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Pupil participation in extracurricular activities at Jefferson Davis Junior High School

Frank Shields Penland

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**PUPIL PARTICIPATION IN EXTRACURRICULAR ACTIVITIES
AT JEFFERSON DAVIS JUNIOR HIGH SCHOOL**

**A Thesis
Presented to
the Graduate Faculty of
The University of Richmond**

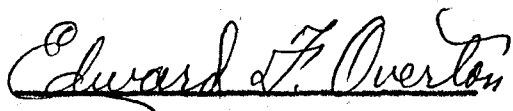
**In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education**

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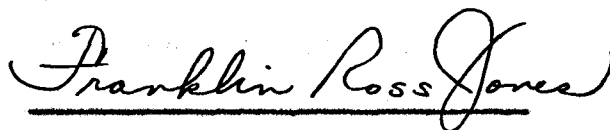
**by
Frank Shields Penland
August 1964**

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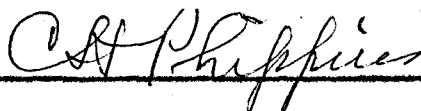
The undersigned, appointed by the Department of Education, having examined this thesis by
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CHAPTER I

INTRODUCTION

The student activities program of the modern secondary school is designed to meet the following needs of adolescents: (1) curiosity, (2) desire to travel, (3) imitation, (4) gregariousness, (5) loyalty, (6) love of approbation, (7) sympathy, and (8) love of mastery.¹ Many of these characteristics are not met in a purely academic environment, so most, if not all, public schools provide a student activities program to complement the academic program of the school.

1. THE PROBLEM

Statement of the problem. The measure of success of student activities may be considered in terms of student response. The problem centers around the student activities of Jefferson Davis Junior High School, Hampton, Virginia. The questions considered are: (1) Are the various organizations meeting the needs of youth? (2) Is the organization's membership sufficient to do an effective job? (3) Do the goals of the group have educational merit? and

¹Harry C. McKown, Extracurricular Activities, (New York: The MacMillian Company, 1930), pp. 14-19.

(4) Does the organization contribute to the total educational effort of the school?

Importance of the study. The expenditure of time, effort, and money on student activities is sufficient to require constant evaluation of the program. The justification for the study is found in the controversy which is inherent in educational thought concerning activities. The depth of the controversy is noted in the enumeration of ten incidents of weakness as cited by one critic: (1) participants were not aware of their responsibilities; (2) staff feared effects of student control; (3) participation was limited; (4) competition was overemphasized; (5) national organizations lost sight of inclusive objectives, particularly at the local level; (6) special interest groups unduly influenced local clubs; (7) activities were unrelated to curriculum; (8) no consistent evaluation was provided; (9) teachers were untrained as sponsors; and (10) teachers' academic duties were not considered in assigning sponsorships.²

Martha Gray defended activities with eleven statements: (1) opportunities were provided for acceptance and

²E.G. Johnston, "Critical Problems in the Administration of Student Activities", The Bulletin of the National Association of Secondary School Principals, Volume 36, no. 184, (February, 1962), pp. 80-93.

successful achievement; (2) attitudes were improved between faculty and students; (3) class work was vitalized through subject extension activities; (4) leadership was encouraged; (5) good followership was a product; (6) exploration was provided in occupational fields; (7) students developed ability to use leisure time; (8) some clubs encouraged the building of character; (9) other clubs provided service to others; (10) school morale was improved; and (11) activities provided good public relations.³ The controversy emphasizes the constant need for proper evaluation of the activities program. This study of the Jefferson Davis Junior High School activities program, which has been functioning four years, will provide a basis for annual evaluations of the program in the future.

An overview of the study. The study deals with three areas: (1) The activities program, which is offered to the student body and which is structured by the administration and operated by the faculty; (2) The collection of student responses to the program; and (3) The recommendations and suggestions for the improvement of the activities program with implications which apply beyond the environment of the local school.

³Martha Gray, "Student Clubs", The Bulletin of the National Association of Secondary School Principals, Volume 36, no. 184, (February, 1962), pp. 80-93.

Each of the twenty-nine clubs and activities will receive careful individual analysis with emphasis being placed on the improvement of all phases of the program.

Resumé of the History and Present Status of Activities.

The development of student activities has been traced from the ancient Greeks of Athens and Sparta--the beginning of student government and individual athletics--to Medieval Europe--a continuation of student government and individual athletics, with the addition of group athletics. Soon after that, the English Secondary Schools expanded activities to include student government, athletics, forensics, publications, dramatics, and social clubs. The American Secondary Schools continued the growth of student government, athletics, forensics, dramatics, and publications while adding the honor societies as well as the secret societies.⁴ Each of these phases provided a broadening base of student activities. All modern activities have their foundations in one of the four historical periods cited.

The growth of student activities since 1900 has been due, in part, to emphasis on the preparation of the child for life. A bulletin of the Michigan Department of Public Instruction illustrated this emphasis:

⁴George H. Moody, "Student Participation in Glen Allen High School", (Unpublished Master's Thesis, University of Richmond, August, 1941, pp. 1-10.)

If the fundamental task of the school is to prepare children for life, the curriculum must be as wide as life itself. It should be thought of as comprising all the activities and the experiences afforded by the community through the school, whereby the children may be prepared to participate in the life of the community.⁵

An oft-quoted statement concerning school activities is taken from E.K. Fretwell:

(1) It is the business of the school to organize the whole situation so that there is a favorable opportunity for everyone, teachers as well as pupils, to practice the qualities of the good citizen here and now with results satisfying to the one doing the practicing.

(2) Whenever possible, extra-curricular activities should grow out of curricular activities and return to them to enrich them.⁶

The suggestions of E.K. Fretwell have been used in establishing many activities programs, as is shown in an article entitled "A Sense of Direction". This article discusses the following eight areas of student activities:

I. Athletics--The minimum requirements for participation will be the requirements of our various state associations. It is interesting to note that these have been getting higher in the last few years.

⁵Edgar G. Johnston and Roland C. Faunce, Student Activities in Secondary Schools, (New York: The Ronald Press Company, 1952), p. 7, citing Michigan Today, (Lansing, Michigan: State Department of Public Instruction, 1937).

⁶Edgar G. Johnston and Roland C. Faunce, Student Activities in Secondary Schools, (New York: The Ronald Press Company, 1952), p.8, citing Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools, (Boston: Houghton Mifflin Co., 1931), p.2.

II. Leadership Activities--Any leader of an activity should meet the following standards: (1) Scholarship--Satisfactory classroom work. (2) Leadership--Ability to lead as set up by criteria of school as set up by students. (3) Citizenship--Above average on citizenship and conduct. (The administration should provide positive guidance.)

III. Key Clubs and Hi-Y--Sponsored by school and outside organizations. Key Club--(Kiwanis Clubs) and Hi-Y (Y.M.C.A.). Two night meetings of no more than two hours per month. Skillful advisers should be provided from both the school and outside group.

IV. Band--Activities and distances traveled should be carefully controlled.

V. Music and Dramatics--Not scheduled on school nights and no more than three hours rehearsal on any school day.

VI. Extracurricular Finances--Should be carefully controlled.

VII. Publications--Very desirable because of service, literary and citizenship training. Desire to make them bigger and better should be carefully evaluated.

VIII. Evaluation--(1) Does activity have worthy purposes? Are they being realized? (2) A skillful faculty sponsor? (3) Cost too much? (4) Takes too much time? (5) Is the whole program efficiently administered and democratically run? ⁷

The range and diversity of information concerning activities is such that many comprehensive Master's theses would not be sufficient to trace the history, growth and development, and contributions of all current school activities. Eleven studies have been conducted by candidates for Masters' Degrees at the University of Richmond. Three of

⁷Fred B. Dixon, "A Sense of Direction", School Activities, Volume 33, (December, 1961), pp. 113-114.

these studies have implications of value for this current study.

George H. Moody in 1941 summarized the value of student activities in this manner:

"The school has benefitted. The whole program has become more democratic in principle and practice. Students have been allowed to formulate and help execute school policies. This has gone over into the classroom in providing more desirable learning situations. A better student morale has been developed, the financing of extra-curricular activities has been placed on a more secure and effective basis. The quality of student activities has been placed on a high level."⁸

Mercer W. Kay, presenting "The History and Significance of the Student Cooperative Association in Virginia", recommended that "An organized attempt should be made to promote SCA's in every public school."⁹

In regard to leadership in student activities, Kathryn Bentley has stated, "...It would seem that situational experiences in leadership should begin in small groups where the potential leader would have more opportunity and less competition..."¹⁰

⁸George H. Moody, "Student Participation in Glen Allen High School", (Unpublished Master's Thesis, University of Richmond, August, 1941) p. 85.

⁹Mercer W. Kay, "The History and Significance of the Student Cooperative Association in Virginia", (Unpublished Master's Thesis, University of Richmond, 1957) pp. 63-64.

¹⁰Kathryne Creighton Bentley, "A Study of Leadership as a Function of the Situation", (Unpublished Master's Thesis, University of Richmond, June, 1954, p.42.)

Sources of data and methods of procedure. The information was obtained from the activity sponsors through the student activities file and personal interview and from the student body through a series of questionnaires.

The objectives of the various activities were obtained from the sponsors and this information was formulated into the complete student activities program as presented by the administration and faculty.

The student body received questionnaires which (1) investigated the extent of participation among the students and (2) investigated the students' reasons for non-participation or for participation in from one to six activities. These questionnaires provided the information necessary for a study of the effectiveness of the program. Conclusions and recommendations were made after due consideration had been given to the information obtained from both the faculty and the student body.

Summary. The study of student activities at Jefferson Davis Junior High School was structured in terms of justification, procedures and techniques, historical developments, recent research in the areas of activities, and the current need of the faculty and students to have a standard of excellence to evaluate the program.

The next chapter explains the activities program, organization by organization, as the faculty has prepared

it in its skeletal form with the aid of students from previous school years. This information in Chapter II will lay the foundation for the student responses in Chapter III.

CHAPTER II

THE ACTIVITIES PROGRAM

The administration and staff of Jefferson Davis Junior High School has been committed to an educational program which includes emphasis on both the academic and extra-curricular participation of the student body. The academic program was complemented by an activities program built around the Student Cooperative Association.

