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## Participation in Extracurricular Activities in the Yakima High School

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PARTICIPATION IN EXTRACURRICULAR ACTIVITIES  
IN THE YAKIMA HIGH SCHOOL

by

Lois Hubbell Nickel

A study prepared in partial fulfillment of the  
requirements for the degree of Master of  
Education in the Graduate School  
of the Central Washington  
College of Education

December, 1951

APPROVED FOR THE GRADUATE FACULTY

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## Chapter I

### INTRODUCTION AND PHILOSOPHY

The purpose of this study is to determine the extent of extracurricular activity participation in the Yakima High School, by grade, sex, socio-economic level, and by the distance the students live from town.

The history of education reveals that in the past century and a half, among other things, our schools have changed their educational offering of classroom subjects only, to a rich program of extracurricular activities for supplementary educational values. It is assumed by some that because extracurricular activities are offered, that participation in them is enjoyed by all. Others point out the great inequality in educational opportunities. A great number of youth leave the high school either because the school fails to meet their needs or because the youth are unable to meet the expenses incident to attending school.

Startling facts are brought out by the National Association for Secondary School Principals<sup>1</sup>, which reveal that seventy-five per cent of our adults have never completed high school and that now forty-four per cent of the youth who enter high school never complete it.

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1. National Association of Secondary School Principals, Planning for American Youth. Washington, D. C., 1944.

Stroud<sup>2</sup> reports that there is a rather close association between the occupations of fathers and the persistency of their children in school. The amount of formal schooling of the parents is also a factor associated with the amount of schooling received by their children.

In a similar vein Counts<sup>3</sup> says that there is a close relationship between parental occupation and the privileges of secondary education. If we examine the entire high-school population, we find certain occupational groups are very well and others are very poorly represented, in proportion to their numbers in the general population. Among the former are the five great non-labor groups with professional service occupying the most advantageous position, followed by the proprietors, commercial service, managerial service, and clerical service. At the other end of the series are the lower grades of labor with common labor almost unrepresented and personal service, miners, lumber-workers, fishermen, and the miscellaneous trades and machine operatives in the manufacturing and mechanical industries occupying somewhat better positions in the order named. Next to the non-labor groups are the printing trades, transportation service and the building trades.

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2. Stroud, James B., Psychology in Education. New York: Longmans, Green and Company, Incorporated, 1946.
  3. Counts, G. S., "The Selective Character of American Secondary Education", Supplementary Educational Monographs. No. 19, Chicago: University of Chicago, 1922.

In general, the order here given reflects the social and economic status of the occupation, its educational and intellectual standards, and the stability of employment.

The same opinion is expressed by Kefauver<sup>4</sup>, who states that we should not conclude that equal opportunity for education has been made available for all youth of the land. Between a half and a third of the adolescents are not enrolled in the high schools, and in general, those not in schools come from the lower economic levels. Economic status of parents does still affect the opportunity of the youth for an education.

The demand for 500,000 new classrooms in the next ten years and thousands more qualified teachers is being considered in the light of present-day conditions of the nation's public school system. Thought is being given also to the fact that education is important to the future of our nation for the preservation of our democracy. The young men and women of today are the leaders of tomorrow. As the younger generation learns to think creatively and to act cooperatively, it will take over the responsibilities.

The fact that we in the United States depend upon the twenty-one million boys and girls between sixteen and twenty-four years old to control this country, is brought out by Davis.<sup>5</sup> They will elect presidents

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4. Kefauver, Grayson N., "Education and Americanism", School and Society 41:657 (May, 1935).
  5. Davis, Maxine, The Lost Generation. New York: The Macmillan Company, 1936. p. 3.

and precinct committeemen. They are going to boss the telephone and electric companies, string their lines, and mine their copper. They are going to drive steam locomotives and milk wagons. They are going to head banks and teach schools. They are going to stand at the assembly lines in automobile factories, and build houses, and make shoes. They are going to herd cattle and grow corn and report the news. Theirs is the responsibility for carrying on.

The people of the United States have been talking and living democracy for the past one hundred fifty years. We have believed in certain fundamental principles and yet we admit that democracy has not operated satisfactorily in every field of human endeavor. A more free and universal access to education is essential in the future. Facts have been accumulating that far too many American children belong to families that have no practical access to economic opportunity.

Bell<sup>6</sup> states that almost a constant inverse ratio exists between the birth rate for any given group and its economic status. In general, those who enjoy the richest cultural resources are failing to replace themselves, whereas those who have the lowest income have the highest number of children per family. Profound consequences for the future of the country are inherent in these facts. It has been argued that a democracy can exist only among equals and that in every society

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6. Bell, Howard M., Youth Tell Their Story. Washington, D.C.: American Council on Education, 1938. Foreword.

hitherto the inevitable inequality between economic classes has nullified every democratic program. The present secondary school is still a highly selective institution adapted to the needs of a small minority of our population. The public schools of this country have been supported on the theory that they serve as an instrument for the maintenance of equality of opportunity. There is grave danger that the public school system, if present tendencies persist, may become a positive force in creating those very inequalities in the condition of men that it was designed to reduce.

We are warned by Edwards<sup>7</sup> that if, for a long period of years, we draw each succeeding generation in disproportionately large numbers from those areas in which economic conditions are poorest and the cultural-intellectual level the lowest, if the population reserves of the nation are to be recruited from a definitely under-privileged class, and if we fail to make good the deficit by conscious educative endeavor, the effect on our culture and on our representative political institutions may be appalling.

Of the students who are fortunate enough to receive a secondary school education, is each of them receiving an equal chance to participate in its activities? Are the athletes on the varsity team divided equally from the various socio-economic groups? Is the pupil who

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7. Edwards, Newton, Equal Educational Opportunity for Youth. Washington, D.C.: American Council on Education, 1939. p. 151.

lives on a farm a considerable distance from town handicapped because school activities are carried on after school or in the evening? Are the school publications put out by a favored few? Are school dances, mixers, and other social events attended as frequently by those from the lower economic groups as by those of the higher economic groups? These and many other questions are of vital concern of this study.

Ulich<sup>8</sup> has said that the schools must serve for something useful to their students and to society, and they must not simply be parking places. In order to attain the aims and functions of secondary education, school administrators are recognizing that through pupil-interests and through satisfying practice in the extracurricular field, some of the more desired ends may be more completely attained for a greater number than through the curricular field alone.

Eckert and Marshall<sup>9</sup> point out that upon the secondary school devolves the task begun by the elementary school, of insuring command of socially useful processes and of promoting sympathetic acquaintance with democratic aims and procedures. Since few students will have further educational contacts, the secondary school must also lead each girl or boy to think realistically concerning his own personal problems

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8. Ulich, Robert, "Constructive Education", from Winslow, T. and Davidson, F. P., American Youth, Cambridge, Massachusetts: Harvard University Press, 1940. p. 139.

9. Eckert, Ruth E. and Marshall, Thomas O., When Youth Leave School. The Regents' Inquiry, New York: McGraw Hill Book Company, 1938.

and to make constructive plans for the future. Whatever the secondary school fails to do in developing general competence for living will, for the most part, remain undone..

Most high schools have some kind of extracurricular program, and educators, for the most part, have come to realize their importance and value. The term "extracurricular activities" is an old one and is used almost universally in the literature dealing with the subject. It is defined<sup>10</sup> as "programs and events carrying no academic credit, sponsored and organized by pupils' or students' organizations or by the educational institution, designed to entertain, instruct, and/or provide exercise of interests and abilities; subject to some measure of control by the institution."

Many people believe that the use of the term "extracurricular activities" is an unfortunate one because their relationships with the curriculum are widespread and vital. McKown<sup>11</sup> mentions that such new designations as "semi-curricular," "co-curricular," "extra-class," "collateral," "integrating," "socializing," "curricularized activities," "pericular," "super-curricular," "excular," and others have been suggested. He also states that however inaccurate and undesirable it

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10. Monroe, Walter S., Encyclopedia of Educational Research. New York: Macmillan Company, 1950.

11. McKown, Harry C., Extra-Curricular Activities. New York: The Macmillan Company, 1949. p. 4-5.



may be, the old designation of "extracurricular" still sticks, largely because no better term has been suggested and also because the implied relationships are so well known.

Shannon<sup>12</sup> and Dixon<sup>13</sup> have pointed out that there have been about four stages in the evolutionary development of extracurricular activities. At first they were ignored, then there was definite faculty opposition. The next period started when the activities were merely tolerated and were used by faculty as a bait for the curricular. Finally, educators realized the values of extracurricular activities and believed they should be coordinated with the curriculum.

Much has been written on the values of extracurricular activities, their aims, objectives and basic underlying principles. In this connection Lindall<sup>14</sup> writes that the school has not completely discharged its responsibility when it has taught a child to read and write and figure. He must be taught to meet situations of all kinds. All must learn the techniques of followership and leadership.

Other values listed by prominent writers in the field are: improving school spirit and morale, training for ethical leadership and

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12. Shannon, J. R., "Educational Ideals in Wartime," School Activities. 14:323 (May, 1943).
  13. Dixon, Fred B., "Not More but Better Activities," School Activities. 17:243 (March, 1946).
  14. Lindal, Albert L., "Personal Growth Through Extra-Curricular Activities," School Activities. 17:123-4 (December, 1934).

citizenship in a democracy, experience in group life, training for recreational participation, improvement of scholarship, improving the relationship between school and community, maintaining good health, and recognition of the adolescent nature.

One of the leading writers on extracurricular activities, McKown<sup>15</sup>, lists the following as basic underlying principles of the extracurricular program.

1. The student is a citizen of the school.
2. The school must have a constructive program.
3. These activities should be scheduled in school time.
4. All students should participate.
5. All admission and participation requirements should be democratic.
6. Students severing connection with the school should cease to participate in its activities.
7. Adequate provision for administering and supervising these activities should be made.
8. These activities should be considered a part of the regular program of the teachers.
9. The teacher-sponsor should be an adviser and not a dominator.
10. Activities should be started in a small way and developed gradually and naturally.
11. No activity should be organized without very careful consideration nor allowed to die without protest.

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15. McKown, Harry C., Extra-Curricular Activities. New York: The Macmillan Company, 1949. pp. 17-22.

12. Extracurricular financing should be adequate, fair and safe.

13. Extracurricular activities are not all-important.

In connection with this last point, McKown<sup>16</sup> goes on to state that it is reasonable to believe that the students' first obligation is to his academic work, if for no other reason that if he fails in this he will soon be out of school. But, on the other hand, it is just as logical to believe that if this student is unable to do creditable classwork that the school should provide him with opportunities of any type through which he can profit. It is possible that in some of these he may find himself and really excel in achievement and, too, that this type of work will be more valuable to him than all of the classwork he will ever take.

Stroud<sup>17</sup> says that it is reasonable to suppose that underprivileged children tend to be "frozen out" of high school because the going for them is tough, academically speaking, because high school is too expensive, and because they are somewhat excluded from the social life of the school, as indicated by their unequal participation in extracurricular activities. It is also probable that social example and social pressure for continuance in school are not felt by underprivileged youth to the extent they are by their better privileged

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16. Ibid., p. 663.

17. Stroud, James B., Psychology in Education. New York: Longmans, Green and Company, 1946. p. 420.

fellows. Moreover their vocational aspirations are not so often premised upon a high school education.

A study made by Hollingshead<sup>18</sup> was designed to test the hypothesis that the social behavior of adolescents is related functionally to the position their families occupy in the social structure of the community. The Elmtown social structure was found to be stratified into five classes - the highest class being Class I and the lowest, Class V. His study demonstrated clearly that, for a complete cross section of a relatively homogeneous age and sex group in one community in contemporary America, the home an adolescent comes from conditions in a very definite manner the way he behaves in his relations with the school, the church, the job, recreation, his peers and his family.

In the school situation the behavior patterns of Classes I, II and III are generally acceptable whereas those of Class V are tabooed. This means that children from the three higher classes are not only socially acceptable to the school and to one another, but also that the things they have learned at home and in the neighborhood are not abhorred. On the contrary, the Class V boy or girl is not acceptable socially, nor are the things he has learned "across the tracks" approved in the classroom or on the playground. Thus, from his earliest years in school the Class II youngster knows what is "right"; he also

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18. Hollingshead, A. B., Elmtown's Youth. New York: John Wiley and Sons, Incorporated, 1949. pp. 440-1.

knows he is "right". On the other hand, the Class V youngster is "wrong" socially and he is soon taught that he is "wrong". Furthermore, he is never allowed to forget that he is wrong.<sup>19</sup>

In a similar vein Stroud<sup>20</sup> points out that the selective factor of social class seems to operate even to a greater extent in the informal life of the school, as seen in the social cliques. An underprivileged girl, for example, has no great chance of learning the manners and customs of her more privileged fellows if she is excluded from the more important social contacts, is not invited into their homes, and otherwise not accepted as a member.

Stroud<sup>21</sup> adds that our system of free education is a means of leveling class barriers, and stands as democracy's best implement. Even so, lower class youth are handicapped. It would seem that an essential of democracy in a socially stratified society, such as our own, is high class mobility, or freedom to move from one social stratum to another. Two conditions seem to be necessary to the realization of this goal; economic opportunity and the continuance of education opportunity.

What opportunities do the high school students in our present day schools have for participation in extracurricular activities?

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19. Ibid. p. 443.

20. Stroud, James B., op.cit., p. 442.

21. Ibid. p. 421.

Hollingshead<sup>22</sup> reports that in Elmtown, twenty-three extracurricular activities that range from organized athletics to the school paper are supported actively by the student body. Potentially a boy can belong to eleven different organizations and a girl to twelve. In spite of the number of activities and the wide range of interests they represent, one student out of three does not participate in any extracurricular activity. Adolescents from the higher classes are in far more activities than those from the lower classes, and the girls are in more than the boys. Participation in all extracurricular activities, except boys' athletics, is biased in favor of some classes and against others. Moreover, each club is class-graded. For example, the Home Makers Club is composed predominately of Class IV girls (sixty per cent). The French Club, in contrast, is essentially a Class II group. The Library Club is weighted heavily with Class III's (seventy one per cent). The Future Farmers of America is represented by sixty per cent from Class III.

Research done by Wright<sup>23</sup> in Portland, Oregon revealed the presence of a rather close relationship between occupational level and participation in extracurricular activities. This was particularly true in regard to election to class offices, taking part in school plays and control of the publications of the school.

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22. Hollingshead, A. B., Elmtown's Youth. New York: John Wiley and Sons, Incorporated, 1949. pp. 201-2.

