

A SURVEY OF THE GROWTH AND DEVELOPMENT OF
EXTRA-CURRICULAR ACTIVITIES IN
WOODROW WILSON HIGH SCHOOL
1929-1949

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TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF ILLUSTRATIONS.	vii
Chapter	
I. INTRODUCTION.	1
Purpose of the Study	
Scope of the Problem	
Significance of the Problem	
Definition of Terms	
Treatment of Data	
II. A BRIEF HISTORY OF THE EXTRA-CURRICULAR ACTIVITIES OF WOODROW WILSON HIGH SCHOOL.	6
Athletics	
Departmental Activities	
Music	
Science	
Social Sciences	
Speech	
Vocational	
Honorary Activities	
Miscellaneous Clubs	
Publications	
Service Organizations	
III. PERSONNEL OF CLUBS.	30
Athletic Organizations	
Departmental Organizations	
Honorary Organizations	
Miscellaneous Organizations	
Publications Organizations	
Service Organizations	
Comparison of School Enrollment and Club Enrollment	

Chapter	Page
IV. AN EVALUATION OF THE EXTRA-CURRICULAR PROGRAM OF WOODROW WILSON HIGH SCHOOL.	52
Faculty Response to Questionnaire	
Student Response to Questionnaire	
Authorities in the Extra-Curricular Field	
V. CONCLUSIONS AND RECOMMENDATIONS.	70
Conclusions	
Recommendations	
APPENDIX.	75
BIBLIOGRAPHY.	78

LIST OF TABLES

Table	Page
1. The Number of Students Enrolled Each Year in Athletic Organizations.	32
2. The Number of Students Enrolled Each Year in Departmental Organizations-- Art, Language, and Music Clubs.	34
3. The Number of Students Enrolled Each Year in Departmental Organizations-- Science and Social Science Clubs.	36
4. The Number of Students Enrolled Each Year in Departmental Organizations-- Speech and Vocational Clubs	38
5. Total Number of Students Enrolled in Departmental Organizations.	40
6. The Number of Students Enrolled Each Year in the Honorary Organizations.	41
7. The Number of Students Enrolled Each Year in Miscellaneous Organizations	43
8. The Number of Students Enrolled Each Year in Publications Organizations.	45
9. The Number of Students Enrolled Each Year in Service Organizations	46
10. Comparison of School Enrollment and Club Enrollment	48
11. Attitude of Fifty-Four Faculty Members Toward Clubs.	53

Table	Page
12. Reasons Given By Club Members for Joining Clubs.	56
13. Benefits Students Derived From Clubs.	58
14. Reasons Given By Non-Club Members For Not Joining Clubs.	61
15. Reasons Why Non-Club Members Want to Join Clubs	62

LIST OF ILLUSTRATIONS

Figure	Page
1. A Comparison of the Annual High School Enrollment and the Annual Club Enrollment for the Years 1929-1949.	50

CHAPTER I

INTRODUCTION

Purpose of this Study

This study of the extra-curricular activities of the Woodrow Wilson High School of Dallas, Texas, was made to determine how and why each of the activities developed, the life span of each, the percentage of the student body enrolled in the various groups, and the value of each extra-curricular activity from the viewpoint of the teachers, of the students, and of authorities in the field.

Scope of the Problem

This survey covers a 21-year period beginning in 1929 when the school was opened and ending in the spring of 1949. The extra-curricular activities treated are all of those mentioned in the high school publications: the Woodrow Wilson News published bi-monthly; the Senior Pub, a bulletin edited and published each semester by the graduating seniors, and the Crusader, the high school annual. Other information came from questionnaires given to students and sponsors, from interviews with the principal, teachers and students, and from books and articles written in the field of extra-curricular activities on the high school level.

Significance of the Problem

It is agreed among educators of today that extra-curricular activities have a very important place in the modern school program. The authors of a recent book believe that the extra-curricular program requires the same intelligent care in planning as is required in any other part of the school work, and that educators should observe the relative value of the curricular and extra-curricular activities and maintain a reasonable balance between them.¹

An earlier writer says that educators have become aware of the value of extra-curricular activities in building the "whole intellectual, aesthetic, and physical life," and that the problems surrounding extra-curricular activities are found on every campus and are "discussed in every assemblage of educators."²

Harry C. McKown, another educator and extra-curricular enthusiast, believes that the regular school work is concerned most with the student's gathering knowledge and offers few opportunities for practice in social relationship. Through its extra-curricular activities, however, the school becomes a laboratory for citizenship. McKown would have

¹J. B. Edmonton, Joseph Roemer, and Frances Bacon, The Administration of the Modern Secondary School, pp. 334-335.

²E. H. Wilds, Extra-Curricular Activities, p. 13.

these activities made a part of the regular school program and made available to all students.³

The modern school administrators are trying to find and incorporate the best coordinated program. This program will have a place for extra-curricular activities along with its regular classes.⁴

S. C. Garrison and K. C. Garrison, psychologists, do not use the term extra-curricular activities, but they advocate a school program that provides for training in the aesthetic, intellectual, or practical fields, and that the students be given a chance to participate in the organization and control of school affairs.⁵

Definition of Terms

Certain pertinent terms and phrases used in this presentation of material are defined as follows:

Extra-curricular activities.--the student government groups, clubs sponsored by the faculty, assemblies, student publications, musical organizations, and the social functions sponsored by various student groups.

³Harry C. McKown, Extra-Curricular Activities, pp. 1-9.

⁴Joseph Roemer, Charles F. Allen, and Dorothy A. Yarnell, Basic Student Activities, p. 4.

⁵S. C. Garrison and K. C. Garrison, Fundamentals of Psychology in Secondary Education, p. 539.

Sponsor.--the teacher who is responsible for a certain phase of the extra-curricular activity of the school.

Guidance.--the direction of students to a better understanding of the social, recreational, health, and vocational activities in which they will continue to participate after leaving school.⁶

Treatment of Data

In order to determine why extra-curricular activities were organized and how they functioned, and in some instances why they ceased to function, it was necessary to present a brief history of each organization. The name, classification, dates, and enrollment of each club were shown in tables. As a result of the information obtained through the questionnaires and interviews and from authorities in the field of secondary education, the extra-curricular activities program of Woodrow Wilson High School was evaluated and certain recommendations were made.

Chapter II presents a brief history of each extra-curricular activity for the purpose of determining the factors which led to the establishment of each activity in the school.

Chapter III contains tables and figures which give the

⁶Ibid., p. 530.

name, the classification, the date of organization, the duration, and the enrollment of each extra-curricular activity.

Chapter IV evaluates the extra-curricular activity program in Woodrow Wilson from the viewpoint of the student, the teacher, and from authorities in the field of secondary education.

Utilizing the data presented in the main body of this study some conclusions and recommendations for the extra-curricular activity program of Woodrow Wilson High School are presented in Chapter V.

CHAPTER II

A BRIEF HISTORY OF THE EXTRA-CURRICULAR ACTIVITIES OF WOODROW WILSON HIGH SCHOOL

The idea of extra-curricular activities in schools is not new. The ancient Greeks had organizations similar to those found in present-day schools. In ancient Athens students came to the university from neighboring countries. University students met the ships and "rushed" the new students. Sometimes a student who refused to join a particular group was kidnapped and held until he decided to go into the club. The school did not recognize these activities for many, many years. In fact, there was a period when school people condemned the extra-curricular activities of students. The condemnation period was followed by the present movement to recognize, control, and even encourage the extra-curricular program.¹

There are many theories among educators as to where the responsibility of student activity lies. Some think the principal² should be responsible; some think a faculty

¹Joseph Roemer, C. F. Allen, and D. A. Yarnell, Basic Student Activities, pp. 1-2.

²Joseph Roemer, C. F. Allen, Readings in Extra-Curricular Activities, p. 23.

member;³ others think an assistant to the principal should be responsible;⁴ and still others would place all responsibility in the hands of a committee.⁵ All of these educators do agree, however, that in large high schools the principal could not carry on his regular work and be responsible for the student organizations.

✓ Extra-curricular activities made their first appearance in Woodrow Wilson High School in 1929 when the school was opened.⁶ During that year there were 20 active clubs. From that time on the number of organizations varied considerably, with the greatest number appearing in 1946. Records show that 32 clubs were active at that time.

For the purpose of this study the extra-curricular activities of Woodrow Wilson High School were grouped according to several major classifications as follows: (1) athletics, (2) departmental, (3) honorary, (4) miscellaneous, (5) publications, (6) service. A brief account of individual clubs follows.

Athletics

A great interest in athletics was evident from the time the school opened until the end of the 21-year period. Four athletic clubs were started with the school, namely,

³Charles F. Foster, Extra-Curricular Activities in the High School, p. 12.

⁴H. C. McKown, Extra-Curricular Activities, p. 585.

⁵Harold F. Clark, "Schools for All the People," National Association of Secondary School Principals, XXX (December, 1926), 10.

the Basketball, Football, Golf, and Track Clubs. At that time there was inter-city and inter-scholastic competition. These organizations remained active throughout the 21 years covered in this survey. In 1929 the total number of members in the athletic organizations was 96. As other clubs were organized the number of members of the four original activities grew along with the total number of students enrolled in the athletic organizations.⁷

Baseball.-- The Baseball Club was active after 1932.⁸ The spring group for try-outs was always much larger than the fall group of successful athletes. The purpose of the Baseball Club was to provide pleasure and exercise through participation in intramural and interscholastic competition.⁹

Fencing.-- The Fencing Club made its appearance in 1937 with 54 members. Its purpose was to provide pleasure and exercise while promoting good posture and muscular coordination. Its founders believed it to be "superior in some ways to stamp collecting and knitting," and while learning the intricate sport, members of the group found pleasure in remembering that d'Artagnan was once a beginner.¹⁰ This club was active for four years.

National High School Football Club.-- In 1949 the Woodrow Wilson Unit of the National Football Club was organized.

⁷Ibid., 1929-1949.

⁸Ibid., 1932-1949.

⁹Personal Interview: L. W. Houtchens.

¹⁰Crusader, 1937.

The purpose of the organization was to bring recognition to high school football by first stressing good sportsmanship and good citizenship. Twenty-nine members made up this club.¹¹

Sportsman's Club.--The Sportsman's Club functioned one year, 1947. Its purpose was to interest boys in outdoor life. One of the chief activities of the group was fishing. The members made their own bait and learned to cast with rod and reel.¹²

Swimming Club.--A small group of boys who wished to participate in aquatic contests organized the Swimming Club in 1948. The club was not reorganized in 1949.¹³

Tennis Club.--The Tennis Club, open to boys and girls, permitted both boys and girls to earn a letter. No other high school sport permitted inter-school participation for girls. The club was organized in 1930 and continued active throughout the remainder of the 21-year period.¹⁴

Departmental Activities

Art Club.--Before 1934 this organization was called the Arts and Craft Guild. The club was organized in 1929

¹¹Personal Interview: James Riley.