The structure of the Student Cooperative Association included: the executive officers, the room representatives, the Backstage Committee, the Handbook Committee, the Honor Council, the House and Grounds Committee, the Orientation Committee, the Publicity Committee, and the Safety Patrol. The above groups were directly responsible to the Student Cooperative Association. All other school activities had representation on the council as associate members: the Annual, the Art Club, the Band, the Bookworms, the Chess Club, the Chorus, the Cotillion Club, the Future Homemakers of America (F.H.A.), the Future Teachers of America (F.T.A.), the Girls' Athletic Association (G.A.A.), the Homeroom Officers, the Latin Club, the Library Assistants, the National Junior Honor Society, the Reb (Newspaper), the Science Club, the Twentieth Century Firebrands, the Varsity Club, the Youth For Christ, and the Y-Teens. Each of the

above activities was designed to give the students an opportunity for individual expression by providing an outlet for his or her talents or desires.

The basic instrument of the Student Cooperative Association was its constitution. A copy of this document is found in Appendix A of this study. The Association used the following objectives for the 1963-1964 session:

1. To promote better understanding of the SCA by strengthening communications between the student council and the homeroom.
2. To interpret to the student body the value and meaning of the honor system of our school, as well as its operation.
3. To support the principles of good conduct as set forth in the Code of Ethics of our school.
4. To encourage students to participate actively in the Student Cooperative Association.
5. To build school morale in all phases of school life.
6. To promote good relations between the students, faculty, and parents.
7. To encourage scholarship.
8. To encourage good sportsmanship.
9. To promote good relations between our school and community.
10. To plan and carry out educational, as well as entertaining assemblies.
11. To prepare a handbook for distribution to students.
12. To promote better understanding and unity among all the Junior High Schools in the community. (See Appendix B.)

The Executive council, composed of all elected officers and appointed committee chairmen, met every Monday morning to plot the course to be taken by the student government during the forthcoming week. This council coordinated the work of all committees and guided the administrative functions of the Student Cooperative Association. (See Appendix B.)

The central body of the Student Cooperative Association consisted of thirty-four homeroom representatives--twelve seventh graders, twelve eighth graders, and ten ninth graders--and the various club representatives. This group met on Wednesday mornings during activity period in the auditorium and on Thursday mornings the room representatives conducted the homeroom meetings. These representatives were elected by their classmates, but the SCA sponsor checked their grades to insure their eligibility.

The principal, Robert H. Ballagh, provided in the daily schedule an activities period which began at 8:35 a.m. and concluded at 9:15 a.m., three minutes before the first class. Students were free to choose between joining activities and using the time as a study period in homeroom. Monday, Tuesday, and Wednesday of each week were used for club activities, while Thursday was designated as a time for homeroom meetings and Friday was always used for assemblies.

The activities program was financed from five sources:

(1) school board funds, (2) club membership, (3) sale of student publications, (4) newspaper advertisements, and (5) sale of student photographs.

The school board furnished materials for the Art Club, Band, Chorus, and other groups that used basic teaching materials. Several clubs collected dues which ranged from \$.50 to \$1.00. Student purchases of tickets and school publications provided a substantial source of revenue for such groups as the Annual, athletic teams, Band, Chorus, Cotillion Club and newspaper. Additional funds, approximately \$450, were obtained through advertising for the newspaper to partially underwrite the expenses, \$950, for the publication of six issues of the Reb.

The profit from the sale of student photographs was used to underwrite the costs of the Student Cooperative Association. Its expenditures included \$169 which was allocated to the Art Club through the House and Grounds Committee for the cost of beautifying the school.

The individual club accounts were handled as part of the school's central accounting system. The office collected and deposited all incoming funds in the bank. All expenditures were paid by check upon presentation of a voucher signed by the club sponsor and the principal.

The assemblies were controlled by the SCA and were designed to be both educational and entertaining. The

various activities provided the assembly programs with an occasional out-of-school guest to enrich the program. Some recent programs were: the Tactical Air Force Command Band in Concert, tapping of the new National Junior Honor Society members, and a lecture by a Galliean Shepherd of national reputation. These assemblies were received well by both students and faculty.

Each activity, with the exception of the executive council, established a list of objectives for the year. This information provided the investigator with the faculty plans for a worthwhile activities program. The goals of all groups are discussed in alphabetical order with the committees featured, followed by the activities.

The Backstage Committee

The committee:

1. sets up and operates all equipment pertaining to stage and auditorium activities.
2. sets up and runs equipment for after school practice sessions.
3. advises those using the auditorium as to how to get the full benefit of the equipment and stage.
4. assists in cleaning up after the programs.
5. assists organizations other than school groups in the use of the auditorium and its equipment.
6. maintains and repairs equipment. (See Appendix B.)

Honor Council

The objectives are:

1. to aid students in maintaining honor and respect for themselves and their school.
2. to maintain the honor study hall each morning from 7:45-8:15 a.m.
3. to issue and revoke Honor Cards during the school year.
4. to act upon cases referred to the Council by the administration.
5. to keep an accurate record of action taken by the Honor Council.
6. to sponsor an Honor Week.

The "Honor Card" consists of the following statement:

As a member of the student body of Jefferson Davis Junior High School, I resolve to follow those standards of good behavior as set forth in the Code of Ethics of my school. I believe them to be honesty, courtesy, scholarship, sportsmanship, and other qualities that would make me a worthy member of this school.

The "Code of Ethics" which follows is repeated by the student body during the devotional period of every assembly.

"We, the students of Jefferson Davis Junior High School, believe in an honor system based on trust in, and respect for our fellow students. We believe also that we have an obligation to God, to our country, and to those with whom we come in daily contact, to so conduct ourselves that our actions will at all times reflect honor and integrity upon our school and ourselves.
(See Appendix B.)

House and Grounds Committee

The committee consists of a small group of art students who coordinate the uses of art for the beautification

of the school. The chairman acts as liaison between the executive committee of the SCA and the Art Club which provides the manpower to furnish the school showcases and decorate the school for various activities. The two objectives are: (1) to supervise all exhibits and posters in the school and (2) to take an active part in school functions. (See Appendix B.)

Orientation Committee

The committee: (1) acquaints the new "Rebels" with many phases of school life, plans the first assembly for new students who have enrolled since the last meeting; and (3) coordinates a tour of Jefferson Davis Junior High for more than 450 sixth graders who will be promoted to seventh grade. (See Appendix B.)

Publicity Committee

The Publicity Committee consists of two students, representing the Library Assistants, whose job it is to maintain a school scrapbook and furnish newspaper publicity to the local newspapers, the Times-Herald and Daily Press.

The school scrapbook is kept in the library and all pictures and newspaper articles concerning school personalities and activities are collected weekly. The chairman has direct access by phone to the editor of the "Teen-Herald" which appears every Friday in the Times-Herald. She collects

all features of major importance for the week and turns them in on Wednesday for publication in the Friday's paper. (See Appendix B.)

Safety Patrol

The Safety Patrol is designed to:

1. promote safety throughout the school day.
2. present one or more assembly programs to emphasize safety.
3. participate in the National Safety Congress program.
4. distribute safety lessons and visual aids.
5. set examples to promote safety.
6. achieve a wholesome relationship and a better understanding between the student body and the members of the safety patrols (school bus, bicycle, or student traffic).
7. help orient new students to Jefferson Davis. (See Appendix B.)

Annual--The Rebel

The Rebel's objectives are:

1. to enable students to participate in the collecting, organizing, and editing of materials to be presented in the annual.
2. to acquaint students with the standards and procedures involved in formal journalism and publication.
3. to encourage students with artistic abilities to contribute their ideas and talents to enhance the yearbook.
4. to achieve, finally, a pictorial account of this

school year's students, teachers, administrators, extra-curricular activities, clubs, sports, and social affairs. (See Appendix B.)

Art Club

The student, who becomes an Art Club member, (1) works on committees for displays, posters, and programs; (2) develops his talent through application of art techniques; and (3) comes into contact with people who earn their livelihood through various art media. (See Appendix B.)

Band

Each member of the Jefferson Davis Band is given an opportunity to participate in the instrumental music field and is instructed in the fundamentals of the band, such as discipline, cooperation, and the spirit of belonging--esprit de corp. The student is taught music by proceeding at the rate of speed best suited to his or her ability. It is stressed that each student must be the best possible musician, so that the Band will reach its total potential. The Band participates in pep rallies, football games, concerts, parades, and festivals. (See Appendix B.)

Bookworms

A "Bookworm" at Jefferson Davis Junior High attends two meetings each month--a business meeting and a program meeting. The Bookworms create an interest in the library and in reading and reviewing new books and magazines. The

members cooperate with the library by preparing bulletin boards which will make it a pleasant and more attractive place.

The Bookworms take field trips to various libraries in the area and encourage other students to obtain library cards from the public library. The members are encouraged to be constantly aware of the ways to improve library services.

The club cooperates with the Library Assistants in planning the Spring assembly and the members conclude the year with a club picnic. (See Appendix B.)

Chess Club

The club was established to meet the need of all students who are interested in chess. The club meets every Wednesday afternoon to participate in single elimination tournaments. A record is kept of each member's wins and losses. Interested students are taught to play the game by members who wish to expand the student's knowledge of chess at Jefferson Davis Junior High. (See Appendix B.)

Chorus

The prospective chorus member has the opportunity to join the school's largest musical group which consists of the Mixed Chorus (approximately 160 voices), Girls' Chorus (80 voices), and the Rebellettes (13 voices). The member: (1) learns fundamental musical skills; (2) is provided a

background for music appreciation in depth; (3) learns the common symbols of music; (4) learns the history of many types of music; and (5) performs in the Christmas Concert, the Southern Jubilee, and the Spring Concert. This last phase requires many hours of rehearsal before each performance.

(See Appendix B.)

Cotillion Club

Any student who belongs to the Cotillion Club will have the opportunity to be very active in planning and participating in school dances. The club has a minimum of one dance per month with music furnished by either a live combo or records.

The member helps plan the events, sell tickets, sell drinks, and decorate before and clean up after each dance. The members have the satisfaction of knowing that they are responsible for monthly entertainment for enthusiastic teenagers numbering from three hundred to nine hundred. (See Appendix B.)

Future Homemakers of America

The over-all objective of the club is: "To help individuals improve personal, family, and community living." To carry out these objectives four areas are to be stressed: (1) Discovering one's self and her worth to others; (2) Contributing to the joys and satisfactions of family living;

(3) Strengthening one's education for future roles, and (4) Launching good citizenship through homemaking. (See Appendix B.)

Future Teachers of America

The club objectives are:

1. to develop student leadership.
2. to encourage careful selection with emphasis on character and scholarship of persons admitted to the club.
3. to render service to the school and community.
4. to give opportunity for club members to explore the opportunities in education as a career.
5. to develop an outline for supervised preteaching experience. This included a visit to Bethel Elementary School.
6. to acquire an understanding of the history and development of the public schools.
7. to explore the many opportunities for teaching in specialized fields. (See Appendix B.)