23. Wright, David G., "Student Participation in Extra-Curricular Activities by Welfare Levels." Doctor's Thesis. Stanford Junior University. September, 1939. p. 33.

Perhaps this same situation will be found in other schools. If so, should the situation be remedied? The National Association for Secondary-School Principals<sup>24</sup> reports that some people say the schools are good enough for our children, that we educate all youth that should be taught and that we spend enough already, or even too much on public education. Others maintain that we should do more, that we should have better schools, and that all schools in the country should be as good as our best schools. Those who support this latter position cite obstacles and hazards in the way for better schools, such as our average teacher-salary of only \$1,441.00; the pressure of political groups for school economy; our high crime and juvenile delinquency rates; the conservatism of school people; and the indifference of the public toward improving education.

The program of education planned by the National Association for Secondary-School Principals<sup>25</sup> is based on four fundamental assumptions:

1. Education should be continuous; it should go on after youth leave the school.
2. Education must be suited to the personal and social needs of the people it serves.
3. Education should be free, provided as a service of the State to its citizens.
4. Education should be planned for all youth, so that economic,

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24. National Association of Secondary-School Principals, Planning for American Youth. Washington D. C.; 1944. p. 3.

25. Ibid., p. 4.

geographical, social occupational, and racial limitations may have full understanding and consideration.

To all educators and others who believe in equal educational opportunity, it is important to determine what the situation is at present with respect to equality of opportunity for participation in extracurricular activities. A description of the participation by the Yakima High School pupils in extracurricular activities is the purpose of this study.



## Chapter II

### REVIEW OF LITERATURE RELATED TO THE PROBLEM

The literature concerning extracurricular activities, as reviewed in this chapter, falls under three groups. The first group pertains to the effects of extracurricular participation; the second group concerns the extent of extracurricular participation and the third group includes writings on the improvement of the extracurricular program.

#### Effects of Extracurricular Participation

Since the time extracurricular activities first found their way into the schools, writers have been concerned with the problem of whether or not participation in them is detrimental or advantageous to class work. Supporters of extracurricular activities maintain that participation tends to motivate schoolwork and therefore tends to raise rather than lower the level of scholarship. Athletics, in particular have always aroused much popular and professional interest. In this connection, Jacobsen<sup>1</sup> summarized seventeen investigations dealing with the relation of athletic participation to scholarship at the high school level. These investigations were all made between

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1. Jacobsen, John M., "Athletics and Scholarship in the High School," School Review. 39:280-87 (April, 1931).

1910 and 1929. While these studies were not made in a uniform manner, the writer found a uniformity of results in them. Ten investigators found that the scholarship of athletes improved during participation. Four found that participation had no effect on achievement. Three studies found that participation did have an effect on scholarship. Jacobsen concluded: (1) High school athletes are of average mental ability. (2) Athletes stand as high as, if not slightly higher than non-athletes in academic achievement as measured by school marks. (3) Scholarship of athletes does not suffer appreciably during the period of participation.

A comparison of the subsequent college careers of high school athletes and non-athletes was made by Eaton and Shannon.<sup>2</sup> This study was not based on high school marks, but was based on college success at Indiana State Teachers College. They reported that the men who had earned letters in high school athletics were somewhat lower in intelligence than the men who had not. High school athletes were slightly less successful in college scholarship than the non-athletes, but higher in proportion to their intelligence than non-athletes. The proportion of high school athletes entering college was uniformly higher than that of non-athletes in the same high school graduating classes. This fact may account for the finding that the group of

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2. Eaton, Dorothy and Shannon, J. R., "College Careers of High-School Athletes and Non-Athletes," School Review. 43:356-61 (May, 1934).

of athletes entering college was somewhat below the non-athlete in average intelligence. Eaton and Shannon also stated that the proportion of high school athletes graduating from college was greater than the similar proportion of non-athletes.

Cormany<sup>3</sup> made an investigation in five high schools of Raleigh County, West Virginia. His study was different than the others, in that all previous studies used teachers' marks as a basis of comparison. Cormany used standardized achievement tests. His findings revealed that in all phases of the investigation, the trend was in favor of the athlete. In comparison of the more mentally capable athletes and non-athletes of the same mental level, the trend was slightly in favor of the non-athlete.

An investigation of the outcomes of non-athletic activities from the standpoint of conduct control, leadership training and the time devoted to activities was made by Rohrback.<sup>4</sup> His findings indicated that the outcomes of student participation in the management and control of a school democracy evidenced practical training in citizenship. From the standpoint of leadership training, less than one per cent of the office holders studied had an average academic standing below passing and that fifty-two per cent of the office holders had

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3. Cormany, W. J. B., "High School Athletics and Scholarship Measured by Achievement Tests," School Review. 43:457 (June, 1935).

4. Rohrback, Quincy A. W., Non-Athletic Student Activities in the Secondary School. Doctor's Thesis. 1925.

a standing of B or better. A behavior rating of A was held by eighty-four per cent of the office holders. Extreme cases of multiple office holdings were found but one office was the average held per person. Rohrback's study also revealed that fifty-four per cent of the office holders were students taller than the norm for their age.

These findings confirmed a study made by Caldwell and Wellman.<sup>5</sup> Of sixty-three boys and fifty girls studied in a junior high school, the scholarship was high for all leaders. Athletic leaders among the boys were the lowest of the group, but they were average. Class presidents and athletic captains were the tallest of the boys.

Levi<sup>6</sup> made a study of the relationship between the degree of leadership in extracurricular activities and the students' age and scholarship. His subjects were enrolled in elementary and junior high schools. Results obtained from this investigation signified that the accelerant was a leader in activities. The elementary and junior high school leaders were of average age.

A study of the effect of student government participation on the formation of good citizenship habits was made by Mayberry.<sup>7</sup> Thirty-

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5. Caldwell, O.W. and Wellman, B., "Characteristics of School Leaders," Journal of Educational Research. 14:1-3 (June, 1926).
  6. Levi, Isabelle J., "Student Leadership in Elementary and Junior High School and Its Transfer into Senior High School," Journal of Educational Research. 22:135-9 (September, 1930).
  7. Mayberry, Burt A., "A Study of High School Pupils to Determine the Effect of Student Council Participation on the Formation of Certain Habits of Citizenship," Journal of Educational Research. 24:305-7 (November, 1931).

nine members of the High School Student Council in Kansas City, Missouri were paired with thirty-nine students not on the Student Council. The students were scored on the Upton-Chassell Citizenship Scales at two different times. The conclusions drawn from this experiment indicated that participation in student government by students of the high school aided in the formation of good habits of citizenship.

### Extent of Extracurricular Participation

Koos<sup>8</sup> summarized the writings of forty leaders in the field of extracurricular activities who believed there were obstacles to achieving the values of extracurricular activities claimed. The most commonly recurring obstacle was the extent of participation. Many schools were faced with the problem that individual students participated too much or too little.

In this connection, Ayer<sup>9</sup> reported on an investigation made in Everett, Washington and seven large high schools in Seattle, Washington. This study revealed that approximately twenty-five per cent of the high school student body was not reached by extracurricular activities. From ten to fifteen per cent of the pupils in high schools which did provide well organized extracurricular activities reported that they belonged to no high school organization. Five to twelve

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8. Koos, Leonard V., "Analysis of the General Literature on Extra-Curricular Activities," National Society for the Study of Education, 25th Yearbook, 1926. p. 12.
  9. Ayer, Fred C., "Pupil Participation in Extra-Curricular Activities in the High Schools of Everett and Seattle, Washington," National Society for the Study of Education, 25th Yearbook, 1926. p. 80.

per cent reported they belonged to no specially organized group either under school control or outside. High school students who took private music lessons joined more than the average number of extracurricular organizations.

Woody and Chapelle<sup>10</sup> studied 188 small public high schools in Michigan to determine the extent of pupil participation in the various extracurricular activities. They reported that in a fourth of the schools slightly more than three-fourths did not participate in a single activity, and in half of the schools slightly more than half of the pupils did not participate in a single extracurricular activity. On the average, one-fourth of the pupils participated in extracurricular activities and from one-fifteenth to one-tenth of them participated in three activities. There was a tendency for the pupils participating in an interscholastic sport to participate in two, three, or even four interscholastic sports.

Since one of the ideals of the secondary school is to give an equal opportunity to all, studies have been conducted to determine how well this ideal is being accomplished. Some experiments are attempting to determine the relationship of the socio-economic factor to

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10. Woody, C. and Chapelle, E. H., "Pupil Participation in the Extracurricular Activities in the Smaller High Schools of Michigan," National Society for the Study of Education. 25th Yearbook, 1926. p. 95.

extracurricular activities. In 1922, Counts<sup>11</sup> studied the selective character of American secondary education. His study covered 17,265 pupils in the high schools of Saint Louis, Seattle, Bridgeport and Mount Vernon, New York. In conclusion, he stated: "There is a close relationship between parental occupation and the privileges of secondary education. If we examine the entire high school population, we find certain occupational groups very well and others very poorly represented, in proportion to their numbers in the general population."

The high school at Creston, Iowa was investigated by Cory<sup>12</sup> to determine the influence that the father's occupation played upon the participation of the high school pupil in extracurricular activities. The results showed that children from the unskilled labor and farming class were lowest in degree of participation. Of all the graduates, the ones whose fathers were salesmen and clerks ranked highest. Students whose parents were engaged in farming had the lowest participation.

The preceding four studies indicate that the American secondary schools are not serving equally well all of the children of all of the

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11. Counts, George S., "The Selective Character of American Secondary Education," Supplementary Educational Monographs. Number 19, Chicago: Department of Education, University of Chicago, 1922. p. 141. quoted from Wright, David G., Student Participation in Extra-Curricular Activities by Welfare Levels. Doctor's Thesis Stanford Junior University, 1939.
  12. Cory, F. Byron., "Whose Children Profit Most," Nations Schools. 25:53-4 (January, 1940).

people. In this connection, Charters<sup>13</sup> says: There is no extracurricular program in the United States. There are thousands of them. In some high schools it smells to high heaven with commercialism, rivalries, back biting, favoritism and dishonesty as common characteristics. In other high schools the programs are educational and progressive.

An objective study of participation in activities by students of differing economic levels was made by Wright.<sup>14</sup> He investigated the extracurricular participation of approximately 1500 students of Lincoln High School in Portland, Oregon. All students were divided into welfare groups according to the occupation of that person who afforded the student his chief means of support. Wright's analysis was limited to a report of the per cent of children from each occupational class who participated in each activity and gave no estimate of the level of confidence at which his results may be regarded as statistically significant. He recorded the very definite trend that social-economic status was a very important factor in determining who participated in activities, particularly in regard to election to class office, taking part in school plays and control of the publications of the

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13. Charters, W. W., "The Twelve Questions on the Future of our Extracurricular Program," The Clearing House. 19:3-7 (September, 1944).

14. Wright, David G., Student Participation in Extra-Curricular Activities by Welfare Levels. Doctor's Thesis. Stanford Junior University, 1939.



school. Pupils of the two lowest welfare categories more often than those of higher welfare groupings failed to participate in any activity. Little difference between the social economic status of boys and girls who participated in at least one activity was noted. Of greater significance than the social economic status of pupils who did participate was that of pupils who engaged in no activities. This study indicated that pupils who failed to participate in any activity came from the lowest welfare categories.

Does the student of low socio-economic status in addition tend to get less out of that portion of the school program not measurable in terms of subject matter achievement tests than does the student of higher socio-economic status? The answer to the above question was answered in the affirmative by Smith.<sup>15</sup> His investigation revealed that extracurricular activities, with but few exceptions, tend to be selective in terms of socio-economic status. Other conclusions drawn by Smith were that students participation in extracurricular activities showed a definite tendency to be superior to non-participants in social adjustment scores, on a vocabulary test and in scores on the Iowa Tests of Educational Development. Students participating in extracurricular activities tend to live closer to school than do non-participants.

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15. Smith, Henry P., A Study in the Selective Character of American Secondary Education: Participation in School Activities as Conditioned by Socio-Economic Status and Other Factors. Doctor's Thesis, University of Iowa, 1943.

An interesting observation was made by Guilford and Worcester<sup>16</sup> regarding extracurricular participation. They found that the only child was slightly inferior to the non-only child in voluntary participation in extracurricular activities.

### The Improvement of the Extracurricular Program

Literally hundreds of articles and books have been written in this group. Most of them are more or less specific in nature, in that they deal with such things as: how to put on better assemblies, the activities of a dramatic club, how to organize a Latin club, the place of music and debate in the schools, or how to account for the finances of an activity.

Of a general nature is the following by McKown:<sup>17</sup>

Very rapid progress in the constructive development of the program of extracurricular activities has been made during the past two decades, but the story is not yet told. Broader experience, greater maturity and better judgment should modify some of our ideals, materials, activities and methods; add some; eliminate others. We dare not continue to allow this program to "just grow up". We must use as much intelligence and sagacity in building the extracurricular as in building the curriculum. Those interested and somewhat competent in these activities should be at one and the same time their most severe and most intelligent critics. The extent of our success in living up to all of our various possibilities will be the extent of our success in contributing to the one great educational aim - healthy, happy and wholesome citizens.

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16. Guilford, J. R. and Worcester, D. A., "A Comparative Study of the Only Child," Journal of Genetic Psychology. 38:411-426 (1930) quoted in Hurlock, Elizabeth, Child Development, Second Edition, New York: McGraw-Hill, 1950.
  17. McKown, Harry C., Extra-Curricular Activities. New York: The Macmillan Company, 1949.

An attempt to meet the apparent needs in the extracurricular program was reported by Anderson.<sup>18</sup> In University High School, Minneapolis, Minnesota, a "float" system was inaugurated to encourage and limit the number of activities a pupil could elect for participation. A pupil could elect only one activity per float period, or two activities if the activities met on alternate weeks. Thus, no one group of students could dominate the extracurricular program and junior high school students were given an opportunity to "belong".

A questionnaire was sent to 686 students of Eau Claire, Wisconsin junior high school by Andersen<sup>19</sup> to determine their suggestions for the betterment and enjoyment of their leisure time. Over sixty-five per cent of the boys and girls wished they had something to do during their spare time. An indifferent group constituted six per cent of the boys and four per cent of the girls, or one in ten students. They mentioned "sleep", "anything," "going visiting" as activities they were interested in. Throughout this study there was an over-emphasis on physical recreation. All felt the need for greater equipment in this activity. The writer was concerned with the indifferent group who, she believed, could be persuaded in many cases to do the wrong as well as the right thing. These are the individuals who, if they could be

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18. Anderson, Kenneth E., "A 'Float' Activity Schedule - an Experiment," School Activities. 19:45-6 (October, 1947).
19. Andersen, Esther M., "Improvement for Leisure Time Activities Suggested by Junior High School Groups," Nations Schools. 41: 30-1 (April, 1948).

discovered, should have their latent interests checked and then developed so that each would have a goal to work toward.