¹²Personal Interview: B. A. Cates.

¹³Crusader, 1948.

¹⁴Ibid., 1930-1949.

with 14 members. It became inactive in 1932, was reorganized in 1934, and was active until 1945. The membership was made up of advanced art students whose activities included visiting art galleries, making field trips to do sketching, studying different types of art, and meeting for entertainment.¹⁵

French Club.--The purpose of the French Club was to learn through practice to speak, read, and understand the French language. The members were enrolled in French classes in Woodrow Wilson High School. The club was called Le Cercle Francais in 1929. This club was active for only one year, but was reorganized in 1935 for a six-year period.¹⁶

Latin Club.--The Latin Club was open to advanced students in Latin who wanted to study the culture, mythology, history, and religion of the Romans. The club published a newspaper containing the club news, bits of Latin prose, poetry, and humor. The club functioned for three years after the school was opened, 1929 through 1931.¹⁷

Spanish Club.--This club, organized in 1929 and active during the entire 21-year period, had several names, but only one purpose: to stimulate interest in and to improve the use of the Spanish language and to bring about

¹⁵Crusader, 1929-1945.

¹⁶Ibid., 1929, 1935-1940.

¹⁷Ibid., 1929-1931.

a better understanding of the Latin Americans. Other names for the club were Jota Zeta, La Tertulia, Los Conquistadors, and Pan-American Student Forum. An Annual tour of Mexico, chaperoned by the sponsor, was an interesting part of the club's activity.¹⁸

Music

Band.-- The band was organized when Woodrow Wilson High School was first opened and continued active throughout the period, 1929 to 1949. The organization was always large. The band took part in downtown parades, performed at football games, and played free Sunday afternoon concerts.¹⁹

Chorus.-- The Choral Club organized in 1929 varied in size. A marked change in size occurred in 1936 when the membership dropped from 75 the previous year to 18. A new band director was employed that year. He was also director of the chorus and the orchestra. He did not emphasize the chorus at first. The Choral Club was active through 1949.²⁰

Orchestra.-- The orchestra like the band and chorus was active in 1929. The membership was comparatively small. The members of the orchestra were chosen from the band. The 1949 group was called the Solo and Ensemble Club. This club

¹⁸Personal Interview: Mabel Turman.

¹⁹Crusader, 1943.

²⁰Personal Interview: George Royster.

played programs for organizations and for high school assemblies.²¹

French Chorus.--In 1930 a fourth music club, the French Chorus, was organized. The members of this group were students from the high school French classes. This chorus sang before the State Teachers Association in November, 1930. The French Chorus was active only one year.²²

Music Club.--The Music Club was known as the Music Guild in 1936, the Music Club in 1944, and the Music Appreciation Club in 1945. The members of this club were music students. The purpose of the organization was to give young musicians a chance to perform before an audience, to enjoy good music, and to plan programs of music for school assemblies. The club functioned only during the three years mentioned above.²³

Science

The science clubs were all organized within the past ten years.

Biology.--The Biology Club was organized in 1941. The purpose of the club was to interest students in biology and

²¹Ibid., 1929-1949.

²²Crusader, 1943.

²³Personal Interview: George Royster.

to provide enjoyable association with others. The Biology Club was active only two years.²⁴

Chemistry Club.-- The Chemistry Club was organized in 1942. Its purpose was to interest students in Chemistry and provide enjoyable association with others. The club became inactive after five years.²⁵

Physics Club.-- The Physics Club was organized in 1941 and was active for eight years. The club's purpose was similar to that for the Biology and Chemistry Clubs: to interest students in physics and to provide enjoyable association. The Physics Club had large memberships, the last year's membership being 88.²⁶

Kamera Club.-- The only other science club functioning during the period studied was the Kamera Club, organized chiefly to stimulate photography as a hobby. This club made its appearance in 1931, became inactive the next year, reappeared in 1946, and functioned the last four years of the period, 1929 to 1949.²⁷

Social Sciences

Allied Youth.-- The purpose of Allied Youth was to discourage the use of alcoholic drink by providing a program

²⁴Crusader, 1941-1942.

²⁵Ibid., 1942-1943.

²⁶Personal Interview: Hershel Forester.

²⁷Personal Interview: Bailey Hargraves.

of wholesome entertainment. The club was organized in 1947 with a membership of 20, and became inactive the next year with 21 members.²⁸

Canadian History.--The Canadian History Club was organized in 1941 and was active only one year. Its purpose was to learn more of Canadian History. The sponsor was a Canadian who taught the history course.²⁹

Commercial Geography.--The purpose of the Commercial Geography Club was to interest people in commercial geography. The organization became active in 1930, but became the Early Dallas History Club the next year. Another Commercial Geography Club appeared in 1936 with a small membership, but functioned only the one year.³⁰ The club had parties and picnics as well as business meetings.³¹

Dallas Historical Society.--The Woodrow Wilson Chapter of the Dallas Historical Society was organized in 1930 when the Commercial Geography group became the Early Dallas History Club. The name was changed to Junior Chapter of the Dallas Historical Society the following year. The chief purposes of the Society were to encourage historical inquiry; to collect, preserve, and exhibit historical material;

²⁸Personal Interview: Bailey Hargraves.

²⁹Personal Interview: Rush M. Caldwell.

³⁰Crusader, 1930, 1935.

³¹Woodrow Wilson News, April 12, 1935, p. 3.

and to spread historical information, especially that concerning Dallas and the Southwest.³² Although the Woodrow Wilson Chapter had a membership of 91 students for the previous year, it became inactive in 1935. This group was revived in 1942 with a membership of 97, and in 1949 there were 250 members.³³

Economics Club.--The purpose of the Economics Club was to study current economic problems and contemporary government. The club was organized in 1940 and functioned one year.³⁴

Senate.--The Senate was organized in 1937 for those students interested in current events and politics. Its founders believed that argumentative and thinking ability was developed through open forum discussions which followed talks given before the group. The club functioned for two years with student memberships of 65 and 88.³⁵

Travel Club.--The membership of the Travel Club was first limited to those students studying commercial geography, but was later open to any student interested in the history and current business activities of Dallas. The

³²Personal Interview: Myrtle Roberts.

³³Crusader, 1930-1935, 1942-1949.

³⁴Personal Interview: Rush M. Caldwell.

³⁵Crusader, 1937-1938.

meetings were held in offices, plants, and places of historical interest in the vicinity of Dallas. The club was active for only one year, 1937, with a membership of 18.³⁶

Speech

Debate Club.--The Debate Club was organized in 1945 for boys and girls interested in interscholastic participation. The club was active for four year, 1945 to 1948, with annual memberships of 26, 32, 42, and 17, respectively.³⁷

Little Theater.--The Little Theater, one of the clubs that began functioning when Woodrow Wilson High School was opened in 1929, functioned continuously during the 21-year period of this study. The first club was organized by students who were former members of the Little Theater group at Bryan High School. The club was "literary, musical, and dramatic," and its purposes included both instruction and entertainment for its members. Only those who "proved that they were talented" were admitted to the club. The first organization had 40 members to prove their talent. The club was called Little "Theatre." However, the name was changed to Little "Theater" after two years. During the last 12 years of the period treated in this study the membership was above 40. During four of those years more than 90 students were members.³⁸

³⁶Ibid., 1937.

³⁷Ibid., 1945-1948.

³⁸Ibid., 1929-1949.

National Forensic League.--Chapter Number 590 of the National Forensic League was organized at Woodrow Wilson High School in 1946. The club sponsored better speech in high school, and each year a national speech winner was selected by the National Forensic League. The candidates for national honors were elected from each chapter. The contest was sponsored by Rapon College of Rapon, Wisconsin. The club was active for three years with annual memberships of 16, 20, and 13 students.³⁹

Vocational

Advertising Club.--The Advertising Club was organized for those students interested in advertising as a career. The club's aims were to recognize good advertising, to learn how to get the greatest benefit from advertising, and to learn how to protect themselves against possible abuses resulting from the wrong kind of advertising. The club was active three years, becoming inactive with a membership of 102 students in 1933.⁴⁰

Aviation.--The Aviation Club was organized in 1939 to satisfy the interest of a group of boys. The members of the club met to study and discuss model gas, solid, and scale airplanes, to plan contests, to study about army, navy, and

³⁹Personal Interview: J. Roy Williams, and Crusader, 1946-1948.

⁴⁰Crusader, 1931-1933.

private aviation schools, and to visit local airports.⁴¹
The club functioned one year and then became inactive.⁴²

Commercial Law.--The Commercial Law Club was another of the clubs that started with the school. Its purpose was to "study transactions and business in the commercial world." Its members claimed that the values derived from the club were both cultural and disciplinary. The results expected from participation in the club's activities were a better understanding of a "complicated social order," an appreciation of "social conduct," the ability to distinguish issues, ability to reason accurately, and the ability to correlate work. This club was discontinued in 1932.⁴³

Junior Bar Association.--The Junior Bar Association was organized for those students who expected to be lawyers. Although most of the members were girls, during the time the club functioned, 1944-1946, the president and vice-president were boys. The Junior Bar Association became inactive with a membership of 88 students.⁴⁴

Salesmanship Club.--The stated purposes of the Salesmanship Club were as follows: "to make salesmanship an ethical profession, to consider salesmanship. . .as the art

⁴¹Woodrow Wilson News, December 8, 1939, p. 3.

⁴²Personal Interview: Hershel Forester.

⁴³Crusader, 1929-1933.

⁴⁴Ibid., 1944-1946.

of influencing others, and to cultivate those qualities that go with creative and growing personality." The club was organized in 1929 and was discontinued in 1931.⁴⁵

Honorary Activities

Good Scholarship Club.--When Woodrow Wilson High School was first established, there were two scholarship groups--one for students whose average was above 90, and one for those whose average was above 80. The groups were called the "Ninety Group" and the "Eighty Group," in 1929. In 1933 the Honor Group was divided into Summa Cum Laude for the higher average students and Cum Laude for the lower.⁴⁶ In 1937 a third group was designated as Magna Cum Laude. The highest group with an average of 95 to 100 was called Summa Cum Laude, the second with 90 to 95 average was known as Magna Cum Laude, and the lowest 80 to 90 group was called Cum Laude. The Scholarship Club was the largest of the school's organizations.⁴⁷

Library Council or Senior Honor Council.--This club was called the Senior Honor Council from 1929 until 1934 when the organization became the Senior Library Council. In 1936 the name was shortened to Library Council. The members of the club were seniors whose work and leadership showed them to

⁴⁵Crusader, 1929-1931.

