

**ORGANIZATION OF AN EXTRA-CLASS ACTIVITY PROGRAM  
IN THE RAYMOND RURAL HIGH SCHOOL**

by

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TABLE OF CONTENTS

INTRODUCTION .....	1
GUIDEPOSTS .....	7
THE PROGRAM .....	15
Spadework .....	15
Schedule .....	18
The Home Room .....	20
Assemblies .....	23
The Club Program .....	27
The Dramatics Club .....	35
The Rifle Club .....	42
The Hobby Club .....	51
The Camera Club .....	56
The Radio Club .....	66
Publications .....	73
Athletics .....	85
Music .....	88
School Trips .....	91
Finances .....	92
Supervision, Faculty Participation, and School Credit.	103
Encouraging and Limiting Participation .....	105
GENERAL PROBLEM SOLUTIONS .....	110
FUTURE PLANS .....	117
CONCLUSIONS .....	121



ACKNOWLEDGMENT .....	125
REFERENCES .....	126
APPENDIX .....	128

## INTRODUCTION

The school system to be discussed is located in Raymond, Kansas, which is approximately twenty miles west of Lyons and Sterling, which are the nearest medium sized towns. The village of Raymond has a population of two hundred, most of whom are connected in some way with the oil field work to the north and west of the village. Other than this type of occupational work, there is a small group of retailers engaged in such work as the bank, store, restaurant, filling station, and two grain elevators. However, the mainstay occupation of the region is agriculture; and it is from such rural families that the school draws the majority of its pupils. The village itself is thus typical of many rural communities.

The school plant is also typical; in that, like so many others built immediately after the first World War, it has a nice site, but is very inadequate in the actual lay-out of rooms. Inspection of the plant revealed adequate classroom space but no provision for clubrooms, offices, or meetings. The classrooms were large, generally being  $21\frac{1}{2}'$  by  $24\frac{1}{2}'$ , with the smallest being  $14'$  by  $19\frac{1}{2}'$ . Lighting and the general wiring scheme were inadequate, there being only one outlet for the electrical equipment in each of three rooms, with the manual arts room having two wall outlets. The redeeming feature of the general layout was the discovery, on the top floor of the school building, of three supply rooms which had been allowed

to accumulate miscellaneous articles over a period of twenty years; and it was hoped that use could be made of at least a part of these in the club program. On the ground floor, there were two rooms which were used for storage of old or broken equipment, discarded wood-working projects, and other musty items. The larger of the two rooms had been "partitioned" with some chicken wire to form a cage-like room in which the equipment for athletics was piled or hung on nails. Since the portion of the room immediately adjoining this equipment room was used at various times as a paint room for finishing woodwork projects, paint had been spattered on equipment.

An enrollment of nineteen boys and eight girls gave a total of twenty-seven students. This was to be one of the main handicaps to the program, but, at the same time, it was one of the main reasons for wishing to promote an activity program. It was felt by the writer that small schools, begging off because of the excuse of a small enrollment, have in some cases failed their students in this respect.

The student body seemed a nice group without any abnormal members in regard to behavior; yet, to look at the attendance record for the 1948-1949 school year, there was definite evidence that something was wrong. The attendance records showed that there was an average absence of 9.7 days per student, not taking into consideration the students who had dropped out or transferred to another school. The students gave effective evidence that they were bored by school; the rote of coming to

straight classes finally had become so monotonous that by the middle of the second term, discipline was a real problem. As many as eight out of the twenty-seven were in the principal's office for disciplinary action in a single day. The discipline cases were all of the same fundamental nature; the students had attempted to enliven their class work with some prank or other that had eventually gone beyond the bounds of teacher's patience or control. It is not implied that all of the problems of this nature resulted from a lack of an extra-class activity program.

The writer was given an unusual opportunity to do spadework on the organization of the activity program. Upon the death of the previous principal at the Raymond High School during the month of February, 1949, the writer was employed to fill the position and took office March 1, 1949. This allowed three months of the school year during which observations could be made in an attempt to locate problems existing and to lay the groundwork for proposed remedial action. It was discovered that at no time in the past had Raymond High School had anything actually resembling a comprehensive extra-class activity program. Music existed but was predominately for the purpose of training the grade school students; so that music could take its rightful place in the program after a period of training. Few of the high school students were trained in instrumental music and evinced little interest in the possibilities of such training. The only actual club was the "Pep Club", which had been organized by the three cheerleaders at the first of the year; but it

had had no meetings at specific times, had no objectives, and did not exist, except on paper, at the time of the writer's arrival in Raymond. A check of the records revealed that, at one time, there had been a local chapter of the National Honor Society; but that the organization had not been active for several years.

The discovery of these conditions led the writer to suggest the possibilities of a comprehensive activity program to the school board. It was stressed that the cost of such a program would be nominal; but that, if the program succeeded even partially, it would give great returns in bettering conditions then existing. Mention was made of the fact that extra-class activities are justified, because they provide educational stimuli to experience that will influence the growth of individuals toward the aims of education. It was also brought out that, since these student extra-class activities would be self-imposed, self-planned, and ordinarily self-directed, at least in part, they would show chances for more student zest and consequently, result in more permanent and more economical learning.

The school board proved to be very willing to promote such a program; and by their discussion and eagerness to get the program in motion showed that they were alert to the situation but had been unable to obtain a professional group willing to assume the responsibilities of the program. This, then, pointed out one of the prerequisites of a progressive school program; i.e., a professional group of instructors; a group ready to assume



responsibilities and added effort to bring about the best possible education for the students under their direction. Discussions with the faculty then employed, individually, and in a group, failed to bring about the desired attitudes toward the possibilities of the school and the student body, except in the case of the music teacher. The activity program concept was, in general, new to the group; and again, excepting the music teacher, the faculty was reluctant to do anything other than criticize the program as time consuming and a hopeless effort to change students with wrong attitudes, etc. It would be interesting to know what could have been done with the three faculty members who held to these opinions, if they could have read some of the material on extra-class activity programs and their effects in other school systems. However, they were unwilling to do so, and for various reasons, the only one of the four original faculty members re-employed was the music teacher. It must be noted here that the attitude of the faculty, pro and con regarding the activity program, was not the only factor taken into consideration as to employment; but it was strange to note how the lack of interest or actual antagonism toward the proposed activity program seemed to have a positive correlation with the lack of professional skill in other phases of the school program.

The next bit of ground-work then, to be taken care of, was the employment of teachers who were professional in their attitudes and training and who were willing to cooperate in the promotion of a comprehensive activity program. For a number of

years, it had been the practice of the school to have the school board seek out, interview, and employ teachers. The disadvantages of this method were discussed in a board meeting, and at the same time, the advantages of using the training of the principal for this task were brought into the conversation. It was explained that similarity in type of personality and attitude was a prerequisite to a successful program and that the principal was best suited for the task of seeking faculty members with these attributes, since he was responsible for the program and knew best what should be obtained in each member.

Replacements for all positions were found, and the new faculty setup was felt to be composed of professional members, both in attitude and in training. A break-down of the staff was as follows: the principal, one year of experience, to teach science and mathematics courses; the coach, in his first year, to handle the industrial arts department in addition to the coaching duties; the commerce teacher, three years of experience, to teach typing, shorthand, and history; the English teacher, with eighteen years of experience, to teach English and home economics; the music teacher, with four years of experience, to be only a part-time teacher for the high school, in orchestra, and to spend the remainder of the school day giving private and group lessons in the music program of the grade school.

## GUIDEPOSTS

Faculty approval of the inauguration of an extra-class activity program had been given when each new member was interviewed in the spring. On this basis a certain amount of spadework for the program was done, as will be brought out in a later portion of this report. However, discussion of fundamentals had been kept for group participation in faculty meetings. Thus it was, after the more pressing matters were disposed of in the first faculty meeting, that discussion was turned to the principles underlying extra-class activities. The entire staff agreed that primary fundamentals and objectives had to be established to give continuity and purpose to any program set up. Prescribed readings and notes were given out to the group to facilitate such discussion.

The faculty gave consideration to these fundamentals as they occurred when various main topics were discussed. The first topic was really a question, "Why have an activity program?" A classification of the points brought forth in consideration of this question showed that the reasons came under three phases; the student, the school, and society.

Considering first the reasons why an activity program had advantages for the students, the faculty took up the matter of student experience. It was brought out that there were many phases of experience that could be of assistance to the student body. It was mentioned that small high schools often fail to



give adequate social experience, and in consequence of this, the students lack social training, poise, knowledge of socially acceptable customs and habits, and adequate moral training. The possibilities of such experience through an activity program were given general consideration by Dr. Fretwell (1, p. 34-35) and Dr. McKown (2, p. 4-7) in their basic texts used as source material. A specific reference to such possibilities was found in an article by J. R. Shannon (3, p. 275-277).

The staff felt that an outgrowth of this social experience would be the possibility of leadership experience, as well as that of followership; since such social experiences as the program would promote would tend to bring out possibilities for democratic methods of operation and government, and these methods would give opportunity for student leaders to develop. Thus the faculty had brought out two more advantages of an activity program; i.e., the development of leadership and followership and training in the democratic principles by actual living and contact with them. Both of the advantages had received attention in the writings of Dr. Fretwell (1, p. 89-118) and Dr. McKown (2, p. 6-7).

It became more and more apparent, as discussion went on in additional faculty meetings, that out of each advantage considered, another advantage became obvious. To illustrate; out of consideration of the social experience advantages of a program, the advantages of leadership training seemed logically to follow, and out of it grew consideration of training in demo-

cratic principles. Then, out of this last consideration came realization of the probable advantages to the student of training in cooperative living, giving rise to healthy growth, by actual contact with the problems and experiences of individual and group activity in a common field. This brought up consideration of making the students increasingly self-directive and the potential uses of the activity program to accomplish this goal.

This concept of increasing student growth and self-direction had received the attention of several authors in the extra-class activity field. Dr. McKown (1, p. 9-10; 34-35) considered this phase, and his writings also indicated the same trend in development that the staff had brought out in their discussion; i.e., that this increased self-direction leads to better possibilities that the students will make worthy uses of their leisure time, not just in school, but in their post-school life.

Staff discussion also brought out that not only does increased self-direction in school lead to worthier use of leisure time, but it also allows the student to develop special abilities. Since the activity program allows student initiative, self-direction, and free expression of special interests, the increased opportunities of expression and experiment enable the student to realize his abilities and better develop them. The staff received substantiation of their view from the writings of Dr. McKown (2, p. 276-277), which stressed the point that self-expression and opportunity to seek out hidden abilities will be a tremendous advantage in any comprehensive activity program.

From consideration of the advantage of developing special abilities, the staff logically went on to the last two points to be brought out in this section; i.e., as a result of being able to develop special abilities, the students have the added advantages of having a program which better fits their individual needs and interests, as opposed to the inflexible curriculum, and this, then, leads to the advantage of equalized opportunity. It seemed to the staff that these two points were to be considered as individual advantages, yet inseparable in their application in the program. Any means of meeting the problem of individual differences would, by its very action or effect, be offering more equal opportunity to the members of the student body; i.e., if by equal opportunity is implied the equality of opportunity for each student to develop to his fullest potentialities in line with his abilities and interests; his individual differences.

The next phase taken up by the faculty was that of the possible advantages which an activity program might have for the school organization. Since the last points, which had been discussed under advantages of the program to the student, were generally concerned with supplementing the curriculum for the student, it was only natural that this should be the first point for the faculty to consider under this phase. In the small high school, the administrator finds himself handicapped by a small number of staff members. The curriculum is consequently rather limited, and the possibilities of revision are smaller than in

the large high school with a large staff and consequent arrangement for sections. By the use of an activity program some of this handicap can be overcome; with the school thereby doing a better job. An excellent discussion of the possibilities of this phase was found in an article by Mr. Frederick B. Kutz (4, p. 3-4; 10-11), in which he likens educational offerings to a full-course dinner with the extra-class activity program comparable to the dessert, the most enjoyable part of the meal. The staff felt that he had broached an excellent point when he said,

It is largely this part of the education dinner that must take care of the wider functions cast on the school by the conditions of modern life, to give opportunities to youth beyond the curriculum.... If education is life, the school must provide the kind of living that will assure a better and richer future. If education is growth, the school must provide experiences that will expand and transform individual interests, abilities, and attitudes. If education is the development of desirable functional abilities, the school must foster these interests. If education is to preserve democratic ideals, the school must insist upon democratic procedures. Growth in all of these phases is determined by and through meaningful experiences. (4, p. 4)

The article stressed the fact that, though the formal curriculum is the main course, the bread and meat of the meal, the realization of a complete educational meal will mean that the student will not have to live "by bread alone" and will have opportunities far beyond the formal curriculum, which will make for completeness of life.

Still another advantage for the school was brought out by discussion of the ways in which an activity program could stimulate interest in the school and consequently minimize the dis-



cipline problems. This result comes about by easing the boredom and giving outlets to the restless energy of students seeking something new to do. This was mentioned by Dr. Fretwell (1, p. 96-116) in the writings used to direct and stimulate discussion of this phase of the question. In line with this advantage of stimulating interest in the school came another advantage; i.e., that interest would not only be given the school in general, but would be given to subjects in particular, if some correlation were shown to exist between the curricular activities and the extra-class activities. The staff had no definite experience to substantiate this line of reasoning except the experiences of others in the field such as Dr. Fretwell, Dr. McKown, and others.

The final advantage the staff discussed with regard to the effect of an activity program on the school in general was that, if the students were given actual experience in democratic principles and were taught to operate according to these principles in their extra-class activities, they would tend to take a more realistic and accurate view toward the necessary rules of the school; and the program would thereby have fostered sentiments of law and order.

Finally, with regard to possible advantages of a program of extra-class activities, the staff discussed the advantages of the program for the community in particular and for society in general. It was felt that there were two main advantages; the first of which was that the community and society would benefit directly by having students take their place in the community

trained in democratic ideals and principles; ready to take their place as participating citizens in the role of follower or leader as the situation required. The second major advantage to the community would be that its standards would be raised by having participating members who knew worthy means of using their leisure time, had developed special abilities, had social training, and finally, had obtained a measure of moral training. Much of this centered around the seven Cardinal Principles of Education, and discussion was directed by an excellent article written by J. R. Shannon (5, p. 243-244), which is a defense of extra-class activities by correlation with the Cardinal Principles.

When the faculty had discussed the advantages of an extra-class program and a unified concept had thus been gained by all members as to why a program should be inaugurated, it was time to consider what the program should offer so as to realize these advantages as fully as possible. Once more the problem was discussed to answer a question, "What should be the objectives of the activity program offerings?"

When discussion was started on this question, it was seen by all that any program would have to have as its objectives the realization of the advantages given previously as fully as possible. So, it seemed to the staff that the objectives for each phase should be to offer one or more approaches or activities in an effort to realize each advantage. For example, in dealing with the objectives of offerings to realize advantages for the student, the staff decided that before an activity should be

provided for it must be shown that it would help realize one or more of the advantages that should be gained by the student. If an activity were to be promoted, it had to help the student gain in social experience, be a step toward equalization of opportunity, or assist the student to obtain one or more of the other advantages which he should get from a comprehensive program. It was also determined that, wherever possible, the activity should be promoted in a manner which would assist in gaining one or more of the advantages to the school and/or to the community.

The faculty had now determined, to its own satisfaction, why a program should be set up and what should be the objectives of offerings in the program. The group was then ready to consider the application of these and did so by really working to answer a third question, "How shall we do it?"

After discussion and search of reference materials, the staff decided that the best set of fundamentals to be kept in mind while setting up the program was to be found in the article by Dr. Adolph Unruh (6, p. 3-4; 14).

Rather than have a repetition of material in this report, it will be sufficient to say, at this point, that the staff decided that they would accomplish the task by setting up each club and activity that was indicated by student interests; but that before each activity was set up, it would be discussed in faculty meetings, and a decision rendered as to whether the club or activity would be in line with the objectives already de-

terminated as criteria for the program. A final word of warning was sounded in most of the meetings, to the effect that hasty decisions could easily endanger, in fact destroy, the entire program. It was stressed that while the activity program has great values, these values do not come automatically through mere participation in the program but as a result of clear thinking and planning on the part of the teachers. Especially was this felt to be true since the entire movement was new to the student body and the community. The next section of this paper will be devoted to a report of how the staff set about answering this last question and what they set up.

#### THE PROGRAM

##### Spadework

As mentioned previously, the writer was given an excellent opportunity to do spadework for promotion of an activity program; in that office was taken during the spring semester, and considerable time was thus available for making observations. Once the tentative decision had been reached, to the effect that an activity program would go far toward remedial therapy on the school offerings and the student body attitudes, several weeks were available to establish a degree of student interest. This was attempted by comments made in classes conducted by the writer; comments regarding the personal experiences of the writer in clubs and the activities of organizations in other schools.