The activities of student government at the McKinley High School, Washington, D. C. are described in an article by Grover.<sup>20</sup> Located in a poorer section of the city, these 1700 students have acquired a knowledge of parliamentary procedure and have learned to speak clearly and accept ideas of others. Those receiving this training are not the chosen few who possess high intelligence quotients and outstanding ability. They are of the run-of-the-mill variety. Any student who wishes to do so may run for office. The only qualification is that he must get fifty fellow students to sign a petition in his behalf, and a teacher's signature of recommendation to show he is not failing in his studies.

Lewis<sup>21</sup> claims that interest in athletics is not a fad but an instinct. He says that there are many fallacies in athletics that we should correct. One is highly specialized athletics for the few, which is involved in the development of championship teams. Athletics for the weak as well as for the strong, should be the demand of our institutions. Some fellows are interested in and are adapted to certain sports and excel in them. The best results are found when the impulse

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20. Grover, Louise R., "A Student Government That Works," The School Executive. 69:512 (November, 1949).

21. Lewis, Charles B., "Athletics for All," The School Executive. 70:45-6 (April, 1950).

originates in interest. Every student, after having generalized in all forms of athletics, should have some athletic hobby and should, from the great variety of sports, find the one best suited for him. Championship teams should not be eliminated, but there should be some contest in which even the weakest person might indulge, and wherein he might find an incentive to train and to excel in some manly struggle.

Smith<sup>22</sup> believes that smooth sailing in the out-of-class activities are just as important to the child's welfare as the well-regulated recitation. He states that a desirable characteristic of the extra-curricular program is minimal conflict with the total academic picture. At best each activity functions smoothly within its own sphere. It articulates its efforts with those of the over-all program. At worst it hurtles through the system like a runaway boxcar, temporarily putting out of commission routine educational practices and creating a first-class example of extracurricular chaos. Four points he mentions in directing the activity are: (1) Establishment of regular faculty direction; (2) Division of responsibility; (3) Recognition of the time-consuming nature of directing out-of-class activities; (4) The intelligent solving of compensation problems.

Two recent trends are being given much attention in the most recent writings concerning extracurricular activities. One is the trend

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22. Smith, C. Howard., "Avoiding Extracurricular Chaos," The American School Board Journal. 121:26-7 (September, 1950).

toward curricularizing the extracurricular activities. The other is the trend toward additional compensation for those who sponsor these activities.

In connection with the former, Charters<sup>23</sup> writes, "The trend in the future is toward curricularizing extracurricular activities. They will be selected upon the basis of their educational value in satisfying the needs and interests of the participant and so administered and evaluated that they will provide their optimum contribution to the growth of the participant and to the improvement of the environmental program of the school."

In a similar vein, Shannon<sup>24</sup> reports that some school administrators, recognizing the values of extraclass activities, have required pupils to engage in them. By the very nature of human beings and of their society, school activities provide many more opportunities for pupil achievement and consequent social approval than does the school curriculum. School extracurricular activities, more than the school curriculum, are based on human nature. In practically any school, therefore, the extracurricular program is functioning better in its sphere than the curricular program is in its. By requiring

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23. Charters, W. W., "The Twelve Questions on the Future of our Extra-Curricular Program," The Clearing House. 19:3-7 (September, 1944)
24. Shannon, J. R., "Student Activities Lead, Willy-Nilly," School Activities. 22:83-4 (November, 1950).

pupil participation, administrators have attempted to curricularize the extracurricular. He says that the plan has not worked. It seems much more logical to extra-curricularize the curriculum. It might also be easier.

The trend toward extracurricular pay has been discussed recently by Zepp.<sup>25</sup> He reports that this matter of extracurricular pay is not a new one, for it is a problem which has plagued many school boards across the nation. Whether it will be a genuine help to teacher morale, or ultimately a vicious practice, depends largely upon the attitude of school boards and teachers and how the matter is developed. It is Zepp's opinion that professional services, like any other, can be evaluated on a dollar-and-cents basis. When the school-work-hour-day has been defined, it is not difficult to establish the amount of overtime a teacher puts in; or be hard to calculate the amount of remuneration a teacher should get for the overtime put in. School boards must be careful that the inauguration of a policy of extra pay for extra work does not destroy the voluntary contribution of professional endeavor which has always been the mark of the interested teacher.

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25. Zepp, Edward G., "It Sounds Great: But - What Is It?" The American School Board Journal. 121:21-2 (July, 1950).

## Chapter III

### PROCEDURE

The public school system of Yakima, Washington consists of nine grade schools, two junior high schools, one senior high school, and one junior college. The students of the senior high school were used in gathering data for this study of participation in extracurricular activities. In addition to Yakima High School, a parochial high school for boys and a parochial high school for girls serves the needs of the city and its surrounding area. Yakima has a population of approximately 38,500<sup>1</sup> within the city limits and a metropolitan area population (radius of ten miles) of 76,488. The enrollment of Yakima High School during the school year 1950-51 was about 1500, with an average daily attendance of 1400. Questionnaires from 1236 of these students were completed for this study.

Yakima<sup>2</sup> boasts that it lies in the heart of more than a half million acres of irrigable land. The major industry of the Yakima valley is highly diversified agriculture. Metropolitan Yakima contains 110 industrial plants representing thirty-seven industries.

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1. Yakima Chamber of Commerce, Facts Concerning Yakima, Washington and the Yakima Valley. Yakima, Washington. 1950. (Pamphlet).
  2. Ibid.



Among the largest are fresh fruit packing, farm equipment manufacturing and the processing of raw timber into finished lumber. Other industries include processing, canning and freezing of fruits, vegetables, meat, poultry, and dairy products.

An accurate list of extracurricular activities, clubs and organizations of the school was obtained from the principal and faculty members of Yakima High School. They completed Schedule A., "Program of Activities and Other Identifying Data". A copy of Schedule A has been included in Appendix I.

This schedule was divided into ten sections, as indicated briefly below:

Section I: A ledger of faculty sponsors to whom various subsequent sections were assigned for posting.

Each of the remaining nine sections was designed to obtain the picture of some category of extracurricular participation.

Section II: Activities which primarily render service to the school. The purpose of this section was to gather a complete list of all activities whose primary purpose was to render service to the school. A list of activities was included to serve as a guide and it was asked that activities which did not apply to the school be crossed out, and that activities of a similar type, but not listed, be added to those shown.

Section III: Athletics. The intention of this section was to obtain a complete inventory of all home contests in varsity sports for the school year. (Exclusive of required P. E.).

Section IV: Inter-school contests exclusive of contests in music and athletics. This section purposed to gather a complete list of all inter-school contests, exclusive of athletics and music, in which the school had participated or expected to participate during the school year.

Section V: Dramatics. A list of dramatic performances produced by the school for public presentation during the school year was included in this inventory.

Section VI: Music. This section had as its aim the preparation of an inventory of all music groups which had performed or expected to perform as a unit during the current school year. Groups that existed as sub-groups of larger groups were not listed. As an example, the school band was listed, but a quartet composed of members of the band was not listed.

Section VII: Student government. Given under this section were representative groups established for the purpose of all-school student government. Officers of the ASB and Student Council were included.

Section VIII: Special interest or departmental clubs.

Section IX: Special activities. The aim of this section was to obtain a list of the major activities such as dances, parties, banquets, carnivals, class parties, etc., that had been given or were scheduled for the school year.

Section X: Miscellaneous. It was unlikely that all activities conducted in the school would be appropriately listed in the sections given above. Section X was to list all activities not previously listed and was to include such items as the honor roll, special welfare or public service groups, Junior Red Cross and others.

After this list of activities had been edited by the school principal, the information was compiled into the twenty-eight questions of Schedule B, "Pupil Inventory", and a copy of this questionnaire was completed by each of 1236 pupils of Yakima High School. The completion of these questionnaires was carried out under the supervision of various home room teachers. A few pupils refused to complete the Schedule B and a few others were so incomplete that they could not be used. A brief summary of those who participated in the study is

given below:

Grade	Boys	Girls	Total
12	143	195	338
11	204	216	420
10	252	226	478

The data was recorded so that information about sex, socio-economic status and distance from school as related to any type of activity listed in the questionnaire may be determined for any grade or combination of grades.

The first step in the analysis was to separate the copies of Schedule B by sex. Next, each inventory in the two separate piles was divided by grade. Separation by socio-economic status was the next step. The pupils response to Question 6, Section I of Schedule B determined his status. This question had seven statements. Pupils who checked six or all of these statements were classified in the upper socio-economic category. Those who checked from three to five statements were categorized as "middle"; those who indicated two or fewer were placed in the lower socio-economic group.

Here are the groups into which the questionnaires were subdivided:

1. Those completed by boys in Grade 12, upper class, who live in town.
2. Those completed by boys in Grade 12, upper class, who live out in the country but not more than three miles from school.

3. Those completed by boys in Grade 12, upper class, who live in the country more than three miles from school.

4. Those completed by boys in Grade 12, middle class, who live in town.

5. Those completed by boys in Grade 12, middle class, who live out in the country but not more than three miles from school.

6. Those completed by boys in Grade 12, middle class, who live in the country more than three miles from school.

7. Those completed by boys in Grade 12, lower class, who live in town.

8. Those completed by boys in Grade 12, lower class, who live in the country but not more than three miles from school.

9. Those completed by boys in Grade 12, lower class, who live in the country more than three miles from school.

10. Same as Number 1 but Grade 11.

11. Same as Number 2 but Grade 11.

12. Same as Number 3 but Grade 11.

13. Same as Number 4 but Grade 11.

14. Same as Number 5 but Grade 11.

15. Same as Number 6 but Grade 11.

16. Same as Number 7 but Grade 11.

17. Same as Number 8 but Grade 11.

18. Same as Number 9 but Grade 11.

19. Same as Number 1 but Grade 10.

20. Same as Number 2 but Grade 10.

21. Same as Number 3 but Grade 10.

22. Same as Number 4 but Grade 10.

23. Same as Number 5 but Grade 10.
24. Same as Number 6 but Grade 10.
25. Same as Number 7 but Grade 10.
26. Same as Number 8 but Grade 10.
27. Same as Number 9 but Grade 10.
28. - 54. Same as the above 27, but for girls.

After the sorting into fifty-four categories was accomplished, the inventories in each group were alphabetized by pupils' names, and each copy of Schedule B was then assigned a case number (1,2,3,4,etc.). Thus, any given case number designated one pupil and one pupil only. The last questionnaire in the last pile was Number 1236.

A tabulation sheet (see Appendix III) was mimeographed and the pupils' responses to each of the twenty-eight questions was recorded on this sheet, opposite his case number. The idea of the tabulation sheet was to separate the inventories before tabulation into the smallest groups required by the tables to be posted. Thus, everything required by any table was secured through tabulation of each copy of Schedule B. Each tabulation sheet furnished a complete story of one of fifty-four separate groups.

Twenty-five tables were compiled to give the picture of extra-curricular participation in Yakima High School. Each table was subdivided into such parts as were needed to best present the facts in relation to the type of activity concerned.

The questionnaire is a form prepared and distributed to secure responses to certain questions. It is a normative-survey technique consisting of a list of questions which the respondent is asked to answer, guided only by the accompanying instructions. The recipient is presumed to have knowledge concerning the questions asked. As a technique it is to be distinguished from the interview in which the questioner is present and consequently can cross-examine until he is certain both that the question is understood and that the answer is not ambiguous. The questionnaire is used to obtain answers to certain questions when the time element makes it impossible to see all persons involved.

Monroe<sup>3</sup> states that promulgating a questionnaire is a sampling procedure. It is seldom that the questionnaire is sent to all members of the population being studied and only rarely are all blanks returned. Thus the information finally obtained usually represents a sample of a sample.

In the opinion of Good, Barr and Scates,<sup>4</sup> the versatility of the questionnaire and the freshness of its returns tend to make it an indispensable instrument for current information and research.

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3. Monroe, Walter S. (Editor), Encyclopedia of Educational Research. New York: The Macmillan Company, 1941. p. 874.
  4. Good, C. V., Barr, A. S., and Scates, D. D., The Methodology of Educational Research. New York: Appleton-Century-Crofts, Incorporated, 1935. p. 334.

Lundberg<sup>5</sup> suggests that the recipient must be motivated and provided with an incentive that will overcome the reluctance most people feel toward writing according to rules, not to mention the fact that filling in a questionnaire takes time which might otherwise be spent on more pleasant activities. Questionnaires should be clearly and simply stated, call for a simple response and should never be trivial in nature.

Monroe<sup>6</sup> entertained a similar idea when he wrote that the wording of all the questions should be such that they will be clearly understood by all respondents and that some question forms yield more accurate data than others. Interest, ease of answering and willingness to answer rather than length of questionnaire are the chief desiderata in determining the number of replies which will be received.

It is seldom feasible to check the accuracy of questionnaire data. The care in preparation of the questions and instructions and the cooperation of those responding will affect the reliability and validity of the results. Lundberg<sup>7</sup> mentions that it is probably true that the estimated validity of questionnaire results is frequently presumptive and inferential rather than direct. We assume high validity when we have guarded against the known possibilities of

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5. Lundberg, George A., Social Research. New York: Van Rees Press, 1949, p. 184.
  6. Monroe, Walter S. (Editor), op.cit., p. 875.
  7. Lundberg, George A., op.cit., p. 201.

error, when there is no known reason why informants should intentionally mislead and when the results are not inconsistent with other known facts about the respondents or with other measures, the validity of which is accepted.

A questionnaire is reliable if the same or highly similar results are obtained when used in like studies. Responses for an entire group will be more reliable than individual responses. Bain<sup>8</sup> revealed that the more objective the fact investigated and the more within the individuals first-hand experience the more dependable the information.

The questionnaire regarding socio-economic background, says Strang,<sup>9</sup> already has been developed to an unusually high degree and in cases in which the results of the questionnaire have been checked by reports of trained social workers, the accuracy of the students' replies to the question has been encouraging.