⁴⁶Woodrow Wilson News, November 22, 1935, p. 1.

⁴⁷Crusader, 1929, 1933, 1937.

be capable of carrying their school work and helping the librarian. Students who belonged to this group were recommended by the faculty and approved by the librarian. The councilmen helped the other students to find books, encouraged quiet in the library, and issued and received volumes. These students rendered real service to the school, and they considered being selected, or nominated for the Library Council a great honor. Only one period per day of work was required of a student. Three or more of these students worked in the Library at all times. The Library Council was active throughout the period of this study.⁴⁸

National Honor Society.--The purposes listed by the National Honor Society were: "to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character." The society became active in 1930 and continued to function through 1949.⁴⁹ The student became a member of the National Honor Society after being nominated by the Faculty Committee and elected by a majority vote of the entire faculty.⁵⁰

⁴⁸Personal Interview: Helen Braack, and Crusader, 1929-1948.

⁴⁹Crusader, 1930-1949.

⁵⁰Woodrow Wilson News, December 8, 1939, p. 1.

Miscellaneous Clubs

Since all of the clubs active in Woodrow Wilson High School between 1929 and 1949 were classified under major heads for the purpose of this study, it was necessary to call one group "Miscellaneous." The clubs in the Miscellaneous group are not related to those of any other group, nor are they related to each other.

Chess and Checker Club.--The Chess and Checker Club was purely recreational in purpose and function. The club was organized in 1946 and functioned three years. The name was changed to the Chess Club in 1948.⁵¹

Crusaders.--The Crusaders were a group of girls who organized a drum and bugle corps in 1936. Their purpose was to add color and interest to the school's activities, and their figure marching added sparkle and gaiety to the football games and parades. The club was discontinued in 1943.⁵²

Interscholastic Representatives.--The students who participated in interscholastic events as representatives of the school were the members of the Interscholastic Representatives. Each representative had a sponsor except in those activities such as the one-act play or debate where a team or group participated. The organization ceased to function after 1939.⁵³

⁵¹Crusader, 1946-1948.

⁵²Ibid., 1936-1943.

⁵³Ibid., 1934-1939.

Literary Club.--The purpose of this club was educational, but social meetings were held from time to time.⁵⁴ Programs of the club included spelling bees and familiar-quotations contests.⁵⁵ The club functioned from 1939 to 1941.

Pre-WACs--Pre-WAVES.--A group of girls interested in military service organized the Pre-WACs--Pre-WAVES. The members wore uniforms, practiced marching, and assisted at U. S. O.⁵⁶ The club was organized in 1943 and ceased to function after two years. The name was changed to Pre-WACs in 1944.⁵⁷

Silver Sabre.--The Silver Sabre Club was composed of the high school's cadet officers. The organization was purely social. The club was organized in 1931 and was inactive after 1932.⁵⁸

Square Dance Club.--At the request of the students, the Square Dance Club was organized in the fall of 1948. The purpose of the organization was entirely recreational. The club had 30 members in 1949.⁵⁹

Stamp Club.--The Stamp Club was one of those described

⁵⁴Woodrow Wilson News, December 8, 1939, p. 3.

⁵⁵Ibid., November 29, 1940, p. 3.

⁵⁶Ibid., October 29, 1943, p. 3.

⁵⁷Crusader, 1943-1944.

⁵⁸Ibid., 1931-1932.

⁵⁹Personal Interview: Mattie Dell Webb.

as offering an "interesting social and intellectual background for the various fields they represented and offering the students an opportunity to pursue their hobbies with others interested in similar lines." The club was active two years, 1935 and 1936.⁶⁰ Exhibits and contests were arranged by this group and prizes given.⁶¹

Publications

Crusader Staff.--The Crusader was the Woodrow Wilson High School Annual and the Crusader Staff was the body of students responsible for publishing the annual. All members of this group were seniors. The Crusader was published each year during the period covered in this study. The purpose of the Staff was "to present in words and pictures the personalities and events which have comprised the school years."⁶² During 1949 about 900 copies of the Annual were sold at three dollars each. The principal and the sponsor chose the editor of the Crusader from a list of students who indicated that they were interested in being editor and who were recommended by the faculty. The faculty recommended only those students with high scholarship records.⁶³

⁶⁰Crusader, 1936.

⁶¹Woodrow Wilson News, November 23, 1935, p. 3.

⁶²Personal Interview: Paul F. Allen, and Crusader, 1936.

⁶³Personal Interview: Buford A. Cates.

Press Club.--The purpose of the Press Club was to encourage those students who were interested in writing. Attention was given to the requirements of good writing and to the production of material for the school publications. Many of the members were also members of the Crusader Staff and of the Woodrow Wilson News Staff. The Press Club was organized in 1929 and was active during the 21-year period covered in this study.⁶⁴

Senior Publication Club.--The members of the senior class published a bulletin during their graduating, or last semester in school. The bulletin had various titles all having to do with the wildcat, the nickname of the Woodrow Wilson athletes. Some titles were Kampus Kat,⁶⁵ Kalico Kat,⁶⁶ Smitten Kitten,⁶⁷ Scratch 'Em,⁶⁸ Gabby Tabby,⁶⁹ and Aristo-Kat.⁷⁰ The purpose of the club was to "record the whimsicalities of the students so that twenty years from now they can look back and remember the funny incidents of their high

⁶⁴Personal Interview: Mildred Juniger.

⁶⁵Senior Publication, January, 1947.

⁶⁶Ibid., June, 1948.

⁶⁷Ibid., January, 1949.

⁶⁸Ibid., January, 1948.

⁶⁹Ibid., June, 1949.

⁷⁰Ibid., June, 1947.

school days." Any senior who wrote an article that the sponsor and editor accepted became a member of the Senior Publication Club. The editor was chosen by the sponsor from the members who were interested in the position. The publication, called the "Pub" by the students, was delivered to the student body on Senior Day at a price of one dollar. The club continued to be active after its first appearance in 1934.⁷¹

Woodrow Wilson News Staff.--The News Staff was the group of students who published the bi-weekly high school newspaper during the school term. The purpose of the News Staff was to furnish a live record of the happenings of the school term. At the meetings the members received instruction, exchanged ideas, or enjoyed a party. The club was organized in 1930 and published the first high school newspaper in Dallas. The first newspaper and all that followed it at Woodrow Wilson High School used no advertising. The editor was a journalism major selected by the principal and the sponsor. The club functioned continuously through 1949.⁷²

Service Organizations

Business Directors.--The members of this group were recommended by the faculty and selected by the principal and

⁷¹Personal Interview: H. Bush Morgan.

⁷²Personal Interview: B. A. Cates.

the school's business adviser.⁷³ The club was open to both boys and girls. The Business Directors, or Managers, had charge of all financial affairs of the school's extra-curricular activities. These duties included the sale of athletic tickets, Senior Publication (1200 copies issued bi-annually in 1938), senior play tickets, the Crusader, Woodrow Wilson News (1500 copies issued bi-weekly in 1938), and tickets for dances and other entertainments. The Business Directors also had charge of the funds for out-of-town trips, for the R. O. T. C., and for the uniforms used by student groups. The club was also responsible for the school's savings account. In 1949 the savings account alone amounted to about \$30,000 and the money from the Crusader, the Pub, and the Woodrow Wilson News amounted to approximately \$11,000.⁷⁴

Camp Fire Girls.--The Camp Fire Girls were active only three years of the 21-year period included in this survey. Those years were 1930 when there were 20 members, 1946 with 26 members, and 1948 with 13 members.⁷⁵

Girl Scouts.--The Girl Scouts have been active only two years since the school was established. In 1931 there were 13 members in this organization and in 1933 there were 20 members.⁷⁶

⁷³Woodrow Wilson News, September 26, 1946, p. 1.

⁷⁴Personal Interview: B. A. Cates.

⁷⁵Crusader, 1930, 1946, 1948.

⁷⁶Ibid., 1931, 1935.

Hi-Y Club.--Two Hi-Y Clubs, the junior group and the senior group, were organized in 1929. In 1937 the groups were combined and continued to be active until 1946. The purposes of the club were to "extend throughout the community a high standard of Christian living, to promote clean sportsmanship, and to enjoy good fellowship."⁷⁷ The club had picnics, parties, and other social activities.⁷⁸

Junior Red Cross Council.--The Junior Red Cross Council was made up of representatives elected from each room in the school building. One representative came from each of the classes and two from each of the study halls. The Junior Red Cross functioned 12 of the twenty-one years studied, but no record was kept of the enrollment and no record of the Council's activities were kept by the school before 1945.⁷⁹ Some Junior Red Cross work was mentioned in the high school paper in 1939, but there were no details of the organization.⁸⁰ The membership in the Junior Red Cross was 100 per cent of the student body every year after the organization made its appearance.⁸¹

⁷⁷Ibid., 1939.

⁷⁸Woodrow Wilson News, October 18, 1934, p. 4.

⁷⁹Crusader, 1930-1949.

⁸⁰Woodrow Wilson News, October 27, 1939, p. 3.

⁸¹Personal Interview: Allys Field Boyle.

Student Council.--The Student Council was made up of representatives elected from each room in the building. The Student Council members acted as contact men between the principal and various student groups, helped with the sale and distribution of the Woodrow Wilson News, made the final selection of yell leaders, helped to sell the annual, and assisted in nominating and electing school favorites. The Student Council functioned from 1932 through 1949.⁸²

Y-Teens (Girl Reserves).--From 1930 to 1947 the Y-Teens were called Girl Reserves. The Y-Teens' purpose was "to find and give the best." At their frequent meetings they had parties, dances, and luncheons, as well as programs. Y-Teens continued active through 1949.⁸³

A survey of the above data shows that 13 of the 19 clubs organized in 1929 were still active in 1949, and that 12 of these 13 clubs gave the student a chance to "show off," or perform, before the other high school students. These clubs were the athletic clubs, music organizations, publications staffs, Little Theater, and the honor clubs whose members were elected and publicized. The number of extra-curricular activities increased at an uneven rate from 19 clubs in 1929 to 32 in 1946. Nineteen clubs were organized

⁸² Personal Interview: B. A. Cates.

⁸³ Crusader, 1930-1949, and Woodrow Wilson News, December 20, 1935, p. 3.

after 1929, but only ten functioned as long as ten years. The number of members a club had did not determine its period of activity--three clubs ceased to function with more than 80 members.

