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HIGH-SCHOOL CLUBS

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FOREWORD

The rapid growth of high-school clubs, the important educational functions in which they engage, and the close relationship which they bear to the work of the school have given them a place of first importance among the school organizations carrying on extracurricular activities. Such clubs are a means of closing up the educational gap resulting from the limitations of the high-school curriculum for providing pupils opportunities to initiate and conduct activities that have large social and educational values. The extent to which clubs exist in the public high school, the practices obtaining relative to their organization and supervision, and the problems they present are questions in which school administrators and teachers are keenly interested.

In order to supply helpful information on these questions the Office of Education obtained reports from 883 public high schools located in cities of varying sizes throughout the United States. This bulletin summarizes these reports to show the percentage of high schools having clubs and the average number of clubs per school, club membership as compared with school enrollment, practices relative to the organization of clubs, and club programs.

BESS GOODYKOONTZ,
Acting Commissioner.

HIGH-SCHOOL CLUBS

INTRODUCTION

ORIGIN OF SCHOOL CLUBS

THE DEVELOPMENT of school clubs on the extensive scale now found in the public high schools represents a criticism leveled against the school curriculum. Evidence of the truth of this statement may be found in the rapid increase in the number of clubs during the past 15 years and in the character of the clubs formed. If the school curriculum had been based more upon pupil activities taken from normal living experiences and in accordance with the interest and aptitude levels of the different age groups, there would not have been felt the extreme need for school clubs as is indicated by the great number and variety of clubs now organized in the public high schools. The failure of the curriculum subjects to provide adequately for activities that are a challenge to the pupil's interests, industry, and abilities can be clearly shown by a few illustrative examples such as follow.

Schools which have had experience in opening industrial arts shops after school hours to pupils who wish to come on a voluntary basis to work on club types of projects, under the general supervision of an instructor willing to give extra time for this work, testify to the zest of the pupils for such activities. It sometimes occurs, especially in junior high schools, that more pupils are found working in the shops after school hours on such construction projects as model airplanes, model boats, gliders, radio sets, printed notices, etc., than are found in all the industrial arts classes during the day. Again, pupils in drafting courses and in art courses sometimes organize clubs for the purpose of carrying on group and individual projects in which they have special interests. These projects frequently include poster work and sign painting. The projects undertaken by the club as a unit organization are usually for the school or for some community purpose; the individual projects undertaken by the members, when completed, are usually kept by the pupil

for his own use or disposed of by him as a gift or sale. In some instances a member of a club undertakes a project, on contract, for an outside person. A further illustration is to be had from the fact that pupils in home economics courses sometimes organize catering clubs for the purpose of serving school and outside organizations by special arrangements. In all these cases the club work is characterized by practical types of activities and includes opportunities for projects which accord with normal living experiences, thus meeting the needs of the pupil for functional types of self-expression for which the school curriculum does not make adequate provisions.

Club work is forcing itself into school programs, not as subjects in the curriculum of studies but as a part of a program of school activities recognized as desirable and accepted as a responsibility by schools in their efforts to provide ways and means for the realization of generally accepted aims of education. The major development of the school club movement has followed in the wake of changes taking place in educational philosophy, educational psychology, and principles governing educational practices. These changes may be illustrated by the following summary statements:

Education is not a preparation for life, it is life. The child learns to do by doing. The school curriculum should be composed of functional activities representative of normal experiences in life. Pupil activities in the curriculum should be in accord with the interest and ability levels of the different age groups. Individual differences among pupils as to aptitudes and interests are to be taken into consideration in providing an educational program. Adolescents are gregarious. Social or group approval is a strong factor in the control of an educational situation. Pupils are to be provided with opportunities for self-expression in a variety of media. Provisions are to be made for exploration in a variety of activities. Opportunities are to be provided for the exercise of initiative. The educational program is to contribute to social adjustment. The educational program should include opportunities for training the individual to do better those desirable things which he will do anyway.

The development of school clubs has been a means of broadening the scope of school activities beyond the confines

of the curriculum, with a consequent enlargement of the contribution the school makes toward the adjustment of the individual to society. At least one reason, and an important one, for the ready acceptance of club work in the high schools is the fact that changes in the school curriculum to meet new conditions in education are not readily accomplished. A great deal of inertia exists in the curriculum program. Because of this, new subjects and also old subjects presented from a new angle or by a new procedure, are often brought into the school as extracurriculum activities, that is, activities outside of or beyond the bounds and compass of the school curriculum. Into this scheme the school club fits well. The subject clubs represent a new method of attack or a different emphasis or both for a curriculum subject, which has not been accepted as a curriculum practice. Other clubs represent functional activities of a practical type in subjects not included in the curriculum of the school in which they are organized.

The amount and variety of work now carried on by schools as extracurriculum activities, including school clubs, represents so large a development that the question has been raised as to whether or not the extras may not come to make a major contribution to the aims of secondary education. It is to be noted, however, in connection with this thought that there is a tendency to broaden the school curriculum by taking over extracurriculum activities. Today an activity that is treated as an extracurriculum matter in one school is included in the curriculum of another school. This practice naturally operates against the rate of increase in extracurriculum activities. In the case of school clubs the numerous phases of life experiences included as activities, the organization of the work so as to make a strong appeal to the pupil for participation in the club program, and the opportunities afforded the members for initiative warrant the statement that in many schools the work carried on by school clubs constitutes a large fraction of the total activities that contribute directly and specifically to the adaptation of the pupil to society about him.

PURPOSE OF THE STUDY

There comes a time in the development of any movement characterized by rapid growth, as is the case with school clubs, when it is important that careful consideration be given to the extent of the movement, the kinds of activities included, and any facts that indicate trends. The study of school clubs here reported was undertaken for the purpose of providing information on the extent to which school clubs exist in the public high schools, the kinds of school clubs, organization of clubs, and club programs.

PLAN AND SCOPE OF THE STUDY

In order to obtain the desired information on clubs in the public high schools, the method of representative sampling was used. From approximately complete lists of the different kinds of public high schools in the United States, as compiled by the Office of Education, about 1,100 schools were selected for the purpose of mailing them questionnaires. The schools were selected in accordance with the following classifications: Regular 4-year high schools, junior-senior high schools, junior high schools, and senior high schools.

For the purpose of obtaining as nearly as possible a true representative sampling of the public high schools of the United States, the list for each of the different kinds of schools was selected with due consideration to a geographic distribution of schools by States and also to a distribution by size of cities. It is to be noted that comparatively few schools located in cities having a population of less than 2,500 were selected.

In 1933 a questionnaire was sent to the principal of each of the schools selected, asking for a list of the school's clubs and the membership of each. The blank contained statements in parallel columns of the following four values that school clubs may have: Value for vocational training, value for curriculum subject, value for preparation for leisure time, and value for the development of specific hobbies. The principal was asked to indicate for each club which one of these values ranked first in importance for the work of the club. Of the 1,100 blanks sent out, 883 were returned, ap-

proximately 4 percent of all the public high schools. No second or follow-up requests were sent in any case. The total enrollment in these 883 schools is 959,438, about 16 percent of all the pupils in the public secondary schools of the Nation.

After the reports were received and given a preliminary examination, a list of about 100 schools was made to which letters were sent requesting detailed information about certain of their clubs. Two types of clubs were included for this additional information: (a) typical clubs of frequent occurrence and (b) unusual clubs of a special character.

The data on the questionnaires were compiled in the following four ways: First, by kind of high schools; second, by size of cities; third, by size of high-school; and, fourth, by geographic division or by groups of States.

FINDINGS

NUMBER AND EXTENT OF CLUBS

Clubs exist very generally in the public secondary schools of the United States. Data in table 1 show that of the 883 public high schools included in this study 816, or 92.4 percent, have school clubs. A classification of these 883 schools according to kinds of high schools, and the computation of the percentage of schools having clubs in each kind of school, show that this percentage does not vary greatly by kinds of high schools. However, there is a slight progressive increase in this percentage, which bears an inverse ratio to the number of junior high-school grades included in a given kind of high school. This means that the fewer junior high-school grades in a given kind of high school, the larger is the percentage of schools having clubs. The causes for this cannot be determined from this study; nevertheless they tempt speculation. Possibly the desire of high-school pupils to have clubs increases with maturity. If so, this constitutes a cause, especially in schools in which the initiative for the organization of clubs rests with the pupils. It is to be noted, however, that in some junior high schools the organization of clubs is an arrangement of the school authorities and is scheduled as part of the school program.

Although the percentage of junior high schools having clubs is the smallest (88.1 percent) for any kind of high school, the junior high school has the largest average number of clubs per school. The average number of clubs per school for all kinds of high schools is 12, the range being from 10.1 for the junior-senior high school to 15 for the junior high school.

For schools reporting clubs, the percentage the club membership is of the school enrollment is greater for the junior high school than it is for any other kind of high school. The range of this percentage is from 38.5 for the senior high school to 59.1 for the junior high school. The average for all kinds of high schools is 44.8 percent. The implication from these facts is that junior high schools having clubs tend to have a comparatively large number of clubs.

A larger number of girls than boys belong to school clubs. Of the total club membership, approximately 55 percent are girls. Girls also exceed boys in the club membership for each kind of high school.

The questionnaire listed the following four values of clubs and requested that for each club the value regarded as of first importance be indicated: For (1) vocational training, (2) curriculum subject, (3) preparation for leisure time, and (4) development of specific hobbies. The rank of the answers according to frequencies is: (1) for leisure time, (2) for curriculum subjects, (3) for hobbies, and (4) for vocational training. A calculation of the percentage that the frequency of importance of any one of these values is of the number of clubs showed no significant differences for any one of the four kinds of high schools.

The 883 schools reporting were also classified as to size of cities in which the schools are located, and data relative to school clubs compiled in accordance with these classifications. The group sizes used were: Group I, cities having a population of less than 15,000; group II, cities with a population of 15,000 to 25,000; group III, cities with a population of 25,000 to 50,000; group IV, cities with a population of 50,000 to 100,000; and group V, cities with a population of 100,000 or more.

HIGH-SCHOOL CLUBS

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TABLE 1.—Data relative to school clubs for 883 public high schools enrolling 959,438 pupils, by kinds of high schools

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools reporting.....	339	153	226	165	883
Enrollment in schools reporting.....	440,559	121,249	188,756	208,874	959,438
Schools reporting clubs:					
Number.....	317	140	199	160	816
Percent.....	93.5	91.5	88.1	97.0	92.4
For schools reporting clubs:					
Number of clubs.....	3,555 ¹	1,421	2,987	1,801	9,764
Average number of clubs per school.....	11.2	10.1	15.0	11.2	12.0
School enrollment.....	418,397	113,866	171,919	203,775	909,957
School enrollment for schools reporting club membership.....	388,317	106,781	162,206	193,602	850,906
Club membership: ²					
Boys.....	68,557	22,230	47,318	31,806	169,911
Girls.....	90,453	28,594	47,360	42,616	209,023
Both girls and boys.....	159,582	51,229	95,908	74,628	381,347
Percent of club membership: ³	41.1	48.0	59.1	38.5	44.8
Frequency of statement of first importance of club for: ⁴					
Vocational training.....	461	202	342	232	1,237
Curriculum subject.....	1,114	315	536	536	2,501
Preparation for leisure time.....	1,009	510	1,066	530	3,115
Development of specific hobbies.....	694	272	757	363	2,086

¹ Includes duplicates. A pupil may be enrolled in more than 1 club.

² The total membership is 381,347. The sum of the memberships for boys and girls is only 378,934. This is due to the fact that a few schools did not give membership by sex, but gave the total membership for both sexes.

³ Example for reading: For the regular 4-year high school the club membership for schools reporting on this item equals 41.1 percent of the school enrollment for schools reporting club membership.

⁴ The total of these frequencies is 8,939. The total number of clubs is 9,764. The difference between these 2 figures is due to the fact that for 825 clubs no one of the 4 values indicated was given as of first importance.

As shown in table 2 the percentage of schools having clubs does not vary significantly with size of cities in which the schools are located, the lowest percentage being 89.6 and the highest 95.4. These variations in percentages are not in a progressive order. The average number of clubs per school, however, does vary directly with size of cities through the first four classes. There are twice as many clubs per school in group IV cities as there are in group I cities, the average number for the former being 16.9, for the latter 8.

Of the schools reporting club membership, the percentage that such membership is of the school enrollment varies directly with the group size of cities. It is highest in schools located in the group of smallest cities and lowest in schools in the group of largest cities. The larger the city the fewer are the high-school pupils that belong to clubs. This difference is probably related to size of high schools.