Comparison of this study with the findings of similar studies, as mentioned in the next chapter will help determine this study's reliability and validity. As Lundberg points out,<sup>10</sup> the validity of all instruments will be determined by their usefulness in serving the discriminatory purposes for which they were invented.

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8. Bain, R., "Stability in Questionnaire Response," American Journal of Sociology. 37:445-53 (1931).

9. Strang, Ruth., Behavior and Background of Students in College and Secondary School. New York: Harper and Brothers, 1937. p. 291.

10. Lundberg, George A., op.cit., p. 202.



Good, Barr and Scates<sup>11</sup> warn that the questionnaire technique provides certain opportunities for special interpretation, as well as special difficulties. The student must examine individual situations as such, seeking for elements of interest and significance in each. If he depends upon a mechanical tabulation of questionnaire results concerning practices and conditions, he will miss many of the opportunities for real insight into conditions. He will probably desire to secure the statistical aspects of his returns but he will also bear in mind that figures tell but a small part of any story, and he will be alert for discovering other valuable aspects of data.

Changes made by individual schools to improve their extracurricular programs, as implied in this study, will, to a great degree, determine this study's usefulness.

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11. Good, C. V., Barr, A. S., and Scates, D. D., The Methodology of Educational Research. New York: Appleton-Century-Crofts, Incorporated, 1935. p. 334-5.

## Chapter IV

### ORGANIZATION AND INTERPRETATION OF THE DATA GATHERED

The data gathered in this study of student participation in the extracurricular activities of the Yakima High School is presented in this chapter either in tabular form or in the discussion concerning the findings of each of the specific questions in the schedule. In most cases, the information contained in the tables includes classification by socio-economic status, location of home, sex, and grade level. In some cases, the range of memberships is shown and the median number of participations of the students in the various activities of the questionnaire.

The steps for computing a median may be summarized as follows:<sup>1</sup>

- Step 1. Find half the number of cases in the distribution.
- Step 2. Count up from below until the interval containing the median is located.
- Step 3. Determine how many cases are needed out of this interval to make  $N/2$  cases.
- Step 4. Divide this number needed by the number of cases within the interval.
- Step 5. Multiply this by the size of class interval.

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1. Guilford, J. P., Fundamental Statistics in Psychology and Education. (Second edition) New York: McGraw-Hill Book Company, Incorporated, 1950. p. 67.

- Step 6. Add this to the exact lower limit of the interval containing the median.
- Step 7. Check by adding down from the top to find to what point the upper half of the cases extend in a manner analogous to that described in Steps 2 to 5 inclusive.
- Step 8. Deduct the number of score units found in Step 7 from the exact upper limit of the interval containing the median.

Garrett<sup>2</sup> says that the median is a better measure of central tendency than the mean when there are many very high scores or many zero scores. Such scores count simply as single frequencies in determining the median; but they depress and distort the mean when their absolute values are used in its calculation.

In reading the tables, the "low" indicates that some pupils did not participate in this activity. The "high" demonstrates the greatest number of this type of activity engaged in by the students. The "high" and "low" describe one of the important characteristics of the variability of participation. It emphasizes how compactly the student participations are distributed about a point of central tendency or how far they are scattered away from it. The median is the middle measure or that point on the scale above and below which half of the scores or frequencies lie.

The narration of the data gathered by the various questions of the schedule has been shown by discussing only the most significant

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2. Garrett, Henry E., Statistics in Psychology and Education. New York: Longmans, Green and Company, 1940. p. 25.

data obtained therein. This data was taken from the tabulation sheets which served as a basis for organizing the data for each table. An illustration of this tabulation sheet may be found in Appendix III.

The answer to each question in the questionnaire was used in preparing one or more of the tables. The table and question or questions used in compiling data for that table are given below:

Table I: Who Are The Pupils Who Were Included in This Study?

Data for this table came from questions one through six of the questionnaire, "Pupil Inventory, Schedule B".

Table II: Who Plays on the Interscholastic Athletic Teams in This School? (Boys only). Data for this table came from question eleven of questionnaire, "Pupil Inventory, Schedule B".

Table III: Who Plays on the Intramural Athletic Teams? Data for this table came from question twelve of the questionnaire, "Pupil Inventory, Schedule B".

Table IV: Who Belongs to the Clubs in This School? Data for this table came from question seven of the questionnaire.

Table V: Who Belongs to the Music Organizations? Data for this table came from question eight of the questionnaire.

Table VI: Who Belongs to the Staffs of This School's Publications? Data for this table came from question nine of the questionnaire.

Table VII: Who Takes Part in Forensic and Dramatic Activities? Data for this table came from question thirteen of the questionnaire.

Table VIII: Who Are Members of the Student Governing Groups?

Data for this table came from question fourteen of the questionnaire.

Table IX: Who Puts on the Parties, Dances, Picnics, Banquets, Carnivals, and Other Pupil-Directed Activities in This School? Data for this table came from question eighteen of the questionnaire.

Table X: Who Belongs to the School and Community Service Organizations in This School? Data for this table came from question ten of the questionnaire.

Table XI: Who Belongs to the Honor Society in This School? Data for this table came from question twenty-one of the questionnaire.

Table XII: A Summary of "Who Belongs" in This School. This combines the data of Tables II through XI.

Table XIII: In Reference to "Who Belongs", How Much Difference Do Location of Home, Sex, and Grade Make When Socio-Economic Status Is Held Constant? Data for this table came from questions used in preparing Tables II through XI.

Table XIV: Who Goes to the Interscholastic Athletic Contests in This School? Data for this table came from question fifteen of the questionnaire.

Table XV: Who Goes to the Dramatic, Forensic, and Musical Productions or Contests Put On By This School? Data for this table came from question seventeen of the questionnaire.

Table XVI: Who Goes to the Social Functions of This School? Data for this table came from question sixteen of the questionnaire.

Table XVII: A Summary of "Who Goes" in This School? Data for this table combines the data of Tables XIV, XV, and XVI.

Table XVIII: In Reference to "Who Goes" in This School, How Much Difference Do Location of Home, Sex, and Grade Make When Socio-Economic Status is Held Constant? Data for this table came from questions used in preparing Tables XIV, XV, and XVI.

Table XIX: Who Gets This School's Publications? Data for this table came from questions twenty-three and twenty-six of the questionnaire.

Table XX: Who Gets (a) Student Activity Books (or Season Tickets) (b) Class Rings or Pins and (c) Club Pins in This School? Data for this table came from questions twenty-five, twenty and twenty-seven of the questionnaire.

Table XXI: A Summary of "Who Gets Things" in This School. Data for this table combines the data of Tables XIX and XX.

Table XXII: In Reference to "Who Gets Things" in This School, How Much Difference Do Location of Home, Sex, and Grade Make When Socio-Economic Status is Held Constant? Data for this table came from questions used in preparing Tables XIX and XX.

Table XXIII: Who's Who in This Student Body? Data for this table was taken from questions fourteen and twenty-two of the questionnaire.

Table XXIV: In Reference to "Who's Who" in This Student Body, How Much Difference Do Location of Home, Sex, and Grade Make When

Socio-Economic Status Is Held Constant? Data for this table came from a refinement of the data of Table XXIII.

Table XXV: Per Cent of Pupils Who Checked Each of Certain Types of Activities As Being Most Satisfying. Data for this table came from question twenty-eight of the questionnaire.

Following are these tables and the interpretations of the data obtained from the questions used to prepare the Tables.

TABLE I

## Who Are the Pupils Who Were Included in This Study?

Classification	Number	Per Cent
<b>Socio-Economic Status of Family:</b>		
Upper	452	36.56
Middle	633	51.21
Lower	151	12.21
<b>Location of Home:</b>		
In Town	892	72.16
Not Over Three Miles From Town	175	14.15
Over Three Miles From Town	169	13.67
<b>Sex:</b>		
Boys	599	48.46
Girls	637	51.63
<b>Grade:</b>		
Ten	478	38.67
Eleven	420	33.17
Twelve	338	27.34

(Note: The data of this table are obtained from questions one to six inclusive.)



TABLE I (A)

Distribution by Grades and Sex in Relation to the Distance  
from School

<u>Grades</u>	<u>In</u> <u>Town</u>	<u>Per</u> <u>Cent</u>	<u>Less Than</u> <u>Three Miles</u>	<u>Per</u> <u>Cent</u>	<u>More Than</u> <u>Three Miles</u>	<u>Per</u> <u>Cent</u>	<u>Total</u>	<u>Per</u> <u>Cent</u>
10th Girls	170	13.76	35	2.83	21	1.70	226	18.29
Boys	181	14.64	39	3.16	32	2.58	252	20.38
11th Girls	155	12.54	30	2.42	31	2.50	216	17.46
Boys	148	11.98	30	2.42	26	2.10	204	16.50
12th Girls	150	12.13	18	1.46	27	2.20	195	15.79
Boys	88	7.12	23	1.87	32	2.58	143	11.57
<hr/>								
Totals:	892	72.17	175	14.16	169	13.66	1236	99.99

TABLE I (B)

Distribution by Grades in Relation to the Socio-Economic Status

<u>Grades</u>	Socio-Economic Groups						<u>Total</u>	<u>Per Cent</u>
	<u>Upper</u>	<u>Per Cent</u>	<u>Middle</u>	<u>Per Cent</u>	<u>Lower</u>	<u>Per Cent</u>		
10th Girls	78	6.31	119	9.62	29	2.34	226	18.27
Boys	79	6.35	139	11.24	34	2.81	252	20.40
11th Girls	87	7.03	106	8.55	23	1.85	216	17.43
Boys	66	5.33	105	8.57	33	2.80	204	16.60
12th Girls	91	7.35	84	6.78	20	1.68	195	15.81
Boys	51	4.12	80	6.40	12	.96	143	11.48
<b>Totals:</b>	452	36.49	633	51.06	151	12.44	1236	99.99



- 3) From three to eight miles
- 4) From eight to fifteen miles
- 5) Over fifteen

If the student answered Question four in the affirmative he was counted as living in town. If he answered in the negative, Question five was read carefully to see if his questionnaire belonged in the group labeled "lives not over three miles from town" or "lives over three miles from town".

It was interesting to note that some of the pupils who lived "in town" actually lived farther from school than other pupils who did not live in town. This could probably be accounted for by the relation of that student's home to the actual city limits of Yakima.

Notable in this table is the fact that nearly as many students living out of Yakima, lived more than three miles from town as lived less than three miles from town.

As has been stated previously, socio-economic status of the respondent was inferred from his response to Question six. This question had seven statements, each reflecting an attribute of welfare status. Pupils who checked six or all of these statements were classified in the upper socio-economic category. Those who checked from three to five statements were categorized as "middle"; those who checked two or fewer were placed in the lower socio-economic group.

Of interest in this connection is the small number of pupils from lower class homes attending school in all three grades of high school.

Three times as many pupils came from upper class homes as lower class homes and over fifty-one per cent belonged to the "middle" class.

It is suggested that the reader refer to Table I, Table I(A) and Table I(B) for further information.

TABLE II

Who Plays on the Interscholastic Athletic Teams in This School?

Classification	Boys Only	Distribution of Number of Squad Memberships Reported		
		Low	Median	High
Socio-Economic Status of Family:				
Upper	-----	0	0.39	5
Middle	-----	0	0.25	3
Lower	-----	0	0.19	3
Location of Home:				
In Town	-----	0	0.26	4
Not Over Three Miles From Town -	-----	0	0.36	3
Over Three Miles From Town -----	-----	0	0.30	5
Sex:				
Boys	-----	0	0.28	5
Grade:				
Ten	-----	0	0.31	4
Eleven	-----	0	0.26	3
Twelve	-----	0	0.23	5

(Note: The data of this table are obtained from question eleven.)

TABLE II (A)

Number and Per Cent of Non-Participants Not Playing on the  
Interscholastic Athletic Teams

Classification	Total Number in Group	Number of Non- Participants	Per Cent of Non- Participants
<b>Socio-Economic Status of Family:</b>			
Upper -----	196	111	56
Middle -----	314	211	67
Lower -----	80	58	72
<b>Location of Home:</b>			
In Town -----	406	268	66
Not Over Three Miles -	94	55	58
Over Three Miles -----	91	57	62
<b>Sex:</b>			
Boys -----	590	380	63
Girls -----	--	Boys Only	--
<b>Grade:</b>			
Ten -----	242	151	62
Eleven -----	204	135	66
Twelve -----	144	94	65

## INTERPRETATION OF DATA OBTAINED FROM QUESTION ELEVEN

Data for Table II and II (A) was obtained from Question eleven of the questionnaire. Only boys answered this question, which read as follows:

11. For boys only. (Girls skip to Question 12). Please check all of the following athletic squads of which you are or were or are likely to be a regular member this year.

- 1) Baseball, squad A
- 2) Baseball, squad B
- 3) Basketball, squad A
- 4) Basketball, squad B
- 5) Basketball, Junior Varsity
- 6) Football, squad A
- 7) Football, squad B
- 8) Varsity tennis squad
- 9) Varsity track squad

Of the 590 boys who marked this question, 380 did not engage in any varsity sport, 110 took part in one each, seventy-two in two each, twenty-five in three each, two in four each and one in five sports. The pupil who marked participation in "5" added a note that he was a team manager.

In the upper socio-economic class, 111 boys participated in no sport, forty-three in one, twenty-six in two, thirteen in three, two in four and one in five. No varsity sport participation was engaged in by 211 boys of the middle class. Fifty-four boys took part in one, thirty-nine in two, and ten in three. In the lower class, two boys were active on three athletic teams, seven boys on two teams, thirteen on one, and fifty-eight did not take part.



Of the group of boys who lived in town, 268 engaged in no interscholastic sports, seventy-one in one, forty-nine in two, seventeen in three and one in four. Those who lived less than three miles out of town marked their questionnaires as having fifty-five non-participants, twenty-three boys were on one team, thirteen on two and three on three teams. Fifty-eight boys in the group who lived more than three miles from town did not participate in varsity sports. Eighteen engaged in one sport, ten in two, three in three sports, one in four, and one in five.

By grade, 151 sophomore boys, 135 juniors and ninety-four seniors were non-participants. In Grade 10, forty-eight were on one team, twenty-eight on two, fourteen on three, and one on four teams. Forty boys in Grade 11 took part in one sport, twenty-three in two, and six in three. Of the boys in Grade 12, twenty-two engaged in one of these activities, twenty-one in two, five in three, one in four, and one in five activities.