CHAPTER III

PERSONNEL OF CLUBS

Between 1929 and 1949 Woodrow Wilson High School had a total of 60 extra-curricular clubs that were active for one year or longer.¹ Sororities and fraternities were not in this listing because they were barred by the Dallas Board of Education.² All clubs were approved by the principal, the sponsor was appointed by the principal, and the club's constitution and by-laws were submitted to the principal for his approval.³ The school began with 19 clubs whose enrollment was 806 students, or 42.19 per cent of the total school enrollment of 1,910 students. The club membership grew until in 1945 it was 2,289, or 31.63 per cent above the total school enrollment of 1,739.

✓ From a survey of club memberships for 1949 it was found that during the spring semester of that year there were 1,336 club members. Five hundred four of these club members belonged to one club, 166 to two clubs, 74 to three clubs, 38 to four

¹Crusader, 1929-1949.

²Administrative Policies and Procedures, Dallas Board of Education, p. 41.

³Ibid., pp. 41-42.

clubs, 13 to five clubs, three to six clubs, one to seven clubs, two to eight clubs, and two to ten clubs. Although there were only 803 of these club members, their total club memberships were 1,336.

An arbitrary classification of clubs under several major headings was made for purposes of this study and used in the presentation of material in Chapter II. This same procedure is followed for the purpose of further study here. Tables will be utilized to show the membership of each club in the respective groups, the total annual membership of each club and the total membership for each club for the 21-year period. The tables show which clubs students joined most frequently, and the duration of each club. Following the presentation of this data final tabulations will be presented to show total figures, enabling a comparison to be made between school enrollment and club enrollment. The major divisions are listed here for clarity of reading and discussion will follow in that order: (1) Athletic, (2) Departmental, (3) Honorary, (4) Miscellaneous, (5) Publications, and (6) Service.

Athletic Organizations

Table 1 shows the enrollment of athletic clubs for the 21-year period 1929 to 1949.

TABLE 1

THE NUMBER OF STUDENTS ENROLLED EACH
YEAR IN ATHLETIC ORGANIZATIONS

Year	Baseball	Basketball	Fencing	Football	Golf	N.H.S.F.C.*	Sportsman's Club	Swimming	Tennis	Track	Total
1929	..	16	..	47	5	..	..	..	..	28	96
1930	..	11	..	25	5	..	..	..	34	42	117
1931	..	21	..	48	13	..	..	..	45	21	148
1932	28	19	..	53	11	..	..	..	14	7	132
1933	27	17	..	65	7	..	..	..	17	39	172
1934	30	25	..	70	7	..	..	..	25	43	200
1935	33	25	..	70	7	..	..	..	16	27	178
1936	21	26	..	63	8	..	..	..	9	29	156
1937	40	25	54	56	8	..	..	..	30	38	251
1938	28	31	18	47	6	..	..	..	27	40	197
1939	52	34	30	62	9	..	..	..	19	36	242
1940	32	38	24	99	10	..	..	..	12	38	253
1941	25	44	..	96	7	..	..	..	11	65	248
1942	36	33	..	76	10	..	..	..	9	42	206
1943	31	19	..	67	9	..	..	..	9	34	169
1944	29	21	..	74	8	..	..	..	11	19	162
1945	30	20	..	90	15	..	..	..	11	24	190
1946	15	20	..	33	13	..	..	..	10	33	124
1947	24	27	..	90	6	..	20	..	12	41	220
1948	28	40	..	73	6	..	..	9	15	42	213
1949	33	28	..	117	8	29	..	..	14	43	272
Total	542	540	126	1421	175	29	20	9	350	731	3943

*National High School Football Club.

The Football Club with a total of 1,421 members was the largest of the athletic clubs with Track, Baseball, Basketball Tennis, and Golf Clubs following in that order. The largest club in this case was the one using the greatest number of

performers per game. The Fencing Club which averaged more than thirty members per year was active for four years immediately preceding the war period, 1937-1940. The National High School Football Club was organized the last year of the period, 1949. The other two clubs, Sportsman's and Swimming, became inactive after a single year's activity, 1947 and 1948 respectively.

The largest annual enrollment for the athletics clubs came in 1949 when 272 students enrolled in seven clubs. The total enrollment for the entire period, 1929 to 1949 inclusive, was 3,943 students.

Departmental Organizations

The next four tables are concerned with departmental clubs. Since this group contained 28 clubs, not all of the information could be shown in one table. The following divisions were made for convenience:

1. Art, languages, and music.
2. Science and social science.
3. Speech and vocational.
4. Totals for all departmental groups.

Table 2 shows the number of students enrolled in the Art Club and in the various language and music organizations of the departmental group of clubs.

TABLE 2

THE NUMBER OF STUDENTS ENROLLED EACH YEAR IN DEPARTMENTAL ORGANIZATIONS--ART, LANGUAGE, AND MUSIC CLUBS

Year	Art		Language				Music					
	Art Club	Total of Arts	French	Latin	Pan-American Student Forum	Total of Languages	Band	Chorus	French Chorus	Music Club	Orchestra	Total of Music
1929	14	14	22	32	36	90	41	63	..	..	35	139
1930	19	19	..	25	35	60	39	40	52	..	30	161
1931	15	15	..	25	18	43	48	79	..	..	22	149
1932	..	..	..	..	18	18	53	81	..	..	27	161
1933	..	..	..	..	26	63	70	..	..	..	30	163
1934	32	32	..	..	42	42	62	86	..	..	22	170
1935	35	35	25	..	60	85	57	75	..	..	14	146
1936	34	34	38	..	47	85	53	18	..	25	17	113
1937	39	39	13	..	64	77	79	19	..	..	32	130
1938	41	41	19	..	68	87	73	16	..	..	44	133
1939	41	41	21	..	66	87	81	20	..	..	34	135
1940	50	50	24	..	119	143	80	22	..	..	50	152
1941	36	36	..	..	102	102	88	21	..	..	41	150
1942	48	48	..	..	102	102	83	55	..	..	55	193
1943	69	69	..	..	94	94	98	60	..	..	54	212
1944	27	27	..	..	111	111	80	61	..	69	40	250
1945	20	20	..	..	186	186	89	75	..	72	26	262
1946	..	..	..	..	210	210	76	102	..	..	18	196
1947	..	..	..	..	155	155	74	93	..	..	18	185
1948	..	..	..	..	190	190	85	45	..	..	12	142
1949	..	..	..	..	146	146	87	50	..	..	8	145
Total	520	520	162	82	1895	2139	1489	1151	52	166	629	3487

Table 2 shows that the membership of the Art Club was small from 1929 to 1932 when the club became inactive. In 1934 it was reorganized with a membership of 32. The club had its largest enrollment in 1943 when 69 students were members. Only 27 members are shown for 1944 and 20 for 1945

when the club became inactive again. There was a total of 520 members for the 15 years that the Art Club was active.

The French Club functioned only seven of the 21 years included in this study, for one year, 1929, and from 1934 to 1946. The largest enrollment was 38 members for 1936, with the smallest number of members in the following year. The Latin Club functioned only during the first three years after the school was opened with a total membership of 82 pupils. The Spanish Club, or Pan-American Student Forum was the largest of the language group. The total number of students enrolled in the Language Clubs for the 21 years was 1,895.

The Band was a large organization from the time it was organized in 1929. After 1937 there were more than 70 students enrolled each year. In 1930 there were only 39 musicians in the Band, but the enrollment was never that low again. The total Band membership was 1,389 for the 21-year period. The size of the Chorus varied. There were sudden drops and sudden rises in membership. The total enrollment was 1,151 or an average of almost 55 students per year. In 1930 the students from the French classes organized the French Chorus. The club had 52 members during its one year of activity. The Music Club functioned in 1936 with 25 members and in 1944 and 1945 with 69 and 72 members, respectively. The Orchestra was another club whose enrollment varied, the highest being 55 members in 1942 and the lowest being eight in 1949.

Table 2 shows four clubs that were active from 1929

through 1949. The music clubs were larger than the language clubs as groups, but the largest single organization was the Pan-American Club of the language group.

Table 3 shows the second group of departmental clubs--the science and social science clubs. The table shows the names of the clubs, the annual enrollments and the total enrollment for each club and for each group of clubs.

TABLE 3

THE NUMBER OF STUDENTS ENROLLED EACH YEAR IN DEPARTMENTAL ORGANIZATIONS--SCIENCE AND SOCIAL SCIENCE CLUBS

Year	Science					Social Science							
	Biology	Chemistry	Kamera	Physics	Total of Sciences	Allied Youth	Canadian History	Com. Geo.	Dallas Hist. So.	Economics Club	Senate	Travel Club	Total of Social Sciences
1929
1930	66	..	..	..	..	66
1931	53	..	..	..	53
1932	27	..	..	..	27
1933	112	..	..	..	112
1934	91	..	..	..	91
1935
1936	16	..	..	..	..	16
1937	65	18	83
1938	68	..	68
1939	25	..	25	..	..	..	..	..	..	..	..
1940	55	..	..	55
1941	38	..	..	61	99	..	23	..	..	..	..	..	23
1942	32	28	..	62	122	..	..	..	97	..	..	..	97
1943	..	87	..	102	189	..	..	..	34	..	..	..	34
1944	..	65	..	69	134	..	..	..	43	..	..	..	43
1945	..	68	..	138	206	..	..	..	82	..	..	..	82
1946	..	25	..	128	177	..	..	..	140	..	..	..	140
1947	..	15	38	77	131	21	..	..	236	..	..	..	257
1948	27	88	115	20	..	..	225	..	..	..	245
1949	27	..	27	..	..	..	250	..	..	..	250
Total	70	288	142	725	1225	41	23	82	1390	55	133	18	1742

Table 3 shows the Biology Club active only two years-- 1941 and 1942 with a total of 70 members. The Chemistry Club was organized in 1942 with 28 members, grew to 87 the next year, and became inactive in 1947 with 15 members. The Kamera Club had twenty-five members in 1939, became inactive the next year, and was again active from 1946 through 1949. The Physics Club was organized in 1941 with 61 members, had 138 members in 1945 and became inactive in 1948 with 88 members. During this club's eight years of functioning the total enrollment was 725 or an average of more than 90 members per year. The total membership for science clubs was 1,225 students.

The Allied Youth Club with a total of 41 members for its two-year period of activity (1947 and 1948); the Canadian History Club, active in 1941, with 23 members; and the Commercial Geography Club, active in 1930 with 66 members and in 1936 with 16 members, show that student interest in the social sciences was not sufficient to keep these clubs active. The Dallas Historical Society, organized in 1931, inactive from 1935 to 1942, and active again through 1949 was the largest social science club. The total membership was 1,390 for 12 years, making the annual average membership more than 100 boys and girls. The Senate with 65 members in 1937 and 68 in 1938 functioned only those two years. The Travel Club with 18 members was active only during 1937.