TABLE 2.—Data relative to schools clubs for 883 public high schools enrolling 959,438 pupils, by size of cities in which schools are located

	I. Less than 15,000 population	II. 15,000 to 25,000	III. 25,000 to 50,000	IV. 50,000 to 100,000	V. 100,000 or more	Total
1	2	3	4	5	6	7
Number of schools reporting	284	115	147	109	228	883
Enrollment in schools reporting	159,030	97,225	158,768	157,470	386,945	959,438
Schools reporting clubs:						
Number	262	103	133	104	214	816
Percent	92.2	89.6	90.5	95.4	93.9	92.4
For schools reporting clubs:						
Number of clubs	2,094	1,093	1,737	1,760	3,090	9,764
Average number of clubs per school	8.0	10.6	13.0	16.9	14.4	12.0
School enrollment	149,710	87,578	148,591	151,818	372,260	909,957
School enrollment for schools reporting club membership	143,427	82,934	135,087	137,183	352,325	850,906
Club membership: ¹						
Boys	32,037	17,755	27,626	29,306	63,296	169,911
Girls	40,954	21,711	33,601	32,338	80,419	209,023
Both girls and boys	73,596	39,652	61,587	62,300	144,212	381,347
Percent of club membership ²	51.3	47.8	45.6	45.4	40.9	44.8
Frequency of statement of first importance of club for—						
Vocational training	361	141	197	189	349	1,237
Curriculum subject	546	275	440	450	790	2,501
Preparation for leisure time	663	400	497	617	938	3,115
Development of specific hobbies	417	197	353	394	725	2,086

¹ Includes duplicates. A pupil may be enrolled in more than 1 club.

² Example for reading: For schools located in cities having a population of less than 15,000 the club membership for schools reporting on this item equals 51.3 percent of the school enrollment for schools reporting club membership.

³ The total of these frequencies is 8,939. The total number of clubs is 9,764. The difference between these 2 figures is due to the fact that for 825 clubs no one of the 4 values indicated was given as of first importance.

⁴ The total membership is 381,347. The sum of the membership for boys and girls is only 378,934. This is due to the fact that a few schools did not give membership by sex, but gave the total membership for both sexes.

The 883 high schools reporting were also classified with reference to size of school, and the data for the various items compiled in accordance with this classification. The high schools were divided into the following classes: Class I, schools having an enrollment of less than 200; class II, schools having an enrollment of 200–499; class III, schools having an enrollment of 500–999; class IV, schools having an enrollment of 1,000–1,499; class V, schools having an enrollment of 1,500–2,999; and class VI, schools having an enrollment of 3,000 and more.

As shown in table 3, the percentage of the 883 high schools that have school clubs varies progressively and in direct ratio with the size of high schools for schools in classes I to

V, inclusive. This percentage for class I schools is 82.8 and increases to 97.8 for class V schools. The average number of clubs per school increases in a progressive order from 4.2 in class I cities to 23 in class VI cities. However, the percentage that the club membership is of the school enrollment runs in the opposite direction; that is, the smaller the school the larger is the percentage that the club membership is of the school enrollment. For schools in class I the club membership is 104.6 percent of the school enrollment. This percentage decreases for each class increase in the size of the school. For class VI schools it is only 38 percent.

TABLE 3.—Data relative to school clubs for 883 public high schools enrolled 959,438 pupils, by size of high schools

1	Size of school—Class enrollment						Total
	I. Fewer than 200	II. 200 to 499	III. 500 to 999	IV. 1,000 to 1,499	V. 1,500 to 2,999	VI. 3,000 and more	
	2	3	4	5	6	7	8
Number of schools reporting.....	29	172	307	170	180	25	883
Enrollment in schools reporting.....	3, 816	61, 904	223, 439	206, 030	362, 090	101, 359	959, 438
Schools reporting clubs:							
Number.....	24	155	279	158	176	24	816
Percent.....	82.8	90.1	90.9	92.9	97.8	96.0	92.4
For schools reporting clubs:							
Number of clubs.....	100	1, 079	3, 044	2, 061	2, 907	553	9, 764
Average number of clubs per school.....	4.2	7.0	10.9	13.2	16.5	23.0	12.0
School enrollment.....	3, 093	55, 704	204, 627	190, 735	357, 374	98, 424	909, 957
School enrollment for schools reporting club membership.....	3, 049	52, 178	193, 729	179, 406	330, 231	92, 313	850, 906
Club membership: ¹							
Boys.....	1, 399	14, 389	45, 812	35, 238	57, 529	15, 544	169, 911
Girls.....	1, 806	17, 863	57, 007	44, 365	68, 553	19, 429	209, 023
Both girls and boys.....	3, 190	33, 009	103, 730	79, 703	126, 670	35, 045	381, 347
Percent club membership: ²	104.6	63.3	53.5	44.4	38.4	38.0	44.8

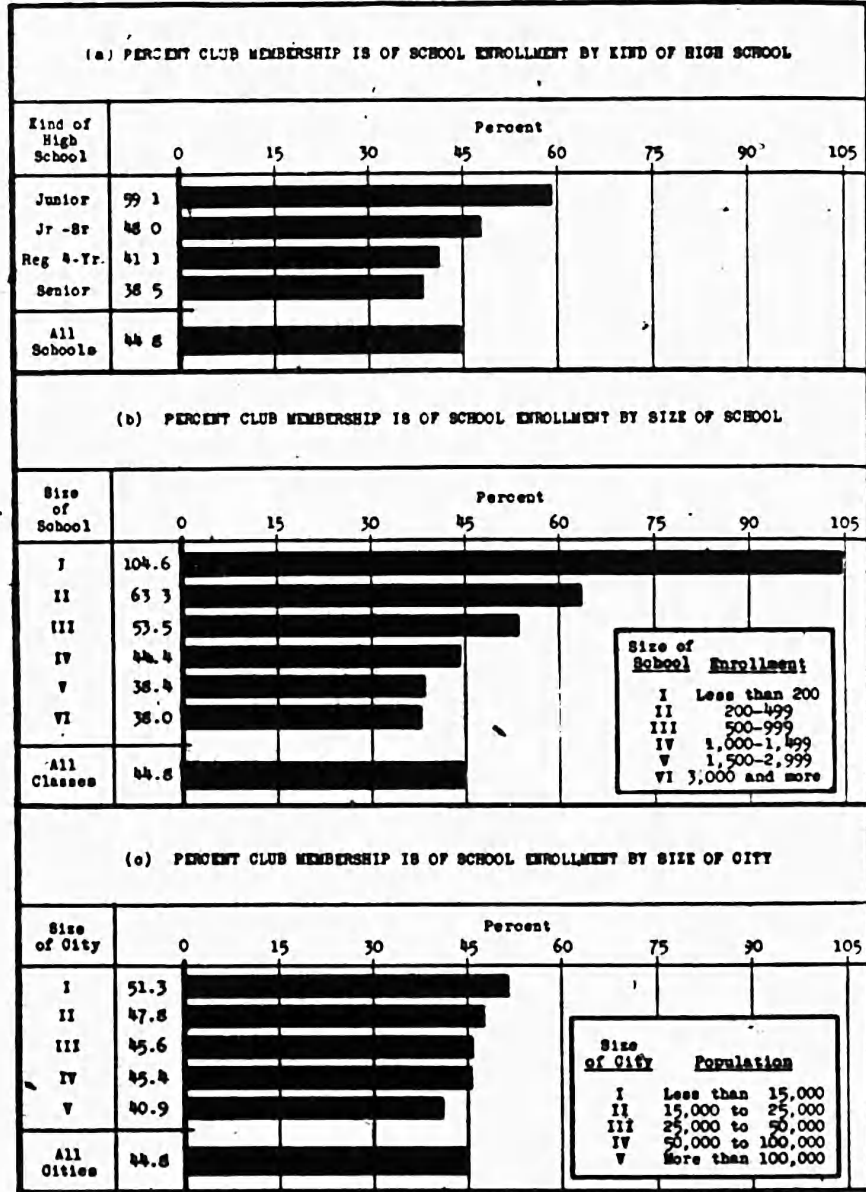
¹ Includes duplicates. A pupil may be enrolled in more than 1 club.

² Example for reading: For high schools enrolling fewer than 200 pupils the club membership for schools reporting on this item equals 104.6 percent of the school enrollment for schools reporting club membership.

³ The total membership is 381,347. The sum of the memberships for boys and girls is only 378,934. This is due to the fact that a few schools did not give membership by sex, but gave the total membership for both sexes.

For the schools included in this study, therefore, it can be said that the percentage of schools having clubs and the

average number of clubs per school increase as the size of the school increases. This probably means that the larger high schools have a greater variety of clubs than have the



Percent club membership is of school enrollment for schools reporting such membership (club membership includes duplicates; a pupil may be a member of more than one club).

smaller schools. For some reason, however, a vastly larger percentage of the pupils in the smaller schools become members of clubs.

The schools of the smallest class have a total club membership larger than the total school enrollment. Total club memberships; it is to be understood, include duplicates, as a pupil may belong to more than one club.

In order to find out if the extent of school clubs varies by geographic location of schools, the 883 high schools were classified into the following groups of States: New England, Middle Atlantic, Southern, Middle Western, and Western. The data for the different items were compiled for these groups by States.

As indicated by table 4, there are no significant differences among the groups of States as to the percentage of schools that have clubs. The percentage for this item varies only from 91.9 in the New England States to 93.4 in the Middle Atlantic States, the average being 92.4. The percentage of schools having clubs is, therefore, very nearly the same throughout the United States.

TABLE 4.—Data relative to school clubs for 883 public high schools enrolling 959,438 pupils, by geographic divisions of States

1	Geographic divisions					Total
	New England States	Middle Atlantic States	Southern States	Middle Western States	Western States	
	2	3	4	5	6	7
Number of schools reporting.....	87	121	169	313	193	883
Enrollment in schools reporting.....	98,578	170,919	138,162	341,704	209,985	959,438
Schools reporting clubs:						
Number.....	80	113	156	291	176	816
Percent.....	91.9	93.4	92.3	93.0	91.2	92.4
For schools reporting clubs:						
Number of clubs.....	982	1,782	1,520	3,504	1,976	9,764
Average number of clubs per school.....	12.3	15.8	9.7	12.0	11.2	12.0
School enrollment.....	93,501	163,332	130,220	325,265	197,639	909,957
School enrollment for schools reporting club membership.....	88,964	157,909	117,630	297,929	188,474	850,906
Club membership: ¹						
Boys.....	21,910	29,828	24,931	57,835	35,407	169,911
Girls.....	24,873	37,310	29,642	77,776	39,422	209,023
Both girls and boys.....	47,131	67,613	55,461	136,041	75,101	381,347
Percent club membership ²	53.0	42.8	47.1	45.7	39.8	44.8

¹ Includes duplicates. A pupil may be enrolled in more than 1 club.

² The total membership is 381,347. The sum of the memberships for boys and girls is only 378,934. This is due to the fact that a few schools did not give membership by sex, but gave the total membership for both sexes.

³ Example for reading: For high schools in the New England States the club membership for schools reporting this item, equals 53 percent of the school enrollment for schools reporting club membership.

The average number of clubs per school is the lowest in the Southern States, with an average of 9.7 clubs per school as compared with an average for all groups of States of 12. This percentage for the other 4 groups of States ranges from 11.2 to 15.8.

The range in the percentage that the club membership is of the school enrollment is from 39.8 in the Western States to 53 in the New England States, with an average for all groups of States of 44.8 percent.

There are no indications that the relative number of boys and girls belonging to school clubs varies by groups of States.

KINDS OF CLUBS

After the question blanks and supplementary materials on clubs were received, the lists of clubs, together with supplementary information when available, were studied for the purpose of determining classifications under which related clubs might be grouped and treated as a class. This preliminary study resulted in the following classifications:

Art clubs	Journalism (writing) clubs
Aviation and airplane clubs	Literary clubs
Business and commercial clubs	Music clubs
Camera clubs (includes clubs in photography)	National organizations, and other organizations in the schools, of a character-building type
Collectors' clubs (includes stamps, coins, etc.)	Nature study clubs (includes botany, geology, and zoology)
Debating and speaking clubs	Personal culture clubs (includes manners)
Dramatic clubs (includes clubs for giving shows)	Science clubs (physics, chemistry, mathematics)
Farm, garden, and yard clubs	Service (for school) clubs
Foreign-language clubs	Social and recreational clubs
Games (includes nonathletic)	Social science clubs
Health and welfare clubs	Sports and athletic clubs
Honors clubs (scholarship, leadership, letters)	Unclassified and miscellaneous clubs
Household arts clubs	
Industrial arts clubs	

ART CLUBS.—The term art clubs is used as a classification for clubs that seem to have as their major objective activities in the fine arts. The following examples are names of clubs reported which were so classified: Art appreciation, art, art and gift, art-pottery, cartoon, clay modeling,

Greenwich Villagers (art), illustrators', oil painting, poster, soap sculpture.

As shown in table 5, more than one-third of all schools reporting clubs of any kind report having art clubs. A larger percentage of the junior high schools have art clubs than have any other kind of high school. There is practically no variation by kinds of high schools in the average number of art clubs per school. The average number of clubs for all schools having art clubs is 1.2.

In the junior high school the membership in art clubs is almost equally divided between the two sexes. In the other kinds of high schools girls lead in membership in art clubs by a considerable percentage. In the total membership for all kinds of high schools the girls exceed the boys by 41 percent.

Of the four values of clubs listed in the table, preference is recorded for the contribution art clubs make to the curriculum work in art. The importance of art clubs for vocational training ranks the lowest of the four, according to the opinions of the school officials reporting.