All three of the multiple participators (three or more varsity sports) were from the upper socio-economic class, and two of the three lived out of town more than three miles.

The most significant conclusions derived from the data of these tables seem to be:

1. Interscholastic athletic teams of this school were made up of a very small percentage of the student body. Over sixty-four per cent of the boys did not take part and thus were deprived of the benefits of this type of activity.

2. Fifty-six per cent of the upper socio-economic class boys, sixty-seven per cent of the middle class and seventy-two per cent of the lower class marked questionnaires that they were not on a varsity sport team.

3. By grade, sixty-two per cent of the sophomores, sixty-six per cent of the juniors and sixty-five per cent of the seniors did not participate.

4. A higher percentage of boys living out of town played on these interscholastic athletic teams than did boys living in town.

The reader is referred to Tables II and II (A) for additional information.

TABLE III

Who Plays on the Intramural Athletic Teams in this School?

Classification	Distribution of Number of Squad Memberships Reported		
	Low	Median	High
Socio-Economic Status of Family:			
Upper -----	0	0.49	7
Middle -----	0	0.40	8
Lower -----	0	0.45	7
Location of Home:			
In Town -----	0	0.59	8
Not Over Three Miles -----	0	0.44	6
Over Three Miles -----	0	0.29	8
Sex:			
Boys -----	0	0.30	8
Girls -----	0	1.72	6
Grade:			
Ten -----	0	1.81	8
Eleven -----	0	0.32	7
Twelve -----	0	0.26	6

(Note: The data of this table are obtained from question twelve.)

TABLE III (A)

Number and Per Cent of Non-Participants Not Joining Intramural Teams

Classification	Total Number in Group	Number of Non- Participants	Per Cent of Non- Participants
<b>Socio-Economic Status of Family:</b>			
Upper	452	229	50
Middle	633	352	55
Lower	151	82	54
<b>Location of Home:</b>			
In Town	892	464	52
Not Over Three Miles -	175	94	53
Over Three Miles -----	169	105	62
<b>Sex:</b>			
Boys	599	387	64
Girls	637	276	43
<b>Grade:</b>			
Ten	478	181	37
Eleven	420	256	60
Twelve	338	226	66

## INTERPRETATION OF DATA OBTAINED FROM QUESTION TWELVE

Responses to Question twelve of the questionnaire formed the basis for the compilation of Table III and Table III (A).

12. Please check all of the following sports in which you are or have been or are likely to be a regular member of a class or other intramural squad this year:

- 1) Baseball
- 2) Basketball
- 3) Football
- 4) Tennis
- 5) Track
- 6) Softball
- 7) Swimming
- 8) Volleyball

In intramural sports, 387 boys and 276 girls reported that they did not participate. Of the boys, eighty-nine participated in one, fifty in two, twenty-three in three, nineteen in four, ten in five, ten in six, eight in seven, and two in eight sports. Thirty-six girls engaged in one sport, thirty-five in two, sixty-eight in three, 125 in four, seventy-three in five, and twenty-six in six.

Upper socio-economic class students had 229 non-participants. Fifty were on one intramural athletic team, twenty-eight on two, thirty-eight on two, thirty-six on three, fifty-one on four, thirty-eight on five, seventeen on six, and four on seven. Middle class students had sixty-two of its members on one team, forty-three on two, forty on three, seventy-eight on four, thirty-eight on five, fourteen on six, three on seven, and two on eight. The middle class had 353 non-participants. Eighty members of the lower class did not take part in intramural sports. Thirteen took part in one, fourteen in two,

fifteen in three, fifteen in four, seven in five, five in six, and one in seven.

Of the "in town" group, 464 marked no participation, eighty-four were on one team, fifty-eight on two, sixty-nine on three, 112 on four, sixty-six on five, thirty on six, eight on seven, and one on eight teams. The "less than three miles from town" group had ninety-four non-participants. Nineteen took part in one intramural sport, nineteen in two, eleven in three, eighteen in four, eleven in five, and three in six. The pupils living "over three miles from town" claimed 105 with zero participation. Twenty-two of this group engaged in one sport, eight in two, eleven in three, thirteen in four, six in five, three in six, and one in eight.

The junior class had the greatest number of non-participants. This group included 256 juniors, 224 seniors, and 183 sophomores. Forty-three sophomores, forty-three juniors, and thirty-nine seniors played on one team. On two teams were forty-four sophomores, twenty-five juniors, and sixteen seniors. Forty sophomores, twenty-nine juniors, and twenty-two seniors were on three teams; eighty-seven sophomores, thirty-seven juniors, and nineteen seniors were on four; fifty-one sophomores, twenty-two juniors, and ten seniors were on five; twenty-one sophomores, seven juniors, and eight seniors were on six; seven sophomores, one junior were on seven, and one sophomore on eight teams.

The following conclusions seem to be significant:

1. Sophomore students were very active in intramural sports. Only 181 of the 478 in the class marked no participation. Nine students were on seven or more teams. Only one junior participated in more than six, and no senior did so.

2. Multiple participators (seven or eight sports) were among boys. Two boys participated in all eight sports and seven boys in seven sports each. Of these, four were from the upper class, five from the middle, and one from the lower class.

3. Many more boy students were on one, two and three intramural athletic teams, but an overwhelming number of girls were on three, four, five, and six teams. Nineteen boys and 125 girls were on four teams. Ten boys and seventy-three girls were on five teams.

4. There was little difference in participation among the socio-economic classes. Fifty-per cent of the upper class participated, forty-five per cent of the middle class, and forty-six per cent of the lower class.

5. Thirty-six per cent of the boys participated, and fifty-seven per cent of the girls.

6. Students living more than three miles from town had fewer participations than those living in town. Sixty-two per cent of those living more than three miles from town did not participate, fifty-three per cent of those living less than three miles from town, and fifty-two per cent of those living in town.

7. Sixty-six per cent of the seniors, sixty per cent of the juniors, and thirty-seven per cent of the sophomores did not participate.

The reader may refer to Tables III and III (A) for further comparison.

TABLE IV

## Who Belongs to the Clubs in this School?

Classification	Distribution of Number of Club Memberships Reported		
	Low	Median	High
<b>Socio-Economic Status of Family:</b>			
Upper -----	0	1.882	10
Middle -----	0	1.405	12
Lower -----	0	1.130	6
<b>Location of Home:</b>			
In Town -----	0	1.749	12
Not Over Three Miles -----	0	1.443	11
Over Three Miles -----	0	1.625	10
<b>Sex:</b>			
Boys -----	0	1.183	12
Girls -----	0	2.965	11
<b>Grade:</b>			
Ten -----	0	1.343	10
Eleven -----	0	1.511	11
Twelve -----	0	2.687	12

(Note: The data of this table are obtained from question seven.)



TABLE IV (A)

## Number and Per Cent of Non-Participants in School Clubs

Classification	Total Number in Group	Number of Non- Participants	Per Cent of Non- Participants
<b>Socio-Economic Status of Family:</b>			
Upper	452	48	10
Middle	633	127	20
Lower	151	41	27
<b>Location of Home:</b>			
In Town	892	152	17
Not Over Three Miles -	175	38	22
Over Three Miles	169	27	16
<b>Sex:</b>			
Boys	599	169	27
Girls	637-	49	07
<b>Grade:</b>			
Ten	478	100	20
Eleven	420	82	19
Twelve	338	35	10

## INTERPRETATION OF DATA OBTAINED THROUGH QUESTION SEVEN

Twenty-five different clubs were included in Question seven,

Section II of the questionnaire. The question read as follows:

7. Please check all of the following clubs or organizations of which you are or were or are likely to be a regular member this school year.

- 1) Future Farmers
- 2) Girls' Athletic Association
- 3) Hi-Y
- 4) Photography Club
- 5) The Y or Lettermen's Club
- 6) Chess and Checker Club
- 7) Art Club
- 8) Pep Club
- 9) Model Airplane Club
- 10) Bowling Club
- 11) Ice Skating Club
- 12) Skiing Club
- 13) Sales Club
- 14) Dramatics Club
- 15) Quill and Scroll Club
- 16) Creative Writing Club
- 17) Pirate Lassies
- 18) Knights of Cutlass Club
- 19) Ushers Club
- 20) Librarians
- 21) Public Address
- 22) Honor Society
- 23) Projection
- 24) Boys League
- 25) Girls League

With a chance to belong to twenty-five clubs, the highest number of club memberships reported was twelve. Only forty-nine girls reported no club affiliation, and 167 boys. The boys reported that 192 of their group belonged to one club, 118 to two clubs, sixty-five to three, thirty-four to four, six to five clubs, six to six clubs, five to seven, two to ten and one to twelve. Among girls, one club

membership was reported by 158. Two club memberships were claimed by 146. In the three club group were 115 girls. Fifty-five girls belonged to four clubs, fifty-five to five clubs, thirty-four to six, fourteen to seven, seven to eight, three to nine, and one to eleven clubs.

Forty-eight upper socio-economic class students, 127 from the middle class, and forty-one from the lower class did not belong to a single club. In the upper class, eighty-six were affiliated with one club, ninety-seven with two clubs, seventy-eight with three, fifty-seven with four, thirty-seven with five, twenty-five with six, fourteen with seven, four with eight, two with nine, and one with ten clubs. Middle class pupils had 210 members in one club, 135 in two clubs, eighty-eight in three clubs, twenty-seven in four, twenty-three in five, twelve in six, five in seven, three in eight, and one each in nine, ten, eleven and twelve clubs. The highest number of club memberships reported by the lower class students was six. Three pupils were in six clubs, one in five, five in four, fourteen in three, thirty-two in two, and fifty-four in one.

Of the students living in town, 152 took part in no club activities. One, two, three, and four club memberships were reported by 246, 189, 134 and sixty-four students respectively. Forty-six pupils were in five clubs, thirty-three in six, seventeen in seven, five in eight, one in nine, one in ten, and one in twelve. One student in the "one to three mile" group was in eleven clubs, two were in nine, one

in eight, two in seven, four in six, seven in five, twelve in four, twenty in three, thirty-five in two, fifty-two in one, and thirty-eight were not club members. Twenty-seven of the "over three mile" group did not belong to any clubs. Fifty-two belonged to one, forty to two clubs, twenty-four to three clubs, thirteen to four clubs, eight to five clubs, and three to six clubs. One lower class student belonged to ten clubs.

One hundred sophomores, eighty-two juniors and thirty-five seniors were not club members. One club memberships were reported by 165 sophomores, two club memberships by 112, three club memberships by fifty-eight, four club memberships by nineteen, five club memberships by fourteen, six memberships by six students, and one pupil belonged to seven clubs, one to eight clubs, and one to ten. One junior student was affiliated with eleven, ten, and nine clubs each. Two juniors were in eight clubs, ten in seven clubs, sixteen in six clubs, fifteen in five clubs, twenty-eight in four clubs, forty-five in three clubs, ninety-one in two clubs, and 126 in one club. Fifty-nine seniors belonged to one club, sixty-one to two, seventy-five to three, forty-two to four, thirty-two to five, eighteen to six, eight to seven, four to eight, two to nine, and one to twelve clubs.

Conclusions derived from the data of these tables signify that:

1. Girls tend to belong to more clubs than the boys. Participation was enjoyed by seventy-three per cent of the boys and ninety-three per cent of the girls.

2. The upper socio-economic class proportionately engaged in more club activities than the middle or lower class. Ninety per cent of the upper class, eighty per cent of the middle, and seventy-three per cent of the lower class were club members.

3. Students living not over three miles from town had fewer club participations proportionately than students living in town and those living over three miles from town.

4. All but thirty-five seniors belonged to one or more clubs. Eighty per cent of the sophomores, eighty-one per cent of the juniors, and ninety per cent of the seniors participated.

5. About eighty per cent of the students used in this study were club members. The wide variety of clubs helped to take care of individual interests and differences.

The reader is referred to Tables IV and IV (A) for additional information.

TABLE V

## Who Belongs to the Music Organizations in this School?

Classification	Distribution of Number of Memberships Reported		
	Low	Median	High
<b>Socio-Economic Status of Family:</b>			
Upper -----	0	0.39	7
Middle -----	0	0.25	5
Lower -----	0	0.22	6
<b>Location of Home:</b>			
In Town -----	0	0.36	7
Not Over Three Miles -----	0	0.26	7
Over Three Miles -----	0	0.40	5
<b>Sex:</b>			
Boys -----	0	0.22	7
Girls -----	0	0.37	7
<b>Grade:</b>			
Ten -----	0	0.21	5
Eleven -----	0	0.32	6
Twelve -----	0	0.38	7

(Note: The data of this table are obtained from question eight.)

TABLE V (A)

Number and PerCent of Non-Participants in the Music Organizations

Classification	Total Number in Group	Number of Non- Participants	Per Cent of Non- Participants
<b>Socio-Economic Status of Family:</b>			
Upper	452	254	56
Middle	633	427	67
Lower	151	106	72
<b>Location of Home:</b>			
In Town	892	549	61
Not Over Three Miles -	175	116	68
Over Three Miles	169	122	70
<b>Sex:</b>			
Boys	599	420	70
Girls	637	367	57
<b>Grade:</b>			
Ten	478	339	70
Eleven	420	257	61
Twelve	338	191	57

## INTERPRETATION OF DATA OBTAINED FROM QUESTION EIGHT

Yakima High School had fourteen musical groups for student participation. Question eight of Section II of the questionnaire included the names of these groups.

8. Please check all of the following groups in which you have been or are likely to be a regular participant this school year:

- 1) Band
- 2) Boys' Glee Club
- 3) Chorus
- 4) Christmas Musicale (Vespers)
- 5) Girls' Glee Club
- 6) May Festival
- 7) Operetta
- 8) Girls' Nonet
- 9) Orchestra
- 10) Girls' Sextet
- 11) Boys' Quartet
- 12) Madrigal
- 13) Drum Majorettes
- 14) Mixed Choir

Over sixty-three per cent of the student body did not take part in any music organizations. This group included 420 boys and 367 girls. In one musical group were ninety-seven boys and ninety-two girls. Forty-four boys and seventy-six girls were in two, nineteen boys and sixty girls were in three, ten boys and twenty-three girls in four, three boys and fifteen girls in five, four boys and two girls in six, and two boys and two girls in seven.

The upper socio-economic class had 254 non-participants in this activity. Eighty-one students in this class were in one music organization, forty-eight were in two, thirty-five were in three, fourteen in four, eleven were in five, five students were in six



organizations, and four students in seven. Middle class pupils claimed 427 who did not participate. Ninety pupils belonged to one music activity, fifty-six to two, thirty-eight to three, fifteen to four, and seven to five. The lower class had 106 members who did not engage in music activities. Eighteen students belonged to one, sixteen to two, six to three, four to four music organizations, and one to six.