Table 3 shows all social science clubs to be "unstable"--

having periods of activity followed by periods of inactivity. Only three years (1929, 1935 and 1940) of the 21 years covered in this study were without a social science club. A total of 1,742 students were enrolled in social science clubs during the period covered in this survey.

Table 4 shows annual and total memberships for the speech and vocational clubs of the departmental group of organizations.

TABLE 4

THE NUMBER OF STUDENTS ENROLLED EACH YEAR IN DEPARTMENTAL ORGANIZATIONS--SPEECH AND VOCATIONAL CLUBS

Year	Speech				Vocational					
	Debate	Little Theater	Nat'l Forensic	Total of Speech	Advertising	Aviation	Commercial Law	Jr. Bar Association	Salesmanship	Total of Vocational
1929	..	40	..	40	..	..	34	..	..	57
1930	..	42	..	42	..	..	63	..	38	103
1931	..	24	..	24	58	..	36	..	41	140
1932	..	18	..	18	62	..	48	..	..	110
1933	..	27	..	27	102	..	..	..	..	102
1934	..	36	..	36	..	..	..	..	..	..
1935	..	50	..	50	..	20	..	..	..	20
1936	..	27	..	27	..	..	..	..	..	..
1937	..	46	..	46	..	..	..	..	..	..
1938	..	43	..	43	..	..	..	..	..	..
1939	..	87	..	87	..	..	..	..	..	..
1940	..	96	..	96	..	..	..	..	..	..
1941	..	59	..	59	..	..	..	..	..	..
1942	..	86	..	86	..	..	..	..	..	..
1943	..	94	..	94	..	..	..	..	..	..
1944	..	77	..	77	..	..	..	48	..	48
1945	26	96	..	122	..	..	..	140	..	140
1946	32	83	16	131	..	..	..	88	..	88
1947	42	48	20	110	..	..	..	..	..	..
1948	17	92	13	122	..	..	..	..	..	..
1949	..	50	..	50	..	..	..	..	..	..
Total	117	1221	49	1387	222	20	183	276	107	808

Table 4 shows the Debate Club had a total of 117 members for the years 1945 through 1949. The Little Theater was the only speech club that functioned continuously from 1929 through 1949. The total membership for Little Theater was 1,221, making an average of over 58 members per year. The National Forensic League functioned three years with a total of 49 members.

The Advertising Club of the Vocational group functioned from 1931 through 1933 and became inactive with its largest membership of 102. The Aviation Club functioned a single year, 1935, with 20 members. The Commercial Law Club was organized in 1929 and became inactive in 1932 with 48 members. The Junior Bar Association (1944-1946) had large groups of members each year. The club became inactive with a membership of 88. The Salesmanship Club functioned from 1929 to 1931 with a growing membership. All of the vocational clubs had a total of 800 members for the 21-year period.

Table 4 shows that there was additional interest in Speech organizations between 1945 and 1948, but that the formation of two additional clubs did not affect the size of the Little Theater Club. The table shows that the vocational organizations had short periods of activity and that all clubs became inactive with their largest or next-to-largest enrollment.

Table 5 shows the total enrollment for each classification of the clubs in the departmental group, the total annual

enrollment for all departmental clubs, and the total enrollment for all departmental clubs for the period 1929 to 1949.

TABLE 5

TOTAL NUMBER OF STUDENTS ENROLLED IN
DEPARTMENTAL ORGANIZATIONS

Year	Art	Language	Music	Sciences	Social Sciences	Speech	Vocational	Total
1929	14	90	139	...	...	40	57	340
1930	19	60	161	...	66	42	103	451
1931	15	43	149	...	53	24	140	424
1932	..	18	161	...	27	18	110	334
1933	..	26	163	...	112	27	102	430
1934	32	42	170	...	91	36	..	371
1935	35	85	146	...	..	50	20	336
1936	34	85	113	...	16	27	..	275
1937	39	77	130	...	83	46	..	375
1938	41	87	133	...	68	43	..	372
1939	41	87	135	25	..	87	..	375
1940	50	143	152	...	55	96	..	496
1941	36	102	150	99	23	59	..	469
1942	48	102	193	122	97	86	..	648
1943	69	94	212	189	34	94	..	692
1944	27	111	250	134	43	77	48	690
1945	20	186	262	206	82	122	140	1018
1946	..	210	196	177	140	131	88	942
1947	..	155	185	131	257	110	..	838
1948	..	190	142	115	245	122	..	814
1949	..	146	145	27	250	50	..	618
Total	520	2139	3487	1225	1742	1387	808	11308

The music clubs were the most popular among the departmental clubs. During the period 1929 to 1949 there were 3,487 students enrolled in the various music organizations. The language group was second with 2,139 students, the social

sciences were third with 1,742, the speech clubs were fourth with 1,387, the science clubs were fifth with 1,225, and vocational and art were last with 808, and 520 respectively. The total enrollment for departmental clubs was 11,308 student members.

Honorary Organizations

Table 6 shows the number of students enrolled each year in the honorary organizations and the total memberships for the 21-year period, 1929 to 1949.

TABLE 6

THE NUMBER OF STUDENTS ENROLLED EACH YEAR IN THE HONORARY ORGANIZATIONS

Year	Good Scholarship	Library Council	National Honor Society	Total
1929	147	31	..	178
1930	123	20	41	184
1931	121	25	23	169
1932	167	24	36	227
1933	201	28	49	278
1934	322	18	44	384
1935	420	19	54	493
1936	364	18	69	451
1937	415	17	71	503
1938	468	22	48	538
1939	602	21	56	679
1940	448	26	82	556
1941	433	26	86	545
1942	343	24	65	432
1943	313	32	89	439
1944	284	23	50	357
1945	359	22	93	474
1946	182	30	66	278
1947	132	52	50	234
1948	325	46	55	426
1949	364	33	45	442
Total	6538	557	1172	8267

Two of the honorary organizations functioned all of the years between 1929 and 1949 and the third functioned all but the first year. The National Honor Council was not formed until 1930. The Good Scholarship Club had the greatest number of students enrolled. Any student making an average of 80 or above was a member of the club. National Honor Society members were the students with high scholastic rating and good records as citizens. These students were nominated by a faculty committee and elected by the entire faculty. The number elected varied.

The largest of the honorary clubs is the Good Scholarship Club, whose smallest membership was 121 students and its largest 602 members. Since 1929, 6,538 students have been enrolled in the Good Scholarship Club. The second largest honor group was the National Honor Society organized in 1930 and continuing through 1949. The Society's total membership was 1,172. No honor organization became inactive during the period of this study. During the 21-year period 8,267 students were members of an honor organizations.

Miscellaneous Organizations

The group of clubs included under the heading "Miscellaneous Organizations" were those organized to satisfy student interest for a particular period. Interest in the activity ceased or the interested students graduated and the club became inactive. As was mentioned before in this study, the Miscellaneous Group of clubs are not closely related to those clubs of other groups, nor to

each other. Table 7 shows the total annual enrollment for each club, the total annual enrollment for all clubs, and the total enrollment of all clubs for the period 1929 to 1949.

TABLE 7

THE NUMBER OF STUDENTS ENROLLED EACH YEAR
IN MISCELLANEOUS ORGANIZATIONS

Year	Chess and Checkers	Crusaders	Interscholastic	Literary	Pre Mac- Pre Waves	Silver Sabre	Square Dance	Stamp Club	Total
1929	28	..	..	28
1930	28	..	..	28
1931	21	..	..	21
1932
1933
1934	18	..	..	..	..	15	33
1935	16	..	..	..	..	17	33
1936	..	78	11	..	..	..	..	..	89
1937	..	112	12	..	..	..	..	..	124
1938	..	102	16	..	..	..	..	..	118
1939	..	94	14	31	..	..	..	..	139
1940	..	85	..	32	..	..	..	..	117
1941	..	76	..	27	..	..	..	..	103
1942	..	69	..	..	..	..	..	..	69
1943	..	48	..	..	66	..	..	..	114
1944	36	..	..	..	36
1945
1946	24	..	..	..	..	..	..	..	24
1947	47	..	..	..	..	..	..	..	47
1948	35	..	..	..	..	..	..	..	35
1949	30	..	30
Total	106	664	87	90	102	49	30	32	1160

Table 7 shows that the Chess and Checker Club functioned from 1946 to 1948 with a total of 106 members. The Crusader Club was the largest of the Miscellaneous Group. It functioned eight years (1936-1943) with a total of 664 members. The Interscholastic Representatives was active from 1934 to 1940 with 87 members. The Literary Club, active from 1939 to 1941, had a total membership of 90. The Pre-WAACs-Pre-WAVES organized in 1943 with 66 members, became inactive the next year with 36 members. The Silver Sabre functioned in 1930 and 1931 with a total of 49 members. The Square Dance Club was organized in 1949 with 30 members. The Stamp Club organized in 1934 was active for two years and had a total of 32 members. These eight clubs had a total of 1,160 members for the 21-year period between 1929 and 1949. Most of the Miscellaneous Organizations were small and of short duration.

Publications Organizations

Table 8 shows the names and enrollments of each club, the total enrollment of each club, total annual enrollment of all organizations, and the total enrollment for all clubs for the period 1929 to 1949 for the four publications organizations of Woodrow Wilson High School.

TABLE 8
THE NUMBER OF STUDENTS ENROLLED EACH YEAR
IN PUBLICATIONS ORGANIZATIONS

Year	Crusader Staff	Press Club	Senior Pub Staff	W.W. News Staff	Total
1929	17	18	..	..	35
1930	9	23	..	28	60
1931	41	30	..	22	93
1932	20	32	..	28	80
1933	20	36	..	34	90
1934	41	37	58	29	165
1935	50	56	54	33	193
1936	50	49	56	37	192
1937	21	59	59	42	181
1938	32	64	61	39	196
1939	20	51	80	45	196
1940	35	50	67	43	195
1941	26	60	82	39	207
1942	55	59	71	44	229
1943	24	75	65	47	211
1944	30	78	55	46	209
1945	6	94	10	48	158
1946	14	109	93	49	265
1947	13	92	72	46	223
1948	9	91	48	45	193
1949	10	69	54	38	171
Total	543	1232	985	782	3542

The Crusader Staff as shown in Table 8 was active from 1929 to 1949. The membership varied from six in 1945 to 55 in 1942. The Press Club was the largest of the publications organizations. The club was organized in 1929 and continued active through 1949. The club was smallest in 1929 and largest in 1946. The total membership was 1,232. The Senior Publication Staff began functioning in 1934 and continued active throughout the period covered in this study. The total membership was 985. In 1930 the Woodrow Wilson News Staff

was organized and continued functioning through 1949. The total membership was 782.