TABLE 5.—*Art clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	118	38	95	49	300
Percent of schools having such clubs.....	37.2	27.1	47.7	30.6	36.8
Number of clubs.....	133	41	128	57	359
Average number of clubs per school.....	1.1	1.1	1.3	1.2	1.2
Club membership:					
Total.....	4,268	1,187	3,254	1,729	10,438
Boys.....	1,669	453	1,614	493	4,229
Girls.....	2,539	734	1,550	1,236	6,059
Frequency of statement of first importance of club for:					
Vocational training.....	25	4	11	6	46
Curriculum subject.....	48	14	29	15	106
Preparation for leisure time.....	29	10	33	18	90
Development of specific hobbies.....	25	10	42	15	92

¹ Only a total figure was given for a few clubs.

AVIATION AND AIRPLANE CLUBS.—Included in this classification are clubs conducting activities in both shop work and in the theory of aviation and airplane construction. In

the junior high schools the major emphasis is on making model planes. Frequently contests of a demonstration type are sponsored by clubs.

Data in table 6 show that approximately one-fourth of the junior high schools that have clubs of any kind have aviation or airplane clubs, which is a larger percentage than for any other kind of school. The senior high schools are second with 17.5 percent. A small number of the larger schools have more than one club, but the average number of clubs for all schools having aviation clubs is only 1.1.

Only 275 girls, as compared with 3,637 boys, are reported as members of aviation clubs. In clubs in the senior high schools, however, the ratio of girls to boys is about 1 to 6. This is probably indicative of an increased interest on the part of the older girls in aviation. The hobby value is the one most often reported as of first importance for aviation clubs,

TABLE 6.—Aviation and airplane clubs

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	39	13	48	28	128
Percent of schools having such clubs.....	12.3	9.3	24.1	17.5	15.7
Number of clubs.....	40	16	52	31	139
Average number of clubs per school.....	1.0	1.2	1.1	1.1	1.1
Club membership:					
Total.....	1,043	449	1,581	869	3,942
Boys.....	965	441	1,484	747	3,637
Girls.....	78	8	67	122	275
Frequency of statement of first importance of club for—					
Vocational training.....	11	2	10	9	32
Curriculum subject.....	2	0	0	3	5
Preparation for leisure time.....	3	2	5	3	13
Development of specific hobbies.....	21	10	33	13	77

¹ Only a total figure was given for a few clubs.

BUSINESS AND COMMERCIAL CLUBS.—It is a frequent practice for students in commercial courses in high school to organize a club to promote activities related to their curriculum objectives. However, students in courses other than commercial sometimes organize business clubs. The following names of business clubs indicate in a general way the interests of their members: Bookkeeping, commercial, Edi-

phone and dictaphone, Gregg shorthand, newsboys', salesman's, secretarial, and typing.

Of the 816 schools having clubs of any kind, 229, or 28.1 percent, have commercial clubs. As shown in table 7, girls far outnumber boys as members of business clubs. The reports indicate that the chief values of these clubs are for the contribution they make toward business training for vocational purposes.

TABLE 7.—*Business and commercial clubs*

	Regular- 4-year high schools	Junior- senior- high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs....	99	80	47	53	229
Percent of schools having such clubs....	31.2	21.4	23.6	33.1	28.1
Number of clubs.....	115	34	57	69	275
Average number of clubs per school....	1.2	1.1	1.2	1.3	1.2
Club membership:					
Total.....	6,142	1,064	1,642	2,946	11,794
Boys.....	1,917	220	647	568	3,352
Girls.....	4,225	844	995	2,358	8,422
Frequency of statement of first importance of club for—					
Vocational training.....	54	20	17	27	118
Curriculum subject.....	41	9	27	36	113
Preparation for leisure time.....	6	4	3	2	15
Development of specific hobbies.....	10	1	1	3	16

¹ Only a total figure was given for a few clubs.

CAMERA CLUBS (*include clubs in photography*).—Some of the most frequent activities carried on by camera clubs are: Group discussions of how to make good pictures, based on reading and experience; practice in developing and printing; and service to the school in furnishing pictures for publications. Camera clubs often conduct contests and give prizes for the best pictures made by their members. Applicants for membership are usually required to own a camera or have the use of one.

As shown in table 8, 9.8 percent of all schools having clubs of any kind have camera clubs. Boys constitute 56 percent of the total club membership. The value of camera clubs for the development of specific hobbies is given as of first importance in 67 percent of the cases. The value of these clubs as preparation for leisure time is given as of first importance in 23 percent of the cases.

TABLE 8.—*Camera clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs....	33	10	23	14	80
Percent of schools having such clubs....	10.4	7.1	11.6	8.8	9.8
Number of clubs.....	35	10	26	14	85
Average number of clubs per school.....	1.0	1.0	1.1	1.0	1.1
Club membership:					
Total.....	812	302	512	391	2,017
Boys.....	428	143	297	278	1,146
Girls.....	384	159	215	113	871
Frequency of statement of first importance of club for:					
Vocational training.....	0	1	1	0	2
Curriculum subject.....	2	0	2	2	6
Preparation for leisure time.....	9	2	7	1	19
Development of specific hobbies.....	23	5	16	11	55

COLLECTORS' CLUBS.—Included in this classification are stamp clubs, coin clubs, and a few other clubs representing miscellaneous kinds of collections. Of the 816 schools reporting clubs 165, or 20.2 percent, report having some kind of collectors' clubs. The most frequently reported club is the stamp club.

As shown in table 9, a great many more boys than girls, for each kind of high school, belong to collectors' clubs. Girls constitute less than one-fourth of the total club membership. The hobby value is very generally regarded by those reporting as of first importance for this class of clubs.

TABLE 9.—*Collectors' clubs (such as stamps)*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs....	51	20	68	26	165
Percent of schools having such clubs....	16.1	14.3	34.2	16.2	20.2
Number of clubs.....	54	22	74	37	177
Average number of clubs per school.....	1.1	1.1	1.1	1.0	1.1
Club membership:					
Total.....	1,035	590	1,804	480	3,909
Boys.....	739	423	1,455	367	2,984
Girls.....	296	167	300	113	876
Frequency of statement of first importance of club for—					
Vocational training.....	0	0	0	1	5
Curriculum subject.....	0	1	1	3	1
Preparation for leisure time.....	4	1	11	2	18
Development of specific hobbies.....	46	19	57	21	143

¹ Only a total figure was given for a few clubs.

DEBATING AND SPEAKING CLUBS.—Clubs in this classification are reported under a variety of names, including such captions as Forensic Club, Senate Club, Public Speaking Club, and Rostrum Club. Many of the clubs bear proper names, such as Webster Club, Webster-Hayne Club, and Athena Club.

Approximately 40 percent of all schools having any kind of club report a debating or speaking club. The total club membership as well as the membership by kinds of schools is almost equally divided between boys and girls. The importance of these clubs for the contribution they make to a curriculum subject is most frequently reported as of first importance.

Of the schools that have clubs in this classification, the regular 4-year high school has the largest percentage—53.3. The senior high school has the next highest percentage.

TABLE 10.—*Debating and speaking clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	169	39	40	75	323
Percent of schools having such clubs.....	53.3	27.8	20.1	46.9	39.6
Number of clubs.....	247	46	47	97	437
Average number of clubs per school.....	1.5	1.2	1.2	1.3	1.3
Club membership: Total.....	8,959	1,261	1,317	2,712	14,249
Boys.....	4,383	558	684	1,398	7,018
Girls.....	4,446	703	633	1,307	7,089
Frequency of statement of first importance of club for—					
Vocational training.....	32	5	8	14	59
Curriculum subject.....	81	10	17	24	132
Preparation for leisure time.....	60	14	7	23	104
Development of specific hobbies.....	52	9	9	26	96

¹ Only a total figure was given for a few clubs.

DRAMATIC CLUBS (*includes clubs for giving shows*).—The following list of club names is indicative of the types of activities carried on by clubs included in this classification: Belle masque, black masque, dramatic, drama craft, marionette, mimes and mummers, philo, players' guild, and puppet.

Dramatic clubs constitute one of the largest classes of clubs found in high schools. One-half of all schools having clubs of any kind report dramatic clubs. The average number of clubs per school is 1.4. The junior high schools average 1.7 clubs; the senior high schools, 1.2. In the junior type of high school and in the senior type of high school, girls predominate in the club membership, but in the regular 4-year high school and in the junior-senior high school, girls and boys are equally represented in the club membership. As shown in table 11 the leisure-time and hobby values are the ones most frequently reported.

TABLE 11.—*Dramatic clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	141	68	115	86	410
Percent of schools having such clubs.....	44.5	48.6	57.8	53.8	50.2
Number of clubs.....	173	102	192	108	575
Average number of clubs per school.....	1.2	1.5	1.7	1.2	1.4
Club membership:					
Total.....	7,018	4,617	6,705	4,961	23,321
Boys.....	3,004	2,348	2,185	1,826	9,363
Girls.....	3,964	2,269	4,205	3,155	13,593
Frequency of statement of first importance of club for:					
Vocational training.....	14	5	11	8	38
Curriculum subject.....	26	8	26	20	80
Preparation for leisure time.....	61	57	90	47	255
Development of specific hobbies.....	58	29	52	30	169

¹ Only a total figure was given for a few clubs.

FARM, GARDEN, AND YARD CLUBS.—In this classification are included high-school clubs that are strictly of an agricultural nature and clubs which have interests centering about the yard and garden. Such names appear in this list as agricultural club, calf club, future farmers' club, garden club, rock garden and pool club.

About 15 percent of the schools reporting have clubs in this classification. As shown in table 12, the total club membership is a little less than 5,000, of which one-fifth are

girls. The vocational value is reported as of first importance in the majority of cases.

TABLE 12.—*Farm, garden, and yard clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	109	160	816
Number of schools having such clubs.....	40	28	23	19	120
Percent of schools having such clubs.....	15.8	20.0	11.6	11.9	14.7
Number of clubs.....	55	36	27	24	142
Average number of clubs per school.....	1.1	1.3	1.2	1.3	1.2
Club membership:					
Total.....	2,219	1,021	635	834	4,709
Boys.....	1,672	891	500	646	3,709
Girls.....	547	110	135	188	980
Frequency of statement of first importance of club for:					
Vocational training.....	32	20	7	19	78
Curriculum subject.....	10	9	1	2	22
Preparation for leisure time.....	5	2	5	1	13
Development of specific hobbies.....		1	7	2	15

¹ Only a total figure was given for a few clubs.

FOREIGN-LANGUAGE CLUBS.—The following are typical club names found in this classification of clubs and indicates the group interests: El Club Español, Der Deutscher Verein, German club, Haderni (Latin), Italian, Junior Spanish, Latin, Le Cercle Français.

Table 13 shows that 46.2 percent of the schools having clubs of any kind have a foreign-language club. For the 377 schools reporting such a club the average number of clubs per school is 1.9. The regular 4-year high schools and the senior high schools average more than two clubs per school. Girls constitute about 60 percent of the total club membership. The value that these clubs have for training in a curriculum subject is given most often as of first importance.

TABLE 13.—*Foreign-language clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	172	55	58	92	377
Percent of schools having such clubs.....	54.2	39.3	29.1	57.5	46.2
Number of clubs.....	365	87	83	198	733
Average number of clubs per school.....	2.1	1.6	1.4	2.2	1.9
Club membership:					
Total.....	16,407	2,575	2,243	5,954	27,179
Boys.....	6,476	990	977	2,501	10,944
Girls.....	9,816	1,585	1,248	3,388	16,037
Frequency of statement of first importance of club for:					
Vocational training.....	7	1	4	1	13
Curriculum subject.....	293	69	63	155	580
Preparation for leisure time.....	24	8	7	25	64
Development of specific hobbies.....	9	2	4	3	18

¹ Only a total figure was given for a few clubs.

GAME (NONATHLETIC) CLUBS.—The most frequently reported clubs in this classification are: Checkers, chess, folk games, ping pong, and puzzle clubs.

Slightly more than 10 percent of the schools having clubs report some club in this classification. These clubs average 1.5 clubs per school for schools having such clubs. Boys predominate in the membership in each of the kinds of high schools. The first importance of these clubs is, with but four exceptions, given as either for leisure time or for the development of hobbies.

TABLE 14.—*Games (nonathletic) clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	22	8	41	18	89
Percent of schools having such clubs.....	6.9	5.7	20.6	11.2	10.9
Number of clubs.....	24	12	77	20	133
Average number of clubs per school.....	1.1	1.5	1.9	1.1	1.5
Club membership:					
Total.....	603	474	2,413	608	4,098
Boys.....	492	277	1,703	435	2,907
Girls.....	111	197	710	153	1,171
Frequency of statement of first importance of club for:					
Vocational training.....	0	0	0	0	0
Curriculum subject.....	2	0	2	0	4
Preparation for leisure time.....	11	8	48	8	75
Development of specific hobbies.....	10	1	20	11	42

¹ Only a total figure was given for a few clubs.