Of the group living in town, 549 did not take part in any of the fourteen musical activities. Three pupils were in seven, six were in six, thirteen were in five, twenty-five were in four, sixty were in three, ninety-four were in two, and 142 in one. The "one to three mile" group had 116 non-participants. Thirty-three belonged to one music organization, fourteen to two, five to three, three each to four and five groups, and one to seven. Students living more than three miles from town showed that 122 members did not belong to a music group. Fourteen belonged to one, twelve to two, fourteen to three, fourteen to four, five to five groups, and two to six.

By grade, 339 sophomores, 257 juniors and 191 seniors were non-participants. Seventy-three sophomores, sixty-five juniors and fifty one seniors belonged to one music organization. Thirty-nine sophomores, forty-seven juniors and thirty-four seniors to two; seventeen sophomores, thirty-two juniors and thirty seniors to three, six sophomores, twelve juniors and fifteen seniors to four; five

sophomores, three juniors and ten seniors to five, four juniors and two seniors to six, and four seniors to seven music groups.

The results of this tabulation show these significant conclusions:

1. Over fifty-seven per cent of the seniors, sixty-one per cent of the juniors and seventy per cent of the sophomores did not take part in this activity.

2. The upper class had fifty-six per cent of its members as non-participants, the middle class had sixty-seven per cent not participating and the lower class had seventy per cent not taking part.

3. Ten students participated in more than five of these musical organizations. Four boys and two girls belonged to six each, and two boys and two girls to seven each. Nine of the ten above mentioned belonged to the upper socio-economic class, nine of the ten lived in town, four were juniors and six were seniors.

4. Thirty per cent of the boys, and forty-three per cent of the girls participated.

5. Students living more than three miles from town had seventy per cent not participating. Those living out of town less than three miles had sixty-eight per cent not participating and those living in town had sixty-one per cent who did not engage in musical organizations.

6. Girls, upper class students, students living in town, and seniors were favored as far as participation in music is concerned.

The reader may refer to Tables V and V (A) for further comparison and more information.

TABLE VI

## Who Belongs to the Staffs of this School's Publications

Classification	Distribution of Number of Staff Memberships Reported		
	Low	Median	High
<b>Socio-Economic Status of Family:</b>			
Upper -----	0	0.05	2
Middle -----	0	0.02	2
Lower -----	0	0.01	1
<b>Location of Home:</b>			
In Town -----	0	0.06	2
Not Over Three Miles -----	0	0.03	1
Over Three Miles -----	0	0.03	1
<b>Sex:</b>			
Boys -----	0	0.02	2
Girls -----	0	0.03	2
<b>Grade:</b>			
Ten -----	0	0.01	1
Eleven -----	0	0.02	2
Twelve -----	0	0.14	2

(Note: The data of this table are obtained from question nine.)

TABLE VI (A)

Number and Per Cent of Non-Participants on the Staffs  
of the School Publications

Classification	Total Number in Group	Number of Non- Participants	Per Cent of Non- Participants
<b>Socio-Economic Status of Family:</b>			
Upper	452	418	92
Middle	633	611	96
Lower	151	147	97
<b>Location of Home:</b>			
In Town	892	846	94
Not Over Three Miles -	175	167	94
Over Three Miles -----	169	163	96
<b>Sex:</b>			
Boys	599	578	96
Girls	637	597	93
<b>Grade:</b>			
Ten	478	473	98
Eleven	420	394	93
Twelve	338	309	91

## INTERPRETATION OF DATA OBTAINED FROM QUESTION NINE

School publications of Yakima High School include a paper, a yearbook and the Handbook. The students' responses to Question nine of Section II of the questionnaire furnished data for Table VI and VI (A).

9. Please check all of the following groups in which you have been or are likely to be a regular participant this school year:

- \_\_\_\_\_ 1) The group which publishes Wigwam, the school paper.
- \_\_\_\_\_ 2) The group which published Lolomi, the school yearbook.
- \_\_\_\_\_ 3) The group which publishes the Handbook.

Only twenty-one boys and thirty-nine girls belonged to the staffs of this school's publications. Only two students were on the staff of two publications.

Tabulations from this question revealed that 578 boys and 597 girls were on no publication staff, twenty boys and thirty-eight girls were on one staff, and one boy and one girl were on two.

By socio-economic class, students not participating in this activity were divided as follows: 418 from the upper class, 611 from the middle class, and 147 from the lower class. Four lower class students, twenty-one middle class, and thirty-three upper class students were on the staff of one school publication. One upper class senior boy, and one middle class junior girl were on the staff of two publications.

Both students on two staffs lived in town. Forty-four pupils

living in town were on one staff, and 846 were not staff members for any publication. Eight of the "one to three mile" group were members of one staff, and 167 were not on any. Of those living more than three miles out of town, 163 were not staff members, and six were on one publication staff.

Sophomore students had 473 of its members as non-participants in this activity, 394 from the junior class and 309 seniors also did not participate. Five sophomores, twenty-five juniors and twenty-eight seniors were on one staff, and one junior and one senior on two staffs.

These conclusions seem to be justifiable:

1. More upper class members were on school publication staffs than middle and lower class students. Thirty-four of the sixty staff members were from the upper class, or fifty-six per cent.
2. Participants from the junior class and senior class were about equal, even though the junior class had eighty-two more members in its class.
3. Few sophomores (only five) were able to take part in this activity.
4. Over seventy-six per cent of the staff members lived in town. This figure does not seem too high in view of the fact that seventy-two per cent of the total number of students lived in town.
5. Students living over three miles from town did not participate in this activity as readily as students living closer to town.
6. There was a slightly higher percentage of non-participation among boys than girls.

It is suggested that the reader refer to Tables VI and VI(A) for further information.

TABLE VII

## Who Takes Part in this School's Forensic and Dramatic Activities?

Classification	Distribution of Number of Participations Reported		
	Low	Median	High
<b>Socio-Economic Status of Family:</b>			
Upper -----	0	0.72	8
Middle -----	0	0.27	7
Lower -----	0	0.23	5
<b>Location of Home:</b>			
In Town -----	0	0.45	8
Not Over Three Miles -----	0	0.27	6
Over Three Miles -----	0	0.32	7
<b>Sex:</b>			
Boys -----	0	0.20	8
Girls -----	0	0.66	7
<b>Grade:</b>			
Ten -----	0	0.21	6
Eleven -----	0	0.43	6
Twelve -----	0	0.70	8

(Note: The data of this table are obtained from question thirteen.)

TABLE VII (A)

Number and Per Cent of Non-Participants Not Joining the Forensic and  
Dramatic Activities

Classification	Total Number in Group	Number of Non- Participants	Per Cent of Non- Participants
<b>Socio-Economic Status of Family:</b>			
Upper -----	452	206	45
Middle -----	633	412	65
Lower -----	151	105	69
<b>Location of Home:</b>			
In Town -----	892	503	56
Not Over Three Miles -	175	116	66
Over Three Miles -----	169	104	61
<b>Sex:</b>			
Boys -----	599	429	71
Girls -----	637	294	46
<b>Grade:</b>			
Ten -----	478	339	70
Eleven -----	420	228	54
Twelve -----	338	156	46



INTERPRETATION OF DATA OBTAINED FROM QUESTION THIRTEEN

Data for Table VII was taken from the students' responses to Question thirteen, Section II of the questionnaire.

13. Please check all of the following activities in which you have participated or are likely to participate (either as a performer, an usher, a scene designer or shifter, or a helper) this year:

- 1) Christmas Pageant (Vespers)
- 2) Debating
- 3) Extemporaneous speaking, oration, declamation, verse speaking
- 4) Junior Class Play
- 5) Operetta (Red Mill)
- 6) Skit or playlet given in assembly or home room or club
- 7) Roberts Memorial Contest
- 8) Radio programs
- 9) Assemblies
- 10) Amateur Show

There were 429 boys and 294 girls who did not participate in this type of activity. Eighty-one boys and 155 girls took part in one each, thirty-five boys and seventy-seven girls in two each, twenty-five boys and fifty-five girls in three each, fourteen boys and twenty-nine girls in four each, nine boys and eighteen girls in five each, three boys and nine girls in six each, two boys and two girls in seven each, and one boy in eight of these dramatic and forensic activities.

In the upper socio-economic class, 206 students did not participate. Ninety-two participated in one, fifty-one in two, forty-seven in three, twenty-nine in four, eighteen in five, eight in six, two in seven and one in eight. No dramatic or forensic participation was engaged in by 412 middle class students. One participation was

checked by 115 pupils, two by fifty-three, three by twenty-seven, four by thirteen, five by seven pupils, six by four, and seven by two pupils. In the lower socio-economic class, two students were active in five dramatic and forensic activities, one in four, six in three, eight in two, twenty-nine in one, and 105 in none of them.

Of the group who lived in town, 503 engaged in none of this type of activity, 175 were in one, eighty-three in two, sixty-four in three, thirty-five in four, twenty-two in five, eight in six, three in seven and one in eight. Those who lived less than three miles out of town marked their questionnaires as having 116 non-participants. Thirty were in one activity, fourteen in two, seven in three, four in four, two in five, and two in six. In the group who lived more than three miles out of town, 104 did not engage in dramatic and forensic activities. Thirty-one were in one, fifteen in two, nine in three, three in four, three in five, one in six, and one in seven.

By grade, 339 sophomores, 228 juniors, and 156 seniors were non-participants. Eighty-four sophomores, eighty-four juniors, and sixty-eight seniors were in one activity; thirty-four sophomores, thirty-six juniors, and forty-two seniors were in two; twelve sophomores, forty juniors, and twenty-eight seniors were in three; six sophomores, nineteen juniors, and eighteen seniors in four; two sophomores, eight juniors, and seventeen seniors in five; one sophomore, five juniors, and six seniors in six; four seniors were in seven, and one senior in eight dramatic and forensic activities.

The most significant conclusions derived from results of the tabulations of these tables seem to be:

1. The greatest number of non-participators came from the lower socio-economic class. Over forty-five per cent of the upper class, sixty-five per cent of the middle class, and sixty-nine per cent of the lower class did not engage in this type of activity.
2. Students living in town participated more than students living out of town. Over forty-four per cent of those living in town, thirty-four per cent living not more than three miles from town, and thirty-nine per cent living over three miles from town did participate.
3. Dramatic and forensic activities are engaged in by fifty-four per cent of the girls, but only twenty-nine per cent of the boys.
4. Over seventy per cent of Grade 10, fifty-four per cent of Grade 11, and forty-six per cent of Grade 12 were non-participators.
5. Fifty-eight per cent of the student body did not participate in dramatic and forensic activities.

It is suggested that the reader refer to Tables VII and VII (A) for additional comparisons and information.

TABLE VIII

## Who Are the Members of the Student Governing Group?

Classification	Per Cent Who Are Members
<b>Socio-Economic Status of Family:</b>	
Upper -----	42.25
Middle -----	27.17
Lower -----	20.53
<b>Location of Home:</b>	
In Town -----	33.75
Not Over Three Miles -----	24.00
Over Three Miles -----	31.36
<b>Sex:</b>	
Boys -----	28.26
Girls -----	35.48
<b>Grade:</b>	
Ten -----	28.03
Eleven -----	24.52
Twelve -----	47.04

(Note: The data of this table are obtained from question fourteen.)

TABLE VIII (A)

Number and Per Cent of Non-Participants Not Belonging to the Student Governing Groups

Classification	Total Number in Group	Number of Non- Participants	Per Cent of Non- Participants
<b>Socio-Economic Status of Family:</b>			
Upper	452	261	58
Middle	633	459	73
Lower	151	120	80
<b>Location of Home:</b>			
In Town	892	591	66
Not Over Three Miles	175	133	76
Over Three Miles	169	116	69
<b>Sex:</b>			
Boys	599	429	72
Girls	637	411	65
<b>Grade:</b>			
Ten	478	344	72
Eleven	420	317	76
Twelve	338	179	53

INTERPRETATION OF THE DATA OBTAINED FROM QUESTION FOURTEEN

Responses to Question fourteen of the questionnaire formed the basis for the compilation of Table VIII. Thirty-seven different clubs and activities were listed for the students to mark.

14. Please check all of the following offices or positions which you have held or are likely to hold this year:

- 1) An officer of your class
- 2) An officer of the student council or a representative of your home room in the council
- 3) A captain of a varsity athletic team
- 4) A captain of a class or other intramural athletic team
- 5) A team manager in a varsity sport
- 6) A cheer leader
- 7) An officer of the honor society
- 8) A member of the coordinating council
- 9) An officer (any office such as president, librarian, drum major, property manager, etc.) of the band
- 10) An officer of the orchestra
- 11) An officer of the Glee Club
- 12) An officer of the Chorus
- 13) An officer of the Library Club
- 14) An officer of the Ushers
- 15) An officer of the Future Farmers Club
- 16) An officer of the Girls' Athletic Association
- 17) An officer of the Hi-Y
- 18) An officer of the Photography Club
- 19) An officer of the "Y" Club
- 20) An officer of the Y-Teen Club
- 21) An officer of the Girls League
- 22) An officer of the Boys League
- 23) An officer of the Chess and Checker Club
- 24) An officer of the Art Club
- 25) An officer of the Pep Club
- 26) An officer of the Model Airplane Club
- 27) An officer of the Bowling Club
- 28) An officer of the Ice Skating Club
- 29) An officer of the Skiing Club
- 30) An officer of the Sales Club
- 31) An officer of the Dramatics Club
- 32) An officer of the Quill and Scroll Club

- 33) An officer of the Creative Writing Club
- 34) An officer of the Pirate Lassies
- 35) An officer of the Knights of Cutlass
- 36) An officer of the Librarians
- 37) An officer of Public Address

There were 429 boys and 411 girls who reported that they were not members of a student governing group. Eighty-eight boys and 130 girls reported membership in one, forty-five boys and forty-six girls were members in two, nineteen boys and thirty-two girls in three, eleven boys and nine girls in four, two boys and five girls in five, three boys and two girls in six, one boy and one girl in eight, and one girl in nine.

