is essential that all high school clubs of Oakland County be analyzed.

Any cooperation in this analysis will be appreciated. All information received will be treated in an impersonal manner, with no reference to the identity of the school or the faculty.

Yours very truly,

Velda L. Fowler
Milford High School
Milford, Michigan

Dear Club Sponsor:

The growing desire for improvement of club activities exclusive of intramural and inter-scholastic athletics, has resulted in an attempt to analyze the school clubs of Oakland County. The fact that you are a club sponsor, as indicated by your Superintendent, is significant of your interest. Would you please check the enclosed form for your particular club activities dating September 1937 to January 1938? If convenient, please return the enclosed check list on or before February 15, 1938.

Should you wish to receive a summary of the findings in this analysis, make the necessary indication. All information received will be treated impersonally and the identity of the club sponsor will not be revealed.

Yours very truly,

Velda L. Fowler
Milford High School

Check List for Club Activities from September 1937 to January 1938

I. Fill in blanks with information true for the school and the club:

Name of School _____ Address of School _____

Name of Sponsor _____ Official Position _____

Sponsor's teaching experience _____ years. Experience as Sponsor _____
(No.) (No.)
years.

Name of Club _____

Length of club meetings are: _____

Since September 1937, _____ educational trips have been made by club.
(No.)

The purpose (objectives) of this club are:

1. _____
2. _____
3. _____

II. Check statement which is true for this club:

1. Members are.....girls only.....
boys only.....
both girls and boys.....
2. Members are.....elementary students.....
high school students.....
post-graduate students.....
3. Club sponsor is.....an elementary teacher.....
a high school teacher.....
or.....
4. Club meetings are held.....weekly.....
bi-weekly.....
monthly.....
occasionally.....
5. Club meets.....during school hours.....
at noons.....
after school hours.....

6. Club meetings are held at.....school.....
at home.....
or.....
7. For club membership there is
required.....an academic qualification....
a tryout.....
8. Credit is given for graduation
for.....club membership.....
club participation.....
9. Club sponsor is chosen by.....students.....
principal.....
superintendent.....
sponsor voluntarily.....
10. Club has influence on.....personal traits.....
scholarship.....
school management.....
social development.....
use of leisure time.....
11. Club activities consist of.....business meetings.....
social meetings.....
educational trips.....
community activity.....
12. Value of club to members is....civic.....
moral.....
social.....
intellectual.....
vocational.....
physical.....
or.....
13. There is a limit to number of members per semester...Yes ___ No. ___
14. Club has written constitution in use.....Yes ___ No. ___
15. School program has definite time allotment for
club meetings.....Yes ___ No. ___
16. A point system is used to evaluate club activity.....Yes ___ No. ___
17. Club members pay dues.....Yes ___ No. ___
18. Club sponsor is required to attend all club
activities.....Yes ___ No. ___

III. A brief answer will suffice:

19. The shortcomings (or limitations) of this club are:

20. The accomplishments since September 1937 are:

Remarks:

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