HEALTH AND WELFARE CLUBS.—The classification of clubs is meant to include those that have for their major objectives the promotion of individual health and the development of knowledge and practices that will make for better health conditions in the social group. There are included such clubs as: Child care, first aid, health, little mothers, and shower club.

One out of every ten schools reporting clubs has a club falling in this classification. A few schools have more than one such club. Girls are in excess in club memberships in each kind of high school. About one-third of the schools reporting such clubs attribute first importance to the vocational value. This may indicate that a fairly large percentage of these clubs are devoted to the development of a vocational interest in the field of occupations represented by this classification.

TABLE 15.—*Health and welfare clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	17	8	46	13	84
Percent of schools having such clubs.....	5.4	5.7	23.1	8.1	10.3
Number of clubs.....	17	12	59	14	102
Average number of clubs per school.....	1.0	1.4	1.3	1.1	1.2
Club membership: Total.....	1,267	308	1,736	337	3,648
Boys.....	507	127	589	60	1,283
Girls.....	760	181	1,147	277	2,365
Frequency of statement of first im- portance of club for—					
Vocational training.....	5	3	12	7	27
Curriculum subject.....	1	0	11	1	13
Preparation for leisure time.....	5	6	15	2	28
Development of specific hobbies.....	6	1	13	2	22

HONORS CLUBS (SCHOLARSHIP, LEADERSHIP, LETTERS).—In addition to chapters of a national organization, there are local clubs based upon scholarship and leadership abilities of a variety of kinds and names. A few names of such clubs are: Cadet Officers', Crown and Shield, Good Scholarship, Library, Signiferi, Skippers, and Torch.

One-fourth of all schools reporting clubs of any kind report a club included in this classification. The average

number per school for schools having such a club is 1.5. The total membership in these clubs as well as the membership by kinds of schools is fairly equally divided between boys and girls. The importance of the curriculum value of these clubs is the one most frequently reported.

TABLE 16.—*Honors (scholarship, leadership, letters) clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	83	37	45	43	208
Percent of schools having such clubs.....	26.2	26.4	22.6	26.9	25.5
Number of clubs.....	128	57	63	68	316
Average number of clubs per school.....	1.5	1.5	1.4	1.6	1.5
Club membership:					
Total.....	4,804	2,081	2,673	2,875	12,433
Boys.....	2,460	958	1,428	1,619	6,465
Girls.....	2,344	1,123	1,245	1,256	5,968
Frequency of statement of first importance of club for:					
Vocational training.....	4	9	8	5	26
Curriculum subject.....	38	12	24	30	104
Preparation for leisure time.....	42	18	20	18	98
Development of specific hobbies.....	16	14	4	14	48

HOUSEHOLD ARTS CLUBS.—The clubs included under this classification represent numerous specific kinds of activities, but are all related to the general field of household arts. Examples of names of clubs in this classification will serve to give some idea of the interests represented by the clubs. Some examples are: Basketry, Busy Fingers (needle craft), camp cookery, candy making, catering, Cle Cluks (cooking), crochet, Dennison (crepe paper), domestic art, gift, handicraft, home economics, hospital happiness, hostess, Inclub (interior decorating), and paper doll.

Of the total of 816 high schools reporting clubs of any kind, 336, or 41.2 percent, have one or more clubs listed in this classification. The average number of clubs per school is 1.7. Approximately 12 percent of the total club membership is composed of boys. The vocational value ranks highest in number of frequencies reported for first importance of clubs.

TABLE 17.—Household arts clubs

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	115	52	121	48	336
Percent of schools having such clubs.....	36.3	37.1	60.8	30.0	41.3
Number of clubs.....	123	68	316	65	572
Average number of clubs per school.....	1.1	1.3	2.6	1.3	1.7
Club membership:					
Total.....	5,282	2,288	8,626	2,044	18,240
Boys.....	105	168	1,569	299	2,141
Girls.....	5,177	2,120	7,057	1,745	16,099
Frequency of statement of first importance of club for:					
Vocational training.....	49	29	57	27	162
Curriculum subject.....	45	18	26	25	114
Preparation for leisure time.....	14	11	99	9	133
Development of specific hobbies.....	13	4	98	4	119

INDUSTRIAL ARTS CLUBS.—The unifying principle about which these clubs are grouped is the inclusion of opportunities for the promotion of interest in the development of intelligence and manipulative skills in activities of an industrial type. The following examples of club names included in this classification of school clubs reflect to some degree, at least, the interests sponsored by the clubs: Ampere, architectural, automotive engineers, book mending, boat building, cellophane, craft, craftsmen's, drafting, electricity, electronics, engineers', handy man's, home repair, industrial arts, junior mechanics, leather, model railroad, pied pica (printers), radio, ship modeling, stage hands, surveying, toy shop, whittlers, and yacht.

As shown in table 18, more than one-third of all schools reporting clubs of any kind have one or more clubs of this classification. The largest average number of clubs per school is found in the junior high school in which there is an average of two clubs per school. About 18 percent of the total club membership of this group is composed of girls. The vocational and hobby values are the ones most frequently listed as of first importance for these clubs.

TABLE 18.—*Industrial arts clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	112	31	104	48	295
Percent of schools having such clubs.....	35.3	22.1	52.3	30.0	36.2
Number of clubs.....	158	48	207	64	477
Average number of clubs per school.....	1.4	1.5	2.0	1.3	1.6
Club membership:					
Total.....	4,115	1,280	5,271	1,206	11,872
Boys.....	3,469	989	4,187	1,074	9,719
Girls.....	646	291	1,027	132	2,096
Frequency of statement of first importance of club for—					
Vocational training.....	52	19	60	19	150
Curriculum subject.....	30	6	25	4	65
Preparation for leisure time.....	13	6	33	9	61
Development of specific hobbies.....	50	14	78	27	169

¹ Only a total figure was given for a few clubs.

JOURNALISM (WRITING) CLUBS.—The terms “journalism” and “writing” are used to designate clubs whose members are specifically interested in the development of ability in written expression. Often these clubs have responsibilities connected with the preparation of school publications. Some of the rather frequently used captions under which such clubs are organized are: Authors’ creative English, good writers’, poetry, press, quill, quill and scroll, scribblers’ forum, script, Westonian (school paper), and winged pen.

Of the 816 schools reporting clubs 237, or 29 percent, have writers’ clubs of some kind. The junior high schools have a larger percentage of such clubs than any other kind of high schools, the percent being 35.7. The average number of clubs per school is 1.4. Girls exceed the number of boys in the membership of these clubs in each kind of high school. The curriculum subject value is the one most often reported as of first importance for these clubs.

TABLE 19.—*Journalism (writing) clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	92	35	71	39	237
Percent of schools having such clubs.....	29.0	25.0	35.7	24.4	29.0
Number of clubs.....	131	45	103	51	330
Average number of clubs per school.....	1.4	1.3	1.4	1.3	1.4
Club membership:					
Total.....	4,407	1,104	2,920	1,338	9,769
Boys.....	1,743	377	1,304	528	3,952
Girls.....	2,544	687	1,601	810	5,642
Frequency of statement of first importance of club for—					
Vocational training.....	32	15	27	14	88
Curriculum subject.....	51	10	24	16	101
Preparation for leisure time.....	16	7	28	9	60
Development of specific hobbies.....	24	8	18	9	59

¹ Only a total figure was given for a few clubs.

LITERARY CLUBS.—As the field of literature is large, there is a correspondingly large variety of school clubs organized for the purpose of promoting literary interests. Examples of club names included in this classification are: Bible study, book lovers, cheerio scrapbook, clip and file, English, Indian lore, Lanier, library (a reading club), literary, magazine reading, Mark Twain, mythology, nonsense and tall story, Olympian literary, Shakespeare garden, Shakespeare, story hour, and Stratford.

Literary clubs are included in 31.2 percent of the high schools reporting any kind of club. There is an average of 1.8 clubs per school for the 255 schools reporting clubs in this classification. Girls exceed boys in club membership in each kind of high school. Preparation for leisure time is reported most frequently as the value of first importance for these clubs.

TABLE 20.—*Literary clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	94	51	80	41	255
Percent of schools having such clubs.....	29.6	22.1	44.7	25.6	31.2
Number of clubs.....	146	42	186	72	446
Average number of clubs per school.....	1.6	1.4	2.1	1.9	1.8
Club membership:					
Total.....	6,241	1,387	5,872	2,508	16,008
Boys.....	2,094	493	2,707	720	5,964
Girls.....	4,157	894	3,065	1,788	9,917
Frequency of statement of first importance of club for—					
Vocational training.....	17	3	15	8	43
Curriculum subject.....	54	11	32	27	124
Preparation for leisure time.....	47	23	91	25	186
Development of specific hobbies.....	15	4	21	8	48

¹ Only a total figure was given for a few clubs.

MUSIC CLUBS.—Music clubs serve not only to provide opportunities for the advancement of the musical interests and ambitions of the club members but also to render service to the school by providing musical entertainment for the school. The reports in this study show a comparatively large number of clubs organized about an interest in a certain musical instrument. Examples of the names of music clubs are: A cappella choir; Aeolian; boys' glee club; cello; drum and bugle; guitar; harmonica; Hawaii ensemble; La Musique; mandolin; Mozart; opera; pipes and reeds; and tweet, tweet.

Music clubs, as shown in table 21, are found in 62 percent of all schools having clubs of any kind. The average number of clubs per school is 2.3. The total club membership is very equally divided between girls and boys. Preparation for leisure time is the most frequently reported value of first importance.

TABLE 21.—*Music clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	191	79	152	64	506
Percent of schools having such clubs.....	60.2	56.4	76.4	32.5	62.0
Number of clubs.....	410	200	371	197	1,178
Average number of clubs per school.....	2.1	2.5	2.4	2.3	2.3
Club membership:					
Total.....	21,250	8,943	14,228	11,224	54,945
Boys.....	10,162	3,559	7,122	5,690	26,533
Girls.....	11,088	4,434	6,861	5,544	27,925
Frequency of statement of first importance of club for:					
Vocational training.....	29	10	22	12	73
Curriculum subject.....	63	34	64	27	188
Preparation for leisure time.....	219	112	190	108	629
Development of specific hobbies.....	82	25	67	35	209

¹ Only a total figure was given for a few clubs.

NATIONAL ORGANIZATIONS AND OTHER ORGANIZATIONS IN THE SCHOOLS OF A CHARACTER-BUILDING TYPE.—Included in this classification are such clubs as Blue Triangle, Boy Scouts, Camp Fire Girls, DeMolay, Girl Reserves, Girl Scouts, Hi-Y, Junior Hi-Y, and Junior Red Cross.

Table 22 shows that 40 percent of the schools that have clubs of any kind have a club included in this classification. There is an average of 1.9 clubs per school. Girls exceed boys in club membership in each kind of school.

TABLE 22.—*Clubs (school branches) representing national organizations (character-building types)*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	135	68	62	65	330
Percent of schools having such clubs.....	42.6	48.6	31.1	40.6	40.4
Number of clubs.....	256	136	126	118	636
Average number of clubs per school.....	1.9	2.0	2.0	1.8	1.9
Club membership:					
Total.....	15,061	5,507	4,609	6,046	31,413
Boys.....	5,476	1,931	1,968	2,372	11,749
Girls.....	9,573	3,516	2,641	3,674	19,604
Frequency of statement of first importance of club for—					
Vocational training.....	21	14	3	7	45
Curriculum subject.....	14	4	5	14	37
Preparation for leisure time.....	157	90	98	75	405
Development of specific hobbies.....	28	19	10	14	81

¹ Only a total figure was given for a few clubs.

NATURE STUDY CLUBS (INCLUDES BOTANY, ZOOLOGY, AND GEOLOGY).—The names of clubs included in this classification will indicate the fields of interests included. A few examples of club names are: Animal science, animal study, Audubon, biology, bird, bird and tree, botany, forestry, mineralogy, naturalist, girls' biology, nature, reforestation, and plant.

Clubs included in this classification are found, as shown in table 23, in 17.8 percent of schools having clubs of any kind. In the total club membership for all kinds of high schools, boys and girls share equally. In the junior high school there are considerably more boys than girls belonging to these clubs, but the reverse is true for the regular 4-year high school and the senior high school.

TABLE 23.—*Nature-study (includes botany, zoology, and geology) clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	180	816
Number of schools having such clubs.....	58	22	80	15	145
Percent of schools having such clubs.....	18.3	15.7	25.1	9.4	17.8
Number of clubs.....	70	80	65	21	186
Average number of clubs per school.....	1.2	1.4	1.3	1.4	1.3
Club membership:					
Total.....	2,059	833	1,656	698	5,246
Boys.....	630	425	1,057	304	2,596
Girls.....	1,229	408	619	394	2,650
Frequency of statement of first importance of club for:					
Vocational training.....	4	1	3	1	9
Curriculum subject.....	28	7	5	9	49
Preparation for leisure time.....	16	9	27	4	56
Development of specific hobbies.....	17	12	26	7	62

CLUBS FOR PERSONAL CULTURE.—Under this classification have been included clubs that have for their major objective the improvement of personal culture and manners and the development of social graces. The club names reported were not always sufficiently indicative of the objective of the club, and in a number of cases the school principal was asked for additional information on the club. There follow some examples of club names: Charm, courtesy, etiquette, looking glass, and personality.