During conversations with individual students, the advantages of such a program were mentioned, when the topic of conversation dealt with some expressed need on the part of the student for a variety of expression not offered adequately by the curriculum then in effect.

For a considerable length of time, these remarks seemed to make little or no impression on the student body, and it seemed that the program would have to be put off for at least another year. The program could have been inaugurated without waiting for student-sponsored requests, but this was felt to be the poorer approach, since the movement would have come from the decision of the principal instead of from the student body, where it should originate. When only four weeks of school remained in the school year and hope had almost been abandoned, the concept seemed to strike fire in the student body; and individual students came to request more information about the program's possibilities. Within two days, a small group of students came as a self-appointed committee to ask how they should go about setting up club activities and also, to determine whether or not a program would be accepted by the faculty. This committee was first assured that inauguration of an activity program was desired by the faculty, once it had been decided by student action. They were then asked to act as a committee to determine what clubs were desired by the student body. It required but a short time for this committee to determine the clubs wanted by the students. This was done by posting individual sheets on the

bulletin board, asking for signatures to indicate the number of students willing to join each club as it was proposed by one or more of the students. Fifteen different clubs were proposed by name, but it was found upon inspection that several overlapped or differed only by name. A special assembly was called to discuss the proposed program with the student body. Here the small student body was an advantage; in that the assembly could be held as an open forum with questions and answers given by students and the principal. The points of similarity were discussed, and the final decision was that there were only seven clubs which were different. These seven clubs were as follows: Radio Club, Camera Club, Dramatics Club, Hobby Club, Listener's Club, and the Archery Club. Lists for these clubs were then posted to obtain signatures for membership, so that final action could be taken as to which were to be started. These will be discussed further in individual portions of this section of the report.

A beginning had been made toward establishing an intelligent public opinion regarding an activity program, by having talked with the school board and having their approval placed on inauguration of such a program. This approval was necessary and certainly was desirable. The board members then acted as emissaries of the program; in that they were able to give expression to the reasons for establishment of the program and the advantages to the community and the student body. Thus the program would not come as a sudden innovation with a complete lack of public understanding. Through conversations with members of

the community, it was determined that public approval was given the inauguration of an activity program; and several individuals expressed their willingness to assist in any possible way by the loan of equipment or supplies, if needed. This was all done prior to actual completion of student action; since it was felt that regardless of when the program was going to begin, there had to be approval by the public and understanding of the goals to be sought.

### Schedule

Now that student interest had been gained, the next step was that of making time available for the program. It was intended that a portion of the school day should be devoted to the program, in order to show faculty recognition of the importance of the program and to dignify it with such recognition. This point was stressed by Dr. Fretwell (1, p. 266-268) and also by Mr. Unruh (6, p. 4). There was a second equally good reason why school time should be given to the program in this particular case. This was the fact that a majority of the students were rural and made use of the school busses to come and go from school. If the program were held after school, a majority of these rural children would not be able to attend or at any rate, would be discouraged from attending, because of the trouble they would then have in getting home, after their particular group had met. Not only the rural children would be thus discouraged, but several of the children living in the village had odd jobs

or special interests outside of the school sphere, which they would have hesitated to relinquish. Still another reason would be the club conflict with the athletic program. With the small enrollment, it was desired to abolish any chance conflict, which would limit or divide the participants in either phase of activity.

For these reasons, the past schedules were studied to see if any pattern could be set up in alternation of school subjects that would leave a portion of the school day open for the program. Study revealed that alternation could be done in social studies, science, and mathematics. Some such alternating had already been done for years because of the small staff, which necessitated such action. With these points in mind, a new schedule was made out and submitted during the summer to each member of the new faculty for individual criticism and suggestions. The schedule, put before the school board, had been approved by each member of the staff and gained board approval. In addition to the schedule for the next year, the schedule was worked out in advance for three years to show that all required subjects would be available. It was discovered, after this had been done, that the increased use of alternating courses on the schedule made better use of teacher time and left room for several more electives over the three-year-period. Full information was also obtained on the use of correspondence courses to supplement the regular offerings through the Kansas State College Department of Home Study, Manhattan, Kansas. To show



points of difference between the old type of schedule and the new schedule worked out, a copy of each is shown on page 129 of the Appendix with time notations to illustrate how little lengthening of the school day was necessary.

The faculty met one week before the school year started for a final check on the use of this new schedule, enrollment, teacher load, and the sponsorship of the various activities. The first item considered under sponsorship was the make-up of Home Rooms, and the next section will be devoted to consideration of this phase of the activity program.

#### The Home Room

Because of the need for personal contact with the students on an organized basis to assist in guidance and planning activities and to give a feeling of unity, one of the first decisions made by the faculty in its meeting was to establish a Home Room plan of organization. It was the faculty's decision that several advantages could be realized through the use of the Home Room. Setting up a Home Room organization on the principles of democratic self-government would, of course, assist in realizing the advantages of social experience, leadership and followership experience, training in democratic principles, cooperative growth and endeavor, and finally, would assist the groups to become increasingly self-directive. It was brought out that through the Home Room plan the school would benefit by student interest in the government of the school; and it would tend to foster

sentiments of law and order.

Because there were only four full-time faculty members, it seemed best to establish the Home Room on a class basis; with each sponsor to stay with the original group until graduation. The system would give each staff member the opportunity to work with individual members of each class over a longer period of time and thereby assist them more effectively. Also, the system would give each staff member the opportunity to work with different class activities each year, instead of working with only one phase of school life. For example, the junior class each year sponsored a junior play and the junior-senior banquet. To have the same instructor responsible for this same activity each year would tend to keep down originality and would eventually bore the faculty member. If the same instructor were kept as senior class sponsor each year, the responsibility of the senior annual would fall to the same person year after year. By rotation of year, rather than of class, each sponsor would have the same share of benefits and responsibilities eventually.

Once sponsorship had been determined, attention was given to the type of organization and activity to be undertaken by each class group. The Home Room could not be the wholesale adaptation of some other school's program but had to be original with background experiences of other schools used as foundation material. The staff wished the Home Room organization to eventually be the core of the concept and experience in student government. Because the movement was to be so new to the stu-

dent body, it was decided that organization should be extremely simple and the activities of each Home Room group centered around local action and the special needs of each particular class. Only certain specific needs were stressed by the administrator to each class sponsor; the remainder of the class activities were left up to the initiative of each sponsor.

With this type of organization there was no need for separate class organizations or meetings, and the class officers served in their elected capacity in the Home Room. Activities of the Home Rooms the first semester were generally devoted to group discussions of etiquette, school spirit, and the plans for fund-raising events such as dances. With the start of the second semester, there was more specialization of activity to meet class needs. For example, the seniors devoted some time to discussions of how to apply for jobs by letter and in person.

It was found that the faculty decision to place the Home Room period on Monday was an excellent choice, since this avoided haphazard meeting times, allowed for a planned program of discussion topics, and enabled the students to discuss and plan activities for the week ahead. The use of the Home Room plan also gave the students a sense of solidarity in the first year, since the freshman and sophomore groups were now meeting as classes and doing things together as group activity. Through this group activity the various groups obtained much information, which the staff considered worthwhile yet academically impossible to present well in the formal curriculum. An excellent film (7) was

obtained from Eastin Films, for a rental fee of \$1.95. This stimulated much Home Room discussion, since it dealt with "How to Study."

Aside from representatives from a class calling on another class to propose some joint action, no move was made to formulate a plan of student government. With the small student body enrolled, any proposals which demanded the action of the entire student body were brought up in the regular assemblies, by the students acting as committeemen, or at special assemblies, called for the express purpose of putting the proposition to the student body. Another reason no move was made to initiate a student council or other form of student government for the entire school was because the staff felt that there were not yet any trained student leaders and that student government should be considered later, if a definite need were felt for that type of organization.

#### Assemblies

As the schedule on page 129 of the Appendix shows, the Friday activity period was left open for assemblies. This day of the week was chosen first, because it would give the students the entire week to plan their assemblies, which it was hoped they would be prepared to give as the year progressed. The second reason Friday was chosen for the assembly day was that the league athletic games were always played on Fridays; and this would then give the students a chance to have pep assemblies



the day of the game.

It was decided to use the assembly as an administrative device sparingly. This was because reports of past assemblies indicated that the previous assemblies had been used for this purpose almost entirely; and it was felt that this had done much to discourage student participation and that continuation of such uses of the assembly would handicap the possibilities of the program in this phase. The possibilities of the assembly, as drawn up by the staff, showed that if this device were used wisely, it could contribute to the general program in many ways not possible by any other means. It gave rise to chances for school unity, as considered above class unity; in that it would stress factors and interests which were common to all students. A primary value to the club program would, of course, be the possibility of stimulating club activity to present a program for the entire student body. For example, the Camera Club sponsor would have an immediate goal for the club members; in that they could gather material to present to non-members at one time. Thus the assembly would give stimulation to the club member, and it would also tend to stimulate interest in turn by non-members. Each club sponsor agreed that this program method would be a boost to student interest and activity, if it could be worked out. This sharing of information and enthusiasm would widen the interests of the student body. Values would also be gained by the students; in that they would learn the proper audience attitudes and would, at some time, have occasion to

learn how to conduct themselves in front of an audience. The fact that the audience would be composed of their friends would assist each to gain poise and experience as a participant, as gently as possible. A final value to be gained through the assembly was that the aesthetic standards of the student body and community could gradually be raised by the assembly programs, which could help develop intelligent public opinion and tastes.

As to responsibility for the assembly programs, such responsibility was to be left with the principal; except that when clubs were presenting the programs, the sponsor for that particular club was held responsible for the program.

Since the assemblies of the past had been so over-worked as an administrative device, the main problem was to stimulate student interest in presenting the programs. However, because of the small enrollment and the newness of the idea, the staff was hesitant to depend entirely upon student sponsored programs immediately. Furthermore, it was felt that with so few students it would be asking a great deal of the same students to present student programs each week of the school year. For these reasons, arrangements were made for films on travel, industries, and personality adjustment to start and assist the year's programs. Excellent travel films were obtained through the services of the Santa Fe Railroad (8), at no charge except for return postage. Some very good films regarding industries about which the students had shown interest or in which their parents were employed, such as the oil industry, were obtained through

Association Films (9). There was no charge for these films other than the actual postage required for transportation both ways. Two good personality adjustment films were obtained from Eastin Films (7), and much student interest was stimulated in such things as courtesy, dating, and other matters with which young people are concerned.

The only assembly used for administrative purposes was the first, and then only to welcome the entire student body, make them acquainted with the basic customs to be observed, introduce the faculty, and show that they were sincerely encouraged to participate in the club program. A short pep program then brought that first meeting to a close. Four pep programs were presented by the cheer-leaders during the first semester as the only student sponsored programs. Club members were still hesitant about presenting programs; and it was felt that it would be wise to let them arrive at their own decisions as to when they were ready or at least more willing. Late in the semester a concert was given by the Southwestern College Orchestra, and the community was invited. This tended to inject a cultural note into the assembly programs in general; and the enjoyment which the students displayed led to the presentation of another program by the local school orchestra. Other programs were given by the ensembles and solo members of the music department after this, and this stimulated interest in better work by the music department members. In addition, these student assemblies by the music department made students in other organizations cognizant

of the fact that they were just as capable of putting on an assembly program. The Dramatics Club then led the way with an extremely good program of choral reading. This shared a new concept and broke down student reserve, paving the way for future student sponsored assemblies.

Future plans for assemblies, as now indicated by student interest and suggestions, include one-act plays by the Dramatics Club, skits by the classes to emphasize various points of etiquette, school spirit, etc., and the clubs which have not participated in a program this first year are now showing signs of wishing to demonstrate what they are doing in their club activities. Films will again be used to supplement the programs, but less often now that the students are showing more initiative in the possibilities of the assembly day and are no longer suspicious of its use by the staff or administration.

#### The Club Program

"In getting a pupil from where he is to where he ought to be, the beginning must be made with him where he is. In club, as in regular classes, it is the school's business to get the pupil into a situation where he can succeed, where he can sometimes lead, and where at other times he must follow."

The above quotation by Fretwell (1, p. 273-274) seemed an apt statement of one of the primary reasons why a club program should be started at Raymond High School. Nowhere in the village or in the school program was there any provision for giving



success experiences to those students who could not be reached by the formal curriculum and who had little hope of success if they had to stay within the curriculum boundaries. Neither was there any opportunity for recreation in the community, other than gang activity in or around the pool-hall. It seemed that this situation needed correction and that one of the best methods presenting itself was that of club organization. Once the students had accepted the initiative of organization and the initial phases had been accomplished, discussion in faculty meetings brought out many fundamental advantages of the club program which could be accomplished. To avoid repetition in the following sections dealing with each club, these general advantages are to be set forth here.

In the section on Guideposts dealing with advantages to the student, there were set down several possible advantages of an activity program which it seemed to the faculty had an excellent chance of promotion by a club program. First, there was the advantage of social experience. Certainly, in the informal atmosphere of the club, engaged in the exploration of new and common fields of interest to the club group, the individual student would learn much about social cooperation and customs. From this would follow the advantages of leadership experience, since the clubs would operate in a democratic fashion and there would be many opportunities for leadership and followership experience. It was acknowledged by the staff that any club accepted by the school as desirable would offer much chance for cooperative

living, healthy growth, and consequent initiative in individual seeking of new fields of interest or specialization. It was hoped that one or more of the clubs selected by the students would offer possibilities of self-expression by the students, leading them to a broader outlook and independent interpretation. There was much discussion about the possibilities of the students discovering new uses for their leisure time, not just in school but in their post-school period. Beyond these points of advantage, there was consideration of the advantages to be gained from the increased flexibility of school offerings to fit the needs and interests of the students and also from the more equal opportunity each student would have to discover his or her own interests. From this last advantage would grow tremendous possibilities of vocational guidance.

All in all, after the various advantages of the club program were discussed, it seemed to the faculty that the club program offered the greatest possible chance to realize all of the general advantages discussed in the section on Guideposts, not just for the student, but for the school and community as well. In addition to these general advantages, however, it was felt that of the clubs proposed, each had individual advantages peculiarly its own. These individual advantages will be brought into the report as each club is given separate consideration in the following five sections.

Before going on to approval of the clubs, the staff felt that they should have a blueprint or guide on which to base

their approval. The "Ten tests for a school club", as set forth by Fretwell (1, p. 290-292) were found to be excellent for this purpose.

1. Common interest: The club is composed of a group of pupils of about the same level of achievement in respect to the activity of the club, who voluntarily join the club because of a common interest in the activity to be carried on.
2. The common interest may grow out of any one of three possible sources:
  - a. Grow out of the curriculum:
  - b. Exploration and experiment:
  - c. Permanently outside the curriculum:
3. Size of club: The club is large enough to provide a situation whereby there is group stimulus, and yet the club is small enough to necessitate constant, continuing participation by the members either as individuals or as members of small groups within the larger group.
4. Active participation: This voluntary group is composed of pupils of about the same ability in respect to the activity of the club who are actively finding out what to do, planning how to do it, and doing it. Non-participation automatically eliminates a member from the group.
5. A stepping-up program: The club program provides for successive steps in achievement with appropriate recognition at each step.
6. Satisfaction: The club is composed of a group, the members of which find satisfaction primarily in the activity of the club rather than in a showing-off exhibition to non-members.
7. Pupil membership: The school in its scheme of organization and administration of clubs provides for a club member, who finds he is no longer interested in the field of the club's activity, to transfer in an honorable and dignified manner to another and a desired field.
8. The club's relation to the school: The school is attempting to fit its pupils to live in a democratic society and to make democratic society a fit place in

which to live. The club chartered by the school, while serving the pupil, renders some definite service to the school in aiding the school to achieve its objective.

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

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

It was stressed time and again that these clubs would progress only to the degree in which they were given wise and sincere leadership by faculty members. It was shown by the faculty members that they realized a deep responsibility in the matter of club sponsorship. They also realized what a fine tool was to be placed in their hands whereby they could motivate the dull student by giving him a chance to feel that he belonged and was accepted into a group, and would also be better able to stimulate the bright student by provision of new and interesting outlets for his mental and physical energy.

When the time came for the faculty to consider each proposed club for its acceptance or rejection, it was found that the matter had almost completely resolved itself. As mentioned in an earlier section, only seven clubs remained on the committee list out of the fifteen originally proposed by students. This culling had been done by submitting lists for student signature, group discussion, and rejection of those which had only one or two signatures, or which overlapped in function. Those



clubs tentatively rejected were kept on file for future reference and substitution. Of the seven remaining, only one was felt to be overlapping at the time of consideration. This was the Archery Club, which had somewhat the same constitution proposed as did the Rifle Club. Since there was no sponsor available for this proposed club as an independent organization, it was proposed that the Archery Club be incorporated into the Rifle Club. It was thought that this arrangement would work out fairly well since the latter club would be unable to operate during the winter months; and attention could then be given to archery on an indoor range set up in the gymnasium. This plan of incorporation left only six clubs to be considered.