Girls' Athletic Association

The Girls' Athletic Association is open to all girls grades seven through nine. The goal of each member is "to participate in activities, to accumulate points for awards." The membership fee is \$.50 each semester.

The Association is affiliated with a city-wide G.A.A. organization which operates under the same constitution. When a girl joins the group she is given a copy of the city-wide constitution. The goal of each member is to collect

points which may be transferred to another junior high school or to the high school to be further accumulated.

The member must earn 100 points to be active for the year. If the girl accumulates 2,000 points during her junior and senior high school career, she will receive a letter and a sweater. A star will be given for additional points above 2,000.

These points may be earned by both supervised and unsupervised activities. Under supervised activities a student may earn five points for every practice hour and twenty-five points for a six-game tournament. Unsupervised activities (bowling, horse-back riding, and others) must be one hour at a time with a maximum of one hundred points accumulated each year.

For a member to be eligible for awards, she must maintain a "C" average on all class work. (See Appendix B)

Homeroom Officers

Each of the thirty-four homeroom sections at Jefferson Davis has a student administrative staff (homeroom officers) who conducts the affairs of that group. The number of officers per room varies according to the needs of the class. These officers are represented in the SCA by a group known as the Presidents' Council.

The Presidents' Council is composed of all homeroom

presidents or their representatives. The council meets each Tuesday morning to discuss school problems and homeroom meeting procedures. They attend the SCA meetings conducted every Wednesday as observers so that they may strengthen and support the position of the SCA representatives during the Thursday morning homeroom meetings. (See Appendix B.)

Latin Club

All students taking Latin are eligible to join, regardless of grades. The students are acquainted with Roman life and culture including mythology. Also, the group strives to help the members obtain a better understanding of English, as well as the Romance languages. The club produces one play each year to be presented in an assembly, and the officers are elected to serve one school term. (See Appendix B.)

Library Assistants

The objectives are:

1. to work in the library on a regular schedule for at least one hour each week.
2. to help the librarian in the processing of new books.
3. to make the library a quiet, neat place for studying and learning.
4. to promote interest in librarianship as a profession.
5. to learn of the different types of books, how to

locate them, and to stimulate interest in them.

6. to sponsor an assembly during National Library Week.

7. to sponsor two films (for example, "Cimmaron" and "The Red Badge of Courage" were used in 1963) in cooperation with the English Department.

8. to sponsor a dance with the cooperation of the Cotillion Club to help raise funds.

9. to take a trip to Washington, D.C.

10. to entertain the faculty members during National Book Week at "Know Your Library Day".

11. to show parents the library facilities during visitors' day of National Education Week.

12. to keep an accurate scrapbook of all school activities and take responsibility for school publicity in the daily papers. (See Appendix B.)

National Junior Honor Society--Hampton Roads Chapter

To be elected a member of the National Junior Honor Society at Jefferson Davis, a student must have a "B" average on all subjects for one and one half years. Of this time one semester must be in attendance at Jefferson Davis. All new memberships are subject to faculty approval.

The objectives of the National Junior Honor Society are:

1. to create an enthusiasm for superior scholarship.
2. to develop loyal pupil citizenship.
3. to stimulate a desire to serve faithfully one's school, community, and country.
4. to promote trustworthy leadership.

5. to instill exemplary qualities of character in the pupils of the seventh, eighth, and ninth grades of Jefferson Davis Junior High School. (See Appendix B.)

Newspaper--The Reb

Students may serve on the editorial or reporting staff which has the responsibility for the paper's content and layout, or they may select a position on the business staff, in either advertising or circulation, which has the financial responsibility for the paper. The Reb prints six issues annually. In addition, the staff is responsible for the "Hall of Fame" assembly which is coordinated with the last issue of the Reb each year.

The Reb's first responsibility is to the student body, the faculty, and the administration, whose various school achievements compose the majority of school news.

The newspaper staff members are taught the rudimentary skills of proofreading, reporting, selling advertisements and circulating the newspapers. Each member becomes aware of the meaning and importance of deadlines.

Leadership traits which should provide a carry over value in later life, are cultivated in the various editors and business managers. (See Appendix B.)

Science Club

The Science Club member is allowed to explore his interests and to follow scientific practices and procedures

in every day life. He may use the laboratory, receive help with advanced projects, and keep up with current scientific events.

The member pays \$.50 dues per year and he holds membership in two national groups--Future Scientists of America and Science Clubs of America. The meetings are centered around research papers, projects, films and speakers. (See Appendix B.)

Twentieth Century Firebrands

The Firebrands, scheduled to meet after school once a week, has its membership open to all students. The group keeps a current events file on both people and events. Debate procedure is also studied and the club hopes to have one formal debate by the end of the school year. An assembly on all the major political candidates going to the conventions and a visit to a Hampton City Council meeting have been proposed. (See Appendix E.)

Varsity Club

To become a member of the Varsity Club, a student must have successfully competed in some phase of varsity athletics--cheerleading, football, basketball, baseball, or track--so that he or she received a school letter for participation.

The members promote school spirit and uphold the good

name of the school. The club supports the athletic program through both moral and financial means,, which is obtained through the execution of various projects: sponsoring sports events and dances, and selling drinks at athletic events.

(See Appendix B.)

Youth For Christ

The YFC is meant for the recreation and enjoyment of its members. It is founded on the idea of Christian fellowship among the students and the faculty.

For activities, the club spends much time on its quiz team. This team represents Jefferson Davis in competition against teams from other Peninsula schools. The meetings consist of interesting discussions, guest speakers, singing, and films.

The YFC purposes are: (1) to combat the forces of juvenile delinquency, in school and out; (2) to glorify the Lord Jesus Christ and make Him known to the faculty and students; and (3) to promote Christian fellowship and higher scholastic standards.

The unofficial motto is "If we have helped just one person, we feel that our club is a complete success." (See Appendix B.)

Y-Teens

The club's membership is open to all girls with the

purpose of teaching each member leadership, and introducing her to new friends, new experiences, and new opportunities. Membership is open all year and the dues are \$1.00.

The Y-Teen goals are: (1) to grow as a person, (2) to grow in the knowledge and love of God, and (3) to grow in friendship with people of all races, religions, and nationalities. (See Appendix B.)

This chapter has presented the structure of the activities program as administered by the faculty of Jefferson Davis Junior High School. Chapter III presents the responses of the student body to that program.

CHAPTER III

STUDENT PARTICIPATION AND RESPONSE

1. PRELIMINARY INVESTIGATION

The essential portion of this thesis contains the findings of the research conducted by the investigator on the numbers of pupils involved in the program and their reasons for participation. The investigator accomplished this task with two types of questionnaires: the first revealed the number of activities with which each individual was affiliated; the second questionnaire dealt with individual reasons for membership. The questionnaires mentioned above are found in Appendix C.

The research began January 8, 1964, when a questionnaire containing a list of school clubs was distributed by the SCA to all students in school. The completed questionnaire provided the investigator with the following information: (1) the student's name, (2) homeroom section, and (3) the activities with which the individual was affiliated. The results of this preliminary investigation were completed by early February.

Tables I, II, and III on the following pages show the student response by homeroom and grade sections. A summary of these tables is found in Table IV.

Summary of Ninth Grade Participation

Although 30.5 per cent of the ninth grade students did not participate in any activities, the percentage of non-participation ranged from 0 percent in two homerooms (9A and 9I) to 48.6 per cent in section 9C, with seven rooms having a higher percentage of participation than 30.5 per cent.

The extent of ninth grade participation in one activity was 29.7 per cent with the homeroom percentages ranging from section 9C with 17.1 per cent to section 9I with 57.2 per cent. Five homerooms exceeded the group total of 29.7 per cent.

The extent of ninth grade participation in two activities was 21.3 per cent. The homeroom percentages ranged from 14.3 per cent (9E and 9G) to section 9A with 43.3 per cent. Three sections exceeded the 21.3 per cent.

The extent of ninth grade participation in three activities was 10.9 per cent. The percentages ranged from 9J with 5.2 per cent to section 9A with 20 per cent participation. Five sections exceeded the 10.9 per cent.

The extent of ninth grade participation in four activities was 3.8 per cent. The section percentages ranged from 0 per cent (9C, 9E, and 9H) to section 9A with 10 per cent. Two sections exceeded the 3.8 per cent.

The extent of ninth grade participation in five activities was 2.5 per cent. The homeroom percentages

ranged from 0 per cent (9B and 9F) to section 9E with 5.7 per cent. Eight sections exceeded the 2.5 per cent.

The extent of ninth grade participation in six activities was .8 per cent. The homeroom percentages ranged from 0 per cent (9A, 9B, 9C, 9D, 9E, 9G, and 9H) to section 9F with 2.8 per cent. Three sections exceeded .8 per cent.

The total percentage of students not participating in activities was 30.5 per cent, while the total participation in one activity was 29.7 percent, and the total participation in two or more activities was 39.3 per cent.

TABLE I

NUMBER AND PERCENTAGE OF NINTH GRADE STUDENTS WHO DO NOT PARTICIPATE
IN ACTIVITIES, AND PARTICIPATE IN ONE OR MORE ACTIVITIES

OF THOSE WHO

H.R. SEC.	NONE no. (%)	ONE no. (%)	TWO no. (%)	THREE no. (%)	FOUR no. (%)	FIVE no. (%)	SIX no. (%)	H.R. MEM.
9A	0 (0)	7 (23.3)	13 (43.3)	6 (20.0)	3 (10.0)	1 (3.3)	0 (0)	30
9B	13 (37.1)	7 (20.0)	8 (22.9)	4 (11.4)	3 (8.6)	0 (0)	0 (0)	35
9C	17 (48.6)	6 (17.1)	6 (17.1)	5 (14.3)	0 (0)	1 (2.8)	0 (0)	35
9D	11 (32.5)	12 (35.3)	7 (20.6)	2 (5.9)	1 (2.9)	1 (2.9)	0 (0)	34
9E	14 (40.0)	12 (34.3)	5 (14.3)	2 (5.7)	0 (0)	2 (5.7)	0 (0)	35
9F	9 (25.7)	13 (37.1)	6 (17.1)	5 (14.3)	1 (2.8)	0 (0)	1 (2.8)	35
9G	14 (40.0)	11 (31.4)	5 (14.3)	3 (8.6)	1 (2.8)	1 (2.8)	0 (0)	35
9H	14 (38.9)	7 (19.5)	11 (30.5)	3 (8.6)	0 (0)	1 (2.8)	0 (0)	36
9I	0 (0)	22 (57.2)	7 (18.2)	7 (18.2)	1 (2.6)	1 (2.6)	1 (2.6)	39
9J	17 (44.2)	9 (23.4)	8 (20.8)	2 (5.2)	1 (2.6)	1 (2.6)	1 (2.6)	39
TOTAL	109 (30.5)	106 (29.7)	76 (21.3)	39 (10.9)	11 (3.8)	9 (2.5)	3 (.8)	353

Summary of Eighth Grade Participation

Although 35 per cent of the eighth grade students did not participate in any activities, the percentage of non-participation ranged from 0 per cent in two homerooms (8A and 8K) to 66 per cent in section 8I, with eight rooms having a higher percentage of participation than 35 per cent.