As shown in table 24, the kinds of clubs included in this classification are found in 4.9 percent of the high schools reporting any kind of club. Girls constitute by far the larger percentage of the enrollments in these clubs.

TABLE 24.—Clubs for personal culture

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	190	160	816
Number of schools having such clubs.....	12	7	12	9	40
Percent of schools having such clubs.....	3.8	5.0	6.0	5.6	4.9
Number of clubs.....	13	13	15	13	54
Average number of clubs per school.....	1.1	1.8	1.2	1.4	1.4
Club membership:					
Total.....	565	606	380	546	1,207
Boys.....	75	162	90	76	402
Girls.....	490	369	273	470	1,602
Frequency of statement of first importance of club for:					
Vocational training.....	2	0	3	3	8
Curriculum subject.....	0	0	3	0	3
Preparation for leisure time.....	9	8	6	7	30
Development of specific hobbies.....	1	0	2	2	5

¹ Only a total figure was given for a few clubs.

SCIENCE CLUBS.—Clubs organized about interests in chemistry, physics, mathematics, and astronomy are included in this classification of clubs. Frequently reported club names are: Astronomy, chemistry, mathematics, and science.

These clubs are found in 44.6 percent of all the schools reporting any kind of club. The regular 4-year high school has the largest percentage for such clubs and the junior senior high school the second largest. Boys outnumber the girls in the club memberships for each kind of high school.

As shown in table 25, the curriculum subject value is the one most frequently reported as of first importance.

TABLE 25.—Science (physics, chemistry, mathematics) clubs

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	190	160	816
Number of schools having such clubs.....	168	80	75	62	364
Percent of schools having such clubs.....	53.0	42.1	37.7	38.8	44.6
Number of clubs.....	230	87	96	95	507
Average number of clubs per school.....	1.4	1.5	1.3	1.5	1.4
Club membership:					
Total.....	3,033	2,621	2,121	2,511	11,686
Boys.....	4,576	1,503	2,337	1,723	10,138
Girls.....	3,417	1,119	784	1,068	6,408
Frequency of statement of first importance of club for--					
Vocational training.....	9	3	6	6	24
Curriculum subject.....	165	51	52	58	326
Preparation for leisure time.....	20	7	12	5	44
Development of specific hobbies.....	25	20	20	17	82

¹ Only a total figure was given for a few clubs.

SERVICE (FOR SCHOOL) CLUBS.—The clubs listed under this classification are those which have as their objective the performance of some activities that are for the benefit of the school or some outside organization. Examples of names of such clubs are: Booster, Braille, concessions, I serve, library (service), motor traffic, safety, service, traffic patrol, and visual aid. An account of the interesting work done by some of these clubs is given in the section of this report devoted to club programs.

One-fourth of all schools reporting clubs of any kind have a service club. The largest average number of service clubs per school, as shown in table 26, is found in the junior-senior high school, which averages two clubs per school. Girls slightly outnumber boys in the total club membership.

TABLE 26.—*Service (for school) clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	75	28	60	47	210
Percent of schools having such clubs.....	23.6	20.0	30.2	29.4	25.7
Number of clubs.....	124	85	92	74	345
Average number of clubs per school.....	1.6	2.0	1.5	1.6	1.6
Club membership:					
Total.....	4,583	2,158	3,077	2,769	12,587
Boys.....	1,965	847	1,654	1,403	5,869
Girls.....	2,618	1,311	1,423	1,366	6,718
Frequency of statement of first im- portance of club for:					
Vocational training.....	36	11	29	19	95
Curriculum subject.....	19	6	11	10	46
Preparation for leisure time.....	38	20	18	23	99
Development of specific hobbies.....	18	7	11	15	51

SOCIAL AND RECREATIONAL CLUBS.—Under this heading are listed clubs which center about interests in the promotion of recreational activities and social relations. These clubs include such names as: Boys' story, dance, magic and sleight-of-hand, party games, pastimes, and social.

The clubs included in this classification are popular. They are found in 24 percent of the schools having any kind of club, and there is an average of 1.9 clubs per school. For

the junior and junior-senior high schools the average number of these clubs per school is 2.2 and 2, respectively. The total club membership reported for the 196 schools having clubs of this kind is 21,237. The leisure time value is the one most frequently reported as of first importance.

TABLE 27.—*Social and recreational clubs*

1	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	51	31	75	39	196
Percent of schools having such clubs.....	16.1	22.1	37.7	24.4	24.0
Number of clubs.....	74	62	164	72	372
Average number of clubs per school.....	1.4	2.0	2.2	1.8	1.9
Club membership:					
Total.....	4,142	3,323	6,271	7,501	21,237
Boys.....	1,579	1,450	2,304	3,122	8,455
Girls.....	2,563	1,873	3,966	4,379	12,486
Frequency of statement of first im- portance of club for:					
Vocational training.....	8	3	11	6	28
Curriculum subject.....	14	4	11	5	34
Preparation for leisure time.....	33	32	85	23	172
Development of specific hobbies.....	18	15	53	18	104

¹ Only a total figure was given for a few clubs.

SOCIAL SCIENCE CLUBS.—In this classification are included a variety of clubs indicative of interests in social science subjects of the school curriculum, in normal activities carried on in organized society, and in government. Some examples of interesting club titles are: Ancient history, civics, commercial travel, current history, globe trotters, good government, international friendship, international relations, know-your-city, Pan-American League, Senatus (forum), travel, thrift, and vocational guidance.

Clubs in this classification are found, as shown in table 28, in 25.6 percent of all schools reporting clubs of any kind. Girls and boys are about equally represented in the club membership for each kind of high school. The curriculum subject value is the one most often reported as of first importance for these clubs.

TABLE 28.—*Social science clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	87	30	67	25	209
Percent of schools having such clubs.....	27.4	21.4	33.7	15.6	25.6
Number of clubs.....	119	44	97	32	292
Average number of clubs per school.....	1.4	1.5	1.4	1.3	1.4
Club membership:					
Total.....	5,156	1,642	3,390	1,104	11,301
Boys.....	2,313	705	1,834	534	5,386
Girls.....	2,843	937	1,515	570	5,865
Frequency of statement of first importance of club for:					
Vocational training.....	16	8	7	4	35
Curriculum subject.....	56	21	45	11	133
Preparation for leisure time.....	26	11	26	7	70
Development of specific hobbies.....	17	4	7	6	34

¹ Only a total figure was given for a few clubs.

SPORTS AND ATHLETIC CLUBS.—Examples of names of clubs included in this classification are: Archery, clogging, cross-country, fencing, golf, hiking, horseback riding, rifle, and skating.

Clubs in this classification are included in 46.1 percent of the high schools reporting any kind of club. The average number of clubs per school is 1.9, and the total club membership for the 376 schools having clubs in this class is more than 41,000.

TABLE 29.—*Sports and athletic clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs.....	141	48	111	76	376
Percent of schools having such clubs.....	44.5	34.3	55.8	47.5	46.1
Number of clubs.....	268	81	222	146	717
Average number of clubs per school.....	1.9	1.7	2.0	1.9	1.9
Club membership:					
Total.....	21,970	2,977	8,254	7,845	41,046
Boys.....	8,660	1,258	4,909	2,343	17,200
Girls.....	13,310	1,719	3,255	4,502	23,786
Frequency of statement of first importance of club for:					
Vocational training.....	7	1	2	2	12
Curriculum subject.....	19	4	19	30	72
Preparation for leisure time.....	130	38	94	58	320
Development of specific hobbies.....	89	29	79	37	234

UNCLASSIFIED AND MISCELLANEOUS CLUBS.—A number of clubs could not be classified under any of the 25 headings selected. This was due to the fact that the name of the club did not have sufficient significance for the purpose and necessary supplementary information was lacking, or to the fact that the activities of the club varied greatly from time to time, the membership being the only permanent feature of the club. Examples of the names of clubs included in this classification are: Adventure, Akiba, Cosmopolitan, Hodge Podge, Identification, Mosaic, Oracle, Rinkeydinks, and Whirlwind.

As shown in table 30, clubs listed in this group are found in 14.5 percent of the high schools reporting clubs of any kind.

TABLE 30.—*Unclassified and miscellaneous clubs*

	Regular 4-year high schools	Junior- senior high schools	Junior- high schools	Senior high schools	Total
1	2	3	4	5	6
Number of schools having clubs of any kind.....	317	140	199	160	816
Number of schools having such clubs....	30	22	30	36	118
Percent of schools having such clubs....	9.5	15.7	15.1	22.5	14.5
Number of clubs.....	47	36	40	54	177
Average number of clubs per school.....	1.6	1.3	1.3	1.5	1.5
Club membership: Total.....	2,277	1,331	1,437	2,223	7,268
Boys.....	860	535	604	695	2,694
Girls.....	1,397	796	833	1,493	4,519
Frequency of statement of first importance of club for:					
Vocational training.....	6	5	7	7	25
Curriculum subject.....	9	10	11	9	39
Preparation for leisure time.....	13	12	13	23	61
Development of specific hobbies.....	14	3	8	12	37

¹ Only a total figure was given for a few schools.

ORGANIZATION OF SCHOOL CLUBS

Informational materials submitted by schools with the return of the questionnaire, together with additional information secured later through correspondence with principals who had filled in the questionnaire on school clubs, form the basis for the following statements on the organization of school clubs:

In general, a proposal for the organization of a school club is initiated in one of the following ways: (1) By a group of pupils who have a common interest in some activity

which they would like to promote through an organized group; (2) by an individual teacher or a number of teachers who desire to further the opportunities afforded pupils for training in activities related to a curriculum subject, or in other activities believed by the teacher to be of social value to the pupils, but which are not adequately provided for in the school curriculum; and (3) by a school principal or his staff who see the need for a pupil organization in the promotion or furtherance of a cause that will enable the school to provide better opportunities and to render better services in its efforts to realize the aims of secondary education.

In most schools the final approval for the organization of a school club rests directly or indirectly with the administrative officer of the school. Frequently the approval is only indirectly controlled by the principal, the authority for approval having been made a prerogative of a student organization, such as a student council or a student committee on school clubs. However, a student organization having the authority to approve a proposal to organize a school club is usually selected by a method and exists under conditions that warrant the authority vested in it. In some schools the proposal to organize a club must be made in written application, and the approval is granted by the issuance of a permit in the form of a certificate or charter. Schools that give close supervision to the organization of clubs sometimes require that the pupils petitioning for approval to organize a club furnish a statement of purposes, activities to be carried on, requirements for membership, etc.

A faculty adviser or sponsor, either chosen by the club members or appointed by the principal, is a general requirement on the part of schools. The faculty adviser usually has a responsibility for actively promoting the work of the club and for assisting the club members to make the club as useful as possible for the purposes for which it was organized.

In some schools the principal and his staff take active control of the organization and promotion of clubs and provide for their organization in the regularly scheduled program of the school.

Schools vary with respect to the time at which clubs meet. In some schools the meetings are held during the hours of the school day; in others, the club meetings are held only after the regular school hours; in still other schools, some of the meetings may be held during school hours and other meetings after school hours. Some schools have only classroom clubs which are conducted during class hours and carried on as a class activity.

The internal organization of school clubs varies in different schools and also with kinds of clubs. A few clubs have lengthy constitutions. This is particularly true for civics clubs and other clubs related to the social sciences. In general, however, most clubs operate without any formal constitution. Some clubs have a brief statement of principles governing their actions.

Most school clubs have a set of elective officers. A few organized for specific purposes under the sponsorship of the teacher have no regular staff of officers.

The life of clubs seems to be subject to considerable variation. Some clubs are of a permanent character and have a continuous existence through renewal of their memberships year by year, some pass out of existence with the promotion or graduation of their members. In such a case the name of the club may continue but the membership is composed of a new set of pupils. Some clubs are organized for a special purpose and pass out of existence when the purpose is accomplished.

A few examples of the organization of clubs in certain schools will serve to illustrate in a concrete way practices obtaining at the present time relative to the organization of school clubs.

In a letter of February 26, 1934, the principal of the Henry E. Harris School (a junior high school), Bayonne, N. J., says in reference to the organization of clubs in that school:

We plan to have enough clubs to use our rooms and give every child an opportunity for membership in some one club. We first arrange a list of possible clubs which we know from past experience will be successful. This list of clubs we supplement by first asking our teachers what groups they could conduct with pleasure to themselves and profit to the children. Thirdly, we invite the children to hand

in to us any hobbies in which they are interested or any subject which they think they would like to explore. This long list of possible clubs we submit to the teachers and ask them to make their selections. We then throw the groups open to the children for their first, second, and third choices. * * *

As to objectives: We aim at both pleasure and profit in varying proportions according to circumstances. For instance, a modern dancing class for our graduating group is primarily to teach them what they would get in a dancing class. A travel group is organized on the idea that the children are about to travel to some place near or remote. One child decides to go to Bermuda, another to Europe, a third around the world, and then each child prepares a notebook and picture book appropriate to such imaginary journeys. The stamp club is for children interested in stamp collecting. Philatelists never seem to be at a loss when they get together. The puzzle group is merely for fun. Children who especially like to solve and to invent them are permitted to join that group.