The largest publications organization was the Press Club. The second in size was the Senior Pub Staff. No publications club was discontinued during the years 1929 to 1949. There were 3,542 students enrolled in publications clubs between 1929 and 1949.

Service Organizations

Table 9 shows the annual and total memberships of the seven service organizations.

TABLE 9

THE NUMBER OF STUDENTS ENROLLED EACH YEAR IN SERVICE ORGANIZATIONS

Year	Business Directors	Camp Fire Girls	Girl Scouts	H-I -Y	Junior Red Cross	Student Council	Y-Teens	Total
1929	..	..	..	53	..	..	..	53
1930	..	20	..	38	..	..	60	118
1931	..	..	13	30	..	..	23	66
1932	..	..	..	44	..	59	42	145
1933	..	..	..	37	..	58	33	128
1934	12	..	..	56	..	61	39	168
1935	18	..	20	59	..	57	48	202
1936	16	..	..	24	..	58	43	141
1937	6	..	..	33	..	63	32	134
1938	10	..	..	63	..	62	39	174
1939	14	..	..	72	..	64	119	269
1940	14	..	..	41	..	62	96	213
1941	14	..	..	37	..	66	168	285
1942	13	..	..	36	..	62	108	219
1943	14	..	..	39	..	65	81	199
1944	16	..	..	40	..	59	75	190
1945	15	..	..	38	38	58	136	285
1946	14	26	..	36	47	106	156	385
1947	17	..	..	..	51	53	125	246
1948	15	13	..	..	100	53	130	311
1949	12	..	..	..	101	51	149	313
Total	220	59	33	776	337	1117	1702	4244

The Business Directors organized in 1934 and active through 1949 was never large, its largest membership being 18 students in 1935. The Camp Fire Girls were active three years during the period of this study with the largest membership of 26 in 1946. The Girl Scouts were active only in 1931 with 13 members and in 1935 with 20 members. The Hi-Y Club was active from 1929 to 1946. The membership for 1946 was 36. Previous years had smaller memberships. The first recorded organization of the Junior Red Cross Council was for 1945 when the membership was 38. The membership was larger each year until 1949 when there were 101 members. The Student Council was organized in 1932. The membership was between 51 and 66 each year after 1932, with the exception of 1946 when there were 106 members. The Y-Teens were organized in 1929 and remained active through 1949. This group was the largest of the service organizations. The total membership was 1,702. The service group of organizations had a total membership for the 21-year period of 4,244 students. These organizations for both girls and boys were more permanent than were Camp Fire Girls Club, Girl Scouts Club, and Boy's Hi-Y Club.

Comparison of School Enrollment and Club Enrollment

Tables 1 through 9 showed the names of clubs with their annual and total enrollments for the years 1929 through 1949. Table 10 shows the total school enrollment, the total club

enrollment and the percentage of the club memberships during the 1929 to 1949 period.

TABLE 10

COMPARISON OF SCHOOL ENROLLMENT^a AND CLUB ENROLLMENT^b

Year	Total School Enrollment	Total Club Enrollment	Ratio of Club Enrollment to School Enrollment
1928-1929	1910	806	42.19%
1929-1930	1988	1033	51.96%
1930-1931	2098	1055	50.29%
1931-1932	2212	1073	48.55%
1932-1933	2279	1231	54.01%
1933-1934	2174	1469	67.57%
1934-1935	2052	1074	52.34%
1935-1936	2165	1375	63.51%
1936-1937	2258	1666	73.78%
1937-1938	2434	1684	69.19%
1938-1939	2623	2001	76.28%
1939-1940	2310	1932	83.64%
1940-1941	2261	1966	86.95%
1941-1942	2035	1941	95.38%
1942-1943	1940	1974	101.75%
1943-1944	1759	1785	101.48%
1944-1945	1739	2289	131.63%
1945-1946	1667	2196	131.73%
1946-1947	1669	1975	118.21%
1947-1948	1631	2122	130.10%
1948-1949	1545	1983	128.35%
Total	42849	34630	80.81%

^aAttendance Dean's Record, and Telephone Interview: Leo Stadtherr.

^bClub sponsor's rolls, and Crusader, 1929-1949.

Table 10 shows that the school enrollment was greatest in 1939. After 1939 the enrollment began to decrease. Club enrollment however, reached its highest peak in 1945. The club membership grew as the school enrollment decreased. In

1929 the club enrollment was 42.19 per cent of the school enrollment. In 1939 when the school enrollment was largest, the club enrollment was 76.32 per cent of the total number of students in high school. In 1945 when the club enrollment was at its highest peak the club membership was 131.63 per cent of the high school enrollment. The following year after both student and club enrollment had decreased, the club enrollment was 131.73 per cent of the student enrollment.

Table 10 shows that student interest in extra-curricular activities grew between 1929 and 1949. The table also shows that after 1943 many students belonged to more than one club.

Figure 1 shows graphically the information given in Table 10. For the first half of the period--from 1929 to 1939--the total club and total school enrollments are far apart, but their paths are similar. Each enrollment has two marked increases and one decrease. The decrease occurs for both enrollments the same year, 1935 and the higher increase for both occurs in 1939. The lesser increase however, is found in 1933 for the school enrollment and in 1934 for the club enrollment.

After 1939 the school enrollment decreases steadily. The club enrollment becomes greater than the school enrollment in 1943 and continues higher through 1949.

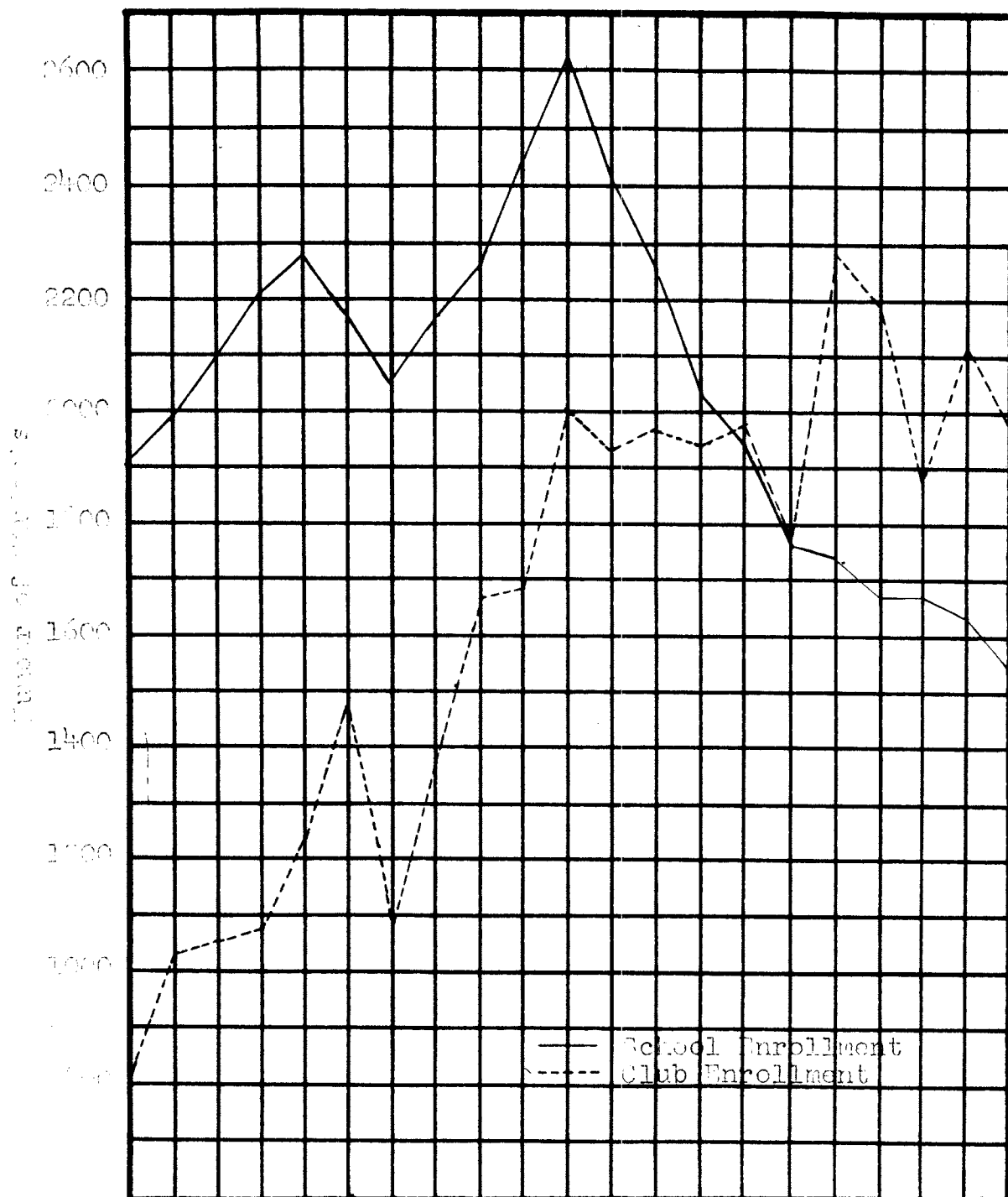


Fig. 1.-- A comparison of the annual high school enrollment and the annual club enrollment for 1929-1949.

A study of club personnel shows very little relationship between the number of clubs, the size of the student body, and the number of students enrolled in clubs. However, a growing interest in club work was evident. There was also a tendency for a student to belong to more than one club since Table 10 shows the club membership to be more than 100 per cent of the student enrollment.

CHAPTER IV

AN EVALUATION OF THE EXTRA-CURRICULAR PROGRAM OF WOODROW WILSON HIGH SCHOOL

This evaluation of the Woodrow Wilson extra-curricular program is based upon information received from questionnaires sent to 66 faculty members, both club sponsors and non-club sponsors, and 1545 students, both club members and non-club members, and information received from authorities in the extra-curricular field. It will be the purpose of this phase of the study to discuss these individually in the following order: (1) faculty response (2) student response, and (3) authorities in the field of extra-curricular activities.

Faculty Response to Questionnaire

Consideration will be given first to the 54 responses received from the 66 faculty members. The questionnaire is found in the appendix. The following information was requested:

1. Did you sponsor a club?
2. Would you be interested in sponsoring a club if it met during school hours?
3. Please state your opinion as to the value of clubs to the child.