The extent of eighth grade participation in one activity was 40 per cent with the homeroom percentages ranging from section 8G with 19.6 per cent to section 8A with 70.4 per cent. Six sections exceeded the 40 per cent.

The extent of eighth grade participation in two activities was 16 per cent. The percentages ranged from section 8L with 5.6 per cent to section 8K with 36 per cent. Four sections exceeded the 16 per cent.

The extent of eighth grade participation in three activities was 6 per cent. The section percentages ranged from 0 per cent (8E, 8F, 8I, 8L) to 15 per cent (8J and 8K). Five sections exceeded the 6 per cent.

The extent of eighth grade participation in four activities was 2 per cent. The section percentages ranged from 0 per cent (8D, 8E, 8F, 8G, 8I, 8J, 8K, and 8L) to 6.4 per cent (8A). Four sections exceeded the 2 per cent.

The extent of eighth grade participation in five activities was .5 per cent. The percentages ranged from 0 per cent (10 sections) to 3.1 per cent (8B). Two sections

exceeded the .5 per cent.

The extent of eighth grade participation in six activities was .5 per cent. The percentages ranged from 0 per cent (10 sections) to 3.1 per cent (8H). Two sections exceeded the .5 per cent.

The total percentage of students not participating in activities was 35 per cent, while the total participation in one activity was 40 per cent, and the total participation in two or more activities was 25 per cent.

TABLE II

NUMBER AND PERCENTAGE OF EIGHTH GRADE STUDENTS WHO DO NOT PARTICIPATE
IN ACTIVITIES, AND PARTICIPATE IN ONE OR MORE ACTIVITIES
OF THOSE WHO

H.R. SEC.	NONE no. (%)	ONE no. (%)	TWO no. (%)	THREE no. (%)	FOUR no. (%)	FIVE no. (%)	SIX no. (%)	H.R. MEM.
8A	0 (0)	22(70.4)	4 (12.8)	3 (9.6)	2 (6.4)	0 (0)	0 (0)	31
8B	11(34.1)	16(49.6)	2 (6.2)	1 (3.1)	1 (3.1)	1 (3.1)	0 (0)	32
8C	2 (5.6)	23(64.4)	8 (22.4)	1 (2.8)	1 (2.8)	0 (0)	0 (0)	35
8D	13(42.9)	10(33)	4 (13.2)	3 (9.9)	0 (0)	0 (0)	0 (0)	30
8E	14(43.4)	12(37.2)	6 (18.6)	0 (0)	0 (0)	0 (0)	0 (0)	32
8F	12(38.4)	16(51.2)	3 (9.6)	0 (0)	0 (0)	0 (0)	0 (0)	31
8G	18(50.4)	7(19.6)	7 (19.6)	3 (8.4)	0 (0)	0 (0)	0 (0)	35
8H	17(52.7)	7(21.7)	5 (15.5)	1 (3.1)	1 (3.1)	0 (0)	1 (3.1)	32
8I	22(66)	7(21)	4 (12)	0 (0)	0 (0)	0 (0)	0 (0)	33
8J	12(36)	10(30)	5 (15)	5 (15)	0 (0)	0 (0)	1 (3)	33
8K	0(0)	15(45)	12 (36)	5 (15)	0 (0)	1 (3)	0 (0)	33
8L	18(50.4)	15(42)	2 (5.6)	0 (0)	0 (0)	0 (0)	0 (0)	35
TOTAL	139(35)	160(40)	62 (16)	22 (6)	5 (2)	2 (.5)	2 (.5)	392

Summary of Seventh Grade Participation

Although 30 per cent of the seventh grade students did not participate in any activities, the percentage of non-participation ranged from 19.4 per cent in section 7J to 55 per cent in section 7A, with six rooms having a higher percentage of participation than 30 per cent.

The extent of seventh grade participation in one activity was 37 per cent with the homeroom percentage ranging from section 7L with 24.3 per cent to section 7B with 47.6 per cent. Six sections exceeded the 37 per cent.

The extent of seventh grade participation in two activities was 22 per cent. The homeroom percentages ranged from section 7A with 5 per cent to section 7I with 33.2 per cent. Five sections exceeded the 22 per cent.

The extent of seventh grade participation in three activities was 8 per cent. The section percentages ranged from 0 per cent in 7A to 16.6 per cent in 7H. Five sections exceeded the 8 per cent.

The extent of seventh grade participation in four activities was 1 per cent. The homeroom percentages ranged from 0 per cent (8 sections) to 5.5 per cent (7G). Four sections exceeded the 1 per cent.

The extent of seventh grade participation in five activities was 1 per cent. The homeroom percentages ranged from 0 per cent (10 sections) to 3 per cent (7E). Two

sections exceeded the 1 per cent. No students of this seventh grade class participated in six activities.

The total percentage of students not participating in activities was 30 per cent, while the total participation in one activity was 37 per cent, and the total participation in two or more activities was 33 per cent.

TABLE III

NUMBER AND PERCENTAGE OF SEVENTH GRADE STUDENTS WHO DO NOT PARTICIPATE
IN ACTIVITIES, AND PARTICIPATE IN ONE OR MORE ACTIVITIES
OF THOSE WHO

H.R. SEC.	NONE no. (%)	ONE no. (%)	TWO no. (%)	THREE no. (%)	FOUR no. (%)	FIVE no. (%)	SIX no. (%)	H.R. MEM.
7A	11(55)	8 (40)	1 (5)	0 (0)	0 (0)	0 (0)	0 (0)	20
7B	7(23.8)	14 (47.6)	6 (20.4)	2 (6.8)	0 (0)	0 (0)	0 (0)	29
7C	8(29.6)	10 (37)	6 (22.2)	3(11.1)	0 (0)	0 (0)	0 (0)	27
7D	15(45)	11 (33)	6 (18)	1 (3)	0 (0)	0 (0)	0 (0)	33
7E	7(21)	14 (42)	7 (21)	4(12)	0 (0)	1 (3)	0 (0)	33
7F	14(40.6)	12 (34.8)	7 (20.3)	1 (2.9)	0 (0)	0 (0)	0 (0)	34
7G	12(33.2)	12 (33.2)	4 (11)	15(13.9)	2(5.5)	1 (2.8)	0 (0)	36
7H	9(24.9)	14 (38.8)	6 (16.6)	6(16.6)	1 (2.8)	0 (0)	0 (0)	36
7I	8(22.2)	14 (38.8)	12 (33.2)	2 (5.5)	0 (0)	0 (0)	0 (0)	36
7J	7(19.4)	16 (44.4)	11 (30.5)	2 (5.5)	0 (0)	0 (0)	0 (0)	36
7K	11(30.5)	13 (36.1)	9 (24.9)	2 (5.5)	1 (2.8)	0 (0)	0 (0)	36
7L	12(32.4)	9 (24.3)	12 (32.4)	3(11.1)	1 (2.7)	0 (0)	0 (0)	37
TOTAL	121(30)	147 (37)	87 (22)	31 (8)	5 (1)	2 (1)	0 (0)	393

The data collected in Tables I, II, and III provided an analysis of participation which was used in the preparation of the second questionnaire. Table IV provided a composite picture of pupil participation which compared the reaction of all three grade levels--seventh, eighth, and ninth--in each area of investigation.

In terms of percentages, the ninth grade had more participants with three, four, five, or six activities. The ninth grade students were engaged in the leadership activities of the various club activities and this is shown in their membership percentages in more than two organizations.

The eighth grade had more participants involved in one activity. The eighth grade students also had the highest percentage of students who were not affiliated with any activity. The investigator during the last two years has noted that the students of this particular group have not been enthusiastic, as a group, for the activities program. This situation appeared inherent in the group, not in the eighth grade level.

The seventh grade had more participants in two activities. The seventh grade students were experiencing their first opportunity for participation in a comprehensive activities program. Eighty-seven seventh grade students participated in two activities which was their first opportunity to participate in the activities program.

The reasons for participating, or not participating, are studied with the aid of a second questionnaire.

TABLE IV

A COMPARISON OF PUPIL PARTICIPATION IN GRADES SEVEN,
EIGHT, AND NINE IN TERMS OF PERCENTAGE

NO. OF ACTIVITIES	GRADE 9		GRADE 8		GRADE 7		TOTAL	
	NO.	(%)	NO.	(%)	NO.	(%)	NO.	(%)
NONE	109	(9.59)	139	(12.23)	121	(10.64)	369	(32.5)
ONE	106	(9.32)	160	(13.08)	147	(12.93)	413	(36.3)
TWO	76	(6.68)	62	(5.45)	87	(7.65)	225	(19.8)
THREE	39	(3.43)	22	(1.93)	31	(2.72)	92	(8.09)
FOUR	11	(.96)	5	(.44)	5	(.44)	21	(1.84)
FIVE	9	(.79)	2	(.17)	2	(.17)	13	(1.14)
SIX	3	(.26)	2	(.17)	0	(0)	5	(.44)
TOTAL	353	(31.1)	392	(34.5)	393	(34.6)	1138	(100)

II. STUDENT RESPONSES: A SECOND QUESTIONNAIRE

From the information in Table IV, the investigator designed three questionnaires to provide a sample of student reasons for their individual response to the activities program. The questionnaires covered all the variations of pupil participation noted in Table IV. The questionnaires were for: (1) students who belonged to one organization, (2) students who belonged to two or more activities, and (3) students who did not participate in any phase of school activities. A sample of each questionnaire is included in Appendix C.

Each student was provided a questionnaire with his or her name and homeroom section completed at the top of the form. This information was obtained from the homeroom lists compiled during the original survey. For administrative purposes all seventh grade forms were completed in black ink, eighth grade forms were completed in green ink, and ninth grade forms were completed in red ink.