We organize the clubs in the second or third week in the semester after the more important features of organization have been attended to. We usually omit the clubs the last 2 or 3 weeks of each semester and give our attention to reviews and tests.

We set aside one period each week for club activities. The children are permitted to join any club. The endeavor is to make them as pleasurable and profitable to the children as possible.

The following are excerpts taken from the Club Bulletin of September 1933, of the Washington Junior High School, Rochester, N. Y.

Club elections and club assemblies will take place during the sixth period, Monday, September 18. [Then follow statements as to rooms and hours for pupils making out club membership cards. The instructions to the teachers include]:

1. Post the attached lists (lists of more than 50 clubs) where pupils may consult them readily previous to the club elections. Begin talking about clubs today. Pupils need advance information.
2. Help your pupils choose clubs intelligently. Explain activities and conditions.
3. Emphasize the fact that second and third choices must be intelligently made.

Club elections are for a term and transfer of membership from one club to another during the term is not permitted. All clubs meet during a scheduled "club hour." There is a club committee composed of three teachers who have responsibility for the organization of the club program.

A report of March 1, 1934, from the Edison Junior High School of Harrisburg, Pa., says:

All our clubs are organized from a standpoint of privilege clubs. I mean by that, that it is a privilege to belong to any club in our school. Information regarding the names of clubs is given either by bulletin or by talks to the different sections by teachers. Those boys and girls interested apply to the club directors for admission. If they meet the requirements of the club director, their standing as to citizenship and academic rating is investigated by our student counselor. If they are in good standing they will be admitted to the club. They are members of this club just so long as they remain in good standing in their regular school work. If at any time they do not measure up to these standards, they are dropped from the club.

As a rule students may belong to only one club. In rare instances it is possible for a limited few to belong to two clubs.

The clubs meet once a week, during the activity period, which is the fifth or first period after luncheon hour. Activity period is 50 minutes over all.

Few clubs have officers such as president, etc., as the length of the period is too short for formal business meetings. The collection of funds for the purchase of material is either handled by the teacher or the school secretary. The pupils progress individually in all clubs.

The plan for organizing clubs in the West Junior High School of Lansing, Mich., is shown by the following set of club directions:

During the third period Thursday, February 1 (1934) home-room teachers will please give out club lists to each pupil and then read:

The list of clubs offered is given out at this time so that you may look them over, take them home and talk the matter over with your parents and decide in a general way which one of several you are most interested in. You will very likely be much interested in several different clubs, or perhaps in nearly all of them, but you can join and take part in only one this semester.

The various teachers offering clubs will be in the room indicated on this list on Tuesday and Wednesday, February 6 and 7, between 3:30 and 4 p. m., for the purpose of explaining the nature of their respective clubs. All memberships will be received in order of application beginning Thursday morning, February 8, provided you are qualified for the work offered, until the maximum number, as indicated on the club list, has been reached. Remember that no member to any club will be received before Thursday morning.

Before leaving the building Thursday night each pupil should have joined one of these clubs. You are simply asked to investigate these clubs thoroughly and join one by giving your name to the teacher who conducts the club you are most interested in, so as to be ready to start actual work Friday, February 16, the third period.

After any particular club is "full", that is, has all the members that it can take care of, as indicated by the maximum number on the club list, of course, no more members will be received in that club, and you will have to select another. Hence, it is very important that you decide early which club you desire to enter. You should not belong to the same club two semesters, except glee clubs, orchestra club, Girl Scout club, Boy Scout club, violin club, and any others of like nature. The club sponsor will give you information on this point.

The principal of the Sunset High School, Dallas, Tex., says:

All our clubs have strict faculty supervision through a sponsor appointed by the principal. The sponsor is constantly in touch with the principal, and frequently the president of the club confers with the principals regarding the problems of his organization.

We do not permit anyone to hold office in any of our organizations unless he has passed all work the previous semester.

The following is a copy of requirements for clubs in the Sunset High School:

In order for a club to be approved and for its membership to be entitled to take part in school activities, the following conditions must be met:

1. A Sunset High School teacher, to be approved by the principal, will be appointed sponsor of the club.
2. The club will meet at the school building, and will hold only such other meetings as approved by the principal.
3. A copy of the constitution and bylaws will be kept on file with the principal, and any proposed amendment will be submitted to the principal, both before and after adoption.
4. A complete file of the current membership list will be given to the principal, and kept up to date at all times.
5. Only bona fide Sunset High School students may be members of the club. Graduation or withdrawal from school terminates membership.
6. All club activities will be suspended during the summer, when school is not in session.
7. The club agrees to refrain from the following:
 - (a) Formal initiation.
 - (b) Rushes.
 - (c) Pledges.
 - (d) Having passwords or other secrets.
 - (e) Pins, ribbons, or other insignia.
8. This club is not, and will not, be affiliated with any other club or society.

A club may be approved when its membership and the principal have signed these requirements as an agreement for organization. Such an agreement may be altered only with the consent of the principal.

EXAMPLES OF CLUB PROGRAMS

AIRPLANE CLUB, *West Side Junior High School, Little Rock, Ark.*—The main activities of the club consist for the most part of discussing different methods of air transportation, construction of planes, and types of planes. Contests are held for those members interested in building scale and model flying planes. Stories are related concerning those people who have distinguished themselves in the field of aviation.

The purposes of the club are to interest boys in such persons as Lindbergh, Earhart, Post, Gatty, and others who have accomplished great feats in aviation; to encourage those who are talented in building models as a hobby; and to create an interest in a field of activity that is becoming so important in our present-day life. The meetings are held one period per week.

ARCHERY CLUB, *Senior High School, San Diego, Calif.*—Members of this club shoot weekly "on target" and on occasional hunting trips into the hills. They also build bows, arrows, targets, and equipment in general. The special interests of the club are competitive shooting, hikes, and camping trips. Out of a total number of about 34 complete works on archery, the club has been able to obtain about 12. The members study these books and gain historical, engineering, and statistical information.

Two members after graduating put themselves through college by making equipment for sporting-goods stores.

The club meets once a week or oftener, outside of school hours. It elects its officers and has a faculty adviser.

Both boys and girls are active in the club. Most of the equipment is made in the wood shop of the school in regular class periods. Some is made at home in accordance with plans and instruction of the class adviser.

ART-POTTERY CLUB, *Technical High School, Dallas, Tex.*—The aim of the club is (a) to further the pupil's appreciation for creating art, and (b) to foster good fellowship between teacher and pupils. The club activities include programs for the discussion of art and such social functions as teas, school dances, and parties.

The club meets after school hours each Tuesday. The club elects its officers each term. The teacher of art-pottery is club adviser. Membership is restricted to pupils enrolled in the 4-year course in clay working.

AS YOU LIKE IT CLUB, High School, Bartlesville, Okla.— The purpose of this club is, first, to promote interest in the study of famous persons; second, to increase interest in art, music, hobbies, sports, and any other worth-while activity; and, third, to provide opportunities for games and other forms of entertainment.

From time to time this club gives programs on subjects appropriate for special days in the school calendar. Programs are also based upon subjects in the fields of art and literature. At some of the club periods members work individually upon anything in which they may be interested at that time.

The meetings are held during school hours, once a week. The club has its officers, but there is a faculty adviser.

BRaille CLUB, West Junior High School, Lancaster, Pa.— This club was organized through the cooperation of the Lancaster branch of the American Red Cross. The object of the club is to teach girls to write Braille and to write stories and articles for the blind to read.

The course consists of 10 lessons and a test which must be correctly written and sent to the Library of Congress, Service for the Blind, Washington, D. C., for approval. After the lessons are completed, each student writes a 50-page manuscript. This is usually a magazine short story selected by the girl herself. This manuscript is also sent to the Library of Congress and when approved is sent by it to some school or institution for the use of the blind. For this service the girl receives a Braille transcriber's certificate.

For the past 2 years this club has written Christmas cards in Braille for all the blind people in Lancaster County who read Braille.

The meeting time is spent partly in instruction and partly in writing Braille. It is not desirable to have too large a group because the equipment is expensive and the work is difficult. The Red Cross furnishes the Braille slates and the paper and the school buys the manuals.

The Braille club at West Junior High School has the distinction of being the first club of junior high school age students in the United States doing Braille transcribing.

CAMERA CLUB, Bay View High School, Milwaukee, Wis.—The camera club is one of the units of the science club. All pupils who take science may join the science club, providing they are passing in all their subjects and have a class mark of 75 percent in the science they are taking. The club is organized on the city management form of government.

Because of the nature of the work to be done by the camera club, membership dues are required. This serves to keep down the number of members and furnishes money for the purchase of films, paper, and other supplies. The officers are a president and a vice president.

The club meets after school every day. Members are not allowed to work more than 1 day per week. (The size of our dark room makes this necessary.) The meetings are for the purpose of developing films and printing pictures. Information is obtained by individual study and experience. When individuals become expert enough to make good pictures they are given instruction by the president or vice president in enlarging good negatives.

The main outside function of the club is to take pictures of various school activities, develop the films, and make pictures for publication in the school paper, and to advertise school affairs.

The club has developed many boys to the point where they have started out in the photographic business in a small way. There are several boys at the present time whose only source of income is the money they make in practicing amateur finishing for friends and acquaintances.

CARMENTA LITERARY SOCIETY (CLUB), Senior High School, Muskegon, Mich.—The purpose of the club is to promote interest in and appreciation of literary subjects; to increase a proficiency in literary expression; and to maintain a spirit of true fellowship among members. The membership is limited to 40.

Any senior, junior, or sophomore girl is eligible for membership providing she has the recommendation of two club members and a faculty member. She is also required to give

an oral review of some modern book before the club and then she is voted upon by the club. Anyone who fails a subject is dropped from membership.

The club meets at the close of school one day every other week. Membership dues are 25 cents a semester, payable within the course of the semester or the member will be automatically dropped.

The program is arranged by the program chairman who is appointed by the president, and consists of: Book reviews, open discussion of books, poems, magazine articles, reading of poems; reports on lives and works of authors; explanation of types of poetry; explanation of types of prose; reading and discussion of any original work of members; and usually one or two special numbers such as vocal solos, tap dance, reading, skit, etc.

CASS COUNTY CLUB, Lincoln Junior High School, Logansport, Ind.—The principal, in a letter of March 23, 1934, says:

Through this club our aim is to become acquainted with our own county and city as to its origin, early history, means of transportation, industry, drainage, highways, etc. These aims and objectives are achieved through group discussions of questions and follow rather closely a two-volume text entitled, "The History of Cass County." Even though boys and girls may elect this club, very few girls have ever done so. Officers are elected by a majority vote of the membership. The teacher in charge arranges the program. As with other clubs, the Cass County Club has a teacher sponsor. Through the activities of the club we expect the students to gain knowledge of their own immediate surroundings more easily and more quickly than our average citizen does.

CATERING CLUB, Pasadena Junior College, Pasadena City Schools, Pasadena, Calif.—The club prepares and serves teas and luncheons in the social hall for pay. The club meets approximately twice a month and only during the club period at school.

Club membership is restricted to girls who have had training in preparing and serving foods, in meal planning, and in marketing. All new club members are drilled in table and tea service until the officers feel enough confidence in their ability to give them a simple tea-service job for the first time. Several members have found part-time or simple evening jobs for pay, which is a financial aid to them.

The club has the regular list of officers, including a treasurer. Officers are elected at the beginning of each semester. There is a faculty adviser.

CELLOPHANE CLUB, *John Paul Jones Junior High School, Philadelphia, Pa.*—The objective of the club is to have girls make something different and new for a small expenditure or from what materials they have on hand, and to develop skill in handwork.

Cellophane wrappings from commercial products, such as cakes, candy, materials, or purchased cellophane in rolls or strips, are used. From these are made handbags, belts, handkerchief cases, napkin rings, hats (woven-plaited or crocheted).

Cost of materials used varies from nothing to approximately 40 cents per article made.

The club membership consists of 30.

CHARM CLUB, *West Side Junior High School, Little Rock, Ark.*—The work program of this club for the spring of 1934 is as follows: Getting acquainted; election of officers; the advantages of good manners; introductions; entertaining our friends (includes the gracious hostess, the duty of the hostess, and the duties of a guest); how to extend invitations; table manners (includes use of flat silver, general rules of conduct at the table, changing manners, origin); games—entertaining the family and for parties; good manners in public places; etiquette of travel; courtesy notes and stationery; planning the party (appointment of various committees); preparing favors and decorations; the club party; open meeting for discussion.

The club meets the first period on each Friday morning.

CHARM CLUB, *High School, Bristol, Conn.*—This is a club for freshman girls. The objective is to study and develop personal charm. Personal appearance and personal grooming, manner and attitude toward other girls and toward boys, and other matters of social etiquette are presented to the girls by teachers and discussed by the group. The club has aroused marked interest among its members and has quickened their sense of personal responsibility for appearance and manners. They are concerned to do the right thing at the right time in matters of social etiquette. The

principal states that there has been a decided interest and improvement on the part of the girls belonging.