4. Please state your opinion as to the value of clubs to the school.

Of the 54 teachers who replied to the information survey, only 17 sponsored club activities at the time they answered the questionnaire. The results of the questionnaire are shown in Table 11 which follows:

TABLE 11

ATTITUDE OF FIFTY-FOUR FACULTY MEMBERS TOWARD CLUBS
(SEVENTEEN SPONSORS--THIRTY-SEVEN NON-SPONSORS)

Attitudes	Sponsor	Non-Sponsor	Total
Willing to sponsor club meeting during school hours	11	12	23
Unwilling to sponsor club meeting during school hours	6	25	31
Believed clubs of great value to the child	9	14	23
Considered clubs of little value to the child	2	9	11
Indicated clubs valuable to the child under certain conditions	4	5	9
Considered clubs of no value to the child	2	9	11
Believed clubs of great value to the school	9	14	23
Considered clubs of little value to the school	2	9	11
Indicated clubs valuable to the school under certain conditions	4	5	9
Considered clubs of no value to the school	2	9	11

Table 11 shows that only 11 of the 17 sponsors and 12 of the 37 non-sponsors were "willing to sponsor clubs during the school day." Six sponsors and 25 non-sponsors, a majority of the responding members of the high school faculty, were "unwilling to sponsor clubs during the school day." Obviously some of the teachers who sponsored clubs did so not of their own volition but because they were assigned to the sponsorship of a club by the principal. Twenty-three teachers, nine sponsors and 14 non-sponsors, "believed clubs to be of great value to the child" and these same teachers "believed the clubs to be of great value to the school." Two of the sponsors and nine of the non-sponsors "considered clubs to be of little value either to the child or to the school." Four sponsors and five non-sponsors indicated that "clubs were valuable to the child and to the school under certain conditions." Some of the conditions given by these nine teachers were: "if the sponsor had time to do her part," "if the sponsor didn't do all the work," "if pupils belonged to fewer clubs," "if there were more restraint and organization and not all free expression." Two of the sponsors and nine of the non-sponsors considered "clubs of no value to the child and of no value to the school."

The above data indicates that less than half of the teachers were willing to sponsor clubs and over a third of

those who were sponsoring clubs did so because this responsibility was delegated to them in addition to their regular teaching assignment. It is interesting to note here that less than half of the teachers thought clubs were of great benefit either to the child or to the school.

Student Response to Questionnaire

Eleven hundred sixty-one responses were received from the 1545 students to whom questionnaires were given. Of the 1161 students 588 were club members and 573 were non-club members. Club members and non-club members received different questionnaires.

Club-member response.--For the purpose of this study certain items were selected from the complete questionnaire submitted to the student club members. The complete questionnaire which was sent to the club members is included in the appendix. The following questions were used from the club-member questionnaires:

1. Why did you join a club?
2. What benefits do you derive from club membership?
3. To what out-of-school organizations do you belong?

Of the 588 club members only 500 indicated a reason for joining a club. Table 12 indicates the reasons given by these 500 club members for joining clubs.

TABLE 12
REASONS GIVEN BY CLUB MEMBERS FOR JOINING CLUBS

Reasons	Girls	Boys	Total
Like what club does	185	77	262
Interested in subject	68	18	86
To be with others	64	7	71
For fun	44	12	56
To get my name in annual	11	0	11
Was elected	2	8	10
Was invited	0	2	2
To get votes	0	2	2

Table 12 shows that 185 girls and 77 boys joined clubs because they "liked what the clubs did." Sixty-eight girls and 18 boys joined clubs because they were "interested in the subject" which the club represented. The first and second reasons are similar, and perhaps meant approximately the same thing to the girls and boys. "To be with others" was the reason given by 64 girls and seven boys. This difference in the number of girls and the number of boys giving this reason suggests that girls are more social than boys, or perhaps felt a greater social need. Forty-four girls and 12 boys joined clubs for the fun and enjoyment to be derived from participation in the activities of the club. With little doubt the students giving the first three reasons

also got fun out of the club's activities, but the strictly "for fun" category has other implications. Although eleven girls joined clubs to get their names in the annual there were no boys giving this reason. Some of the sponsors reported increased membership in clubs just before the pictures were made for the high school annual, the Crusader. The annual featured the senior class and the school organizations, but if the lower classmen did not belong to some club, they did not appear in the annual. Under each senior's picture was a list of the clubs to which he belonged. Two girls and eight boys joined clubs because they were elected. Members of only four of the clubs (National Honor Society, Library Council, Business Managers, and Junior Red Cross Council) were admitted on an elective basis. Two boys indicated that they joined a club because they were invited. Since all clubs were open to any student who could qualify, the boys were invited to club membership by either friends or club sponsors. Two boys joined a club to get votes. "To get votes" is slang for "to become popular." This reason is similar to the one given by the girls who wanted their names in the annual, since names on club rolls and names and pictures in the annual are outward evidence of popularity.

According to Table 12 students most frequently joined clubs because they liked the club activities. Interest in the subject represented by the club seems to be closely related to liking what the club does, and is the second most

frequent reason given by the students. "To associate with others" and "for fun" were the reasons given by another large number of students.

In Table 13 are listed the benefits which girls and boys believed they derived from club membership. Only 377 of the total number of club members (588) gave answers for this part of the questionnaire.

TABLE 13
BENEFITS STUDENTS DERIVED FROM CLUBS

Benefits Claimed	Girls	Boys	Total
Opportunity to associate with others	112	16	128
Opportunity to derive more education	87	35	122
Provided opportunities for recreation	68	9	76
Received extra credit	19	9	28
Developed leadership	1	9	10
Provided religious training	5	0	5
Increased general ability	2	2	4
Developed sense of responsibility	2	2	4

One hundred twelve girls and 16 boys gave "association with others" as the benefit which they derived from club membership. Eighty-seven girls and 35 boys felt they received "added educational benefits" from club work.

Sixty-eight girls and eight boys found "opportunities for recreation" a benefit they received from their clubs. "Extra credit" was given by 28 students as a benefit received from club membership. No credit toward graduation was given for any extra-curricular activity; however, some of the teachers gave class credit for exceptional work done as a club project. One girl and nine boys listed "leadership development" as the benefit derived from the clubs. Five of the girls and none of the boys indicated "religious training" as a benefit received from their club work. These five girls were members of Y-Teens which had moral training as one of its purposes. "Increased general ability" and "development of responsibility" were each claimed as benefits by two girls and two boys.

The benefit listed most frequently was the "opportunity to associate with others." The second most frequent benefit listed was "opportunity to derive more education" and the third most frequent benefit was to "provide opportunities for recreation." Of the 377 students who indicated they received benefits from club membership, 326 students listed the three benefits given above. Responses to the question regarding the benefits which the club members received from the club activities revealed that 125 students (81 girls and 44 boys), or 21.26 per cent of the 588 club members, felt that they derived no benefits from club membership.

The third question which the club members were asked was, "To what out-of-school organizations do you belong?".

The students listed 15 different organizations. Those appearing most frequently were Rainbow, DeMolay, and recreational clubs from Y. M. C. A., Y. W. C. A., churches, City Park Department, and Dallas Athletic Club. The 588 school club members listed 389 out-of-school club memberships.

A survey of the responses given by the club members to the questionnaire reveals that the reasons given by most students for joining clubs and the benefits derived from club membership are the same as the aims and purposes for which these organizations were established.

Non-club-member response.--The complete questionnaire which the non-club members received is included in the appendix of this study. For the purpose of this study the following questions were selected for use from the non-club-member questionnaire:

1. Why aren't you a member of a club at present?
2. Why would you like to belong to a club?
3. To what out-of-school organizations do you belong?

Table 14 shows the reasons given by the non-club members for not belonging to a school club. This tabulation presents information based on the opinions of 398 non-club members. Although 573 non-club members returned the questionnaire, 175 students failed to answer this question.

TABLE 14
REASONS GIVEN BY NON-CLUB MEMBERS FOR NOT
JOINING CLUBS

Reasons	Girls	Boys	Total
Not interested	110	81	191
No time	86	29	115
Ride the school bus	48	11	59
Work after school	6	12	18
Not invited	13	2	15

The students "not interested" in clubs was the largest contingent among the non-club members. In this group were 110 girls and 81 boys, or 47.98 per cent of the 398 non-club students. Eighty-six girls and 29 boys had "no time" for clubs. A few of the reasons given by students for the lack of time for club work were: "I have to study "; "I take piano lessons "; and "I play on a church team." Forty-eight girls and 11 boys did not belong to clubs because they "rode the school bus" which left the building immediately after school and arrived at school in the morning too late for club meetings. It is likely that some of the students who were not interested and who did not have sufficient time for club work rode the bus also. A poll taken in 1945 showed that 480 students of the total enrollment of 2052 at that time were riding the special school buses.¹ Six girls and 12

¹Woodrow Wilson News, October 26, 1945, p. 1.

boys worked after school and could not stay for club meetings. "Working after school" probably caused some students to be disinterested and others to have no time for club activities. Thirteen girls and two boys did not join clubs because they were "not invited." Since an invitation was not necessary, perhaps those 15 students needed club work to develop more self-confidence and more aggressive personality.

"Lack of interest" and "lack of time" were the most frequent reasons given for not belonging to clubs.

In Table 15 are tabulated the responses to the question "Why would you like to belong to a club?" Only 300 of the non-club members answered this question.

TABLE 15
REASONS WHY NON-CLUB MEMBERS WANT TO JOIN CLUBS

Reasons	Girls	Boys	Total
For association with others	75	9	84
For fun	55	22	77
To have something to do	49	12	61
For educational opportunities	20	8	28
For the social life	24	1	25
To make school more interesting	19	3	22
Because clubs are interesting	0	3	3

Seventy-five girls and nine boys wanted to join clubs for the "association with others." Fifty-five girls and 22 boys

wanted to join clubs for the fun, or enjoyment, to be derived from participation in the club's activities. Forty-nine girls and 12 boys wanted to join clubs to have "something to do." The phrase, "to have something to do," is given many times to substitute for an answer that would require some thought on the part of the student. Twenty girls and eight boys wanted to join clubs for the "educational opportunities" offered. These students probably had in mind the departmental organizations that are closely related to the school subjects. Twenty-four girls and one boy wanted to join a club for the "social life" offered to the members by the club. Nineteen girls and three boys thought belonging to a club could "make school more interesting." None of the girls and only three boys wanted to join a club because they thought "clubs were interesting."

The most frequent reason given by non-club members for wanting to join a club was for the "association with others." This reason was given by 84 of the 300 non-club members who answered the question regarding why they wanted to join a club. Seventy-seven students wanted to join "for fun" and 61 wanted to join "to have something to do."

The out-of-school organizations to which the high school non-club students belonged were the same as those listed by the high school club members, namely, Rainbow, Demolay, and recreational organizations. The 573 non-club students had 161 out-of-school club memberships.