Upper socio-economic class students had 261 of its group who held no student government office. Middle class non-office holders numbered 459, and lower class non-members numbered 120. Ninety-one upper class students held one office, forty-five held two, thirty-two held three, twelve held four, five held five, five held six offices, and one held eight. Among middle class students, 105 pupils belonged to one student-governing group, thirty-seven belonged to two, nineteen to three, eight to four, two to five, and one to nine. Two offices were held by nine of the lower class pupils, and twenty-two held one office.

Of the students living in town, 591 held no governing positions. One, two, three and four offices were reported by 157, seventy-two, forty-five, and fifteen students respectively. Six pupils held five offices, four held six, one held eight, and one held nine. One

student in the "one to three mile" group held eight offices, one held six, two held five, two held four, one held three, four held two, thirty-one held one, and 133 were not office-holders. In the "over three miles" group, 116 did not participate in a governing position, thirty were in one such position, fifteen were in two, five in three, and three in four.

In the sophomore class, 344 pupils did not hold office. The same was true of 317 juniors and 179 seniors. Eighty-eight sophomores, sixty-five juniors, and sixty-five seniors held one office; twenty-seven sophomores, twenty-four juniors, and forty seniors held two offices; twelve sophomores, nine juniors, and thirty seniors held three; three sophomores, four juniors, and thirteen seniors held four; three sophomores and five seniors held five; one junior and four seniors held six, two seniors held seven and one sophomore held nine offices.

These conclusions seem to be significant:

1. Students from the upper socio-economic class held more student governing offices than students from the middle or lower class. Slightly over forty-two per cent of the upper class, twenty-seven per cent of the middle class, and twenty per cent of the lower class were office holders.
2. Students living in town held more offices than students living out of town. Thirty-one per cent living over three miles from town, twenty-four per cent living not more than three miles from town, and thirty-four per cent living in town held governing positions.
3. Girls held more offices than boys. Thirty-five per cent of the girls and twenty-eight per cent of the boys held office.
4. Junior class students held fewer governing offices than the sophomores and seniors. Twenty-eight per cent of the sophomore class,



twenty-four per cent of the junior class, and forty-seven per cent of the senior class were officer-holders.

5. The majority of the multiple participators were from the upper class, were senior students and lived in town.

The reader is referred to Tables VIII and VIII (A) for additional information.

TABLE IX

Who Puts on the Parties, Dances, Picnics, Banquets, Carnivals, and Other Pupil-Directed Activities in this School?

Classification	Distribution of Number of Committee Members Reported		
	Low	Median	High
Socio-Economic Status of Family:			
Upper -----	0	1.138	10
Middle -----	0	0.49	10
Lower -----	0	0.24	5
Location of Home:			
In Town -----	0	0.47	10
Not Over Three Miles -----	0	0.49	10
Over Three Miles -----	0	0.49	10
Sex:			
Boys -----	0	0.75	10
Girls -----	0	0.921	10
Grade:			
Ten -----	0	0.26	10
Eleven -----	0	0.45	10
Twelve -----	0	1.00	10

(Note: The data of this table are obtained from question eighteen.)

TABLE IX (A)

Number and Per Cent of Non-Participants in the Pupil Directed Activities

Classification	Total Number in Group	Number of Non- Participants	Per Cent of Non- Participants
<b>Socio-Economic Status of Family:</b>			
Upper	452	195	43
Middle	633	391	61
Lower	151	103	68
<b>Location of Home:</b>			
In Town	892	488	54
Not Over Three Miles	175	98	56
Over Three Miles	169	103	60
<b>Sex:</b>			
Boys	599	403	67
Girls	637	67	10
<b>Grade:</b>			
Ten	478	315	66
Eleven	420	223	53
Twelve	338	151	44

INTERPRETATION OF THE DATA OBTAINED FROM QUESTION EIGHTEEN

In Question eighteen of the questionnaire, Yakima High School students were asked to designate their activities in putting on such things as dances and parties. The question read as follows:

18. Many of you have served on various committees in connection with extra-class activities this year. Try to recall all of the committees on which you have served - class committees, homeroom committees, club committees, student council committees, committees for parties, dances, picnics, banquets, etc. Then check the one answer below which best tells the total number of committees on which you have served or are likely to serve this year:

- \_\_\_\_\_ 0) None
- \_\_\_\_\_ 1) One
- \_\_\_\_\_ 2) Two
- \_\_\_\_\_ 3) Three
- \_\_\_\_\_ 4) Four
- \_\_\_\_\_ 5) Five
- \_\_\_\_\_ 6) Six
- \_\_\_\_\_ 7) Seven
- \_\_\_\_\_ 8) Eight
- \_\_\_\_\_ 9) Nine
- \_\_\_\_\_ 10) Ten

Girls served on more committees than boys. Eleven girls and four boys were on ten committees, five girls and one boy on nine, three girls and two boys on eight, ten girls and one boy on seven, twenty girls and six boys on six, twenty-nine girls and fourteen boys on five, forty-two boys and nineteen girls on four, sixty-six girls and forty-three boys on three, eighty-eight girls and thirty-nine boys on two, seventy-six girls and sixty-seven boys on one. Sixty-seven girls and 403 boys marked the question as being on no committees.

In the socio-economic classes, the upper and middle class students were on as many as ten committees. No committee memberships were

reported by 195 of the upper class, 391 of the middle class, and 103 of the lower class. In the upper class, forty-seven were on one committee, fifty-nine on two, fifty-three on three, thirty-five on four, twenty-five on five, fifteen on six, four on seven, three on eight and nine. Twelve students were on ten committees. Seventy-one middle class pupils reported committee memberships on one activity, fifty-seven on two, fifty on three, twenty-one on four, seventeen on five, eleven on six, seven on seven, two on eight and three on nine and ten. One lower class student was on five committees, five were on four, six on three, eleven on two, and twenty-five on one.

Students living in town had 488 of their members not serving on committees. On one committee were 102 pupils, ninety-eight were on two, eighty on three, forty-five on four, thirty-two on five, seventeen on six, nine on seven, three on eight, four on nine, and twelve on ten. Ninety-eight pupils living one to three miles out of town had 103 members not taking part on committees for pupil-directed activities. Seventeen were on one committee, fourteen were on two, thirteen on three, ten on four, four on five, four on six, one on seven, two on eight, and one on ten.

The sophomore class had 315 not serving on committees, the junior class had 223, and the senior class had 151. Committee members reported by the sophomores were: fifty on one, forty-eight on two, thirty-six on three, sixteen on four, two on five, three on six, three on seven, one on eight, two on nine, and two on ten. Fifty-nine

junior class students were on one committee, fifty-three on two, thirty-seven on three, twenty on four, ten on five, six on six, two on seven, two on eight, two on nine, and six on ten. The seniors reported thirty-four pupils as being on one committee, twenty-six on two, thirty-six on three, twenty-five on four, thirty-one on five, seventeen on six, six on seven, two on eight, two on nine, and seven on ten.

Justifiable conclusions from the results of this tabulation seem to be:

1. Girls served on six times more committees than boys. Sixty-seven per cent of the boys and only ten per cent of the girls were not committee members.
2. Students from the upper socio-economic class were on more committees than students from the other classes. Fifty-seven per cent of the upper class, thirty-nine per cent of the middle class and thirty-two per cent of the lower class were on committees.
3. Location of home did not significantly affect committee memberships. Forty per cent living more than three miles from town, forty-four per cent living not more than three miles from town, and forty-six per cent living in town served on committees.
4. Sophomore and junior students served on fewer committees than seniors. Thirty-four per cent of the sophomores, forty-seven per cent of the juniors, and fifty-six per cent of the seniors served on committees.
5. Many students served on as many as six or more committees.
6. In spite of the great number of committee memberships, medians of only close to one were obtained.
7. Students in all classifications but the lower class had some members serving on ten committees.

The reader is referred to Tables IX and IX (A) for additional information.

TABLE X

Who Belongs to the School and Community Service Organizations in  
This School?

Classification	Distribution of Number of Memberships Reported		
	Low	Median	High
<b>Socio-Economic Status of Family:</b>			
Upper -----	0	0.30	4
Middle -----	0	0.19	3
Lower -----	0	0.15	2
<b>Location of Home:</b>			
In Town -----	0	0.28	3
Not Over Three Miles -----	0	0.17	3
Over Three Miles -----	0	0.30	4
<b>Sex:</b>			
Boys -----	0	0.12	4
Girls -----	0	0.35	3
<b>Grade:</b>			
Ten -----	0	0.19	3
Eleven -----	0	0.20	4
Twelve -----	0	0.29	3

(Note: The data of this table are obtained from question ten.)



TABLE X (A)

Number and Per Cent of Non-Participants in the Community Service Organizations

Classification	Total Number in Group	Number of Non- Participants	Per Cent of Non- Participants
<b>Socio-Economic Status of Family:</b>			
Upper	452	285	63
Middle	633	461	72
Lower	151	117	77
<b>Location of Home:</b>			
In Town	892	611	68
Not Over Three Miles -	175	133	76
Over Three Miles	169	119	70
<b>Sex:</b>			
Boys	599	487	81
Girls	637	376	59
<b>Grade:</b>			
Ten	478	347	72
Eleven	420	302	71
Twelve	338	214	63

## INTERPRETATION OF THE DATA OBTAINED FROM QUESTION TEN

Responses to Question ten of the questionnaire furnished the data for the compilation of Table X and X (A).

10. Please check all of the following groups in which you have been or are likely to be a regular participant this year:

- 1) The Big Brother, who help make new boys feel at home
- 2) The Big Sister, who help make new girls feel at home
- 3) The Library Club which assists Miss O'Neil
- 4) Knights of Cutless
- 5) Ushers
- 6) Public Address
- 7) Classroom Projection
- 8) Stage Crew

Although eight school and community service groups were listed, 487 boys and 376 girls reported that they did not take part in any of them. Eighty-seven boys and 225 girls took part in one, nineteen boys and thirty-two girls in two, five boys and fourteen girls in three, and one boy participated in four of them.

The socio-economic classes reported 285 from the upper class, 461 from the middle class, and 117 from the lower class did not take part in service organizations. In the upper class 141 were affiliated with one, twenty with two, five with three, and one with four. Middle class students had 140 of its members in one activity, twenty-eight in two, and four in three. Thirty-one lower class students were in one service group, and three were in two.

Seven students living in town served in three groups, thirty-eight were in two, and 236 were in one. In the "one to three mile"

group, thirty-two pupils participated in one service group, eight were in two, and two were in three. In the "over three mile" group, forty-four students were in one group, five were in two, and one was in four.

Sophomore pupils had the greatest number of non-participators. There were 347 sophomores, 302 juniors, and 214 seniors who did not belong to the service groups. Participating in one group, were 114 sophomores, ninety-five juniors, and 103 seniors. Thirteen sophomores, nineteen juniors and nineteen seniors were in two; four sophomores, three juniors, and two seniors were in three; and one junior was in four.

The following seem to be the most significant conclusions derived from the data of these tables:

1. Twenty-two per cent more of the girls participated in this activity than the boys. Eighty-one per cent of the boys took no part in service groups.
2. Lower socio-economic class students belonged to fewer service organizations than students of the middle and upper socio-economic classes.
3. Students living in town (thirty-two per cent of them) participated in more service groups than those out of town. Only twenty-four per cent living less than three miles from town and thirty per cent living more than three miles from town belonged to service groups.
4. Seniors and juniors participated to a greater extent than the sophomores. Seventy-two per cent of the sophomore class, seventy-one per cent of the junior class, and sixty-three per cent of the senior class did not belong to this type of service organization.
5. Even with many participations from upper class pupils living in town, the great majority of the student body did not receive the benefits of this activity.

The reader may refer to Tables X and X (A) for additional information.

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TABLE XI

Who Belongs to the Honor Society in this School?

Classification	Per Cent Who Belong
<b>Socio-Economic Status of Family:</b>	
Upper -----	16.37
Middle -----	4.74
Lower -----	1.24
<b>Location of Home:</b>	
In Town -----	8.63
Not Over Three Miles -----	6.29
Over Three Miles -----	10.65
<b>Sex:</b>	
Boys -----	4.85
Girls -----	12.09
<b>Grade:</b>	
Ten -----	3.97
Eleven -----	6.42
Twelve -----	17.75

(Note: The data of this table are obtained from question twenty-one.)

## INTERPRETATION OF THE DATA OBTAINED FROM QUESTION TWENTY-ONE

Students were asked about being Honor Society members in Question twenty-one of the questionnaire. The question read as follows:

21. Are you now, or are you likely to become, a member of the Honor Society this year? (Check one)

- 1) Yes  
       2) No

A great deal of confusion seemed to exist among Yakima High School students in answering this question. Many wrote that they did not know there was such a society and others had it confused with the honor roll.

After all questionnaires were checked, it was determined that twenty-nine boys and seventy-seven girls belonged to or expected to belong to the Honor Society.

Seventy-four upper socio-economic class students, thirty middle class students, and two from the lower class reported "yes" answers.

Seventy-seven pupils living in town, eleven living not more than three miles from town, and eighteen living more than three miles from town belonged to this organization.

Sixty seniors, twenty-seven juniors, and nineteen sophomores participated in this activity.

The reliability of these answers might be questioned. However, according to the data received, the following conclusions seem justified:

1. More girls belong to the Honor Society than boys.

2. Upper socio-economic class students have a higher percentage of Honor Society members than other classes.

3. Students living more than three miles from town had the highest percent of members.

4. More seniors belonged to the Honor Society than did juniors or seniors.

5. The attention of the reader is drawn to the great number of upper class pupils who expected to belong to the Honor Society as compared with the middle and lower class.

The reader may refer to Table XI for additional information.

TABLE XII

A Summary of "Who Belongs" in this School

Classification	Distribution of Number of Memberships of all Types Reported		
	Low	Median	High
<b>Socio-Economic Status of Family:</b>			
Upper -----	0	9.56	37
Middle -----	0	5.35	32
Lower -----	0	4.50	19
<b>Location of Home:</b>			
In Town -----	0	6.73	35
Not Over Three Miles -----	0	5.07	37
Over Three Miles -----	0	5.90	32
<b>Sex:</b>			
Boys -----	0	4.26	35
Girls -----	0	8.29	37
<b>Grade:</b>			
Ten -----	0	5.85	32
Eleven -----	0	5.62	35
Twelve -----	0	8.74	37

(Note: the data of this table are obtained from Tables two to eleven, inclusive.)