The club meets outside of class hours, twice a month. The dean of girls is the faculty adviser.

CONCESSION CLUB, *Altoona High School, Altoona, Pa.*—The primary purpose of the club is to handle all concessions at football games, track meets, etc. Through the regular club programs, salesmanship, publicity, etc., are treated, as well as certain social obligations. Cooperation with other school activities is stressed, together with various courtesies offered competing schools. Latent ability to assume responsibility is brought out.

The club meets every two weeks, as do other clubs, during the regular activity period. Its officers are selected by the boys with the approval of two faculty sponsors.

CROWN AND SHIELD CLUB, *High School, San Jose, Calif.*—This is a boys' honor society. It is based on service rendered in school extracurricular activities with definite requirements in regard to scholarship. Service of an outstanding character must be performed in more than one activity. Evidence is required that the service motive be unselfish and for the constructive upbuilding of the school. The service being equal, preference is given to the student making A's and B's. Students who qualify as to unusual service may be admitted to membership on a C average grade. This opens the club membership to students who are public spirited, but who may have only average ability.

DRAMA CRAFT CLUB, *High School, San Jose, Calif.*—This club was organized for the purpose of interesting incoming students in dramatics and giving them the opportunity of taking part in plays and programs. Through this experience students with ability are recognized and made eligible for student body and senior class productions with the added incentive of gaining recognition by Mask and Scroll Dramatic Honor Society. Students with less dramatic ability are given an outlet for dramatic expression that they would not otherwise have.

Any student who passes a satisfactory try-out before the membership committee of the club is eligible to become a member. The try-out, which consists of a dramatic read-

ing or pantomime, is required as evidence of the student's interest in the club rather than as a means of excluding him from membership.

Meetings are held on alternate Wednesdays of each month, when plays, directed by students with the aid of the adviser, or miscellaneous program of a dramatic nature are presented. An attempt is made through these programs to acquaint the club members with the leading playwrights and actors—old and new—as well as with the rules of dramatic technic. The ultimate goal, of course, is to encourage dramatic expression and to develop a taste for the best in the theater.

ENGINEERING CLUB, Senior High School, Muskegon, Mich.—The objectives of this club are: To provide a meeting place and forum for boys interested in engineering and science; to acquaint them with industry in local community; to point out the nature of different fields of engineering; and exploratory.

The club meets once a month, at which the students talk on particular subjects. Some outside speakers have also appeared on the programs. Once a month a field trip is taken to some factory or engineering project.

Club constitution provides for officers and duties of each. Membership is limited to students of the eleventh and twelfth grades, boys that have passed science or mathematics courses with C average. Membership has never been over 25.

ETIQUETTE CLUB, Newburgh Free Academy, Newburgh, N. Y.—This club has for its motto, "Politeness is to do and say the kindest thing in the kindest way." With this as a guide the club aims to make its influence felt among the student body.

At each meeting there is a short discussion by a designated leader of the program topic, after which there is group discussion. Some of the program topics are: Classroom manners, assembly etiquette, corridor manners, conduct in the cafeteria, care of other peoples' property, introduction, party and dance conduct.

The club keeps a scrapbook of materials bearing upon the topics in line with its aims. There is also a question

box in which members place questions they wish to have discussed at club meetings.

The meetings are held every Thursday during the eighth period as a part of the regular extracurricular program. The club elects its own officers, including a program chairman. There is a faculty adviser.

FORESTRY CLUB, Boys' Technical High School, Milwaukee, Wis.—The club meets twice a month after school hours and receives instruction along simple forestry and conservation lines. Regular club meetings are also held twice a month at which time a regular program is given. The programs include addresses, the showing of slides and films, and discussions, all devoted to phases of forestry.

Every year the club plants pine seedlings or transplants. To date it has planted 24,000 pine and spruce seedlings. Most of these were planted at Moon Lake, the Isaac Walton Wild Life Refuge, near Kewaskum, Wis. Arbor Day programs are conducted by the school in conjunction with the forestry club. Shade-tree planting and tree pruning is demonstrated by club members to hundreds of boys each year. One year a fish-planting demonstration was given, at which 10 cans of fish were planted. At the annual State teachers' convention the club members erect a booth and portray one or two main ideas in forestry and conservation.

HANDY MAN'S CLUB, Junior High School, Bloomington, Ind.—The organization of this club originated as a result of many requests made by the junior high school boys for assistance on projects they were making at home. In addition to instruction and construction work related to home mechanics, the club activities include addresses by outside persons on topics related to industrial work. There are also showings of films and slides.

The club meetings are held during school hours, but an extra period after school is allowed for use of the shop.

The membership is limited to 50, and there is always a waiting list.

HOBBY CLUB, West Side Junior High School, Little Rock, Ark.—The club has the regular officers with a program chairman. There are 3 program committee members—1 elected by the club, 1 appointed by the program chairman, and 1 appointed by the club sponsor.

Meetings are held each Friday morning during the regular club period, in the classroom of the club sponsor.

A work plan for the semester is made out by the sponsor and program committee.

Programs for each meeting are planned and members who are to take part are notified 1 week in advance. The planning of the program is under the supervision of the sponsor. The work of making and posting the program and of notifying those who are to take part is done by the committee. The members discuss the value of hobbies; give talks on their particular hobbies; exhibit collections such as stamps, rare coins, Indian relics, interesting curios, shells, rocks, minerals of the State, specimens of wood to be found in their locality, and wild flowers of the community. Outside speakers are obtained, who tell the club about their special hobbies. An occasional visit is made to a museum, to a rabbit farm, to an aviary, and to other places of interest.

The objectives are: To stimulate individual interest in activities outside of school work; to enable boys and girls through such interests to make better use of their leisure time.

HODGE PODGE CLUB, Fair Haven Junior High School, New Haven, Conn.—This is a miscellaneous club. Something different is attempted every week. The purpose of the club is to show the student how to use leisure time if he has no specific hobby. Some of the activities are sketching, cartooning, making blueprints, hiking, printing, spelling matches, drawing, and making novelties, such as trays, needle cases, baskets, etc.

The club entertains other clubs of the school, such as the newspaper club, and conducts special programs and games for holidays. Writing letters, poems, stories, and essays, and singing make up some of the other activities of the club.

INTERNATIONAL FRIENDSHIP CLUB, Fresno High School, Fresno, Calif.—The club meets once a week after school. Officers are elected at the close of each semester for the ensuing semester. The club is sponsored by one faculty member who is present at all club functions. Talks are given by members or by an outside speaker on topics pertaining to

other countries. Sometimes speakers from foreign countries exhibit materials of their respective countries.

The club was organized with the idea of promoting more friendly relationships between the pupils of different nationalities. The purpose is purely that of friendliness, in an effort to understand the people of other nations and other lands.

LIBRARY CLUB, Senior High School, Muskegon, Mich.—The purpose of the club is to create greater interest in the better books and magazines, and to give to those who are interested in library work some idea of the work itself; to educate members and others in the use of the library; to be of assistance to the library and to the school; and to help form acquaintances among students with mutual interests. The club meets twice a month. The officers consist of a president, vice president (who is program chairman), and a secretary. Alternate meetings are for instruction in library techniques, ordering, cataloging, mending, etc. The other meetings are given over to book talks, discussion of articles in magazines, etc.

The membership is limited to 20, both boys and girls. Three unexcused absences cause a member to be dropped. A prospective member must give a book review of some accepted book before the club, and is then voted in if desirable.

The activities consist of desk and general page work in the library. One year the club provided a basket for a needy family; another year it made scrapbooks for use in Americanization classes.

LIBRARY CLUB, West Side Junior High School, Little Rock, Ark.—The club is composed of pupils who volunteer for daily services in the reference library. Four pupils are selected for each of the eight study periods in the study hall. It is the business of the period librarian to see that those using the books do so in the prescribed way and return them on time. By means of a card system books that have been misplaced or not returned are located. For this service, requiring several minutes at the beginning and close of the period, the librarian receives two service credits for the semester.

The club is organized as other clubs are and meets at the usual club time, the first period of each Friday morning.

Except for an occasional pleasure program the time is spent on one of the following phases of work: Preparing new books for the shelves; giving first aid to damaged books; examining books for such abuses as writing, drawing, or other mutilations; listing missing copies to be traced; keeping the books in their proper places and the shelves in order; checking to see that cards are in the volumes or copies for which they were made.

The school benefits in that few books are lost; life of the books is prolonged; and books are in place and immediately available when needed. The school librarians are taught to be orderly and systematic; they are made to feel that their work is important and that they must measure up to their responsibility, and they learn to appreciate and to prize books more highly.

LOOKING GLASS CLUB, Fair Haven Junior High School, New Haven, Conn.—The club has for its purpose the improvement of appearance in girls. The activities of the club are: Discussions on the care of the nails, hair, skin, clothes, proper taste in clothes, etc. The girls themselves choose the subject for discussion each week. Manicures and shampoos are given during the club meetings.

MAGIC AND SLEIGHT-OF-HAND CLUB, Grant Junior High School, Denver, Colo.—The activities of the club are made up chiefly of simple demonstrations of magic and sleight-of-hand performances and a study of the lives of certain noted magicians, such as Houdini.

A few of the members have developed considerable skill in the performance of tricks. The faculty sponsor of the club is a skilled performer and gives many demonstrations before school and civic organizations.

The club meetings are held at the regular activity period during school hours. There are no officers.

MARK TWAIN CLUB, Southside High School, Elmira, N. Y.—The Mark Twain Club was organized at the request of boys in a tenth year industrial English class who had become interested while they were reading *The Boy's Life of Mark Twain*. That book had been selected principally

because of the immediate interest which could be stimulated in Mark Twain's connections with the city of Elmira. When the boys proposed the club they expressed two desires, namely, to increase their own knowledge of Mark Twain by further study and to create a greater interest in Mark Twain among other pupils in the school. The activities of the club include a study of biographical details by means of photographs loaned by a person who has visited Missouri and by information furnished by an alumnus attending college in Missouri. There are readings from Mark Twain's works and dramatization of scenes from his novels. Visits are made to Quarry Farm, where he wrote during the summer season. Pictures showing Mark Twain's connection with Elmira are collected and mounted.

The club meets twice a month, in the evening. A faculty adviser and club officers are chosen by the club.

MOTOR TRAFFIC CLUB, Garfield High School, Akron, Ohio.—One of the first things done by the Motor Traffic Club was to study data relative to accidents before and after the inauguration of regulated traffic rules some 20 years ago. The club also discussed accidents connected with railroads, airplanes, private and commercial cars, elevators, etc.

"Traveling speeds" correlated with "thinking" distances have been discussed, as well as different types of pavings and the special danger of each when covered with rain, snow, and ice.

The club meets once a week after school. It has its own officers and a faculty adviser.

A direct appeal has been made to more than 200 Garfield students to discourage all children from playing in the streets, mainly by suggesting and urging them to play in vacant lots or on school grounds. The Garfield Motor Club volunteers have been asked to solicit the cooperation of parents in this work.

NEWSBOYS' CLUB, South Division High School, Milwaukee, Wis.—The club program consists chiefly of the presentation of the various activities of the Newsboys' Republic of Milwaukee, with which all school newsboys' clubs are affiliated. Interest in salesmanship, social responsibility, and the personal problems of newsboys is developed through the club.

The presentation of films, brief discussions of topics of general and professional interest are conducted by officers of the club and the faculty adviser.

Activities of the republic consist of meets, rallies, inspection, election, annual banquet, hobby show, pageants, etc.

Prospective officers of the club must meet the school requirements for scholarship (no failures) and must be approved by the faculty adviser before the nominating committee presents them to the club at election.

NONSENSE AND TALL STORY CLUB, Morton Junior High School, Lexington, Ky.—The members at their meetings in the club (class) room and at auditorium sessions offer original jokes as well as adapted ones. They tell stories taken from Lowell Thomas' Tall Stories; from Irvin Cobb's A Laugh a Day Keeps the Doctor Away. They also tell stories of their own composing. At times they offer both jokes and stories in writing.

The aims of the club are to develop an interest in story composition, an appreciation of humor, an ability in spirited writing, and to provide opportunities for good, wholesome fun, and for the formation of friendships built on similar tastes in reading.

The club meets every Friday at the "activities period." The club elects its own officers, but there is a faculty adviser for the club who meets with them regularly.

PAPER DOLL CLUB, Page Junior High School, San Antonio, Tex.—The club was planned with the purpose of teaching something about costume history and costume design. The school assembly program for the year necessitates the planning of many costumes, and it has been the purpose of the club to show members what research or preparatory work is necessary in each case and how they can actually help in preparing the costumes. The name "paper doll" partly denotes the method of activity and partly serves as an inducement to pupils to join. With dolls cut from fashion magazines used as models, the pupils find themselves reading history, studying color plates and color combinations, and creating, at each club meeting a complete design for a costume.

Since the pupil's knowledge of drawing is very limited, she is urged to use a model, the outlines of which are

transferred to half a sheet of drawing paper. The pupil puts in the face, hair, feet, hands, and costume. When the particular project for each meeting is accomplished the pupils are free to make other designs if they choose. In addition to stage costume designing, time is taken to work out a complete wardrobe for a school girl.