One of these six, the Listener's Club, was to have been concerned with meeting as a group to listen to various types of recorded music. The outlined plan was to have the members listen to music in the popular vein at the beginning and then gradually build up their tastes in music by adding records of better music. Unfortunately this did not work out at all, since the proposed sponsor (the music teacher) let it be known that the music would not be "popular", if he had anything to do with the club, but would instead start out at the "top" of the musical field with classical music, which was really far beyond the comprehension of the prospective members. Since this was a problem which was considered a serious one, discussion will be given this in the section dealing with general problems. Sufficient to say here, the damage had been done and the club was

rejected by the students entirely, and the idea had to be temporarily discarded.

At this junction, the faculty found itself with five clubs to consider. None of the clubs overlapped, nor could they be found lacking in possibilities for the advancement of the program. These five clubs were: The Dramatics Club; The Rifle Club; The Camera Club; The Hobby Club; and the Radio Club. Informal constitutions had been presented at the time the lists were put up for signatures, and after examination of these constitutions all five clubs were eventually approved by the faculty. None of the clubs were formulated without a definite provision that no qualified student could be denied membership in a club, nor was admission of any student to a club to be determined by ballot of the members.

The matter of sponsorship had been left until the clubs were selected; and after consideration of the five clubs, it was found that sponsorship fell to those who had been most interested in the clubs from the beginning. Since the English teacher had had fifteen years of experience as a dramatics coach and had much enthusiasm for the proposed club and its possibilities, that staff member was felt to be the most likely choice. The students had indicated that they approved of the suggestions put forth by this teacher and would like to have her as their sponsor. The administrator hesitated to ask that same teacher to assume responsibility of sponsoring another club, since she was also to be responsible for all of the class plays; and such a

request was found to be unnecessary, since the other clubs finally selected were altogether out of her field of interest and knowledge. The other woman on the staff was not trained to accept the sponsorship of any of the other four clubs; nor did she show any interest in the type of activity they would promote. Since she was the commerce teacher, it was planned that she would take all class and club treasurers into an informal group each month for one activity period, during which these students were to be given training in the fundamentals of keeping neat and accurate records. In addition to this, the commerce teacher was given charge of the activity fund master record. This will be given more consideration in the section dealing with finances but is mentioned here to show that this staff member now had considerable time devoted to the program.

The music teacher had neither training nor interest in any of the four remaining clubs; and because of the large amount of time he already devoted to the music portion of the activity program, it was decided that he should not be asked to sponsor any of the clubs. This then left two male members of the staff, the administrator and the coach, to consider as sponsors. The administrator was an amateur photographer and was a natural choice for sponsor of the Camera Club. Since he also taught in the science field and was the only member of the staff to have had any of the theory or practice in radio fundamentals, beside being interested in the possibilities of the Radio Club, he assumed sponsorship of this club.

It was decided that the coach should assume sponsorship of the Hobby Club and the Rifle Club, since he was interested in these and had asked if such duties could be given him. This plan had to be discarded when it was found that the Rifle Club period would conflict with time needed for the training room in the athletic program. The coach was left in the position of sponsor for the Hobby Club, however, since there was no time conflict in that phase. For a time it was thought that the Rifle Club would have to be abandoned, since it was without a sponsor; but a few changes in placement made it possible for the administrator to assume sponsorship of this club. The administrator had had considerable experience with various types of weapons, and though it was recognized as overloading duties a bit, the very large group which had indicated a willingness to join this particular club would not then be disappointed; and future arrangements might be made to get a better distribution of load.

This settled the matter of sponsors for the school year, and the actual program of each club was ready to begin. The individual reasons for, and methods of, organization of each of these five clubs will be given separate consideration in the next five sections.

#### The Dramatics Club

The Dramatics Club was felt to be an excellent addition to the program for many reasons, one of which was that such an or-



ganization would supplement the curriculum to the mutual benefit of the students and the school. Through a well organized club of this type the school would be able to offer training in public speaking and drama that it otherwise was unable to do, in view of the staff size and enrollment. In addition to thereby offering the student a chance to gain in experience in public speaking and dramatics, the club would enable the student to pursue whatever field of dramatic endeavor his particular interests led him to choose. Such a club would not be limited in any way to the boundaries of a course in dramatics or public speaking; and the student could find time and opportunity for the expression of any histrionic talent he might have. In addition to the special advantages mentioned above, the faculty felt that through such an organization the students would gain a better vocabulary and correct certain local idioms of expression. Students are made more imaginative by living the lives of other people in situations outside their sphere of experience; and since dramatic taste can be cultivated and discrimination can be taught, the students would be brought to a more critical evaluation of the dramatic presentations of today. This last point was especially stressed in an article by Jovan (10, p. 231-232) which brought out that, not only can students learn how to interpret plays and produce them, but through their own selection of plays, some of the differences between good and bad plays will be seen and the problems of selection will be brought home. It was thought that the club could be a force for good in



raising the dramatic standards of the community through the presentation of legitimate drama and literature, since this would be an organization which would put on productions without worry as to the dollar and cents outcome of such choice of plays.

Another advantage of the Dramatics Club deals with vocation opportunities offered; in that through the Dramatics Club a vast amount of technical information and techniques of various arts and crafts may be brought to the student. Study of stagecraft, scenery, design, construction, lighting control and effects, costume design and the art of fashion, and the art of make-up offer many different opportunities for the student to discover some hidden interest. Many a boy may pick up a trade as a painter from dabbling with scenery in school productions. The student who acted as "electrician" may find himself with an interest in a well-paying vocation. The girls who delved into make-up, fashion, and costumes may have found a possible cue to a self-sufficient and interesting future. All of these possibilities, of course, offer approaches to vocational guidance in the particular field of interest developed and in other related fields.

Though the faculty was already "sold" on the possibilities of the Dramatics Club and its advantages, an extremely interesting article by Moss (11, p. 115-116) gave still more support to substantiate the faculty decision to have this type of club. In this article the correlation is shown between the possibilities of the dramatics type of organization and the seven Cardinal

Principles of Education. This article was shown to the school board, and material from it was used in conversations to better public relations during the school year.

In the constitution for the club were the following broad points of general goals of the Club's activities:

1. To promote an understanding of the background of drama and the reasons for its development.
2. To promote knowledge of the various phases of production of good drama.
3. To promote interest in and knowledge of the various types of productions.
4. To promote opportunities for student expression.

The sponsor had a good deal of material which could be used by the club; and this meant that little new equipment was needed. The only purchases made the first year were various items of make-up, copies of plays for club consideration, and some individual pieces for histrionic work. Since a flat charge of one dollar was made by the club for make-up used by each play cast, the total final cost for all equipment came to only nine dollars and forty cents.

The type of projects promoted by the Dramatics Club did not require any special facilities for club meetings; hence one of the classrooms was given to them for use as a club headquarters. The need for storage space for the make-up equipment and various props brought out the lack of such facilities in the school plant. This was solved by moving a large, unused cabinet into the dressing room just off the stage and putting shelves into the upper portion of the cabinet. The cabinet was 78" high,

62" wide, and 22" deep, with two 22 $\frac{1}{2}$ " doors opening out from the middle. The shelves were placed at the top of the cabinet so as to leave adequate space for hanging costumes in one-half of the cabinet, with the other half used to store such props as were too valuable or delicate to be left out on the stage proper. The stage was small, being only 12' by 23'; but it had adjustable curtains as backdrops so that no special background properties were needed at first. The Woodwork II class cooperated with the Dramatics Club in building such special items as a fireplace, new doors, and a French window, which were needed during the year for stage productions. The cabinet had been in one of the rooms, and little cost was incurred in its rehabilitation for club use, other than about two dollars for material and a padlock. The permanent stage props, such as the doors and window, were paid for out of the general fund, since these items would be used for several years by such play casts as required them. Thus it was that at the end of the year, the club found that it had adequate equipment and facilities at a total cost of less than twelve dollars.

Since there were only ten members in the Dramatics Club, the sponsor found that the panel discussion method could be used to good advantage in club activity. Using this method to promote student participation, the group gave consideration to the first goal in its constitution. Two meetings were spent in this, with various individuals making short reports to stimulate discussion. The second phase was dealt with as a work-shop, with the sponsor

illustrating the various phases of production during the next six meetings of the club. The club dealt with make-up, property, play selection, and the major points of each phase were discussed as to the importance of each, and the responsibility for those given each particular phase as their duties.

After this background had been established, the club decided to work with choral reading as their first joint endeavor. This was something entirely new to the students and the community; and at first the students were afraid that the attempt was too new for acceptance without ridicule. Once they had mastered several selections, they were asked to present two of the best in an assembly program. This was done and, to the surprise of the club members, was a tremendous success. Other choral readings were given at a community program and during the intermission of a concert by the school orchestra.

The club next turned its attention to the selection of a one-act play, which could be used in league competition and later in the district competition. In addition to the one-act play, the individual members of the club started to work on special phases of drama. Four members of the club were able to work out such things as a dramatic reading, humorous reading, and standard oratory. No work was done with debate, nor was any special work done with extemporaneous speaking, other than short practices in club meetings to acquaint the members with methods of preparation in this latter type of speaking. Toward the last of the school year, the club presented their one-act play in



league and district competition and to assist the freshmen in a program for the community.

Since the sponsor of the Dramatics Club was the English and social science teacher, it was apparent to her when the club activity caused an increased interest in the work of the formal curriculum. Not only did the members participate more readily in class discussion, but they also showed better preparation for such delivery. Two of the members were noticeably more critical of the plays and prose covered in regular English class work. This increased awareness of correct speech and delivery was apparent to other instructors also.

The Dramatics Club will have more members this next year because of the interest that has developed among non-members as a result of club activity. As a result of this increased membership, the club program will become a bit more ambitious. At the present time, members have plans for the preparation of individual numbers for district competition at least; and it is hoped that some of them will receive a rating high enough for their entrance in the state competition. With the prospect of more members, a more ambitious play program has been tentatively planned, with the program now set up with the view toward the presentation of eight one-act plays during the year at intervals of one month. The public will be invited to attend free, and at the final presentation, the public will vote for the play best produced and presented. The club plans to continue its practice of making a flat charge of one dollar for the service of make-up



for each class production. This will lead to better use of make-up materials and less waste of class funds.

Through the one-act plays, the staff hopes to obtain a fairly accurate concept of the philosophy of the community with regard to plays and then, will be able to go on from there in future plans.

A tape recorder has been purchased by the school board, and among the uses planned for the equipment, it will be used in conjunction with the club activities to give a record of speech mannerisms and to correct and improve the speech of the members. Special use will be made of the recorder when dialect readings are being prepared; and entire plays will be recorded and played back to the cast for better understanding of cues and pauses.

#### The Rifle Club

The Rifle Club had been approved by the faculty as a desirable club which had certain advantages distinct from the other organizations. This type of club gave opportunity for boys who were skilled in the use of a rifle; several of whom did not meet with much success in the regular school curriculum. This opportunity to compete with others of the school for marksmanship honors did much to relieve the problems presented by these few students. Whereas before they had no opportunity to feel that they really belonged to an organization in which they could successfully assume leadership, now the opportunity presented itself in a field in which they had experience and skill; and none

of them failed to take advantage of the chance. Shooting for sport is a national past-time, and one which is participated in by most men regardless of age. Through this type of club, these boys could be given an interest in a use of leisure time which they could use their entire life without feeling that such a pursuit was inappropriate. By means of a rifle club, these boys could be taught the proper methods of hunting, safety, marksmanship, care of their weapons, and most important - sportsmanship. Still another important possibility of this type of club was that it gave an excellent opportunity to stress first aid, especially as it applied to wounds by gun-shot, knife, and serious falls. An excellent article was used for reference by the sponsor, written by James Laing (12, p. 88-91) as a defense of this type of club. Not only did the article stress the safety factors, but such projects as could be correlated with a rifle club and woodwork, sewing, and metalwork classes. It stressed the possibilities of social guidance and citizenship training through such an organization, which points were then used in establishing good public relations in the community with those who were critical of the possibilities of the club.

Organization of this club on a formal basis was delayed for over a month, because there were no other clubs within a radius of fifty or more miles from whom practical ideas could be obtained. The best source of information was found in speaking to a gunsmith in a nearby city. He suggested contacting the National Rifle Association (13) for information on the organiza-

tion of a Junior Rifle Club. This was done and a wealth of very valuable information was received from the Association regarding the formation of a club.

Included in this material was a handbook and information concerning affiliation with the National Rifle Association. The matter of joining the association was discussed by the members of the club, and it was their decision to join as a Junior Rifle Club. The membership fee was five dollars, for which the club received certain privileges, a beautiful charter (which was immediately hung in the main corridor of the high school) and a year's subscription to the "Rifleman", a monthly magazine published by the association. Each member received a manual or handbook which stressed proper handling of weapons at all times, the types of ammunition to use, firing techniques, and the various progressive stages which the members of the Rifle Club could attain by their skill in shooting on the range.

With the initial material sent out there had been a copy of the by-laws of a Junior Rifle Club which were adopted by the Club in formal meeting. There was a special manual and sheaf of instructions and suggestions for the club sponsor which are issued for club sponsors by the association. There was no charge for this service, and the manual proved extremely helpful with its suggestions and illustrations for the proper organization and maintenance of a Junior Rifle Club.

Since all of the boys had rifles and would furnish their own equipment and shells for at least the first year, the only

equipment needed was a supply of targets. The companies handling targets of the type accepted by the Rifle Association as correct, sold these targets only in quantities of 5,000. However, one of the students noticed an advertisement in the Montgomery-Ward Catalog which offered the same targets in quantities of 100, which was more in line with the club budget. Enough of these were ordered to last out the year, and the equipment problem was settled.

The matter of facilities for a rifle club was a bit more difficult to resolve. An outdoor range was needed, but it had to be within easy access of the school because of time limitations. For reasons of civic and school safety, the range could not be too close to the village or the school. One of the fathers heard of the situation and came forward with the offer of a site on his land, free of charge, so long as fences were not destroyed or livestock endangered. The club went out to look over the possibilities and found a perfect site just one hundred yards off a maintenance road. The background for the range was a steep bank just about twenty feet high, and there was plenty of room for five firing points well separated from each other. One member brought out a tractor and mower and cut all of the weeds and grass from the range. Another member's father donated 2 x 4's for the target holders. Two members assembled an excellent target holder arrangement, and another member painted position numbers above each target position to assure accuracy in choice of target. By such generosity and coopera-



tive endeavor, the facilities cost the club nothing.

While the club had been awaiting the material from the National Rifle Association, it had elected officers and organized itself along the regular club lines. In addition, the members were given instruction by the sponsor in the proper methods of handling weapons on the range. They were also instructed in how to assume the various firing positions, as taught by the U.S. Army, and how to use their rifle straps for more secure rest and accuracy.

The need for certain precautionary rules for common safety on the range was discussed by the club, and certain rules resulted. It was made a secondary ruling that any club member found guilty of violation of one of these rules was to be dropped from the club for the remainder of the school year. (This secondary ruling never had to be used!) The rules set forth were as follows:

1. Rifles are to be empty at all times except when in firing position.
2. Rifle bolts are to be open at all times when rifles are being transported to and from school and the range. Automatic rifles may be brought; but a wooden block must be inserted in the breech during any transportation to make certain the action is open.
3. Automatic or repeater rifles will be allowed on the range but can be loaded with only one shell at a time when in firing position.
4. Members on the firing point, ready to fire in turn, are to hold rifles with the butt of the rifle resting on their hip and the muzzle pointed up and forward at an angle of at least forty-five degrees.
5. Members not on the firing point must stay at least five yards to the rear, with the action of their rifles open and chambers empty.



By strict adherence to these rules there was never any "near-accident" or occurrence of any kind which necessitated dropping a member from the club. It was the common discussion of the need for such rules, with a complete understanding by each member as to why even the best marksmen adhered to such rules, which the sponsor believes was responsible for this record. The sponsor and faculty in general were very happy to hear from the townspeople that the students had abandoned their past practices of walking through town with rifles loaded when they went out hunting on week-ends and after school. Another improvement in attitude and action was brought about by stressing the fact that good sportsmen never wilfully damage property with rifle fire. This had the effect of stopping malicious breaking of wire insulators and signs along the roads around the village. The change in attitude by club members brought about a like change in the attitudes of the grade school boys, who learned that the older boys did not take kindly to actions that were out of keeping with club practices.

Community reaction to these active indications of the influence of a phase of the activity program was very favorable. The operator of the local telephone exchange was the first to notice the change, since he did not have to replace any of the glass insulators which supported the telephone lines. Parents of club members were grateful for the change in actions and attitudes, and several mothers spoke of their peace of mind which was now possible because they saw their sons handling rifles as

they had been told. All in all, community approval was made obvious to the sponsor and staff when these marked changes in student behavior were noted. The club members were told of the praise, and this added to their determination to abide by the club rules.