During a week in March, the investigator distributed the questionnaires through the thirty-four homeroom representatives and on a Thursday morning during homeroom meeting, instructions were given over the school public address system. The students completed the forms in their own words and returned the forms to the investigator through

their S.C.A. representatives.

Recording the responses involved several weeks of work since the information was needed on an activity by activity basis. When all responses were properly recorded it was necessary to examine the answers, club by club, for their implications.

Eighteen examples of student responses will indicate the manner in which students provided the necessary answers for the study. A boy and a girl from each grade level were selected by random choice in each of the three categories to provide a sample of student response.

Students Affiliated with One Activity

Seventh grade girl. "Because a boy encouraged me."--
Sherry B. (Safety Patrol).

Seventh grade boy. "I joined Art because I like drawing, and making different things with clay. I like it because of the teacher."--Mike E.

Eighth grade girl. "I like to work on dances."--
Barbara K. (Cotillion Club).

Eighth grade boy. "My father used to play the Clarinet in school. When I found that out, I decided to play it to. During grade school I played it for two years, and I thought it would be a waste of time to give it up. Also, I enjoy music very much and want to carry on my education of it."--Davis V.

Ninth grade girl. "I joined the Cotillion Club because I enjoy working at dances, and I know the people who were joining the Cotillion Club."--Donna M.

Ninth grade boy. "I joined the science club because my science teacher told us it would help us in science.

I also joined because it was an interesting program and we go on field trips." --Stanley W.

Students Holding Membership in Two or More Activities

Seventh grade girl. Annual--"Because I like to have something to do." Homeroom Officer--"I like to get up a(nd) start meetings and be in front of the room."--Debbie S.

Seventh grade boy. Band--"I like music and bands." Satety Patrol--"I like excitement." --Billy B.

Eighth grade girl. Band--"I joined Band because I enjoy music and I feel that anyone who isn't in Band is missing a whole lot. I feel proud in parades and such when the Band marches down the street in our uniforms." Y-Teens--"I joined Y-Teens because I like to be with other girls my age and work on projects." --Cynthia T.

Eighth grade boy. Chorus--"I joined this club because I enjoy it very much. I was in it last year and had a lot of fun. I like Mr. Steele very much and I am proud to be a part of his chorus." Homeroom Officer--"Last year I was homeroom president. I ran for vice-presidentcy this year and won. I am in a fine homeroom and I am glad to help out in what every ways I can." --Gregg J.

Ninth grade girl. Chorus--"I get a thrill out of singing. I like to go places." GAA--"I like sports."--Linda S.

Ninth grade boy. Latin Club--"I wanted to be in the Latin Play." Varsity Club--"I made a letter in basket-ball for being manager." --James B.

Students Not Holding Membership in Any Activities

Seventh grade girl. "Because I have lots of activities out of school and I don't have time because I don't understand or can't finish my homework and my grades aren't the best they could be." --Diane W.

Seventh grade boy. "I like to use my time in the mornings catching up on some work and I don't like to be with a strange group of people. In the afternoon I ride the bus so I can't come to meetings." --Ricky W.

Eighth grade girl. "My grades are somewhat lower than I want them and so I spent most of my spare time studying. I also have three outside activities of tap dancing, horse-back riding, and bowling." --Christy D.

Eighth grade boy. "I wasn't interested in any activity." --Carl V.

Ninth grade girl. "I need the time to study in the mornings and I cannot stay after school as of the fact that my parents both work and I go straight home so I can take care of my little sisters and brothers (4 in all)." --Linda S.

Ninth grade boy. "Because of my grades." --Timmy P.

These eighteen samples have revealed the feelings of seventh, eighth, and ninth graders as studied by the author.

The 2,116 answers provided by the 769 students who belonged to one or more activities may be found in Table V of this study. The answers were divided into eleven categories.

Response Classifications

The students belong to activities to fulfill one of these eleven classifications:

I. The student joined to improve specific skills; to cultivate latent abilities; and to participate in new experiences.

II. The student joined to obtain satisfaction from being a member.

III. The student joined to participate in group activities.

IV. The student joined because he was encouraged by an external force; a member of his family, his teacher, or his friend.

V. The student joined because he was selected for his mental or physical prowess.

VI. The student joined because he was elected by his peers.

VII. The student joined to provide a service to the school.

VIII. The student joined without any substantial reasons.

IX. The student joined because of previous experience with the activity.

X. The student joined because it was an honor to participate.

XI. The student joined but was dissatisfied with the club's activities.

TABLE V

STUDENT REASONS FOR PARTICIPATING IN THE
ACTIVITIES PROGRAM

ACTIVITIES	REASON I		REASON II		REASON III		REASON IV	
	no.	(%)	no.	(%)	no.	(%)	no.	(%)
EXECUTIVE	6	(38)	0	(0)	3	(19)	0	(0)
SCA REP.	12	(26)	2	(4)	8	(17)	0	(0)
BACKSTAGE	1	(8)	4	(33)	0	(0)	3	(25)
HANDBOOK	2	(25)	0	(0)	1	(12.5)	0	(0)
HONOR COUNCIL	9	(42)	1	(5)	0	(0)	0	(0)
HOUSE & GROUNDS	0	(0)	0	(0)	0	(0)	1	(25)
ORIENTATION	8	(50)	0	(0)	3	(19)	1	(6)
PUBLICITY	1	(50)	0	(0)	0	(0)	1	(50)
SAFETY PATROL	36	(45)	8	(12)	4	(6)	10	(15)
ANNUAL	28	(37)	27	(36)	8	(11)	1	(1)
ART	26	(22)	74	(62)	9	(7)	4	(3)
BAND	144	(55)	65	(25)	24	(9)	13	(5)
BOOKWORMS	10	(50)	5	(25)	3	(15)	1	(5)
CHESS	11	(39)	14	(50)	0	(0)	2	(7)
CHORUS	180	(60)	40	(14)	22	(7)	40	(14)
COTILLION	54	(45)	31	(26)	15	(12)	14	(12)
FHA	32	(90)	1	(3)	1	(3)	1	(3)
FTA	52	(88)	3	(5)	3	(5)	0	(0)
GAA	117	(72)	9	(6)	22	(14)	12	(7)
H. R. OFFICERS	88	(53)	2	(1)	1	(1)	1	(1)
LATIN	30	(86)	4	(11)	1	(3)	0	(0)
LIB. ASS'T	62	(72)	0	(0)	6	(7)	4	(5)
N. J. H. SOCIETY	53	(58)	0	(0)	2	(2)	3	(3)
THE REB	52	(65)	2	(3)	12	(15)	5	(7)
SCIENCE	86	(89)	6	(6)	0	(0)	4	(4)
FIREBRANDS	8	(47)	0	(0)	1	(6)	5	(29)
VARSITY	12	(21)	7	(12)	1	(2)	7	(12)
YFC	44	(47)	11	(12)	17	(18)	22	(23)
Y-TEENS	14	(56)	4	(16)	0	(0)	2	(8)
TOTALS	1172	(55.4)	320	(15)	167	(8)	158	(7.5)

TABLE V (continued)

STUDENT REASONS FOR PARTICIPATING IN THE
ACTIVITIES PROGRAM

ACTIVITIES	REASON V		REASON VI		REASON VII		REASON VIII	
	no.	(%)	no.	(%)	no.	(%)	no.	(%)
EXECUTIVE	0	(0)	1	(6)	4	(25)	1	(6)
SCA REP.	0	(0)	15	(33)	8	(17)	0	(0)
BACKSTAGE	0	(0)	0	(0)	1	(8)	0	(0)
HANDBOOK	0	(0)	3	(37.5)	2	(25)	0	(0)
HONOR COUNCIL	0	(0)	4	(19)	4	(19)	0	(0)
HOUSE & GROM.	0	(0)	0	(0)	3	(75)	0	(0)
ORIENTATION	0	(0)	0	(0)	3	(19)	0	(0)
PUBLICITY	0	(0)	0	(0)	0	(0)	0	(0)
SAFETY PATROL	0	(0)	2	(3)	5	(7)	1	(1)
ANNUAL	0	(0)	5	(7)	4	(5)	0	(0)
ART	0	(0)	0	(0)	1	(1)	0	(0)
BAND	0	(0)	0	(0)	2	(.7)	0	(0)
BOOKWORMS	0	(0)	0	(0)	0	(0)	0	(0)
CHESS	0	(0)	0	(0)	0	(0)	0	(0)
CHORUS	0	(0)	0	(0)	0	(0)	0	(0)
COTILLION	0	(0)	4	(3)	2	(1)	0	(0)
FHA	0	(0)	0	(0)	0	(0)	0	(0)
FTA	0	(0)	0	(0)	1	(2)	0	(0)
GAA	0	(0)	0	(0)	0	(0)	0	(0)
H.R. OFFICERS	0	(0)	53	(33)	9	(5)	3	(2)
LATIN	0	(0)	0	(0)	0	(0)	0	(0)
LIB. ASS'T	0	(0)	0	(0)	4	(5)	0	(0)
N.J.H. SOCIETY	14	(15)	0	(0)	1	(1)	0	(0)
THE REB		(0)	5	(6)	1	(1)	0	(0)
SCIENCE		(0)	0	(0)	0	(0)	0	(0)
FIREBRANDS		(0)	0	(0)	0	(0)	0	(0)
VARSITY	29	(49)	0	(0)	2	(4)	0	(0)
YFC	0	(0)	0	(0)	0	(0)	0	(0)
Y-TEENS	0	(0)	0	(0)	0	(0)	0	(0)
TOTALS	43	(2)	93	(4.3)	56	(2.6)	5	(.3)

TABLE V (continued)

STUDENT REASONS FOR PARTICIPATING IN THE
ACTIVITIES PROGRAM

ACTIVITIES	REASON IX		REASON X		REASON XI		TOTALS	
	no.	(%)	no.	(%)	no.	(%)	RESP. no.	MEM. no.
EXECUTIVE	1	(6)	0	(0)	0	(0)	18	13
SCA REP.	0	(0)	1	(2)	0	(0)	46	38
BACKSTAGE	3	(25)	0	(0)	0	(0)	12	8
HANDBOOK	0		0		0		8	4
HONOR COUNCIL	0		3	(14)	0		21	10
HOUSE & GRON.	0		0		0		4	4
ORIENTATION	1	(6)	0	(0)	0	(0)	16	10
PUBLICITY	0		0		0		2	2
SAFETY PATROL	5	(7)	0	(0)	2	(3)	67	54
ANNUAL	2	(3)	0	(0)	0	(0)	75	67
ART	3	(3)	0	(0)	2	(2)	119	85
BAND	10	(3)	6	(2)	1	(1.3)	265	141
BOOKWORKS	1	(5)	0	(0)	0	(0)	20	15
CHESS	1	(4)	0	(0)	0	(0)	28	20
CHORUS	7	(2)	3	(1)	3	(1)	295	147*
COTILLION	1	(1)	0	(0)	0	(0)	120	70
FHA	0	(0)	0	(0)	0	(0)	35	22
PTA	0	(0)	0	(0)	0	(0)	59	38
GAA	0	(0)	0	(0)	1	(1)	161	100
H.R. OFFICERS	5	(3)	0	(0)	4	(2)	166	132
LATIN	0	(0)	0	(0)	0	(0)	35	26
LIB. ASS'T	9	(11)	0	(0)	0	(0)	85	55
N.J.H. SOCIETY	0	(0)	16	(17)	1	(1)	90	62
THE REB	2	(3)	0	(0)	0	(0)	80	59
SCIENCE	0	(0)	0	(0)	1	(1)	97	65
PIREBRANDS	0	(0)	0	(0)	3	(18)	17	15
VARSITY	0	(0)	0	(0)	0	(0)	58	42
YFC	0	(0)	0	(0)	0	(0)	94	66
Y-TEENS	1	(4)	0	(0)	4	(16)	25	24
TOTALS	52	(2.5)	29	(1.4)	22	(1)	2116	1394

*e.g. 147 Chorus members gave 295 responses for participating in student activities.