RADIO CLUB, *West Side Junior High School, Little Rock, Ark.*—The objectives of the club are: To offer the student an opportunity for exploratory activity; to teach some of the many applications of radio developments and principles; to teach in an elementary manner the fundamentals of radio transmission and reception; to teach pupils to build simple crystal and tube receivers; to teach appreciation of the efficient work done by broadcasters, by a study of details necessary for chain and special-event broadcasting; and to develop interest in the possibilities of radio as a vocation.

The activities include discussions of: History of radio; development of radio; fundamentals of physics involved for broadcasting and receiving; commercial use of radio, future possibilities; building of crystal receiving sets; building of simple tube receivers; tracing the signal from the antennae to the loudspeaker; related topics; television; photo-electric cell; talking pictures; ultrashort waves; short waves, amateur radio.

The club meets the first period on each Friday morning.

RADIO CLUB, *High School, San Jose, Calif.*—The radio club is a small selective, largely self-governing club. It is organized to permit discussion of matters relating to radio transmission and reception, as well as the Government regulations of radio broadcasting. Code practice is an important feature.

Reliability and responsibility in the use of apparatus is a qualification for club membership. Members are required to have a serious interest in radio, and are also required to try for an amateur's license within 3 months after admission to membership.

ROVETTES CLUB, *Sunset High School, Dallas, Tex.*—In a letter of February 27, 1934, the principal of the high school says: "The Rovettes Club is made up of girls, and is practically altogether social. It is an experiment on our part to

see if we can substitute such an organization for the Greek-letter sorority. So far it has worked very satisfactorily. No girl is permitted election to this club unless she has passed all her work the previous semester. We do not permit blackballing in the election, but usually have nominations from the members for two to four times as many people as we have vacancies in the club. The girls receiving the highest number of votes are elected. You will note that there are no negative votes cast. The club meets in the school building except with the express permission of the principal. Any outside meeting must be approved and under the strict supervision of the school. In fact the only outside meetings this club has ever had have been some teas."

THE SCALPERS CLUB, *Central High School, Tulsa, Okla.*—The objects of the club are to create, maintain, and extend throughout the school a higher standard of school spirit and sportsmanship, and to render such other service as from time to time may be needed.

The club proposes to: Cooperate with the faculty in arranging and participating in pep meetings, parades, stunts, and celebrations; to develop and collect cheers, songs, and stunts; to decorate goal posts, the gymnasium, or the field with colors of both competing schools, and to aid and encourage the decoration of private cars; to familiarize itself with, and maintain Indian customs and traditions; to develop cheer leaders within the group, thereby giving them experience in leading school cheers; to meet and receive visiting pep aggregations from other schools and extend to them the hospitality of the school.

The club is sponsored by a faculty adviser appointed by the principal and approved by the club. The club meets bi-weekly and with the approval of the sponsor, special or regular meetings may be called or postponed.

Membership is restricted to boys currently enrolled in the Central High School. No person is eligible for membership who has had more than one failing grade for the preceding semester, and who does not have a good citizenship record.

SERVICE CLUB, *Western High School, Baltimore, Md.*—The Service Club is a volunteer organization under the aegis of the commercial department. The members do typewrit-

ing, mimeographing, filing, etc., for the faculty and for school organizations. Their reward is the opportunity to help somebody else, and to get practical experience at the same time.

SHAKESPEARE GARDEN CLUB, *Sophie B. Wright High School, New Orleans, La.*—This club was organized for the purpose of planning a garden wherein the flowers mentioned in Shakespeare's plays might be planted. The club, under the direction of the sponsor, selected an attractive area of the school grounds, drew a formal plan, and laid out the beds in a formal style. A mass of brick, shells, and other debris were piled at one end and the mound covered with leaves and soil in which thyme and violets were planted, making a bank "where the wild thyme grows." The garden was dedicated on Shakespeare's birthday and a stone tablet placed in it bearing the inscription, "A Shakespeare garden wherein shall grow the flowers of his plays." Later, a bird bath was donated and a sun dial was presented by one of the graduating classes.

The club is composed of class groups in the English department. Each class elects a representative to the club and the club members choose their officers to serve for 1 year. The dues of 1 cent a month, which are collected in class, are used to buy plants and to help pay for the upkeep of the garden. The club members work in the garden during their free periods, with two of the English teachers acting as counselors.

The aims of the club are to stimulate an interest in the plays of Shakespeare and to create a love for gardening.

The girls in the art department are interested and are making a collection of drawings (enlarged size) of the flowers in the Shakespearean plays. These are colored and exhibited from time to time.

SKIPPERS' CLUB, *Central High School, Flint, Mich.*—The club is largely an honorary organization. The group is valuable as a sort of principal's cabinet. The principal has found the irregular and informal meetings of the group to be an excellent opportunity for becoming intimately acquainted with the school leaders. The club is composed entirely of boys who hold the positions of president of the

student union, presidents of the three classes, editors of the school newspaper and the school annual. In case any of these school offices are held by girls, the boy holding the highest ranking position in the school organizations is declared a member of the club.

Each fall after the organization of school is completed the principal gives a dinner to the members of the group, at which time the new members are initiated. Each spring, usually during the week following commencement, the active members of the group, together with the alumni members, give a dinner at which the principal is the guest of honor. At this meeting the group elects the graduate member who has, in the opinion of the group, made the most outstanding contribution to the community during the previous year.

There are no formal officers of the active group. The principal acts in the capacity of chairman at all meetings. The principal has found this a very interesting and worthwhile organization. The suggestion for it and the original idea came from the students themselves. There have been several rather important decisions which the principal has had to make concerning the welfare of the school, and, in general, he has received valuable advice from the young men in the club.

SPHINX CLUB, Western High School, Baltimore, Md.—The Sphinx Club is a fourth-year discussion club. Membership is by invitation to those who attain a high scholastic rating at the close of their third year. The membership is limited to 50. Meetings are held monthly during the school year, and controversial questions of the day are discussed after a formal presentation by a member. The head of the history department is the faculty sponsor.

The club was organized about 5 years ago to afford opportunity to the highest intelligence group in the school to thrash out subjects of vital present importance and interest. Membership in the club is eagerly sought, and the discussion periods are long and lively. It has a good influence in the school.

TORCH AND LAUREL CLUB, High School, San Jose, Calif.—Membership in this club, the girls' honor society of the San Jose High School, is limited to 20 girls. The enroll-

ment in the school is 1,180 girls. Membership is awarded to junior and senior girls who have given unselfish service to the school, who have been trustworthy, cooperative, and who have done some outstanding work or displayed real talent for leadership in some of the so-called "extracurricular activities." While doing the above work their high grade of scholarship must be maintained. Scholarship requirements are a limit of 3 C's, no D's, no E's, leaving 13 units to be made of A's and B's.

TOY SHOP CLUB, *John Paul Jones Junior High School, Philadelphia, Pa.*—The club is composed of 30 boys and girls from grades 7B to 9B, inclusive. The officers, president, secretary, and treasurer, are elected by the students.

The club meets once a week for 40 minutes—the last period of the day.

The activities of the club are: Simple toys cut from thin boxwood, using patterns from "Educational Toys" and "Toy Patterns." Coping saws, small saw benches, and a C clamp to fasten the saw bench to the desk make up the equipment. Toys are finished with quick-drying enamel and assembled with cotter pins, brads, and string. Tools and materials are supplied by the pupils.

The objectives of the club are (1) the worthy use of leisure time and (2) following a hobby.

TRAVEL CLUB, *Central High School, Evansville, Ind.*—The aim of the club is to develop through study special interests in the customs, art, architecture, and political and economic conditions in different countries. The activities of the club are correlated with those included in literature, history, and geography. Through the club additional opportunities for pupil activities are provided.

The club maintains a good standard of membership and attendance. The meetings, usually eight to the semester, are held during the extracurricular period, a part of the regular schedule set aside for activities.

The faculty sponsor for the club has had unusual advantages in travel. The club elects its own officers, who, with the aid of the sponsor, plan the club programs.

TRAVEL CLUB, *High School, Royal Oak, Mich.*—This club is organized as any other club in high school would be and

meets once a week. On alternate weeks the meeting consists of a trip to points of interest in the metropolitan district. Among the trips taken may be included the following: Ford Motor Co., River Rouge; Greenfield Village, Dearborn; Cranbrook School, Bloomfield Hills Village; Psychopathic Hospital and County Juvenile Court at Pontiac; Detroit Library and Museum of Arts; Jack Miner's Bird Sanctuary, Leamington, Ontario; National Biscuit Co.; Bureau of Weights and Measures; University of Michigan campus, Ann Arbor; and Detroit Creamery plant and farms. Present plans include a series of trips to Detroit to study the uses of art and the types of architecture that will stimulate interest in these subjects as well as the allied vocations that enter into architecture and building.

TREE AND SHRUB CLUB, *Walton High School, New York, N. Y.*—The club was organized for the purpose of acquainting the students with the trees and shrubs of the vicinity. The members are expected to know at least 10 trees by the end of the term. Most of the meetings are held in the Bronx, but the weeds and trees near the school are also studied. Collections of leaves of trees were made by all pupils. The interest extended to birds, insects, and plants, and the club expanded into more of a nature-study club. Poetry and imaginative articles have been written by members whose talents were literary, others possessing artistic ability designed very unusual posters, including drawings or specimens of trees, shrubs, and flowers.

Field trips are held on Sundays, the object being to explore a region somewhat different from the territory near the school, and to show the student how to do nature work by herself during the summer.

The club meets once a week after school hours.

TUMBLING CLUB, *Burbank Junior High School, Berkeley, Calif.*—Participation in the girls' tumbling activity is on a voluntary basis. The purpose of the activity is purely recreational. The meetings are held weekly.

The club acts as a social agent. It provides opportunity for leadership as well as offering a favorable opportunity for individuals to engage in big-muscle activities. This club also gives the pupil the chance to increase his body skills.

The activities carried on are individual, combative, and group stunts. A great deal of enjoyment is gained from pyramid building and posing for tableaux.

VISUAL AID CLUB, Woodlawn High School, Birmingham, Ala.—The visual aid club takes and also develops pictures for school publications. It keeps in repair cameras, motion-picture projection machines, and slide machines. Members of the club operate these machines for classes and auditorium groups.

WHO'S WHO CLUB, Lincoln Junior High School, Logansport, Ind.—The purpose of the club is to make a study of persons appearing in *Who's Who in America* and to connect their biography with the part they played in history. This work is done through the means of reports, dramatization, etc. The club activities include social events, including at least one club party a semester. All of the clubs are elected by the pupils themselves. Officers are elected by majority vote. The chairman appoints a program committee which functions for a period of 6 weeks. The club is sponsored by a teacher. The aim is to teach, through the club, correct procedure in conducting public meetings, interest in biographies, and also motivation for more history study.

SUMMARY AND IMPLICATIONS

STATUS AND TRENDS

1. Of the 883 public secondary schools included in this study, 92.4 percent have school clubs.
2. The percentage of schools having clubs does not vary greatly by kinds of high schools. However, there is an indicated trend that this percentage decreases with the increase of the number of junior high school grades included in a high school.
3. The percentage that the club membership is of the school enrollment varies directly with the number of junior high school grades included in a high school.
4. The average number of clubs per school, for schools reporting clubs, is 12. The junior high school has an average number of 15, which is the largest for any kind of high school.

5. Girls outnumber boys in club membership for every kind of high school.

6. The percentage of schools having clubs does not vary significantly by size of cities.

7. The percentage that the club membership is of the school enrollment varies indirectly with the size of the cities in which the schools are located. It is highest in the smallest class of cities and lowest in the largest class.

8. The percentage of schools having clubs varies with the size of high schools, being smaller in the small high schools and larger in the large high schools.

9. The percentage that the club membership is of the school enrollment varies greatly and in inverse ratio with the size of high schools.

10. A classification and compilation of data by groups of States showed but very slight differences in the percentage of schools having clubs.

IMPLIED PROBLEMS

The inclusion of school clubs on an extensive scale in the program of activities carried on by the secondary schools is accompanied by a number of problems that will require for their solution the efforts of specialists in a number of phases of educational research. The problems involve questions in the principles and philosophy of education, educational psychology, curriculum construction, and school administration. Some of the problems implied from this study are:

1. To what extent should club activities be incorporated into the school curriculum?

2. To what extent should the procedures and methods found effective for club work be made use of in curriculum work?

3. What is the optimum number of clubs for a given kind and size of high school?

4. What kinds of clubs are of most value?

5. What further criteria should be developed to assist school administrative officers in deciding whether an existing club should be continued or a proposed club be approved?

6. What further objective measures should be developed for evaluating club work in terms of the aims of secondary education?

7. What implications are to be drawn from school clubs relative to proper pupil-teacher and pupil-school relationships?

8. Where should the responsibility for initiating school clubs be lodged?

9. By whom should a proposal for the organization of a club be approved?

10. Should school administrative officers establish conditions for club membership? If so, for what kinds of clubs and what should be the conditions?

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