After receiving the club materials from the National Rifle Association, the club organized teams with a team captain over each. It was the duty of these captains to see that members of their team did not wander about the range while firing was going on, so as to distract the attention of those firing. These team captains also were made responsible for the records of their teams, collected the targets, and brought them to the recording desk which had been put together and brought out to the range by two members of the Woodwork II class.

Joining the National Rifle Association was an excellent method of keeping alive interest in the club and promoting better skill in firing. The association has a plan whereby the club members fire to qualify for various grades. These grades have to be achieved in a certain order which becomes increasingly difficult to attain. Once the members saw the medals and brassards which they could win the right to wear, their attention to such details as strap tension and "trigger squeeze" increased over-night. Many a member, who had felt that he knew all there was to know, suddenly started asking team mates or the sponsor to watch him for such things as jerking, blinking, or other details of firing. The fact that these awards have

quite a range of achievement helps to keep interest alive for a long period. In addition to these awards, the members know that, should they really become proficient in firing, there is always the possibility of going to a national or regional meet to fire in competition either individually or as a team.

Due to the mild winter, the outdoor range was used until after Christmas. After this could not be done, the members asked that they be given a course in First Aid. The McConnell Health Maps were used as visual aids to show the main arteries and veins, and the location of "pressure points" was stressed by the sponsor. Since the sponsor of the club had been a medical corpsman for almost four years in the army, the series of first aid lectures and demonstrations were made extremely practical, based on actual experience with various types of wounds. Occasionally, when lagging interest was noted, a few incidents of the war were related, and interest quickly revived. The club was taught how to make splints from various materials, and members were shown or told not only what to do but what not to do in certain cases. The treatment for shock and stroke were also covered, and some simulated cases were made to "happen" on the range when the spring weather made it possible for the club to use the outdoor range again. In addition to these activities, a series of four films were presented. One of these was on first aid, two on safety precautions in the field, and the fourth on the National Rifle Meet. The film on first aid was obtained free from Association Films (9). The safety films were obtained

through the National Rifle Association (13) for a charge of \$1.50 each. These were excellent films, both in technicolor, and they showed much of interest along with the safety factors. The film on the National Rifle Meet was produced by Remington Arms Company, so it had a bit of advertising, but this was kept at a minimum. The film was obtained through Modern Talking Picture Service, Incorporated (14), for only the postage charges.

Club activity for the remainder of the school year was devoted to individual firing for qualification for the various awards of the National Rifle Association.

Future plans for the Rifle Club include plans for an indoor range. This will be installed in the gymnasium at the high school. Only two firing points will be used, and target holders are to be of heavy gauge steel "baffle-traps." No repeater or automatic rifles will be allowed; and the two rifles to be used will be kept at the firing positions at all times, so as to minimize the chances of accidental discharge while walking around or assuming the firing position.

The club plans to remain in the National Rifle Association and hopes to stimulate other schools in the area to form rifle clubs; so that local competition can be obtained. It is also planned to make use of a suggestion by the association to secure the services of the Department of Civilian Defense in obtaining some single-shot .22 calibre rifles which would be on loan from the Department. These rifles would then be kept in the building under lock and key; so that club members would not be re-



quired to transport their own rifles to and from school on club days. This practice would help avoid delays incurred because members forgot their rifles at home.

Certain safety factors will be stressed each year to all members, and new members will be given additional information at separate meetings. In like manner, certain first aid methods will be reviewed each year for all members; and then while the old members are using the indoor range, the new members will be given the complete course in first aid treatment, including the films previously shown.

More complete plans are being prepared in advance of the coming school year; so that when inclement weather restricts the use of the out-door range, the members can go ahead with other projects, such as making cartridge blocks to hold shells on the range, straightening sights, aligning sights, and several other projects, which have been suggested through the "Rifleman" and other articles noted during the school year.

To overcome the handicap of no local inter-school competition, team and individual matches will be held within the club.

### The Hobby Club

One of the advantages of a club program, mentioned previously in this paper, was the possibility of teaching students the worthwhile use of their leisure time. When a Hobby Club was proposed by one of the students and then received a large number of signatures, the faculty was happy to approve the club for the



primary reason stated above. Through the door provided by such a club, the students could strike out in whatever direction they chose in the selection and pursuit of a hobby, uninhibited by curriculum restrictions. Exploration of the hobby field in an informal organization would provide assistance, when the students needed such help, and would afford the students the use of various pieces of equipment not available to them in their homes. Special advantages offered by this type of club included the values of success experience to members who possessed skill in construction, dexterity, and imaginative use of materials plus the possibilities of increased self-direction and initiative on the part of members. This last advantage could lead to the development of special abilities, which naturally would increase the potential good which the school could do. Several other probable advantages could be mentioned here but would only be repetition of the general advantages stated in the Guidepost section.

Once the club had been approved, the sponsor and administrator considered the type of organization which would best fit the needs of the club. It was decided that, since the club would be extremely diversified in its activities, formal organization would be limited to the election of club officers, who would serve in their capacity when need for group discussion and action arose.

The constitution for the club was very brief, stating its purposes as follows:

1. To promote the exploration of all fields of hobby activity.

2. To promote the worthy use of leisure time.

This lack of formality in organization was not felt to be a handicap, since the purpose of the club was to provide the situation and time for exploration and to allow inter-stimulation by diverse pursuits in a group situation to arouse interest in many activities in the hobby field.

Provision of equipment for the club was difficult, since neither the sponsor nor the administrator had any idea as to what branches of activity would eventually be explored by the club members. Consequently, it was decided to allow club members to use all hand and power tools that were available in the woodworking department; and that, as the need for other tools arose, they would be purchased either as a part of the regular equipment or would be obtained by the individual who needed the tools for his hobby. This policy worked out very well, since only one student found it necessary to obtain a tool not already available. This was a special carving tool which cost the student less than a dollar.

Because so much of the activity would eventually use hand and power tools at one phase or another, it was decided that the club should be given two rooms for use as clubrooms. One of these rooms was the regular woodworking room, which had all available power and hand tools at hand; the other room was the paint shop, directly below the woodshop, which had table space and

floor space for projects not requiring hand or power tools. After the industrial arts instructor had cleared out the accumulated debris in the original paint room, a new wall was run east and west through the room. This new room was entirely adequate for use as one of the club rooms and still would be available for use as the finishing-room in the regular shop courses.

The provision of equipment and facilities for the entire year's work for the club cost the club and school nothing. The only costs incurred by the members were for individual material which varied according to the project or hobby undertaken.

Since club activities were so diverse, no progressive stages were applicable to the entire program. However, club members were encouraged to undertake only minor projects in line with their interests at first; so that no major outlay for material would be involved should the student then lose interest. Thus it was that club members, engaged in wood turning, first made a simple lampbase and then went on to more advanced lathe projects. Those interested in wood carving started with jewelry boxes, simple trays, etc., made out of cedar scraps left over from the Woodwork II cedar chest projects. Other members worked with cut-out knick-knacks requiring a minimum of cost for materials. An excellent film on soap sculpture was obtained from Association Films (9) for no other charge than transportation, but the suggestion did not arouse any interest in club members.

It was not expected that this type of club was to stimulate curriculum interest; but the sponsor did note that students who

were only in Woodworking I learned much which would be of assistance in the second year of woodworking; and in addition all of the members took more interest in such things as maintenance of tools and how to sharpen and use hand tools which they had limited opportunity to use in the regular class work projects.

Future plans for the Hobby Club show that the club members plan to undertake more ambitious programs in line with interests already developed. It is planned to purchase a tool set which is used to carve and grind various designs. A part of this set provides the equipment for making etchings on various materials; and a new type of material will be made available to the members when sheets and blocks of plastic are purchased by the general fund and will be individually purchased as needed by the members. Three present members have asked to begin model airplane construction next year; and though this will be kept simple at first, it is hoped that their interest will eventually develop into the construction of gas powered models. Inquiry is being made of one of the Veteran Rehabilitation Centers in order to obtain information on the techniques and types of "chip carving." At least one member has shown extreme interest in this type of work; and in consequence of this, all of the available information which the sponsor can obtain will be present for the use of this member during the next school year.



### The Camera Club

Proposal of a Camera Club was approved by the faculty, because it was felt that here too there were opportunities through which the students could learn worthy use of leisure time. Though this club would actually be in line with the Hobby Club, it was to be in a special field which required special facilities and members with special interest. In addition to training students to better use of leisure time by giving them a hobby, this club had the additional advantage of promoting interest and training in a field which did not have regular sources of trained personnel to fill the ranks of the profession. Two photographers in nearby cities were very enthusiastic over the possibilities and offered to hire any club members for part-time work while they were still in school; and one offer was made to hire a graduate for full-time work in a studio. In addition to this advantage of offering the students training in a field not covered by the school curriculum, training which would fit them for a job, the faculty was of the opinion that a camera club would stimulate school spirit and community interest by having photos of school activities to aid such developments.

While there were many possible advantages which could be noted, there was no doubt that the major reason the club was promoted was because of its possibilities as a hobby. Photography is a respectable hobby or profession, which combines art and science in a way that is simple enough for the average per-

son to become good at it; yet it has possibilities complex enough and fascinating enough to hold individual interest for a lifetime. An interesting article along this line of justification was written by Tant (15, p. 117-118) in which he stressed the fact that photography is an ideal hobby for all ages, as it can be pursued the year around and produces tangible enduring evidence of the effort expended. Photography is recognized and used in all areas of our social and economic life, and having this as a hobby removes one of the main handicaps to its wider enjoyment; i.e., the inexpensive possibilities of doing enlargements alone cuts the cost of an 8" by 10" from one dollar to seven cents.

While the sponsor was an amateur photographer, he had had no experience with the organization of a camera club. A letter was written to the Public Relation Department of Eastman Kodak, Rochester, New York, in the hopes of obtaining this information. Full information on organization of a club was obtained by return mail through a special department maintained by Eastman Kodak, The Camera Club and School Service. This information was contained in a special booklet (16), giving detailed information on how to form a club, a model constitution and by-laws, suggested activities, and detailed information on facilities and darkrooms. In addition to this information, many free booklets on various phases of photography were included, and these later proved invaluable as reference material for club members.

Club members examined the model constitution sent them and

adopted a constitution patterned on the same lines, with the objectives of the club as follows:

The objectives of this club shall be to foster interest in photography among the students of Raymond Rural High School, to provide them with a useful as well as interesting extra-class activity, to promote the exchange of ideas, exhibitions of photographs, and contests, and to help improve the photographic work of the individual members, and finally, to provide a means of keeping a permanent record of the student and faculty activities, sports, etc.

#### Raymond Camera Club

In the matter of facilities for such an organization as a Camera Club, the school plant was, at first glance, thought hopeless. However, after one of the two small supply rooms, adjoining the science room on the upper floor of the building, was cleared of miscellaneous stored items, a small sink was exposed. This was the first lead to the possibilities of the supply room as a future darkroom for club use. The south supply room contained the equipment for laboratory work in science, and the north supply room had large shelves on both walls and was the one that contained the sink. Both east and west walls of this supply room had been so filled with shelving that only a narrow aisle remained in the middle of the room for floor space. The shelves were not used as completely as possible; and by planned allotment of space on the east section of shelving, it was found that the west section by the sink could be removed completely. After removal of these shelves, a large portion of the room was then available for use as a darkroom, while still leaving adequate space for storage of commerce supplies. One

large table with three small light-proof drawers was constructed out of a discarded primary table, at a cost of about two dollars for material. This table then extended along the west wall and fitted snugly into the sink base. The remaining wall space was used for another table, constructed to fill the entire space between the sink and the east section of shelving. A multiple wall socket was installed twelve inches above the middle of the large table on the west wall. This was to be the outlet for the printer, enlarger, and darkroom light. This supply room and the science room were then turned over to the club to use for their headquarters during their activity hour. The science room was adequate, since it had two large laboratory tables which could be used as work space when mounting, trimming, and retouching work was planned.

After finding adequate facilities for the club, the next problem was that of finding or buying equipment. It would have stopped the organization if the students had had to start all purchasing themselves, and to their assistance came an understanding school board. When the problem was brought to their attention, the school board approved the use of funds from the instructional fund for purposes of purchasing such equipment as was thought essential to club activity, although they requested that the total sum be kept within fifty dollars if possible. To make this amount reach as far as possible, the club spent two club meetings discussing the various pieces of equipment that might be needed. To obtain ideas on the types and costs of var-



ious pieces, several catalogs had been obtained. The best of these was found to be the Montgomery-Ward Catalog on Photographic Supplies since the club members could see pictures of the items and study their merits and prices. The final choice of materials and their costs were as follows:

1 Developing Outfit	\$ 9.45
1 Bottle Ferrotype Polish	.29
1 Print roller	.49
4 Amber glass bottles (2 quart size)	1.39
100 Sheets, #1 contact paper	.94
300 Sheets, #2 contact paper	2.82
300 Sheets, #3 contact paper	2.82
100 Sheets, #4 contact paper	.94
6 Packages of developer	.81
	<u>\$19.95</u>
Postage	<u>1.05</u>
Total cost	\$21.00

The developing outfit included a developing tank, three trays, print box, thermometer, two film clips, two pairs of plastic tongs, safelight, blotter book, two packages of developer, twenty-five sheets of #2 contact paper, one-half gallon of Hypo, and a book on developing processes. The paper ordered was all of one size, 2 3/4" by 4 1/2", since this is the most common size for contact work and would adapt itself to use with many different film sizes.

After receipt of the print box ordered with the rest of the equipment, it was found to be very inconvenient to use; and the sponsor suggested that the club build one patterned after an old one contained in his personal equipment. This was done as a club project, and the finished article compared favorably with the machine-made article, was much more convenient to use, and cost

only forty-five cents to build. To round out the equipment, the club purchased the book "How to Make Pictures", put out by Eastman Kodak, at a cost of seventy-five cents. Thus the total cost for all equipment and facilities for the initial organization amounted to less than twenty-five dollars. The school board was pleased with the economical manner in which the club had solved its problems; and the club members were happy with their choice of materials with which to work.

During the first few meetings, the club members discussed the use of a camera, lighting, and good photo composition. The sponsor demonstrated the principle of lenses and light waves, using light wave equipment and blackboard sketches. After the equipment had been ordered, the club spent the intervening time constructing the print workspace, installing shelves, and miscellaneous items in the darkroom. When the equipment arrived, the club members installed the various pieces of equipment and made up the solutions for processing the films and prints. Only one demonstration of the mechanics of film processing was necessary, for the intense interest of the club members caused them to give the utmost attention to developing and printing procedures. The remainder of the first semester was devoted to developing and printing various pictures which the students took. Some of these pictures were pictures which had been taken as a group activity, with study of the various factors considered important in good photography; others were snapshots which the students or their families had taken outside of the school.

With the beginning of the second semester, it was time to consider the addition of an enlarger to the equipment. This addition had been discarded as too ambitious an undertaking when the club was first organized, since the board hesitated about donating funds for the purchase of such an expensive piece of equipment. Especially was this true when they were first approached at the time of organization, since they were not sure that the club was going to remain in existence. By the second semester, it was apparent that the club would continue in operation and that student interest was at a high peak. Rather than again ask the board for funds, a long-term loan was arranged with the athletic department, so that the enlarger could be purchased immediately. The loan was to be repaid by the club as the members were paid for such items as pictures for the annual, which amounted to a considerable sum, and other photo work for the school and students. When it came to the actual choice of an enlarger, the sponsor advised the members to strike a happy medium in the price range and to watch out for the need of additional items when making the purchase. The final choice was a Federal Enlarger, Model 279, which had many features to recommend it to a high school club. Operation of the enlarger was simple; the parts were sturdy and gave a maximum amount of range for the amount of money invested. The enlarger had good condensers and aperture adjustment. The most important feature which was considered, was the fact that this enlarger required no additional holders for the various sizes of film. This had

been a major handicap in considering the other enlargers in this price field, since some of the additional holders cost five dollars each. A club needs an enlarger which can be used with film ranging in size from 35 mm to the  $2\frac{1}{4}$  by  $3\frac{1}{4}$  size, and a good deal of money would be invested in equipment if a holder for each size were purchased. The total cost of the enlarger and a large 9" by 11" easel for holding the paper was \$60.39. Because the possibilities of enlarging were so vast, the club experimented first with small section enlargements; so that small pieces of enlarging paper could be used to advantage during the primary stages and thus keep the costs per pupil down. Club members were required to pay a small fee for the paper used, except in those cases where print work was done for the school or some class and a charge was made. The student received one-half of this amount for doing the work, the remainder going to the club to take care of the enlarger loan. The remainder of the school year was spent in training the students how to select portions of prints for enlargement, and in giving them experience to improve the quality of their enlarging work.