The remainder of the student body, 369 students, provided 518 responses which showed why they did not belong to any activities. Their reasons were these:

<u>Number of Responses</u>	<u>Percentage</u>	<u>Reasons</u>
115	(22.2)	outside activities.
98	(19.6)	grades need improvement.
97	(19.4)	study during activities period.
94	(17.8)	not interested.
54	(10.2)	no transportation.
16	(3.0)	no reason specified.
15	(2.8)	activities membership was complete.
8	(1.5)	no information on how to join.
8	(1.5)	will join activities next year.
6	(1.1)	joined activity but was dissatisfied.
3	(.5)	dislike school
3	(.5)	don't like meeting strange people.
1	(.1)	church belief is against Cotillion Club.

The reasons for non-participation were numerous. The five most frequently occurring answers are cited as follows:

(1) outside activities, (2) grades need improvement, (3) study during activities period, (4) not interested, (5) no transportation.

The largest response, outside activities, included responsibilities at home, organized activities, and informal leisure time. These reasons for preferring outside activities show that students would rather be involved in programs outside of school.

Many students needed to improve grades and some of them used the activities period each morning for study. The students who were not interested in participating in activities were exercising their freedom of choice.

The last major category, no transportation, was a problem faced by the investigator when he attended junior high school. The students used public transportation to and from school, and their parents could not conveniently provide transportation after school.

The school activities program can not provide a remedy to eliminate these five reasons for non-participation; it can only provide a suitable program for the students who choose to accept the offerings of the program.

The information provided by Tables I, II, III, IV, and V and by the above "non-joiners" will serve as a basis for the recommendations and suggestions to be presented in Chapter IV.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The success of the student activities program of Jefferson Davis Junior High School, as reflected by Table V, is discussed in terms of the eleven categories.

RESPONSE CLASSIFICATIONS

I. The student joined to improve specific skills; to cultivate latent abilities; and to participate in new experiences.

II. The student joined to obtain satisfaction from being a member.

III. The student joined to participate in group activities.

IV. The student joined because he was encouraged by an external force; a member of his family, his teacher, or his friend.

V. The student joined because he was selected for his mental or physical prowess.

VI. The student joined because he was elected by his peers.

VII. The student joined to provide service to the school.

VIII. The student joined without any substantial reasons.

IX. The student joined because of previous experience with the activity.

X. The student joined because it was an honor to participate.

XI. The student joined but was dissatisfied with the club's activities.

Each club is discussed in terms of the eleven categories. The percentage of responses in each of the categories is noted with comments and suggestions for improvements of the individual organizations.

The SCA Executive Council

The responses of the executive council members were given in the following categories and percentages: I (38%), III (19%), VI (6%), VII (25%), VIII (6%), and IX (6%). Ninety-four per cent of the responses provided definite reasons for participating in the executive council.

The membership of the council is limited by the SCA Constitution and by tradition (the committee chairmen appointed by the president of the council). The calibre of the council varies from year to year in relation to the strengths and weaknesses of the individual members.

Room Representatives

The Room Representative responses were: I (26%), II (4%),

III (17%), VI (33%), VII (17%), and X (2%). Forty-three per cent joined for self improvement, seventeen per cent joined to be of service, six per cent joined for self-satisfaction, and thirty-three per cent responded that they were elected.

The room representatives were chosen by their classmates in the thirty-four administrative units--homerooms--established by the administration. The strengths of individual representatives varied according to their enthusiasm and the cooperation furnished by the homeroom teacher.

Backstage Committee

The responses of the Backstage Committee were: I (8%), II (33%), IV (25%), VII (8%), and IX (25%). The largest response was self-satisfaction, with two other factors, (1) encouraged by an external force and (2) previous experience, each receiving 25 per cent of the responses.

The distribution of membership in all three grades insures an efficient committee which provides an absolutely essential service in a modern junior high school.

Handbook Committee

The responses of the Handbook Committee were: I (25%), III (12.5%), VI (37.5%), and VII (25%). The major responses dealt with (1) appointment by the president, (2) service to the school, and (3) the challenge of new experiences.

The newly organized committee, which was not cited as an established group in Chapter II, had only begun exploratory work at the beginning of this study. Their objectives were not submitted and their finished product, the handbook, was not completed for inspection or circulation.

Honor Council

The responses of the Honor Council were: I (42%), II (5%), VI (19%), VII (19%), and X (14%). The problem of the Honor Council is found in the weakness inherent in most honor systems. Many students regard the honor system as being unimportant. To counter this opposition, the Honor Council must strive to maintain communications with the individual student.

House and Grounds Committee

The responses of the House and Grounds Committee were: IV (25%), and VII (75%). The committee coordinated the art needs of the SCA.

Orientation Committee

The responses of the Orientation Committee were: I (50%), III (19%), IV (6%), VII (19%), and IX (6%).

The need for an orientation period for all new students provided ample justification for the functioning of this committee. Sixty-nine per cent of the respondents spoke of self-improvement and group activities, while 19

per cent wanted to be of service. The two small response areas (6% each) spoke of encouragement from an external force and previous orientation experience.

Publicity Committee

One Publicity Committee member responded to category I, while the other member responded to category IV. Their work was commendable in that it provided an outlet for recognition of the accomplishments of the various school activities.

Safety Patrol

The responses of the Safety Patrol members were: I (45%), II (12%), III (6%), IV (15%), VI (3%), VII (7%), VIII (1%), IX (7%), and XI (3%). Fifty-one per cent of the respondents spoke of self-improvement, learning experiences; seven per cent of the respondents spoke of service to the school; twelve per cent of the respondents spoke of self-satisfaction; eighteen per cent of the respondents attributed membership to encouragement from an external force; seven per cent had had previous experience; one per cent provided no substantial reason; and three per cent were dissatisfied with the organization.

The excellence of the Jefferson Davis Safety Patrol was seen in the awarding of a plaque to the school from the National Safety Congress for the year 1963-1964. This award

was given for the total program of safety conducted at the school by the patrols and other interested groups, the newspaper and the Art Club.

Annual--The Rebel

The responses of the Annual staff members were: I (37%) II (36%), III (11%), IV (1%), VI (7%), VII (5%), and IX (3%). Forty-eight per cent of the respondents spoke of self-improvement; five per cent indicated service to the school; thirty-six per cent indicated self-satisfaction; eight per cent were encouraged by external forces; and three per cent had previous experience.

Art Club

The responses of the Art Club members were: I (22%), II (62%), III (7%), IV (3%), VII (1%), IX (3%), and XI (2%). The Art Club has provided a strong program of activities for its members this year.

Band

The responses of the Band members were: I (55%), II (25%), III (9%), IV (5%), VII (.7%), IX (3%), X (2%) and XI (.3%). The quality of the activities of the band was evident in their showing at the Regional Workshop Band and in being awarded their third consecutive trophy for the "Best Junior High School Band in the Peninsula Armed Forces Day

Parade". The calibre of the seventh and eighth grade members was such that the potential for another successful band is available for next year.

Bookworms

The responses of the Bookworms were: I (50%), II (25%), III (15%), IV (5%), and IX (5%). The full potential of this group was not reached. The problem plaguing this club was a small membership with very little response from grades eight and nine.

Chess Club

The responses of the Chess Club members were: I (39%), II (50%), IV (7%), and IX (4%). This newly organized group provided contests which were mentally challenging, as well as entertaining for the participants.

Chorus

The Chorus members' responses were I (60%), II (14%), III (7%), IV (14%), IX (2%), X (1%), and XI (1%). The quality of the performances of the Mixed Chorus, the Girls' Chorus, and the Rebelettes was excellent. The investigator attributes the success to dedication and personal response of each participating student to the enthusiastic and skillful direction of their sponsor.

Cotillion Club

The Cotillion Club members' responses were I (45%),

II (26%), III (12%), IV (12%), VI (3%), VII (1%), and IX (1%). The club provided entertainment on at least one Friday night every month for from three hundred to nine hundred students. These affairs were closely controlled by the administration, sponsors, and chaperones.

Future Homemakers of America

The FHA members' responses were: I (90%), II (3%), III (3%), and IV (3%). The club combined an academic situation with an activities situation which was very beneficial to the eighth and ninth grade girls participating.

Future Teachers of America

The FTA members' responses were: I (88%), II (5%), III (5%), and VII (2%). The members were basically interested in the vocational aspects of the teaching profession.

Girls' Athletic Association

The GAA members' responses were: I (72%), II (6%), III (14%), IV (7%), and XI (1%). The newly organized GAAs, a city-wide organization for both junior and senior high schools, has received the support of the girls of the school with a first year membership of one hundred. The potential growth of this club is limited only by the enthusiasm of young ladies for athletics.

Homeroom Officers

The Homeroom Officers' responses were: I (53%), II (1%),

III (1%), IV (1%), VI (33%), VII (5%), VIII (2%), IX (3%), and XI (2%). The effectiveness of the homeroom officers who number approximately 130, varied according to the environments in thirty-four separate administrative units--homerooms. The unifying factor for this group was the newly organized Presidents' Council which was established by the SCA to coordinate the homeroom meetings.