From student responses to the questionnaires it is

evident that the reasons which the club members gave for joining clubs, the reasons which the non-club students gave for wanting to join a club, and the benefits which the club members received from their club membership were very closely related. One hundred twenty-five of the club members indicated that they received no benefits from their club membership and 191 of the non-club students were not interested in joining a club. Three hundred of the 573 non-club students did want to join a club. The 588 high school club members had 389 out-of-school memberships, while the 573 non-club high school students had only 161 out-of-school club memberships.

Authorities in the Extra-Curricular Field

Since the attitudes of the faculty and students toward the extra-curricular program at Woodrow Wilson High School have been presented, a brief consideration will now be given to the suggestions and recommendations of authorities in the extra-curricular field for activities of this type.

Much attention has recently been given to the extra-curricular program of the high school. Authorities in the field have worked out what they consider good programs. A study of these programs set up criteria that helped to evaluate the Woodrow Wilson extra-curricular activities. Roger Schorling's principles of organization were particularly helpful:

1. The extra-curricular program should be strictly under the guidance and control of the school. Final authority as regards the organization of new activities and the plans and policies of new organization should be vested in the principal. Each activity should be supervised by a faculty sponsor.

2. Activities should be organized for specific purposes. . . .

3. There should be a wide variety of activities in order that the needs of as many pupils as possible may be met. . . .

4. The sponsors of the different organizations should, by cooperative thinking, arrive at a common policy to be observed in the supervision of all activities. . . .

5. Activities should be self-supporting, yet inexpensive for the individual pupil. All business should be budgeted through a central organization and a definite and specific means provided for checking and disbursing funds.

6. Participation of all students should be encouraged. Membership should be voluntary, but limited to the extent that a proper balance is maintained between the curricular and extra-curricular activities of each pupil.

7. There should be a definite time allotment provided in the regular school program for all activities.

8. Provision should be made for periodic appraisal of the services and values of the extra-curricular program to the pupils of the school. These values should be publicized.³

Harry N. Rivlin describes a good extra-curricular program as one that stresses student benefit--not school publicity; provides guidance for students in selecting clubs; encourages wide-spread participation in activities not by requiring students to join, but by making the program attractive; discovers and treats inadequate participation; keeps all activities open to all students who wish to join; provides sponsor supervision rather than direction, and makes the

³Roger Schorling, Student Teaching, pp. 242-245.

extra-curricular activity a part of the teacher's program.⁴ Perhaps the inclusion of the activity in the regular program would remove the "extra" that is sometimes considered a handicap for the activity:

The prefix "extra" is particularly odious because it implies that the experiences included under the term have no social recognition, but instead constitute a sort of illegitimate offspring of the schools.⁵

All authorities recommend a faculty sponsor for extra-curricular activities. M. L. Goetting says, "Every type of activity which the school sponsors should have the careful and intelligent guidance of some responsible member of the faculty." The sponsor's duties are defined variously: to name the club, to decide the requirements for membership and the types of activities, to supervise the internal organization and procedure, to encourage pupil participation, and to be assured that finances are kept properly.⁶

Each teacher who sponsors a class or any other group which might call for a social event should be thoroughly familiar with and ready to carry out the adopted policies of the school. All parties and socials sponsored by the school should be chaperoned in a way that is acceptable to the pupils, the school, and the parents. Teachers who act as chaperons for school

⁴Harry N. Rivlin, Teaching Adolescents in Secondary Schools, pp. 388-401.

⁵J. G. Umstaddt, Secondary School Teaching, p. 147.

⁶M. L. Goetting, Teaching in the Secondary School, pp. 462, 472-473.

parties should be prepared to organize the affair, train pupil leaders, greet all guests, and see that provision is made for decorations, entertainments and refreshments. They should not overlook opportunities to guide pupils constructively and tactfully toward high standards of conduct and courtesy.⁷

Other educators are aware of the importance of the sponsor to the extra-curricular program. "Extra-curricular activities make a tremendous demand" on teachers. If the work is creditably done it requires time and effort.⁸

"Obviously the most important factor in the success of a club is the sponsor."⁹ Rivlin says that in many schools, clubs are assigned to the newest teachers in the school "for they are in the weakest position to refuse the assignment."¹⁰

Briefly then, the educators suggest an extra-curricular program that is supervised by a principal, is child centered, had wide pupil participation that is limited to the extent that a proper balance is maintained between the curricular and extra-curricular activities, is well sponsored, and has a place in the school day.

⁷Ibid., p. 477.

⁸J. B. Edmonson, Joseph Roemer, and Frances L. Bacon, The Administration of the Modern Secondary School, p. 116.

⁹Scorling, op. cit., p. 242.

¹⁰Rivlin, op. cit., p. 380.

The Woodrow Wilson extra-curricular organization was similar in the following respects to those organizations recommended by the authorities:

1. The Woodrow Wilson principal had full responsibility of all extra-curricular activities. By the authority vested in him by the Administrative Policies and Procedures¹¹ of the Dallas Public Schools he approved the constitution, by-laws, purpose, sponsor, time of meeting, and the place of meetings for each club.

2. The list of high school clubs indicates a wide variety from which the student chose his activities in terms of individual needs and interests.

3. The rules for the sponsors to follow were uniform, having been formulated by the Board of Education and administered by the principal.

4. The activities were inexpensive and self-supporting, and the finances were handled through the Business Managers Organization.

5. Membership was voluntary in all the clubs.

The Woodrow Wilson program differed from those proposed by authorities in the field in the following respects:

1. No provision was made for extra-curricular activities during the school day. Clubs met after school closed or before school opened.

¹¹Administrative Policies and Procedures, Dallas Board of Education, pp. 42-43.

2. No evidence of limiting the student participation was found since many students belonged to more than one, and some to as many as ten high school clubs.

A survey of the attitudes of the faculty members and students toward the extra-curricular activities of Woodrow Wilson High School shows that more than half of the faculty preferred not to sponsor clubs, and that 20.37 per cent of the 54 faculty members thought that clubs were of no value to the child or to the school. From the survey it is apparent also that 21.26 per cent of the club members derived no benefits from club membership, that 300 of the 573 non-club students wanted to join a club, that a greater percentage of girls joined clubs than boys, and that the high school club students belonged to more out-of-school organizations than did the non-club students. The extra-curricular program at Woodrow Wilson High School differed from that recommended by authorities in the extra-curricular field in two major respects: (1) the program was not included in the school day and (2) no limit was placed on the number of clubs one student might join.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations presented as the final phase of this study are based upon an analysis of the faculty and student responses to the questionnaire, and upon the criticisms and proposals of authorities in the extra-curricular field.

Conclusions

A study of the foregoing data led to the following conclusions:

1. The Woodrow Wilson extra-curricular program offered the students a wide variety of clubs, the number ranging from 19 clubs in 1929 to 32 in 1946. A total of 60 different clubs were active during the 1929 to 1949 period.

2. The length of the period of activity of a club was not determined by the size of the club membership, since three became inactive with more than 80 members each.

3. Little relationship was evident between the number of clubs, the size of the student body, and the number of students enrolled in clubs.

4. A growing interest in extra-curricular activities was evident since the club membership grew from 42.19 per

cent of the student enrollment in 1929 to more than 100 per cent of the student enrollment each year after 1943.

5. A tendency for students to belong to more than one club was evident.

6. Eleven of the 17 faculty sponsors and 12 of the 37 non-sponsors were willing to sponsor clubs.

7. Thirty-one, or a majority, of the 54 teachers who responded to the questionnaire, preferred not to sponsor clubs.

8. Twenty-three, or 43.70 per cent, of the 54 teachers who answered the questionnaire believed clubs to be of great value to the child and to the school; 11, or 20.37 per cent, of the 54 teachers believed clubs to be of no value to the child or the school, and the remaining 20 teachers believed clubs to be of little value, or to be valuable only under certain conditions.

9. One hundred twenty-five of the 502 club members who responded to the question regarding benefits derived from club membership, reported no benefit from their club work, while the remaining 377 club members expressed a variety of satisfactions to be derived from club activities.

10. High school club students had more out-of-school club memberships than did the high school students who did not belong to school sponsored clubs.

11. More girls than boys joined clubs.

12. Of the 573 non-club members 300 students wanted to join clubs.

13. The chief reasons given by students for not belonging to clubs were: lack of interest, lack of time, and riding a special school bus that left immediately after school.

14. The Woodrow Wilson extra-curricular program differed from those proposed by authorities in the extra-curricular field in two major respects: (1) the authorities recommend that the activities be a part of the school day, while at Woodrow Wilson they functioned before or after school hours, and (2) the authorities limit the number of clubs a student may join, while at Woodrow Wilson a student was not limited in the number of club memberships he might have.

Recommendations

A study of the foregoing data led to the following recommendations:

1. That the teacher acting as sponsor be given consideration in the form of fewer classes or more pay, thus making the job of sponsoring clubs more attractive than straight teaching.

2. That the activities program become a part of the regular school program so that more of the student body--especially those students who work and those who ride special buses--may participate in the extra-curricular program.

3. That the clubs be so placed in the program that a student may have a choice of activities, but will be limited in the number of activities he may choose.

APPENDIX

APPENDIX

SPONSORS AND FACULTY

Name_____

Subject_____

Do you sponsor a club?_____

Would you be interested in sponsoring a club if it met during
school hours?_____

Please state your opinion as to value of clubs to child_____

To school_____

EXTRA-CURRICULAR ACTIVITY BLANK

School_____ Classification_____

Name_____ Age_____

Address_____ Phone_____

1. What subjects do you like best?
2. What is your most difficult subject?
3. Average grades?
4. What school honors?
5. School activities interested in?
6. What position of leadership in school?
7. What athletic teams have you belonged to?
8. Have you lettered in a sport?
9. What position of leadership in this sport?
10. What clubs do you belong to now?
11. What other clubs have you belonged to in this school?
12. How often do your clubs meet?
13. How long are meetings?
14. What would you be doing if not in club meetings?
15. Why did you join this club?
16. What benefit do you derive from this club?
17. What office do you hold in your club?
18. What benefit do you derive from being an officer in this club?
19. How do you spend your leisure time?
20. What are your hobbies?
21. Religious faith Church member?
22. Other organizations you are member of (out of school)?

NON-CLUB MEMBER

School_____ Classification_____

Name_____ Age_____

Address_____ Phone_____

1. What clubs do you belong to out of school?
2. Have you belonged to any clubs in Woodrow Wilson?
List them.
3. Why aren't you a member of a club at present?
4. Would you be interested in belonging to a club if it met during school day?
5. Why would you like to belong to a club?

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