The work of the club has stimulated interest in certain of the formal courses offered by the school curriculum. Whereas it used to be typical to hear a student ask "Do I have to take General Science?" or "Do I have to take Physics?", it has developed to the point now where members of the club ask "When can I take General Science, etc.?" This is an active indication of how this type of organization can stimulate interest in one



or more phases of the formal curriculum.

It was acknowledged by all concerned that this club had proved of value to the members and to the school as well. Not only had the members picked up information on an interesting hobby, but one member found the field so interesting as to decide to make it a vocation after school. This student was especially adept at enlarging work and showed so much interest in photography that the professional photographer who came to take the annual pictures offered the student part-time work immediately. Although this could not be arranged, it was possible for arrangements to be made for summer work. The school will benefit by having a club capable of handling various photographic assignments to stimulate community interest in sports and other school activities, and the student body will benefit by having a group trained to assume the duties of photo work next year for the senior annual and to fill individual requests.

Future plans for the organization include the above features; and in addition to doing school work, some members have asked if they might use the club facilities to earn extra money by doing local work for their friends. Since all work now has to be taken several miles to turn in to a shop, or mailed out, the possibilities of such a function are being taken into consideration.

Because photography offers so many interesting fields of specialization, future plans can only be general. It is planned to give the members more training in enlarging, teaching them

how to do "vignetting" and how to "dodge in" heavy areas. Some types of trick photography will be dealt with; and though it was only mentioned by the sponsor once, the students have shown an interest in the art of "table-toppery." This offers many interesting possibilities for next year.

With this increased training and skill in retouching and enlarging, it is planned to start experimenting with the various types of portrait paper and finishing processes. A new process soon to be on the market will offer opportunity for the students to learn color refinishing in a much more simple and cheap manner than is now possible.

At the first of the next school year, a series of lectures with accompanying slides or film-strips will be shown to any new members and to the old members, if they desire review. These lectures and slides are put out by the Camera Club and School Service Department of Eastman Kodak (16). They are available free upon request and include all primary phases of photography, together with more advanced treatment as desired. These could have been used to good advantage this year if it had been known they existed, especially in the case of the "How-To-Do-It" series of three, including "How to Develop a Negative", "How to make a Contact Print", and "How to make an Enlargement." Each of this series is composed of a short lecture, which can be given by a student member, and a film strip to illustrate techniques covered in the lecture.

### The Radio Club

This club was accepted and approved by the faculty, because it offered a major advantage of training students in a vocation which had no regular source of trained personnel. In addition to the general advantages which have been mentioned previously, several special advantages were potential results of this type of club. First, the members would be able to explore any special area of interest within the large field of radio, without being hampered by the formal curriculum. This exploration would in turn tend to stimulate interest in the science phases of the formal curriculum; since it was certain that when the members came up against various portions of radio theory, they would find reason to want to learn more about the principles involved. Another advantage was that the members would be in a group engaged in like activity and would stimulate each other to new exploration and interests. Finally, any student possessing special aptitude for this type of work would have a chance to discover the aptitude and to develop it.

Various methods of organizing the club's activity were discussed with radio repairmen in surrounding cities. Some suggested a rigorous course with lesson plans for each meeting; others suggested making the club a project to teach the Morse Code and telegraph communication methods; and still others suggested programs so complex that the sponsor could not possibly have covered the ground or been prepared to really sponsor the club because of inadequate training. It was finally decided that

the club members should organize along formal lines in a simple manner, for purposes of group action on such matters as might require a club decision, would have a simple constitution, and would start at the very foundations in theory and construction. After such organization, the constitution, as finally set up by the members, had these goals stated:

1. To promote understanding of the theory of radio construction and operation.
2. To promote interest and skill in radio as a stimulating hobby and a profitable vocation.

It was a relatively easy matter to supply facilities for the club, since the science room was not used during the activity period when the radio club met and this room had two large laboratory tables which would be used for construction work. In addition, the south supply room had adequate shelving for the storage of radio materials and equipment, once accumulated debris was cleared out. Beside this advantage, the science room was the only room, other than the home economics and woodshop, which had wall outlets to which the soldering irons could be attached. Since the home economics room had no storage space and did not lend itself to use as a radio clubroom, and the woodshop was used during the radio club period, the science room was the only logical selection.

Choice of equipment was a difficult problem to meet. The school board again came forward with an offer to divert fifty dollars for use in purchasing tools for the club. However, the



sponsor was hesitant to purchase hand tools until the club membership had become fairly stable. While the membership was in a state of flux, the sponsor talked with several radio repairmen with a view to establishing which tools were an absolute necessity in a high school club. The tools finally decided on were as follows:

Small-nosed Drake solder iron	\$ 2.35
6" long-nosed Kranter pliers	2.50
6" Kranter cutting pliers	2.15
10" insulated screw driver	.75
Solder and solder paste	1.90 (This was enough for all)

A great deal of money had been saved by waiting for the membership to become fixed before purchasing tools. Eleven boys signed up for the club at first; but when they were told that the club would mean work and the expenditure of some money, seven boys dropped out of the club, leaving four interested members. So, four sets of tools were ordered, at a total cost of \$32.90. It was decided that purchase of equipment, other than the hand tools, would be unnecessary until it was seen that the club would be a permanent organization.

While discussing the organization of the club and selection of tools with the various radio repairmen, the sponsor had asked for any old radios which could be sold for a small charge. Ten radios were picked up before the club was formally organized, and the cost for all ten totalled only \$2.50. These ten radios then formed the basis of material from which it was planned to salvage

parts while teaching the students to identify the various parts and to check on methods of connecting these parts. During the year, more such radio sets were obtained by the members at various prices, none of the sets costing more than one dollar complete.

Activity of the club was first organized with a series of lectures on radio theory. This was done in simple fashion to acquaint the students with fundamentals which they would contact during the first year. To supplement these lectures, a series of five films were obtained through two agencies; three from Association Films (9), on the theories and uses behind the electron, the vacuum tube, and transmitting and receiving radio signals; the remaining two films were obtained from the Department of Commerce, through a branch office in Kansas City, Missouri; these dealt with the technique of code sending and receiving, and the theory and method of such communication. These last two were excellent films, but did not arouse any interest of lasting importance in any of the club members. It was felt that the films in general had been scheduled for the wrong time of the year, since they came within two months after inauguration of the club; and the members had not had any opportunity to run up against questions on the topics dealt with in the films. Consequently, they got little out of the films, and the entire concept had to be dealt with again in club periods later in the year. If these films had been scheduled for the first part of the second semester, it is felt that much more good would have been gained through their use.

After the films and lectures were completed, the club members started to salvage radio parts from the ten radios previously obtained. Small storage bins were constructed to fit the shelves in the south supply room. Into these small bins went the small parts salvaged by each club member. Since it was necessary to store the parts correctly, this made it necessary for the members to learn the color code for parts so labeled and to learn to identify the different types of condensers, resistors, etc. Parts which were known to be completely obsolete or unmarked were discarded immediately to reduce the storage space required.

After salvage operations had been completed, the club members were eager to start on construction work. To start the program of construction as cheaply and simply as possible, it was decided to begin with crystal sets using headphones. Though these were not true radios, they did demonstrate certain fundamentals which were thought important. Furthermore, the entire cost of each set, complete with headphones, came to \$1.65 for each member. The headphones were surplus from the armed services and were in good shape. The sets were constructed, and the members were able to pick up stations within a fifty mile radius. The very inadequacy of these sets, in selection and volume, made a perfect springboard for the sponsor to demonstrate why the crystal sets were inadequate and just what a more complex set, using one or two vacuum tubes, had to offer in the way of better reception. The best source of material on sets, ranging all the

way from one-tube and headset receivers to eight-tube super-heterodyne receivers, was contained in one of two books in a set called the "Radio Library", published by Popular Science Publishing Company, 353 Fourth Avenue, New York 10, New York. The complete set cost \$2.98 and was well worth the price, in view of the plans and diagrams presented. Though there are doubtless other books, this was the only set found by the sponsor which offered progressive stages of radio construction in fairly complete detail, yet simple enough to be understood by the average high school student. To assist the students and sponsor further in research matters and choice of material, the club purchased the American Radio Amateurs Handbook through the Amateur Radio Equipment Company, 1215 East Douglas, Wichita, Kansas at a cost of \$2.00. This volume contains complete information on theory and practice in radio work, plus much detailed information on tube uses and various circuits.

This primary phase of construction moved very slowly at first, since the members were undecided as to what they really wanted to construct. Discussion of the possibilities and costs of the various sets was felt to be an important lesson for the members; so they were not hurried in this matter. Once the decision was made to start on construction of a simple two-tube headphone set, activity reached a peak quickly. Club members, working individually, constructed "circuit checkers" at a cost of fifteen cents; and these proved adequate to check the condensers which had been salvaged. The checkers were made by con-



necting two flashlight batteries in series, with one lead soldered to the bulb and then continued to a flexible wire soldered to a tube socket "jack". The lead coming from the base of the primary cell was likewise connected to a flexible wire and jack; and when the two jacks were touched to the terminals of a condenser which was shorted internally, the direct current would pass through and allow the bulb to light. If the condenser were in working order, the direct current would be stopped and the bulb would not glow.

Though time was lacking to finish the two-tube sets, it was noted that club activity had done much to stimulate interest in certain of the formal courses offered by the school, notably in the science field. The members were eager for the next year of school, at which time they could take general science and undertake activity in fields related to electricity and magnetism. The most striking benefit was noted in the attitudes of the members regarding their self-expression and general interest in the school as an activity of which they were a part. One student in particular achieved a great deal of success in the radio club; and this student gained so much confidence from this that the instructors in the school noted an increasing participation in class discussions and in the student's ability for self-expression. If for no other reason than this, the radio club had been a success; for this particular student had been considered a problem earlier in the school year, because of his shyness and lack of confidence which kept him from participating in and be-

longing to any student group.

Future plans for the club are varied, according to the interests of the members. More equipment will be purchased, because it is now becoming necessary to advanced work; and the club has demonstrated its permanence. The first piece of equipment will be a Volt-Ohm Meter, used to check the condition of various parts of a radio set. It is hoped that the club will eventually possess a tube tester; so that the students will be able to cull out good tubes when doing salvage work and to check tubes when sets are being repaired. More advanced sets will be undertaken, at rates to be determined by each member's proficiency in construction. Plans are also being considered for the construction of a two-way audio system for intercommunication purposes between some of the rooms of the school, though this will be used only if individual construction is halted by lack of funds. One member plans to specialize in "trouble shooting", since he has been offered employment by a radio shop in a nearby city after graduation.

#### Publications

The only publication which had been maintained by the school was the Senior Annual. This was of the historical type, presenting the events of the year, though stressing Senior Class activities, will, etc. For one or more reasons, interest in the annual had gone downhill. The previous annual had been distributed one week after the close of school, had sold very few cop-

ies, and had brought a deficit to the class sponsoring it. The faculty was of the opinion that much benefit could be derived from a senior annual; but that steps would have to be taken to bring this phase of student activity to its proper place in the year's program. The apparently haphazard manner of production could not be continued, if the annual were to act as a public relations factor and stimulate school spirit and pride.

Once it was decided to continue with the practice of issuing a senior annual, the faculty pledged its cooperation in helping to stimulate student contributions and interest. Since the main responsibility was to be left in the hands of the senior class sponsor, the faculty made no specific plans for its make-up but did volunteer ideas for improvement. It was agreed by the staff that the three following qualities were desired in the publication:

1. Originality in every possible phase of publication.
2. The annual was to represent all clubs and groups of students.
3. The annual was to be the concerted effort of the student body.

Study of the situation indicated that finances had been at the root of the difficulty; and research by the sponsor and administrator brought to light certain points which seemed to substantiate this view and explain why the annual had become such a mediocre production. Past administrators had shied away from undertaking the annual as a profit making enterprise, because of

time difficulties in obtaining advertisements in sufficient quantities to pay the costs of publication and covers. In attempting to avoid such deficits, they had contracted for the work to be done by companies who specialize in publishing a small number of annuals in return for all of the advertising money. This in turn had voided considerable student interest, because the students felt that they were not going to make any profit from the enterprise to justify the outlay of considerable time and effort. It was unfortunate that this mercenary aspect had gained such headway, since this meant that the students, to be dealt with for the present publication, were well indoctrinated in this same type of philosophy.

While it was not the intention of the sponsor or administrator to make the annual a source of large income, it was felt, that if the student body could realize some definite profit from the undertaking, they would take a greater interest in its preparation. The problem then revealed was to find some way to realize a probable profit in sufficient quantity to justify changing the methods and continuing in production. Inquiry among the students showed that the company contracting for the work in the past had done so in exchange for all advertising money and had sent in "high pressure" salesmen to represent the school in collecting advertisements. These salesmen, over a period of three years for which records could be found, had collected an average of \$165.00 with one day spent in the territory. It was agreed that, if these salesmen could collect such a sum in only one



day, student solicitation over a longer period would result in equal or greater returns. In addition to this, it was the opinion of the administrator and sponsor that such a practice as having salesmen from the company solicit advertisements did very little to assist in establishing good public relations with the business men of the vicinity. Often these salesmen placed the merchants in a position in which they felt that they had to contribute; but unwillingly, and these individuals were consequently antagonized. The salesmen were interested only in the amounts they could collect in as short a time as possible; whereas the school authorities would wish the collections made in a manner conducive to friendly future relations. A further shortcoming of this past method was disclosed when inquiry among administrators in the area revealed a potential danger which had damaged at least one administrator's reputation. The danger was that, after the salesmen left, the only record the administrator had been given was a typewritten sheet, listing the contributors. The absence of receipts made it difficult to explain where the money had gone, what had been obtained for the money paid, etc. This one administrator had lost his position and had to leave under suspicion in the community that he had used some of the advertising money for his own purposes. It was agreed by all concerned that the possibilities of such an occurrence were to be avoided; and since the responsibility for the money rested with the administrator and the sponsor, regardless of the method used, then it would be to their advantage to actually see to such

collections and deposit the funds in the activity fund.

This decision did not resolve the problem, since it was then necessary to seek a company which would publish a limited number of annuals for the school at a reasonable rate so that a profit could be made. Such a company was found, and, in response to a request, a representative of the Inter-Collegiate Press, 615 Wyandotte Street, Kansas City, Missouri, called on the school. This company specializes in publishing annuals for small enrollment schools at a set rate, determined by the type of cover chosen by the class sponsoring the annual. Stimulated by the faculty's interest in the matter, the students chose a plan which gave them one hundred annuals for \$165.00, with the additional option of converting fifty of these to a more expensive type of cover if the advertising collections justified such action. One reason that it was hoped such a decision could be made was that the special cover would encourage student pride and interest in the annual.

Upon receipt of the material for composing the pages of the annual, which was to be processed by the "off-set" method, the students of the sponsoring class were ready to start soliciting advertising. To assist the students in their project and build student interest for the following year, the administrator and sponsor decided that at least one would go with the students in all soliciting. This was also done to lend credence to the fact that the students were actually sponsoring an annual and were authorized solicitors. Printed advertisement contract books

were supplied by the company, and these were in duplicate so that each advertiser received a copy as a receipt of payment for the advertisement. The students were given a short talk on courtesy as representatives of the school and were instructed in the fundamentals of salesmanship to increase their chances of selling advertising. The first day of collection showed total returns of \$65.00; the next day's soliciting showed \$55.00; and by the time that the potential area had been fairly well covered, the total returns were \$308.00.

This total amount then justified senior class action regarding a choice of more expensive covers. They voted to obtain an unusually novel cover, having a special cut of the "Bulldog" mascot of the high school in the school colors on annealed felt. The other fifty annuals were to have the regular pressed paper covers. This meant an additional expense of \$55.00 in the original publishing costs. The fact that the students could not plan to sell more than fifty of the more costly annuals left the other fifty as a bonus to be given plausible consideration. The suggestion was made that these be given to advertisers to pave the way for better relations and better sales of advertising the following year.

Advertisers' rates were kept as reasonable as possible, in comparison with other school rates in the area. Rates were as follows: eighth-page ads - \$3.00; quarter-page - \$5.00; half-page - \$7.50; and full page ads - \$12.00. One excellent suggestion made later which resulted in the saving of several dollars

for additional copy pages, and the collection of \$37.50 for additional advertisements, was that the local merchants would like some special type of arrangement of their advertisements; something to give them a prior claim to attention over the advertisements of their distant competitors. To offer something special, it was suggested that the local merchants sponsor each class and activity page, for some reasonable rate for the full page. This arrangement was offered to the local merchants, giving them a "by-line" at the bottom of each such page, at a set rate of \$7.50 per page. Several merchants in the village took such an advertisement, and the business manager was thus able to show an increased revenue without increase in the number of pages needed for the annual.