The Presidents' Council met every Tuesday morning to discuss school problems, to exchange ideas, and to study procedures for conducting meetings. On Wednesday mornings the homeroom president or his representative attended the Student Cooperative Association meeting as an observer. From the information obtained, the president assisted the homeroom representative in carrying forth the work of the SCA.

Latin Club

The Latin Club members' responses were: I (86%), II (11%), and III (3%). The Jefferson Davis Latin Club provides an example of the successful use of an academic situation complemented by a school activity. The most commendable aspect of the Latin Club is its non restrictive membership (all Latin students are eligible regardless of Latin grades).

Library Assistants

The Library Assistants' responses were: I (72%), III (7%), IV (5%), VII (5%), and IX (11%). The reputation of

this group was such that its membership was closed after the first organizational meeting. The Librarian trained each student to do the various tasks required in an efficient library. Each student worked for one hour each week on a schedule which was changed from month to month.

The reward for the hours of work came in May when the Club sponsored a trip to Washington, D.C., for all members who desired to make the journey.

National Junior Honor Society

The Honor Society members' responses were: I (58%), III (2%), IV (3%), V (15%), VII (1%), X (17%), and XI (1%). The Hampton Roads Chapter of the National Junior Honor Society, established at Jefferson Davis Junior High, as the first N.J.H.S. Chapter on the Virginia Peninsula, maintained the excellence and dignity of the national organization.

Newspaper--The Reb

The newspaper staff members' responses were: I (65%), II (3%), III (15%), IV (7%), VI (6%), VII (1%), and IX (3%). The newspaper staff published six issues of the Reb and produced the "Hall of Fame" Assembly in conjunction with the last issue of the Reb.

Science Club

The Science Club members' responses were: I (89%),

II (6%), IV (4%), and XI (1%). The Science Club conducted a very successful program this year. The interest in the local and district Science Fair was gratifying with three Davis students receiving awards for their projects at the District level. The club provides another excellent example of academics and activities working together.

Twentieth Century Firebrands

The Firebrand responses were: I (47%), III (6%), IV (29%), and XI (18%). The Firebrands were unable to accomplish their objectives. It should be noted that 29 per cent of the group joined because of external forces (brothers, sisters, teachers, friends) and the 18 per cent of the responses noted dissatisfaction with the organization. Several important projects were considered by this group, but these plans were never brought to fruition. The solution for the club's problem must be one of rejuvenation.

This revitalization may be accomplished with the complete support of the Social Studies Department. The sponsor and the Social Studies staff should evaluate the various objectives of the club, then put into action a plan for the accomplishment of these objectives. When this plan becomes effective, the teachers should constantly assist in keeping the group's information current and active. If the club does not meet its objectives and increase its

membership for next year, then the club should be abolished for lack of interest.

Varsity Club

The Varsity Club members' responses were: I (21%), II (12%), III (2%), IV (12%), V (49%), and VII (4%). The Varsity Club, consisting of all students who were awarded a letter for successful participation in a varsity sport, including cheerleading, has done much for school spirit. Athletics has provided many thrilling events for the spectators and two of the teams, football and baseball, were declared city-wide champions. The work of the Varsity Club was commendable.

Youth For Christ

The YFC members' responses were: I (47%), II (12%), III (18%) and IV (23%). The individual was the important asset of the Youth For Christ and the word fellowship best expressed the rewards available through the group.

Y-Teens

The Y-Teen members' responses were: I (56%), II (16%), IV (8%), IX (4%), and XI (16%). The Y-Teens, affiliated with the Y.W.C.A., has appealed to the seventh grade girls with only a very small participation from the eighth and ninth grade.

Recommendations for Selected Activities

1. Executive Council--The sponsor should cultivate the talents of each member to provide for an efficient and successful program.

2. Room Representatives--The S.C.A. sponsor should conduct a short orientation session at the beginning of each year to inform the homeroom teachers of the purposes and program of the S.C.A. as they apply to the homeroom representatives.

3. Handbook Committee--Seventh and eighth grade students should be included as members of this committee. A publication which will be distributed to all students should have representatives from all grades on its formulating committee.

4. Honor Council--The Council must strive to maintain communications with the individual student through personal contacts in strengthening the support of the student body for the honor system.

5. Safety Patrol--Eighth and ninth grade membership should be increased by stressing the importance of the individual members.

6. Annual--A training program for seventh and eighth grade students should provide the necessary standards for the excellence of future annuals.

7. Art Club--Eighth and ninth grade membership should be increased.

8. Bookworms--An English teacher should be assigned to assist the librarian in the sponsorship of this club.

9. Future Teachers of America--This group should encourage young men to train for the teaching profession.

10. The Reb (Newspaper)--The newspaper staff should recruit extensively for seventh and eighth grade students who would be trained in newspaper work. This group would provide the nucleus for future staffs. Also the Reb should seek new sources of revenue to replace the inadequate advertising program used to underwrite the costs of publication.

11. Firebrands--This group should have one year to revitalize its program and prove its worth. If it fails it should be abolished.

12. Y-Teens--The program should be adjusted so that it will meet the needs of girls from all three grade levels--seventh, eighth, and ninth.

Implications for Faculty and Administration

The majority of the faculty members of Jefferson Davis Junior High School have definite responsibilities in terms of the activities program. These teachers should:

- (1) re-evaluate the program of their activity,
- (2) plan ways to improve the offering of the activity,
- (3) if necessary, seek assistance or advice on some phase of improvement,
- (4) discuss new approaches with the principal for his professional judgment,
- (5) initiate the revitalized program with enthusiasm,
- (6) provide the members of the activity with many opportunities for leadership and self-expression, and
- (7) constantly evaluate the progress and goals of the organization.

The teacher has the responsibility for the success or failure of his activity, but he provides only one activity in the total program. The responsibility for the student activities program is delegated to the principal, therefore he must provide a suitable environment for the growth of student activities.

The environment for student activities may be improved by:

- (1) equalizing the duties of both teachers assigned to activities and those not assigned as a sponsor,
- (2) providing an opportunity for each activity to attain

reasonable financial stability without undue pressure being placed on the organization, (3) counseling with all club sponsors every twelve weeks to find out the needs or problems of the organizations, (4) providing friendly attitudes at all times in regard to urgent consultations on matters of the utmost importance to an organization, (5) providing a probationary period for declining activities for revitalization and evaluation, (6) abolishing all activities that have lost their potency after a probationary period has been observed, (7) establishing new activities that are requested by the students, in suitable number, and approved by standards developed by the faculty and administration, (8) distributing a guide to new teachers setting forth the responsibilities and expectations of a sponsor, in both general and specific terms, and (9) establishing a faculty committee on student activities to set up and enforce the criteria for evaluation of the activities program.

Implications for Activities on the Local, State, and

National Levels

The study of student activities at Jefferson Davis Junior High School has implications for the six other junior high schools in Hampton, Virginia. These schools are:

Buckroe Junior High School, Benjamin Syms Junior High School, H. Wilson Thorpe Junior High School, Y.H. Thomas Junior High School, George Wythe Junior High School, and Thomas Eaton Junior High School (to be opened in September of 1964).

Each school should provide for the needs of its students in terms of the talents of its faculty, and every school should evaluate the success of its activities program. The four questions asked in Chapter I will provide that basic method for evaluation.

The activities programs in the various communities of Virginia and the various states of the United States should follow a similar pattern of evaluation if the program of student activities in each locality is to be a meaningful educational experience.

Summary

This study has not scientifically measured the impact of student activities on the school; it has merely presented the program in terms of faculty planning and pupil participation (numbers and reasons). The key to the future success of the student activities program is evaluation and re-evaluation; therefore the investigator challenges the faculty and future faculties of Jefferson Davis Junior High School to move forward constantly in evaluating both the academic and activities program as the means to improve the education of their students.

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APPENDIXES

APPENDIX A

THE S.C.A. CONSTITUTION

CONSTITUTION OF THE STUDENT COOPERATIVE
ASSOCIATION OF THE JEFFERSON DAVIS
JUNIOR HIGH SCHOOL

Article I

Name. The name of this organization shall be the Jefferson Davis Junior High School Student Cooperative Association.

Article II

Purpose. The purpose of this organization is to learn, through active participation in school government, the importance of cooperation, of training necessary for becoming a good citizen, and of a wholesome recreational program to develop physically, mentally and morally.

Article III

Membership. Membership shall consist of all students of Jefferson Davis Junior High School.

Article IV

Type of Organization (Council). Representatives of the student body and faculty, shall be the executive body and shall be known as the student council.

Article V

Student Council Organization.

A. The student council shall be composed of:

1. Elected Officers.
 2. A sponsor and co-sponsor, chosen from the faculty by the principal. They shall serve for one school year and may be re-appointed.
 3. One representative from each homeroom, elected by the students.
 4. One representative from each recognized club, elected by the club members.
- B. Officers of the student council shall be the President, Vice-President, Recording Secretary, Corresponding Secretary, Treasurer, and Chaplain.

Article VI

Officers and Their Election.

Section A: Method of Nomination

1. Each homeroom shall nominate one person for each office. From these nominated, the two candidates receiving the highest number of nominations shall run. In the event of a tie the second two or more shall run.
2. A committee of the SCA faculty advisors should examine the list of nominees carefully to determine their eligibility.

Section B : Method of Electing

1. Election shall be by secret ballot.
2. The voting shall be in a central location when voting on an entire slate of officers.

Section C: Eligibility Standards

1. To be eligible for election to the student council, a student may have had one failing grade, and one unsatisfactory citizenship grade during the year.
2. Any member of the council who fails a subject or who receives an unsatisfactory citizenship grade shall be placed on probation. A person receiving an unsatisfactory grade for a second time must be removed

from office immediately. The council shall reserve the right to dismiss anyone who is suspended or expelled or anyone who violates major administrative regulations.

A special committee shall be appointed to review questionable cases.

3. The president must be a member of the 9th grade, the vice-president must be a member of the 8th grade, the secretaries, treasurer and the chaplain may be a member of any class.

Article VII

Duties of the Officers of the Student Council.

A. President:

1. The President shall be the school leader and shall have within his province all matters which concern the welfare and honor of the school.
2. He shall preside at meetings of the Student Council and the Student Body meetings and shall present to these groups, matters of school interest.
3. He may assist at assembly meetings.
4. He shall assist in maintaining the general discipline of the school by appointing any necessary committees.
5. He shall be an ex-officio member of all committees, and the honor council.

B. Vice-President:

1. The Vice-President shall be ready to act at all times as President in the absence of that officer. In the event of the removal of the President, he shall become President and his place as Vice-President shall be filled by election.
2. He shall be program chairman.