In the meantime, work was being pushed on the various page projects for the body of the annual. Each class was given its own page to compose, and various students were made reporters for the different non-class sections. Because of the tremendous amount of time which would have been involved in setting up each of the advertising pages, a suggestion was made to contact the various job printers in the area and receive quotations for costs of setting up the dummy pages and running off the page to be sent in for the off-set work. One printer was found who would set up the entire page and run off the work for a flat rate of \$2.00 per page. This was accepted, since the amount of hand work necessary was tremendous in view of the few students available for such work; and in addition, the pages would have that



professional look, with which the advertisers would be pleased. The printer was also asked to run off a few extra pages of each advertisement; so that the students would, in following years, be able to use the same cuts for their dummy pages if they sold to the same firms. This would result in no additional cost to them and a considerable saving in time. Most printers would do this little bit of extra work for little or no extra charge, which was the case here. The final cost of having this advertising lay-out run off by the printer was \$22.00, which was felt to be extremely reasonable. Of course, these decisions had been held off until it was seen that the soliciting was going to give a definite profit and that, for good future public relations, such additional items could be included in the budget.

The number of pages in the annual were limited to twenty-seven by the contract, and it was found that this would not be enough, because of the number of activity pages included for the first time in this annual. To have obtained the extra pages from the company by the off-set method would have meant paying the company an additional fee of \$6.50 per page. This was avoided by purchasing blank pages, with the border already applied, at a cost of \$9.50 per 1,000 pages. Then these blank pages were taken to the printer who was setting up the advertisement page. Thus the business manager obtained six additional pages in the annual, which would have cost \$39.50 from the company, for a total extra cost of \$5.70. This difference thus was an indirect profit to the sponsoring class.

Each club and class was asked to pay photography charges for the picture placed in the Senior Annual. This cost was held to exactly what the photographer charged, there being no extra fee for inclusion in the annual. This cost for photography will be cut considerably in the next annual, since the Camera Club now possesses an enlarger capable of doing good work. Not only will the cost be less, but the club will still make enough over a two-year-period to repay the athletic department for the enlarger loan.

One thing stressed at all times during the composition of the annual was that there was a definite deadline to be met, in order that the annual could be distributed before school was out. The deadline was set as the last week in March, since this allowed ample time for the annuals to be completed and returned and still was late enough so that pictures of the various activities in the early spring could be included. This deadline was strictly adhered to, with the result that the composition pages went to the presses and returned in ample time for distribution. When the finished work was returned by the company, the whole staff pitched in to assemble the pages in correct order and insert them in the covers.

Right after the deadline for completion of copy, the senior class started its subscription drive. To assist the students in this, Inter-Collegiate press sent a special copy of the "Bulldog" mascot on felt as it would appear on the cover of the annual. This was in a beautiful frame and was immediately placed

in a place of honor in the main corridor of the school building. The novelty of the cover no doubt assisted the sale of annuals, since every student in the school purchased the better grade of annual; and the final count showed that the staff had disposed of over thirty of these better annuals at a price of \$1.50 each.

Students who had given little attention to the annual and its possibilities, before this time, now became interested when they heard the senior class planning a longer trip because of the proceeds from the annual. The junior class went so far as to sign for the same contract and completed one page during May for the next year's annual, thereby gaining a free page under a bonus offer of the Inter-Collegiate Press.

Because so many new items of expense were introduced in the production of the annual, innovations without precedent, no budget could be made out and adhered to, prior to publication. The final accounting of expenses, revenue from advertisements, and final proceeds, is as follows:

Expenses:

Original contract, 100 annuals	\$ 165.00
Additional contract, 50 deluxe covers	55.00
Total printing costs; 17 pages - \$2.00	34.00
Blank copy pages; 1,000 - \$9.50	9.50
Typewriter ribbon	<u>1.00</u>
Total cost	\$ 264.50

## Revenue:

10 half-page advertisements - \$7.50	\$ 75.00
38 quarter-page advertisements - \$5.00	190.00
14 eighth-page advertisements - \$3.00	42.00
5 "by-line" advertisements - \$7.50	37.50
32 annuals - \$1.50	<u>48.00</u>
Total revenue	\$ 392.50
Less total cost	<u>264.50</u>
Net proceeds	\$ 128.00

Though the staff knew that the publication had many possibilities for improvement, it was the general feeling that steps had been taken in the right direction and much good gained for the school and student body. The project had taken much additional time on the part of the staff, the sponsor, and the administrator, but the finished product seemed to justify all of the effort. In addition to which, the senior class was able to plan a better trip with the additional funds that they gained through sponsoring the annual. Actually the amount of profit could have been larger; but the students were overwhelmed by the amount of money they collected and seemed to lose their original drive once they saw that they had indeed passed the necessary figure for paying publishing costs. They could have been stimulated or asked to work harder at that stage; but they had come so far from the previous attitudes that the faculty did not want to give any of the students the impression that they were being driven. This proved to be an advantage later; in that the next year's sponsoring class saw where opportunities had been missed and promised that they would certainly exceed the records set by



the previous group when their turn came. This timely stimulation through competition was what had been wanted by the faculty for future classes; and thus through the additional effort of this year much groundwork had been laid for the future.

Future plans for the annual are still in their infancy as to further improvements; but one suggestion which will be tried is that of having a "signature page", which will be devoted to signatures of interested people in the community who have no business or product to advertise but who wish to be included in the activities of the annual. The page will be titled "Sponsors of Youth"; and the solicitors will be instructed that any donation will be accepted at time of signing. This idea is not original with Raymond, since it was tried by another school not far from Raymond, and the page resulted in the collection of over \$100.00.

More trick photography will be included as the Camera Club members gain in skill and imagination, since this always appeals to the student members and gives a tremendous boost to the club members whose work is chosen.

Finally, it is planned to have a special event for distribution of the annuals. This will probably be in the nature of a "Signature Dance." This will abolish the excitement which disrupts the normal school day as soon as annuals are distributed, or at least will place it out of school time.

## Athletics

Though athletics receives credit toward graduation and therefore is different from the other activities discussed previously, it has been handled, traditionally, in a manner other than the formal class method. The fact that it receives credit does not imply that it is no longer of an extra-class nature; and for this reason it will be included in this report.

Much of the groundwork for a comprehensive athletic program had already been laid by the instructor who preceded the present coach on the staff. The school was a member of the Kansas State High School Activities Association and was also a member of an eight-team league composed of class "B" high schools. The technicalities of competitive membership had thereby been accomplished. The staff agreed with the coach's determination that the requirements of such membership were to be strictly adhered to, since the ideals and values of good athletics were to be the major field of endeavor in this phase of the activity program.

In that the school was small, there was a limited area of development in inter-scholastic athletics. In consequence the values discussed as a part of the "big picture" hinged about competitive athletics. The staff knew that much could be done with individual and school attitudes toward the general athletic picture, if there were any grounds in past performance reports. It was understood that competitive athletics were very much in the public eye and too much attention was given to the "Won and

Lost" column. Though major responsibility for the team members and their attitudes toward athletics was given the coach, it was stressed to the staff that they could do much to better the school spirit by working in the classes, whenever opportunity arose, to stimulate proper student attitudes.

Through personal example and talks to the team members before and after games, the coach accomplished much toward realization of the values of competitive sports. Team-work was stressed and proven to work in harmony with the best interests of all concerned. The principles of school and team loyalty, cooperation, and self-control were discussed by various individuals at the four "pep" meetings during the first semester. The proper attitudes for spectators were discussed in faculty meetings and then were discussed in home-room meetings of the individual classes; so that word of such discussion would get to those who would be spectators at many of the games.

The faculty stressed the point that school contests are "with", not "against" the other schools. The coach stressed the values of athletics to the parents and the other citizens of the community as being training in skilled leadership and learning mentally stimulating and socially satisfying activities which in turn develop good habits, recreational skills, and health knowledge.

As a result of this effort a tremendous difference was noted in the students after just a few weeks. This difference was noticed especially by visitors at athletic events and by

hosts when the Raymond teams went on trips; and comments were extremely favorable. This changed attitude on the part of the students soon resulted in a changed attitude on the part of the local "sports", who had previously given vent to their feelings with anything that came to mind. A few warnings that such disorderly conduct, drinking, or visible betting would result in expulsion from the school grounds put a noticeable damper on these activities, which had been part and parcel of the athletic picture for years. There was a good deal of grumbling about the ruling, but the thinking individuals of the community were completely in favor of the idea. This, coupled with obvious student disapproval of such actions, made friendly relations with officials and other towns more of a possibility.

Now that all three major sport seasons have passed, the staff is of the opinion that much improvement has been accomplished. Students are better hosts to visiting teams, and have behaved well when guests at other schools. The team members seem to have a better idea of the role which athletics should play in school life; i.e., friendly competition to be carried on by members who wish to win, but not at the expense of their ideals of fair play. The audience attitude has been vastly improved, and this has in turn affected the attitudes previously held by towns who play in the same athletic league. All of this has led to new understanding of what sportmanship and the possibilities of true athletic competition can mean to a small group of students.



An indication of this new spirit was given the faculty when the students voted, without pressure, to pay one-half of the cost of a new \$300.00 gymnasium clock out of the athletic fund which is usually reserved for the athletic letters, etc.

These procedures will be continued in the future. It is also planned to continue the practice started by the present coach of having one of the handicapped students act as "trainer." This student was instructed in first aid treatment, massage, and heat lamp treatments and was given complete charge of the equipment room. By using the services of this student, to issue equipment through a panel in the equipment room door and keep it in order in the cabinets built there, losses were cut to a minimum. The important value of this was that the handicapped student was made a responsible part of the athletic program, gained a sense of belonging and of responsibility, and will eventually "letter" because of his services.

#### Music

The music phase of education, like athletics, has traditionally been handled in a manner somewhat different from the formal curriculum. It is for this reason that attention will be given this phase of the program in this report. The music phase assists in the realization of values and advantages of the extra-class activity program and offers possibilities of training in some of the aspects untouched by the formal offerings.

Since the program which had been set up for the music de-

partment did not devote time primarily to the high school, the high school staff felt that it could not have much to say about those phases given completely to the elementary grades. However, the music instructor met each week with the high school faculty at the faculty meetings and made suggestions and plans.

To improve the possibility of realizing some of the social advantages of a music program, the administrator and music supervisor planned a series of trips to neighboring schools to present concerts and programs. The staff cooperated completely in this matter, arranging the work in the classrooms to allow for absences by orchestra members. Arrangements were made for return programs by the schools visited, in an attempt to build friendly relations, and to develop interest and appreciation of the arts. Proper audience attitudes were developed in the student audiences, and this in turn assisted in the improvement of attitudes of such mixed audiences as observed during various programs throughout the school year.

One helpful result of these programs given by other schools and by the local school orchestra and its members was that this did much to break down student reluctance to present assembly programs on a student-sponsored basis.

For a long time there had been no local organization to assist and back the music department; but this past year has seen the organization of the "Orchestra Booster's Club" which is patterned after the Parent-Teachers Association. This group meets once a month with a music program given by beginning stu-

dents. This plan gives the beginning students an opportunity to perform before a sympathetic and friendly group and increases their interest in making a good showing before joining the orchestra. During these meetings, the plans of the music department are outlined by the music supervisor, and discussion helps to bring about an understanding of the program. There has been organized a summer music program which, like the school orchestra, is financed completely by the school district. This summer music program will be primarily for beginning students; so that they will be able to join the regular groups at the beginning of the fall term of school.

Under the sponsorship of the same league of schools making up the athletic competition there is held a Music Festival with massed bands, orchestra, and choral groups. Under the league's supervision, various members of college faculties are obtained as visiting judges, and these make tours of all member schools to observe instrumental and choral work. This gives the instructor and the students the benefit of suggestions by capable judges.

Though the music program is fairly well developed in the instrumental lines, since private instruction is given all students who ask for it, it has long been noticed that there should be more of a variety of musical offerings. To assist in the realization of this, the one teacher replacement necessary for next year has been employed with the understanding that a part of her duties will be the organization and direction of a choral group.

The training and willingness of the replacement was taken into consideration at the time of interview. Once the replacement was signed, action was inaugurated to stimulate student interest in the possibilities of such an organization. Many of the students have already made known their decision to join immediately. This type of organization will give more variety in type of music than was previously possible through the orchestra. There will be considerable time given to semi-classical and popular numbers, in an attempt to gradually give an "inner education" in music appreciation and understanding. This will be necessary to counteract the unfavorable impression left by the present music teacher's reluctance to have more light music in the proposed listener's club, and thus it is hoped to eventually activate such an organization.

#### School Trips

Little was done in this phase so far as the clubs were concerned. The Camera Club traveled to a commercial studio in a nearby city and spent some time in a guided tour of its facilities for the various phases of modern photography. The Dramatics Club traveled to a nearby city for a league competition and then to Wichita for the district competition. These trips did assist the members to observe other types and grades of achievement and thus stimulated them to more activity.

In connection with the formal curriculum, however, much more was done. The geometry class traveled a good deal about the

district, getting data for use in the classroom work. The government class visited a courtroom for one type of trial at Hutchinson and attended a different type at Lyons. The commerce class went through the International Business Machine office at Wichita for a guided tour on the new types of commercial machines. A visit was then made to the local bank, and a two-hour demonstration of modern banking methods was given by the local banker and his staff. Orchestra students traveled to Great Bend, Lyons, and Hutchinson for concerts under the Civic Music Association, in addition to their program trips. The biology class traveled to McPherson College and went through the science rooms and museum.

Since this was the first time that field trips had been used in the school, it was difficult to make contacts for trips which had something worthwhile to offer. More of these trips are planned for next year, now that contacts have been made, and new offers have come in. The students gained much practical information about the types of industries and activity in their locality, and thus their formal work was made more real to them.

### Finances

Once the program had been set up and put into operation, the administrator and commerce teacher gave attention to the accounting system to be used. Complete organization of the management of the extra-class activity finances was necessary. Such funds as had been collected from athletic and class events



in the past were kept in a separate fund at the local bank; but the only school record kept of these transactions was in one large ledger which apparently had not been the responsibility of any one individual. The book had never been audited; and a check of the records showed that the balance on the ledger was several dollars beyond the bank's balance and had been so for over two years.

The administrator and commerce teacher were of the opinion that the moral issues involved were greater than any possible money losses; and that consequently, the system to be set up should create confidence and assurance that all transactions involving the handling of activity funds were honestly and efficiently carried out. It was agreed that the system set up should safeguard the name of the school, the faculty, and the students who handled activity funds by establishing counter-checks and allowing full supervision of every phase. One main object of the system would be to teach students financial integrity; and it was felt that this could best be done by requiring adequate records. If a student treasurer were taught the best methods of handling funds, he would not only be taught financial integrity but would be guarded against any stigma on his reputation which might arise due to carelessness or unfriendly suspicion. In turn, the school and the individual organizations, would get the value of protection. Adequate records would guard the organizations against the misuse of their funds. Officials of student organizations would receive maximum protection against

embarrassing situations which might arise with inadequate records and carelessness. The sponsors and administrator would receive the same protection, and disagreeable situations would thereby be minimized. The possibilities of danger and grief were given consideration in the reference book by Dr. Fretwell (1, p. 444-454), and substantiated the decisions of the administrator and commerce teacher. Values to the student resulting from adequate records and supervision were given special attention by Dr. McKown (2, p. 547-549).

A sound central system is a value to the program in that the continuity of the financial phase of the extra-class activity program is not broken. There is no question of records from year to year, because the same general system prevails and the accounting system is permanent. This facilitates change-over in personnel and the ease with which new student treasurers would assume their duties. The administrator knew that this would have much of value for his position, because it would conserve his time by protecting him against the ceaseless detail which a decentralized program and his responsibilities would otherwise make necessary. Though the administrator would still be responsible, he would be able to make an accurate check at any time with a minimum of effort; and auditing would be made more simple by having a general plan which all organizations would have to follow. The administrator was also interested in the value which a good plan would have in regard to preserving good public relations. By minimizing the possibility of wasted funds and

embarrassing incidents, unfavorable criticism would be avoided. Also, the merchants would receive regular payment of their bills, which had not been the case previously and which had resulted in rather strained relations in the past.

Not only would slovenly practices in school finances encourage suspicion and distrust, but such practices would strike at the very advantage which the staff hoped to promote through the accounting procedure. This advantage was to train the students and the staff in the proper handling of public money. Not only would such experience help fit the students for jobs, but it would enable them to organize their own lives better. With the preparation and maintenance of a sound business system, the school would be teaching the students by the best possible methods of education; i.e., by example and by action. Record keeping takes on new meaning when any differences represent actual money that must be accounted for at the expense of concentrated effort instead of the mere concession of a point or two in the mark on a bookkeeping exercise. Also, new meaning is given to the advantage of clear records, when the records are of actual transactions in which a group is interested and when it is made evident that the records must be clear and understandable to others who have an interest in the transactions recorded and have a right to seek access to the books. Many of the values of such business education for the student were mentioned by Dr. Fretwell (1, p. 463-474).

After a good deal of study of methods advised by other schools and authors, the plan set up by the administrator and

commerce teacher was a centralized system to be operated as follows:

The old ledger sums were reconciled with the bank balance then in effect, and such adjustments made as were found necessary. The old ledger was then closed, and a new master ledger opened with the accounts in full agreement with the bank balance. The new master account was to be the complete responsibility of the commerce teacher, would be open to inspection by any interested party at any time, and would be audited periodically. A sample sheet from the ledger is on page 130 of the Appendix. These sheets were obtained from School Specialty Supply, Salina, Kansas. The master balance was to show complete agreement with the bank balance with each deposit or withdrawal, once adjustment had been made for outstanding checks. For each deposit made in the local bank, a numbered deposit slip number was to be entered in the proper space for each such entry. Likewise, each check was to be numbered and its stub retained in the permanent check book, and the check number entered in its proper space for each such entry. The bank deposit was to be broken down upon entry in the ledger, showing the exact portion to be credited to each depositing organization. With each such change in the master balance, a like entry was to be made in the proper column for the organization concerned; each column totaled; and the proper credit or debit carried over to each succeeding page of the master ledger.

To supplement this master ledger, each club and class treas-



urer was to maintain a simple ledger with reference only to the funds of that particular organization. These ledgers were to show deposits and withdrawals in their proper places, together with the number of the activity fund deposit slip given the student-treasurer by the commerce teacher for each deposit, and the number of the club authorization for each withdrawal. These student ledgers were to be audited by the commerce teacher once each month.

When a deposit was to be made, the teacher-treasurer made out a regular deposit form, in duplicate, the original of which was given to the student-treasurer, and the duplicate kept in the deposit form book as a record of the transaction for the teacher. This deposit slip had spaces for the date, number, etc., and was signed by the teacher-treasurer. The student retained the original deposit slip in an envelope, glued to the back page of the organization ledger, and made an entry of the deposit slip number and amount of deposit in the proper places in the organization ledger. A sample of these deposit slips is shown on page 131 of the Appendix.

When a bill was to be paid, the student-treasurer made out an authorization for the teacher-treasurer to pay such a bill by check. To give the students as complete an analogy to the actual writing of a check, for experience, special forms were obtained which were very similar to the real check finally written by the teacher-treasurer. A copy of this form, together with its stub, is attached on page 132 of the Appendix. This form



required an authorization number, the date, the amount to be authorized in payment of some organization expense, to whom it was to be paid, and from whose account. This authorization then required the signature of the student-treasurer and the organization sponsor. The completed authorization form was then kept in the files of the commerce teacher, as evidence that such authorization had been made, together with information as to the check number written to pay the expense. The student-treasurer retained the stub in the permanent organization book, which acted as a record of the transactions; and the authorization number was placed in its proper place in the organization ledger showing withdrawals.

To assist student-treasurers in their functions, a supply of small receipt booklets was obtained for distribution to these officers. When individual contributions or dues were paid to the student-treasurers, a regular receipt was issued to the payee; and a notation made on the stub for each receipt.

This system thus gave a series of safeguards from the moment the money became "public." As each individual in the chain gave up possession of the funds, a receipt was granted him; and no money was disbursed without a record of the transaction being in the hands of both parties concerned. The sponsor knew the status of the club at any moment and could check on disbursements as made, since the sponsor's signature was required for each. Monthly auditing of student-treasurer books cleared up discrepancies before they could become cumulative; and this of

necessity required that the master ledger be brought up to date at least each month, though it was usually done on a weekly basis since each Wednesday activity period was given the commerce teacher for this purpose. It was a simple matter for the administrator to check the status of the master ledger, since the cancelled checks were delivered at the end of each month, together with a bank statement; and once adjustment was made for outstanding checks, the figures last appearing in the master column were to agree with the bank's balance. Then, with little additional effort, organization books could likewise be checked with the figures last appearing in the appropriate column of the master ledger.

In only one phase of depositing and withdrawals was there any variance from the system just outlined. This was in regard to athletic events. The coach was made responsible for picking up guarantee checks at host schools and depositing these with the teacher-treasurer the following day of school. The coach was given one authorization book for purposes of requesting guarantee checks and checks for paying officials who worked the games. This arrangement was really the most efficient, since the coach was in contact with the officials who worked the games and with the officials of host and visiting schools. No expense money was ever drawn in advance of a trip, since the coach would pay the bills, receive a receipt, and submit an itemized account of this through the principal's office for payment. These itemized accounts of expenses, plus receipts, were then submitted to

the teacher-treasurer with an authorization from the principal, and the teacher-treasurer would give the final check to the coach.

When any class or club wished to order material for organizational use, a requisition for such material was submitted to the principal. This requisition contained the full particulars of the items desired, together with an estimate of the cost, and carried the signatures of the secretary and the sponsor. All orders thus went through the principal's office, and the items ordered by one person. This minimized the chances for duplication of material and effort. All orders were received through the principal's office, and the items checked in the presence of the club or class sponsor. The statements for such materials were given to the sponsors for distribution to the proper student officers. These statements were then forwarded with the authorization for payment and were kept in the authorization file with the authorizations attached.

In the matter of admissions to athletic and other events, there was again a necessity for complete organization. Past methods were apparently dependent on whomever took charge of the admission desk. Records of sales varied from scraps of envelopes, with tallies of the number of admissions collected, to no records at all. Since these admissions often totaled over one hundred dollars, such a haphazard method of recording seemed very dangerous and certainly very much of a temptation to the one handling the admissions. To avoid this danger and to make

it possible for one of the students to take over the admission table without temptations, it was decided that tickets should be obtained in each of the various common denomination prices. This was done through the School Specialty Supply, Salina, Kansas, at a cost of \$5.00 per two thousand tickets for the first roll, and \$3.50 for each succeeding roll. The school purchased three rolls in \$0.50, \$0.35, and \$0.25 denominations. These tickets were perforated and numbered at both ends so that each individual could retain one-half of the ticket for readmission during intermissions; and the school retained one-half of each ticket as required by Federal law. A book of forms was obtained from School Specialty Supply which had spaces for the breakdown of admissions, ticket numbers on the ends of the rolls when the student was issued the rolls before the event, and a space for the ticket numbers on the ends of the rolls when the student returned the rolls after the event. Simple subtraction then gave the number of each price sold, and this number was put into still another column. The total sales could then be obtained in a few moments and checked against the money turned in by the student. The method left little opportunity for theft, unless the student were adept at short-changing, and this was not felt to be a major menace. A sample of this form is on page 133 of the Appendix. The forms were in duplicate and had spaces for entry of amount of Federal and State tax to be paid for each event. The original copies were detached each month and remitted with an activity check to the Collector of Internal Revenue. The



State tax was paid quarterly, and it was then an easy matter to total the amount entered on each duplicate page and remit this amount by activity check. Since the form had a space for the name of the fund to be credited with the sales, it was a simple matter to make the tax deduction from the correct organization. Thus the complete record of admissions, the date and amount of tax to be paid, the organization paying the tax, and the date of remittance of such taxes was available for inspection in one book. This was found to be most efficient and conserved much time in the entire procedure.

In regard to the forms used, it is true that more attractive forms, with much of the information already printed on them, could have been obtained for some phases. For example, a special form for transfer of funds from one account to another could have been obtained or printed. This was thought unnecessary since the regular authorization form could be used as easily and effectively. The initial consideration was to set up a fool-proof system as quickly as possible and with a minimum of expense. The school board was willing to accept this expense as small cost in comparison to the advantages of the system, both in pupil education and in efficiency. Most of the forms were obtained through the School Specialty Supply, Salina, Kansas, which has a large variety of such forms. The deposit slips to be used by the commerce teacher were obtained free from the local bank, as was the check book containing three hundred checks with stubs. The only other expense was \$1.50 for



the purchase of a stamp and pad for stamping each check on the signature line. This stamp bore the words, "Raymond High School Activity Fund;" and the teacher-treasurer had to stamp each check with this, and then sign below it, before the check would be honored by prior agreement with the local bank. The use of this stamp avoided the possibility of funds being withdrawn by error from the teacher-treasurer's private account, since the stamp was used with bright red ink, and would be difficult to mistake for a private check.

The use of the program seemed to accomplish what had been desired; in that there has not been one occasion of missing funds or of bills paid without receipt of merchandise. In regard to pupil education, the staff felt doubly fortunate when it was found that class and club treasurers did not include a single person enrolled in the commercial courses; and the program was thus broadening the school offerings by giving students training when they could not or would not enroll in the commerce courses. This last was of course, an advantage to the pupils concerned.

#### Supervision, Faculty Participation, and School Credit

No phase of the organized activity program was left without teacher supervision at all times. General supervision of the entire program was the responsibility of the principal, and in line with this, the principal met with individual sponsors at separate times to discuss activity problems and to make sugges-

tions. This supervision was also apparent in faculty meetings; in that faculty discussion was guided to constructive suggestions and criticisms.

General supervision by the principal was accomplished in yet another phase; in that the activities of classes and clubs which used time outside of the activity period had to be cleared through the central office. This avoided much conflict and confusion and resulted in efficient planning of class and club programs and activities.

The faculty did a marvelous piece of work in sponsoring these activities; in that they remained in the background whenever possible and let the activities truly be student-sponsored. The presence of a faculty member was usually sufficient to insure proper behavior; and once the students understood that they had responsibilities, as well as rights, the meetings and activities were conducted with a minimum of waste time and horseplay.

The athletic and music programs gave partial credit toward graduation, but this was not true of the clubs formed. The staff did not wish to give any implication that a student would be under compulsion to belong to any activity; and likewise it did fear that if some credit were given, some students would join the club limit out of a desire for credits rather than from an active interest in the club activity. This attitude would then in turn pull down club interest and activity in general.

### Encouraging and Limiting Participation

Encouraging participation in the activity program proved to be a minor matter, since every student in the school except one joined at least one club. This one student was a boy in the senior class who just could not be reached by any of the activities that were started as clubs. Since he showed no interest in the club activity, the staff discussed the possibilities of encouraging participation in some phase of school life which would be outside the formal class and which he would take an interest in. The only thing that could be found to interest him at first was that of being the student projectionist for a majority of the films shown. It was found that he took excellent care of the machine and films; and he was then put in charge of a small group of students to train them to become student projectionists for the following school year. He did this job so well that two of the grade school students were able to take over the grade school films by the later part of the first semester. To further interest the boy in school activities, he was put in charge of the office during the activity hour, to answer the phone, meet visitors and direct them to the principal or whomever they wished to see, and in general be in charge when the principal was engaged in club work. This worked out very well; and it was seen that the boy gained poise and a sense of responsibility from this phase of activity, even though he still would show no inclination to have anything to do with the club

program itself. However, the staff felt that club activity was not the only type of activity endeavor and that this student had gained considerable benefit from his type of activity.

Though there was no difficulty in encouraging a majority of the students to engage in club activity this past year, there is the possibility that such will be the case in some future time. To assist students and to encourage them in club activity with an eye toward this future possibility, the staff decided that membership insignia of some sort should be selected by the members of the various clubs so that they would have something to designate such membership; and by a small attachment show that they were officers of the clubs during some particular year. Since this was not given consideration until late in the year, too much time was consumed in obtaining catalogs of the various emblem styles; and this matter will await action in the fall. There are other methods of encouraging student participation, many of which were given consideration as they were mentioned in the source book by Dr. McKown (2, p. 577-583).

The matter of limiting participation was something else. Since only three days were given to club activity, no one student could join more than three clubs because of the time limit. However, the staff set a tentative limit of membership in two clubs until some plan was worked out and presented to the entire student body in regard to a point system. Since a plan of limitation would have to be fair and be suitable to the local situation, a great deal of time was given to its consideration.



The plan finally set up could not be put into operation because it was too late in the year; but it will be presented to the students in the fall prior to club elections.

Before setting up the limitation plan, the staff discussed various important principles which should be considered in establishing the system. It was first decided that the most workable plan would hinge upon the awarding of points for various types of activity. This "point system" would have to be impartial, as much as possible, giving recognition to all types of service. It was decided that the athletic award system would be excluded, as would the scholarship awards. Finally, the points would have to allow flexibility for future changes and also for the cases with a minimum performance of service. Again the staff obtained much valuable information from references regarding the purposes of point systems, as covered by Dr. McKown (2, p. 570-577).

The plan was outlined for presentation as follows: All students would fall into one or more "groups", depending on the type of activity they were in, whether they held office or not, etc. There were four groups of activity: Group I to include class and club presidents, the editor of the senior annual, and was to give a maximum of twenty points; Group II was to include the vice presidents of classes and clubs, the treasurers and secretaries, and team captains, and was to give a maximum of fifteen points; Group III was to include staff members of the annual, members of choral groups and the orchestra, and individ-

uals playing major parts in plays, and was to give a maximum of ten points; Group IV was to include club members, individuals having minor parts in plays, assembly program participants, and others who gave some form of service during the school year. New activities not considered in the outline would be worked into the group most appropriate at the time of activation. The maximum number of points allowed was 25 per year. The points were set up as a maximum to be earned; and the students will be told that they will not necessarily gain that number of points from election to offices, etc. However, the limitation comes in by giving each person five points less than their maximum when they are elected or appointed to some office, or join in some activity. For example, if a student is elected president of a club, he will automatically get fifteen points toward the limitation of twenty-five points. By this manner of limitation, no one student can be the president of more than one organization, though he could be president of one club or class and a minor officer in another; or he could be president of one organization and still be a member of two other groups with ten point maximums.

At the end of each semester the students will be evaluated by each sponsor and given points by rating as to amount of service given. Thus each point group has a limit but does not automatically mean that the student will have earned that many points. A class or club president could be given only five points, if he had failed to do an effective job of it, in the

opinion of the sponsor. A permanent record of this point system in regard to each student will be kept in the permanent guidance folder for each student. These facts should assist in guidance in the future and also be important when students wish to enter college or in such cases where prospective employers wish information on this phase of the student's life.

These points will serve a dual purpose in that they will keep some students from overloading themselves with class and club duties; and thus at the same time, it will encourage others to become student leaders. This last point is a prime objective of the system.

It will be noted that this point system allows students to belong to three clubs without question, which is more than they were allowed to join under the tentative limit set early in the year. This reversal of the decision was brought about by the faculty's discovery that many of the poor students gained much through membership participation, and consequently, the staff did not want to curtail these students unless it was seen that they were hampering their chances of scholastic achievement seriously. The major reasons for the point system were to limit students so that they would not injure their health with too heavy a club load, would not monopolize club offices, and would not inhibit potential leaders from gaining the experience necessary in order to develop into active leaders.

Though the plan was developed too late to be put into use, the staff did decide that it would be a matter of faculty discus-

sion on each case of limitation. It was possible to decide thus because of the small number of students enrolled. Certainly no large school could consider each individual case in faculty meeting. Final decision on such limitation was to rest with the sponsor, the home room teacher, and the administrator.

While many other points regarding limitation and encouragement of participation were considered at one time or another in individual and group meetings, no action was taken to incorporate these points into a unified plan; and for that reason they are not included in this presentation.

#### GENERAL PROBLEM SOLUTIONS

Many of the incidental problems and their solutions, as they applied to some particular phase of activity, have been discussed in preceding sections. It will be the purpose of this section to present those problems and solutions which were general to the entire situation.

The first general problem was that of public criticism directed toward inauguration of the activity program. Only two members of the community were outspoken in their criticism. Both based their objections on the same point; i.e., that time would be taken from practical, required subjects and devoted to impractical, non-required "play" activity. It was felt that this was a problem for solution via public relations; and in consequence these two individuals were sought out for conversations. Since neither was subtle in their criticisms, it was certain

that they would bring the proposal into the conversation. This was done as expected and allowed opportunity for a tactful explanation of what the objectives of the proposal really were. Since the students had by that time made their selection of clubs, such explanation could be made very concrete.

It was first stressed that, outside of the clubs, little would be done that was so original to the local situation. Such differences as did exist then would be a result of the fact that the program would be organized for the realization of definite objectives rather than being allowed to continue in a haphazard manner. These gentlemen then had no quarrel with that part of the program, their main arguments centering on the clubs as the "wasteful" innovation.

After the point had been made that all state requirements were being met by the curriculum offered at the high school, each club was taken into the conversation; and the potential advantages of each were brought to the attention of the critics. For example, the possibility of learning a vocation through the Camera Club or the Radio Club was brought to their attention. Discussion brought out the point that each student needs to have poise and training in public speaking. When these gentlemen agreed with this point, the advantages which the Dramatic Club in particular, and all other clubs in general, had to offer in this line were mentioned. The Rifle Club was discussed in regard to the need for knowledge of safety and first aid procedures and how the club was a medium by which these things could



be efficiently taught. Though both of these gentlemen were used to a life of continuous hard work, without any leisure activities, they could see the values which the Hobby Club had to offer by replacing idle time usually spent in the local pool hall with a hobby which could have profitable results, in addition to training in the use of leisure time.