C. Recording Secretary:

1. The Recording Secretary shall keep the minutes of the

meetings of the Student Council and of the general meetings.

2. He shall make an annual report to the State Student Cooperative Association.

D. Corresponding Secretary:

1. He shall attend to and keep records of all correspondence of the Student Council.
2. He shall notify the members of the Student Council in case of a special meeting.

E. Treasurer:

1. The Treasurer shall keep an account of all the money expended from the Student Body Treasury.
2. He shall also keep an account of all money taken into the treasury of the Student Body.

E. Chaplain:

1. He shall take care of all devotionals for which the Student Body is responsible.

Article VIII

Duties of the Student Council

- A. Members of Council individually shall be responsible to Student Council for good citizenship of members of the group they represent.
- B. The Student Council may from time to time recommend such school regulations as will seem to help in maintaining order and discipline in the school.
 1. Recommendations may be presented to the student council at any regular meeting.
 2. A two-thirds majority vote of the council is necessary in order to present any recommendations to the student body.
 3. Any proposed recommendation will be posted two weeks prior to the vote taken by the students.

4. On any issue the representatives from the homerooms will report the number of votes cast to the Student Council. A two-third majority of the votes cast is required for passage.

Article IX

Funds.

- A. All money needed to defray expenses of school activities shall be raised by school projects approved by the Council.

Article X

Amendments.

- A. Constitution may be amended by two-thirds vote of the Student Body.
- B. Proposed amendments must be presented first to the Council.
- C. Proposed amendments must be posted ten school days for consideration, before adoption or rejection.

Article XI

By-Laws.

- A. Each class shall elect a student representative to the student council by the end of the second week of school.
- B. The teachers who will act as advisors shall be appointed by the principal.
- C. The officers shall be elected by closed ballot system at the General Election which will be held in March, April or May.
- D. The term of the office shall be for one year. A student may be re-elected to the same office.
- E. In case of removal or resignation of class representative, the President of the homeroom shall act as representative on the Council until the vacancy is filled by election. The President shall also serve in the absence of the representative.

- F. It shall be the responsibility of all clubs in school, recognized by the Student Council, and represented on Council to present, in writing, the objectives of their organization to the council by October 21. A report, in writing, on the achievement of these objectives must be made to the Council by May 31.

Adopted: September, 1960

Amended: April, 1962

Amended: March, 1964

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APPENDIX B

THE ACTIVITY SPONSORS

ACTIVITY SPONSORS OF JEFFERSON DAVIS JUNIOR HIGH SCHOOL

All information used concerning the various club functions and objectives was obtained by the author from the SCA files and sponsor interviews. The information from both sources was submitted by the club sponsors listed below.

ACTIVITY	SPONSOR
Executive council (SCA Officers)	Mrs. Laura W. Twyford
Student Cooperative Association	Mrs. Laura W. Twyford
Representatives	Mr. Robert E. Bryan
Backstage Committee	Mrs. Laura W. Twyford
Handbook Committee	Mrs. Jane W. Price
Honor Council	Mrs. Janet Chamberlain
House and Grounds Committee	Mrs. Jane W. Price
Orientation Committee	Mrs. Elizabeth B. Green
Publicity Committee	Mr. Robert C. Noel
Safety Patrol	Mr. Vernon Melton
Annual	Mr. James E. Wiseman
	Miss Alice J. Applegate
	Mrs. Janet Chamberlain
Art Club	Miss Sibyl Dwiggin
	Mrs. Janet Chamberlain
	Mr. James E. Smith
Band	Mr. William T. Wiggs, Jr.
Bookworms	Mrs. Elizabeth B. Green
Chess Club	Mr. Laymond H. North
Chorus	Mr. James E. Steele
Cotillion Club	Miss Henrienne Conner
	Mr. Jerry L. Williams
Future Homemakers of America	Mrs. Beryl W. Pope
Future Teachers of America	Mrs. Mildred C. Matthews
Girls' Athletic Association	Miss Sandra L. Anderson
	Mrs. Louise B. Black
	Miss Peggy Padgett
Homeroom Officers	Mrs. Laura W. Twyford and the thirty-four homeroom teachers
Latin Club	Mrs. Emma Bugg
Library Assistants	Mrs. Elizabeth B. Green
National Junior Honor Society	Mr. Neil W. Cox
	Mr. Gary R. Holt
The <u>Reb</u> --Newspaper	Miss Mary A. Butterworth
	Mr. Frank S. Penland
Science Club	Mrs. Sharon C. Batson
	Mr. Paul V. Cowley

ACTIVITY SPONSORS (Continued)

ACTIVITY	SPONSOR
Science Club (Continued)	Mrs. Sue R. Hardie
	Mr. Gary R. Holt
	Mr. Laymond H. North
	Mr. James E. Wiseman
Twentieth Century Firebrands	Mrs. Jacqueline C. Ferraro
Varsity Club	Miss Judy E. Carpenter
	Mr. Garland R. Mozingo
	Miss N. Joy Rogers
	Mr. Bobby C. Watts
	Mr. Amos G. West
Youth For Christ	Mr. James E. Wiseman
Y-Teens	Mr. Sanford D. Snider
	Miss Eleanor J. Harvey
	Miss Barbara Keech

APPENDIX C
SAMPLE OF QUESTIONNAIRES

JEFFERSON DAVIS JUNIOR HIGH SCHOOL
ACTIVITIES QUESTIONNAIRE

NAME _____
H.R. SECTION _____
H.R. NUMBER _____

Are you a member of any of the following activities?

Check one: Yes _____ No _____

Underline each activity you are presently a member of;
if you are an officer please write your title next to the
organization.

STUDENT COOPERATIVE ASSOCIATION

Executive Officer
Room Representative
Backstage Committee
Honor Council

House and Grounds Committee
Publicity Committee
Orientation Committee
Safety Patrol

ORGANIZATION

Annual
Art Club
Band
Bookworms
Chorus
Cotillion Club
Future Homemakers of
America
Future Teachers of
America
Girls' Athletic
Association
Homeroom Officers

Latin Club
Library Assistants
National Junior Honor Society
Newspaper--The Reb
Twentieth Century Firebrands
Science Club
Varsity Club
Youth For Christ
Y-Teens

Your cooperation in filling out this questionnaire,
quickly and correctly, is greatly appreciated.

Frank S. Penland

NAME _____

HOMEROOM _____

I. You have stated that you are NOT a member of any school activity. Please state your reasons for NOT being a member. Your cooperation is appreciated.



NAME _____

HOMEROOM _____

II. You have checked that you belong to _____

Please state your specific reasons for joining.

NAME _____

HOMEROOM _____

III. You have stated that you belong to the following organizations, please state your reasons for joining EACH of them. Your cooperation is appreciated.

APPENDIX D

DISTRIBUTION OF CLUB MEMBERSHIP BY GRADES

TABLE VI
DISTRIBUTION OF CLUB MEMBERSHIP BY GRADES

ACTIVITIES	SEVENTH		EIGHTH		NINTH		TOTAL
	no.	(%)	no.	(%)	no.	(%)	
EXECUTIVE	0	(0)	1	(8)	12	(92)	13
SCA REP.	12	(31)	13	(34)	13	(34)	38
BACKSTAGE	2	(25)	4	(50)	2	(25)	8
HANDBOOK	0	(0)	0	(0)	4	(100)	4
HONOR COUNCIL	2	(20)	3	(30)	5	(50)	10
HOUSE AND GRON.	0	(0)	2	(50)	2	(50)	4
ORIENTATION	0	(0)	5	(50)	5	(50)	10
PUBLICITY	0	(0)	0	(0)	2	(100)	2
SAFETY PATROL	44	(81.5)	7	(13.6)	3	(5.8)	54
ANNUAL	25	(37.5)	17	(25)	25	(37.5)	67
ART	58	(69.6)	12	(14.4)	15	(15.6)	85
BAND	45	(31.5)	55	(38.5)	41	(29)	141
BOOKWORMS	12	(79.2)	0	(0)	3	(19.8)	15
CHESS	2	(10)	6	(30)	12	(60)	20
CHORUS	45	(30.6)	62	(42)	40	(27)	147
COTILLION	28	(39.2)	20	(28)	22	(30.8)	70
PHA	0	(0)	13	(58.5)	9	(40.5)	22
PTA	8	(21.6)	13	(35.1)	17	(45.9)	38
GAA	18	(18)	31	(31)	51	(51)	100
H.R. OFFICERS	49	(36.8)	44	(33)	39	(29)	132
LATIN	0	(0)	0	(0)	26	(100)	26
LIB. ASS'T	27	(48.6)	14	(25)	14	(25)	55
N.J.H. SOCIETY	0	(0)	36	(58)	26	(42.4)	62
THE REB	21	(33.6)	12	(19.2)	26	(41.6)	59
SCIENCE	20	(30)	12	(18)	33	(49.5)	65
FIREBRANDS	11	(72.6)	0	(0)	4	(26.4)	15
*VARSITY	1	(2.3)	12	(27.6)	29	(66.7)	42
YFC	16	(24)	15	(22.5)	35	(52.5)	66
Y-TEENS	17	(69.7)	6	(24.6)	1	(4.1)	24

*Varsity Club membership does not include new members from the baseball and track team.

VITA

VITA

Frank Shields Penland, son of Mr. and Mrs. Frank Penland of Hampton, Virginia, was born on June 25, 1939. He received his education in the Hampton Public Schools and was graduated from Hampton High School in 1957. In 1961, he received a Bachelor of Arts Degree from Randolph-Macon College, Ashland, Virginia, with a major in English. He is a member of the University of Richmond Chapter of Kappa Delta Pi, a national educational society.

He began his teaching career in 1961 at Jefferson Davis Junior High School, Hampton, Virginia, as an English teacher. His other duties have included: sponsor of the school newspaper, 1961-1964 and chairman of the English Department, 1963-1964. He was elected vice-president of the Hampton Education Association in 1964. He also holds membership in both the Virginia Education Association and the National Education Association.

He has been appointed assistant principal of Thomas Dale High School, Chesterfield County, Virginia for the 1964-1965 school term.

In April, 1962, he married Blanche Ilene McFadden of Covington, Virginia. They have resided in Hampton, Virginia, except for three months each year which has been spent in pursuit of a Masters' Degree at the University of Richmond.

He has an eighteen month old son, Frank Andrew Penland.

He is a member of Aldersgate Methodist Church, Hampton, Virginia, and he serves on the Commission for Education for that church.