All in all, when these points had been discussed, it was the administrator's opinion that these explanations had resulted in a much more lenient and understanding attitude in these gentlemen. Such was the case apparently, since neither of these individuals protested again, at least publicly.

This same procedure has been used throughout the school year. Whenever someone had misunderstood the reasons behind various club activity, they have been sought out, and the situation discussed. Without exception, so far, these discussions have brought about better public relations and understanding of the objectives of the extra-class activity program. It would seem from this that the program justifies itself, if those responsible will only take the time to explain the program when misunderstandings come about.

The second general problem had to do with the staff itself. It is the writer's opinion that much more could have been accomplished during this one year if the staff had had previous training in the fundamentals of the extra-class activity program. Each member of the staff was interested in the possibilities and was willing to work to bring about a comprehensive

program; but so very much time had to be given to prescribed reading prior to discussions, leading discussions to consider salient points, and supervision of activity because of the lack of formal training in this phase of education. The staff had some knowledge of the fundamentals and objectives; but it was so incomplete and scattered that the entire concept had to be treated as a new thing. The administrator was the only member of the staff to have had formal training in extra-class activities, and it required considerable self-discipline to keep from pushing the staff too fast or expecting too much. Much of this could have been avoided if the staff had had previous formal training. However, by the use of notes, prescribed reading, and meetings with individuals, this handicap was gradually overcome. Many incidental problems came up and required additional time in the meantime which would have been avoided or minimized if the training had been completed before the inauguration of the program. For example, the music teacher would have hesitated to maintain that only the "best" music would be used in the Listener's Club at the beginning; and this club would not have been so completely rejected by the students. As a result of this rejection it will be some time before student suspicion becomes minor enough so that the club may again be stimulated. In like manner, the sponsor of the Dramatics Club failed to realize that all members should be stimulated to some degree of success through club activity. Instead of this, production standards were set too high, and only the same group of individ-

uals were used in the first two productions. This sponsor had not seen that her standing in the community as a dramatics coach was a minor consideration; and though the audience realized the productions were above average, there was a great deal of criticism by the parents of participants. These parents complained, and rightly so, that too much time was being taken by their children's participation in these productions. Other parents felt slighted because their children were not being given a chance. This could have been the cause of serious difficulty and endangered the entire program. It was necessary to spend a good deal of time considering the true values of a dramatics production and club with the sponsor, before standards were made less exacting and opportunity given to all of the children interested.

A third general problem was expected to come up at the time the program was started. This was the problem of sponsor choice, due to limitations of faculty number because of the small size of the school. Happily this did not materialize, but it was all a matter of chance that it did not do so. To guard against the possibility of having a club proposed in the future and being unable to supply a sponsor with the necessary training, a list of all clubs since proposed is being kept on file. Teacher interest in these clubs has been determined with regard to these clubs and also kept on file. Thus when a club outlives its usefulness, it will be abandoned; and one of the clubs substituted that already has a sponsor interested in such activity. There are clubs on the list which require special training, but

a majority do not; and it is these which are being considered and planned for as insurance against future substitutions. Likewise this list is kept in mind when applicants for vacancies are interviewed; so that choice will take into consideration the types of clubs eventually planned for; and the new member of the staff will be prepared for such sponsorship. For example, during the past year several students indicated a need for some variety of musical experience not connected with the present music department. When applicants were considered, this fact was kept in mind; and a replacement obtained who had had training in choral work and was willing to assume sponsorship duties in that activity. This lack of a fairly large group of potential sponsors will be a future problem of organization; but if the present plan works, it will be resolved.

The final general problem was one which kept coming up all during the school year. It was the general tendency in staff and students alike to want more haste in progress. Once the staff members understood what could be accomplished through a particular club of which they were sponsor, they were rather impatient to see such results. This often led them to suggest undertakings which the students were not yet ready for; and activity progress suffered in consequence. Likewise the students wanted to jump ahead to some particular phase of activity without consideration of the fundamentals, which they had not yet obtained. This was especially true in the Radio and Camera Clubs. Members of the Radio Club wanted to start construction



of five and six tube superheterodyne sets, before they were really able to do a good job of soldering two wires together. Members of the Camera Club wanted to start experimenting with portrait work and color developing, before they had even learned to focus the enlarger for good black-and-white work. The administrator himself, knowing the dangers of too much haste, often found himself wanting to do too much too fast. A key to lock the door against this constant problem was given the administrator when one of the staff members at Kansas State College, Manhattan, suggested that "The Historical Perspective" be used as a brake on staff and students alike. This "Historical Perspective" consisted of one question, "Where were you (or the club) six months ago?" This usually gave rise to reflective thinking on the part of the person to whom the question was placed, with the result that quite often the individual discovered that considerable progress had been made in the length of time mentioned, even at the supposedly slow pace being complained about. This same question will do wonders for a teacher who is disappointed about progress in extra-class activity or formal curriculum work and starts to feel that things are going too slowly.

The staff is of the opinion that while this "Historical Perspective" will not keep the problem out of the picture entirely, it will do much to minimize the dangers of too much haste.



## FUTURE PLANS

Many of the future plans have already been mentioned in their appropriate sections; but there are some of the plans which are general to the entire program or are without precedent. It will be the purpose of this section to present these general future plans.

The first future plan which made itself obvious to the staff was that the activity program should be continued. Not only had the program resulted in remedial treatment to increase student interest and build school spirit, but it had provided much toward correction of the general discipline and behavior problems. This was made extremely obvious to the administrator who had to deal with the serious discipline problems. Whereas the previous spring had seen as many as eight discipline cases in the office in a single day, the records for this past year show that only eight discipline problems were in the office during the entire year. An additional indication of the change in student behavior is found in a comparison between the attendance records for this year and the year previous. As was mentioned earlier in this report, last year there had been an average absence of 9.7 days per pupil, not counting those who dropped or transferred. The records for this year show an average absence of 3.9 days per pupil, or a drop of 60 percent in the absenteeism record.

It is not meant to be implied that the activity program

should have full credit for this amazing change. A part of the credit belongs to the general attitude of the staff members; their encouragement of discussion and individual activity, their friendly interest in student problems, and their ability to handle situations in the classroom before such situation required disciplinary action in the principal's office. Also, a part of the credit should be given the guidance program, which assisted the staff in noticing and dealing with situations before they became serious. However, after observing student interest in the club activities especially during the year, it is obvious that the activity program must be given some share of the credit for the tremendous change in this phase of student attitude.

The activity program must also share some of the credit for the change in the holding power of the Raymond Rural High School. Records reveal that as many as fourteen students had dropped out of school or transferred to another school by their own choice in a single year. Eight students had dropped during the year previous to the inauguration of the activity program. During the year that the activity program has been in force, only one student has transferred to another school by choice; and he now has indicated a desire to return this coming school year. It has been such factual indications of changes in student attitude that have justified inauguration of the program and made its continuation a part of the future plans.

Since the time allotted the program on the schedule seems adequate and teacher and student interest indicate that the pro-

gram has possibilities of becoming a permanent part of the school life, future plans include improvement of facilities and equipment. A major portion of the proposed repair work would have been necessary because of plant deterioration. Because of this, it was easier to incorporate certain features in the repair work which would be for use in the activity program. The primary feature of repair is the re-wiring of the entire school plant. The number of lighting fixtures is being doubled, and numerous wall outlets are being installed. The plan calls for at least one wall outlet in each room, with the science room to have four double outlets installed for use in the radio work. The darkroom is to have two double outlets for use with darkroom equipment, and a secondary switch is to be installed for control of ceiling lights. The installation of an outlet in each room will allow use of the tape recorder, film strip projector, and movie projector in each room. This will be an advantage to the club program, since the recorder can be in use at one clubroom while the projectors are in use in others, etc. Previously, only one upstairs room lent itself to the use of these pieces of equipment which meant that only one club could use any of the equipment on any one day. Better work and drawer space is being provided for the Hobby and Radio Clubs.

Plans have been drawn up for partitioning the main office into two separate rooms. The inner office will remain for the principal's use, and the outer room will be turned over to the students for use as the activity program headquarters and office.

A plan is being pushed in the community which will call for the construction of a new auditorium and gymnasium. This building will be entirely separate from the high school building and will provide facilities for the athletic, music, and dramatics departments. This plan has not been promoted by the staff, since it is a civic project; but it shows a very good chance of going through, since 70 percent of the voters have signed a petition calling for the special election to vote adequate funds. If the plan goes through, there are many possibilities for improving the program generally, and the music and dramatics especially. The athletic department certainly will not be hampered by a new building with up-to-date facilities.

The music room is now being sound-proofed, and various cabinets and cupboards for storage are being installed. This will not only improve the facilities for orchestra practice but will give the "Orchestra Booster's Club" an excellent place to meet and have their programs.

As was mentioned in a previous portion of this paper, a local chapter of the National Honor Society had been active at one time in the past. It is a part of the future plan to reactivate this chapter. All of the groundwork necessary for reactivation has been laid by contacting the National Honor Society through their office at the National Association of Secondary-School Principals, 1201 16th Street, N.W., Washington, 6, D.C. This reactivation was not accomplished this past year because academic standards were too low and selection of candidates would have

been a farce which would have destroyed the true value of the society in the future life of the school.

Finally, future plans include watching the program to guard against any tendency to overemphasize the extra-class activity program and to guard against injury to the program by formalization. It would not be advantageous for the program to get out of hand and have the formal curriculum assume minor importance. Neither would it be advantageous to have the program destroyed from the inside by robbing the activities of their self-directed student interest and attractiveness by formalizing these activities. It is further planned to continue the program of public relations already in effect; so that the community will be educated to promote the program and assist the students in realizing the advantages of a comprehensive activity program.

#### CONCLUSIONS

1. An activity program has many potential advantages for the students, school, and community, when it is developed to fit the particular situation in which it will be used.

2. The administrator must be trained and interested in assuming the initiative for the development and continuation of an extra-class activity program.

3. There is a need for formal training of prospective teachers in the concepts and methods of extra-class activity by the teacher-training institutions. Faculty discussion groups over a long period of time are needed to overcome the lack of



such training.

4. The staff must have a unified concept of extra-class activity fundamentals to give continuity to the program and to obtain the best results from the program. Faculty discussion is an excellent method to establish and maintain this concept.

5. Selection of new teachers should take into consideration their training and interest in the activity program and the future needs of the activity program.

6. Proper distribution of sponsorship duties increases the possibility of achieving benefits from the program.

7. It is a decided advantage for the rural high school to have a regular place in the daily schedule for extra-class activities.

8. The club phase of the activity program seems to offer the greatest possible chance for realization of a majority of the general advantages to be gained through the activity program.

9. The results obtained from club activities justifies their inauguration. Many opportunities for vocational guidance are offered through the club program.

10. A point system to distribute burdens and opportunities among the students must fit the situation. The effort required for its formation is compensated by the values for the activity program and for guidance purposes.

11. An activity program can be organized with a relatively small outlay of money, but, even so, requires the school board's cooperation.

12. A centralized plan of financial administration of activity funds facilitates handling of the funds, provides an effective check on the use and source of the funds, and creates confidence on the part of students and the community.

13. Extra-class activities seem to increase the holding power of the school, stimulate student interest in the school, and develop understanding of the necessity for the few rules of behavior.

14. Scholarship, poise, and formal class participation seem to be encouraged by participation in the extra-class activity program.

15. A constant effort must be made to maintain good public relations and to bring about public understanding of the objectives of the activity program.

16. Active indications of the bettering of student behavior through the activity program are positive factors in building good public relations. Community approval was very apparent when club activity did away with malicious breakage and minimized student carelessness.

17. The activity program assists in bettering the discipline situation. Though it must share credit with the staff's attitude and the guidance program, it must be given some portion of the credit when the general discipline situation changes from as many as eight cases per day during 1948-1949 to a total of only eight cases during the entire year 1949-1950, when the activity program was inaugurated.

18. Inauguration of an activity program assists in bettering the attendance record. It must be given some share of the credit when absenteeism dropped from an average of 9.7 days per pupil during 1948-1949 to an average of 3.9 days per pupil during the year 1949-1950.

**ACKNOWLEDGMENT**

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**APPENDIX**

## Example of Old Schedule.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 to 9:25	Class	Class	Class	Class	Class
9:26 to 10:21	Class	Class	Class	Class	Class
10:23 to 11:18	Class	Class	Class	Class	Class
11:20 to 12:00	Class	Class	Class	Class	Class
1:00 to 1:40	Class	Class	Class	Class	Class
1:42 to 2:42	Class	Class	Class	Class	Class
2:44 to 3:45	Class	Class	Class	Class	Class

## Example of New Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 to 9:45	Class	Class	Class	Class	Class
9:46 to 10:26	Class	Class	Class	Class	Class
10:27 to 11:22	Class	Class	Class	Class	Class
11:24 to 12:00	Home Room	Radio Club Dramatics Club	Rifle Club	Camera Club Hobby Club	Assembly
1:00 to 1:55	Class	Class	Class	Class	Class
1:45 to 2:51	Class	Class	Class	Class	Class
2:52 to 3:47	Class	Class	Class	Class	Class

COUNTING

For	Paid Out		Received		Received
					1
					2
					3

130



Specimen  
Sheet

ACTIVITY FUND LEDGER

S355—ACORN CLASP ENVELOPE—SIZE 6X9







**HIGH SCHOOL ACTIVITY FUND**

S. T. \_\_\_\_\_ *Cash Received* No. \_\_\_\_\_

Fed. T. \_\_\_\_\_

Date \_\_\_\_\_ 19 \_\_\_\_\_

From \_\_\_\_\_

For \_\_\_\_\_

Fund \_\_\_\_\_

\$ \_\_\_\_\_

Signed \_\_\_\_\_

FORM 109—School Specialty, Salina, Kansas

**Specimen of Deposit Slip.  
(Given to student-treasurer)**

**HIGH SCHOOL ACTIVITY FUND**

S. T. \_\_\_\_\_ *Cash Received* No. \_\_\_\_\_

Fed. T. \_\_\_\_\_

Date \_\_\_\_\_ 19 \_\_\_\_\_

From \_\_\_\_\_

For \_\_\_\_\_

Fund \_\_\_\_\_

\$ \_\_\_\_\_

Signed \_\_\_\_\_

FORM 109—School Specialty, Salina, Kansas

**Specimen of Duplicate Deposit Slip.  
(Retained in receipt book)**

No. _____ \$ _____		Check No. _____	FORM 122 SCHOOL SPECIALTY SUPPLY, SALINA, KANSAS		HIGH SCHOOL		No. _____		
_____ 19 _____			TO TREASURER:		DATE _____				
To _____		Paid _____	Treasurer	ACTIVITY FUND					
For _____				PAY TO THE ORDER OF _____		\$ _____			
								DOLLARS	
				OUT OF _____		FUND FOR _____			
				APPROVED _____		SPONSOR _____			
		SUPT. OR PRIN. _____		SECRETARY _____					

	Dollars	Cents
Bal. Bro't For'd.	_____	_____
Amt. Deposited.	_____	_____
Total . . . . .	_____	_____
Amt. this Order	_____	_____
Bal. Car'd For'd.	_____	_____

Stub.  
 (Permanently retained  
 in authorization book)

Specimen of Authorization Form.  
 (Presented to teacher-treasurer)



# RECORD OF TICKET SALES AND TAX REMITTED

Event \_\_\_\_\_

Date \_\_\_\_\_

Fund \_\_\_\_\_

TICKET	Adm.	Fed. Tax	St. Tax	Total	NUMBER TO NUMBER	Total	TOTAL				CASHIERS RECORD	
							Adm.	Fed. Tax	St. Tax	Total		
												1 Cash in Drawer
												2 Total Sales
												3 Total 1 & 2
												4 Actual Cash
												5 Long or Short
<b>TOTAL</b>												

Total Fed. Tax \_\_\_\_\_

Cashier \_\_\_\_\_

Remitted \_\_\_\_\_ Date \_\_\_\_\_ by \_\_\_\_\_ Amount Received \_\_\_\_\_

Total St. Tax \_\_\_\_\_

By \_\_\_\_\_

Remitted \_\_\_\_\_ Date \_\_\_\_\_ by \_\_\_\_\_ Position \_\_\_\_\_

FORM 604—School Specialty Supply, Salina, Kansas

Remitted \_\_\_\_\_ Date \_\_\_\_\_ by \_\_\_\_\_ Position \_\_\_\_\_

FORM 604—School Specialty Supply, Salina, Kansas

Specimen of Ticket Sale Form.