TABLE XII (A)

Number and Per Cent of Non-Participants in Regard to "Who Belongs"  
in this School

Classification	Total Number in Group	Number of Non- Participants	Per Cent of Non- Participants
<b>Socio-Economic Status of Family:</b>			
Upper	452	13	3
Middle	633	41	6
Lower	151	18	12
<b>Location of Home:</b>			
In Town	892	52	5
Not Over Three Miles -	175	10	5
Over Three Miles -----	169	10	6
<b>Sex:</b>			
Boys	599	60	10
Girls	637	12	2
<b>Grade:</b>			
Ten	478	26	5
Eleven	420	33	8
Twelve	338	13	4

### A Summary of "Who Belongs"

Table XII summarizes all participations and memberships that made up Tables II through XI. Answers to Questions seven through fourteen, eighteen and twenty-one of "Pupil Inventory", Schedule B, were totaled for each of the 1236 students who participated in this study. The questions dealt with the following activities:

- Interscholastic athletic teams
- Intramural athletic teams
- Clubs
- Music organizations
- Staffs of school publications
- Forensic and dramatic activities
- Student governing groups
- Pupil-directed activities, such as parties and dances
- School and community service organizations
- The Honor Society

The distribution of number of memberships and participations of all types and for all students according to socio-economic status, location of home, sex, and grade was accomplished by allocating these individual totals to appropriate groupings for which medians were derived.

If any student had belonged to or participated in every activity, he would have totaled up 124 participations. The highest number recorded was thirty-seven. An upper socio-economic class senior girl living less than three miles from town participated in these thirty-seven. Seventy-two students, or nearly six per cent of the student body, did not belong to or take part in any of the ten above-mentioned types of activities.

Rather than give the total number of participations for each of the thirty-seven categories, the writer will mention the most interesting and significant numbers in each of the groups.

Of the 452 students in the upper socio-economic group, thirteen students (all boys) did not participate. One was in thirty-seven, one was in thirty-five, and three were in thirty-two. The rest of the pupils were in one to twenty-nine. Thirty-five pupils were participants in six activities. This was the highest participations recorded for any one number. The median or mid-point was 9.56 for the upper class.

Thirty-two was the greatest number of participations marked by any of the 633 middle socio-economic class students. Forty-one of this group marked no participation. Thirty-three of these were boys. The median for this group was 5.35.

The 151 students of the lower class had a range of from zero to nineteen. Of the eighteen non-participants, four were girls and fourteen were boys. One student was in nineteen activities, one was in eighteen, and the remainder were in one through fifteen. The median for the lower class was 4.5.

The range for students living in town was from zero to thirty-five. Fifty-one, of which only eight were girls, did not participate. Sixty-six students were in one, sixty were in two, seventy in three, and sixty-four in four. One pupil was in thirty-five activities, one was in thirty-four, four were in thirty-two and the remainder were in five through thirty activities. The median for the town group was 6.73.

The median for the group living less than three miles from town was 5.67. The range was from zero to thirty-seven. One girl was in thirty-seven activities, and the next highest number recorded for this group was twenty-nine. Two marked twenty-nine participations. Nine boys and one girl marked no participation.

Seven boys and three girls living over three miles from town did not participate in any of the "belonging" activities. Twenty-two were in one, fourteen in two, and thirteen were in three. Of the 169 members making up this group, one pupil was in thirty-two, one in twenty-eight, and the rest ranged from four through twenty-six. About six per cent of this group were non-participants. The median was 5.9.

Sixty boys and twelve girls were non-participants. The range for girls was from zero through thirty-seven. The range for boys was from zero through thirty-five. One boy was in thirty-five, one was in thirty-four, three were in thirty-two, and the rest were in from one through twenty-eight. One girl was in thirty-seven, one in thirty-two and the rest from one through thirty. The median for boys was 4.26. The median for girls was 8.29.

Senior students had the greatest range of activities. Sophomore students had the smallest. The greatest number of activities engaged in by sophomores was thirty-two, for juniors, thirty-five, and seniors, thirty-seven. Each group had a number of non-participants. This included twenty-two boys and four girls in the sophomore class, twenty boys and five girls in the junior class, and ten boys and three girls

in the senior class. Medians were 5.85 for the sophomores, 5.62 for juniors and 8.74 for seniors.

Conclusions of Tables XII and XII (A) are:

1. Sex apparently was a factor in influencing participation. The median for girls was nearly twice that of the boys, even though the girls did not take part in interscholastic sports.
2. Socio-economic status was an influential factor in determining the number of memberships for individuals. The range and medians for upper class pupils was twice that of the lower class.
3. Location of home did not greatly influence memberships or participations. The median for the town group was the highest. The median for the students living less than three miles from town was the lowest.
4. The junior class had the lowest median for number of activities engaged in.
5. The range of activities was lowest for the sophomore class.
6. The senior class had the greatest range of participations and the highest median.
7. The lowest membership medians were found for boys and for the lower class.
8. The upper class had the highest membership median.
9. The lower class had the highest percentage of non-participants.
10. The girls had the lowest percentage of non-participants.
11. The junior class had twice as high a percentage of non-participants as the senior class.
12. The lower class had four times as high a percentage of non-participants as the upper class.

Additional information on "Who Belongs" and "Who Does Not Belong" may be found by examining Tables XII and XII (A).

TABLE XIII

In Reference to "Who Belongs" in this School, How Much Difference Does Location of Home, Sex, and Grade Make When Socio-Economic Status is Held Constant?

Classification	Median Number of Memberships of All Types Reported		
	By Upper	By Middle	By Lower
Location of Home:			
In Town -----	10.19	5.77	4.96
Not Over Three Miles -----	8.00	4.07	3.90
Over Three Miles -----	8.10	5.00	3.25
Sex:			
Boys -----	5.90	3.57	3.16
Girls -----	11.75	7.20	6.10
Grade:			
Ten -----	8.08	5.10	4.27
Eleven -----	8.07	3.03	3.83
Twelve -----	12.34	6.97	5.00

(Note: A refinement of the data of Table XII.)

TABLE XIII (A)

The Number of Students in Each Classification When the Socio-Economic Status Is Held Constant

Classification	Upper	Middle	Lower	Total
Location of Home:				
In Town -----	349	444	101	894
Not Over Three Miles -	47	99	30	176
Over Three Miles -----	56	90	20	166
	<hr/>	<hr/>	<hr/>	<hr/>
Total	452	633	151	1236
Sex:				
Boys -----	196	324	79	599
Girls -----	256	309	72	637
	<hr/>	<hr/>	<hr/>	<hr/>
Total	452	633	151	1236
Grade:				
Ten -----	157	258	63	478
Eleven -----	153	211	56	420
Twelve -----	142	164	32	338
	<hr/>	<hr/>	<hr/>	<hr/>
Total	452	633	151	1236

In Reference to "Who Belongs" in this School, How Much Difference  
Does Location of Home, Sex, and Grade Make When Socio-Economic  
Status is Held Constant?

Table XIII was prepared to prevent the drawing of erroneous conclusions from the findings of Table XII. Table XIII refines the data of Table XII, by adding the memberships of each of the 1236 pupils of this study and arranging them to determine the influence of socio-economic status on the median number of memberships of all types reported.

Data in Table XII furnished information concerning the influence of location of home, sex and grade on memberships. Table XIII attempts to show the effect of socio-economic status on each of the three categories relating to distance, and in relation to sex and grade.

The following are the summations of all participations and memberships in activities examined in Table II through XII which were used in compiling Table XIII:

- |           |   |
|-----------|---|
| Table II  | Who Plays on the Interscholastic Athletic Teams?                  |
| Table III | Who Plays on the Intramural Athletic Teams in this School?        |
| Table IV  | Who Belongs to the Clubs in this School?                          |
| Table V   | Who Belongs to the Music Organizations in this School?            |
| Table VI  | Who Belongs to the Staffs of this School's Publications?          |
| Table VII | Who Takes Part in this School's Forensic and Dramatic Activities? |



- Table VIII Who Are Members of the Student Governing Groups in this School?
- Table IX Who Puts On the Parties, Dances, Picnics, Banquets, Carnivals, and other Pupil-Directed Activities in this School?
- Table X Who Belongs to the School and Community Service Organizations in this School? (Monitors, Traffic Police, etc.?)
- Table XI Who Belongs to the Honor Society in this School?
- Table XII A Summary of "Who Belongs" in this School. (This combines the data of Tables II through XI, inclusive.)

For upper socio-economic class students living in town, the median number of memberships was 10.19. The midpoint for the middle class was 5.77, and the lower class median was 4.96. There were 892 students in this group.

Students living less than three miles from town in the upper socio-economic class had a median of 8. In the middle group it was 4.07 and in the lower class, 3.90. This group was composed of 175 pupils.

In the upper socio-economic group of students living over three miles from town, the median number of participations was 8.10. For the middle class it was 5, and for the lower class it was 3.25. One hundred and sixty-nine pupils were in this group.

The median number of memberships for boys in the upper class was 5.90; for the middle class, 3.57 and for the lower class, 3.16. This group consisted of 599 pupils.

Girls in the upper class had 11.75 as the median number of memberships. The middle class had 7.20 and the lower class had 6.10. There were 637 girls in this classification.

In grade ten were 478 students. Median for the upper class was 8.08, for the middle class, 5.10 and for the lower class, 4.27.

In the junior class were 420 students. The upper class median number of memberships or participations was 8.07. For the middle class it was 3.03 and for the lower class it was 3.83.

The senior class had the highest median. For the upper class it was 12.34, for the middle class it was 6.97 and for the lower class it was 5. In this classification were 338 students.

The most significant conclusions of Table XIII are:

1. The median number of memberships appeared to show that socio-economic status was an influencing factor in the distance group in determining "who belonged". Lower class students participated not even half as much as upper class pupils.

2. There was little difference in medians for upper class pupils in each distance category. The same is true of middle and lower class students.

3. Socio-economic status also exerted an influence in determining memberships by sex.

4. The median participation for girls was higher than that of the boys in all of the socio-economic classes.

5. Within each grade, upper socio-economic status pupils had twice the median number of memberships as the lower class.

6. Senior students in the upper class, with a median of 12.34, had the record high in membership.

7. Middle class junior students had the lowest median. It was 3.03.

8. "Who Belongs" is influenced by socio-economic class and location of home.

The reader is referred to Tables XIII and XIII (A) for further information and comparisons concerning effect of location of home, sex and grade on number of memberships reported when socio-economic status is held constant.

TABLE XIV

Who Goes to the Interscholastic Athletic Contests in this School?

Classification	Distribution of Number of Home Games Attended		
	Low	Median	High
<b>Socio-Economic Status of Family:</b>			
Upper -----	0	19.21	31
Middle -----	0	16.72	31
Lower -----	0	14.52	31
<b>Location of Home:</b>			
In Town -----	0	17.76	31
Not Over Three Miles -----	0	16.73	31
Over Three Miles -----	0	16.70	31
<b>Sex:</b>			
Boys -----	0	17.87	31
Girls -----	0	16.98	31
<b>Grade:</b>			
Ten -----	0	18.02	31
Eleven -----	0	16.97	31
Twelve -----	0	17.11	31

(Note: The data of this table are obtained from question fifteen.)

## INTERPRETATION OF THE DATA OBTAINED FROM QUESTION FIFTEEN

The thirty-one scheduled home athletic contests were listed in Question fifteen. These included football, baseball, basketball games; tennis and track meets.

15. Please check all of the home athletic contests which you have attended or plan to attend either as a spectator or as a player this year:

- 1) Marquette football game at Yakima, September 15
- 2) Walla Walla football game at Yakima, September 29
- 3) Sunnyside football game at Yakima, October 6
- 4) Olympia football game at Yakima, October 13
- 5) Wenatchee football game at Yakima, October 27
- 6) Walla Walla basketball game at Yakima, December 9
- 7) Pasco basketball game at Yakima, December 21
- 8) Marquette basketball game at Yakima, January 16
- 9) Wapato basketball game at Yakima, January 11
- 10) Cle Elum basketball game at Yakima, January 20
- 11) Selah basketball game at Yakima, January 27
- 12) Toppenish basketball game at Yakima, February 2
- 13) Highland basketball game at Yakima, February 8
- 14) Ellensburg basketball game at Yakima, February 16
- 15) Wenatchee tennis meet at Yakima
- 16) Richland tennis meet at Yakima
- 17) Selah tennis meet at Yakima
- 18) Wapato tennis meet at Yakima
- 19) Ellensburg tennis meet at Yakima
- 20) Cle Elum tennis meet at Yakima
- 21) Highland tennis meet at Yakima
- 22) Richland track meet at Yakima
- 23) Walla Walla track meet at Yakima
- 24) Wenatchee track meet at Yakima
- 25) Sub-district track meet at Yakima
- 26) District track meet at Yakima
- 27) Vancouver baseball game at Yakima
- 28) Wenatchee baseball game at Yakima
- 29) Walla Walla baseball game at Yakima
- 30) Richland baseball game at Yakima
- 31) Marquette baseball game at Yakima

To simplify tabulation, the activities were divided into seven intervals of five numbers each.

0 - 4	first interval
5 - 9	second interval
10 - 14	third interval
15 - 19	fourth interval
20 - 24	fifth interval
25 - 29	sixth interval
30 - 34	seventh interval

Seventy-seven boys and seventy-six girls attended or expected to attend the number of contests listed in interval one. Fifty-four boys and fifty girls marked anticipated attendance in interval two, sixty boys and eighty-one girls in interval three, 161 boys and 226 girls in interval four, 152 boys and 108 girls in interval five, thirty-seven boys and fifty-one girls in the sixth interval, and fifty-seven boys and forty-five girls expected to attend all games and contests.

The upper socio-economic class reported twenty-six, thirty-one, thirty-nine, 138, 129, forty-two, and forty-seven respectively in the above-listed groups. The middle class tabulation results showed eighty-nine, fifty-five, eighty-two, 210, 111, thirty-six, and forty-seven respectively.

Thirty-eight, eighteen, twenty, thirty-nine, twenty, ten, and eight were listed respectively by lower class students as the number of contests they expected to attend in the various intervals.

Students whose homes were located in town had ninety-five in the first interval, sixty-seven in the second, ninety-three in the third,

292 in the fourth, 199 in the fifth, sixty-seven in the sixth, and seventy-six in the seventh.

In the "one to three mile" group, tabulations showed the following figures in the seven intervals: twenty-six, nineteen, twenty-three, forty-five, thirty-six, thirteen, and thirteen.

The "over three mile" group of students reported these numbers: thirty-two, sixteen, twenty-five, fifty, twenty-five, eight, and thirteen.

Fifty-six sophomores, fifty-six juniors and forty-one seniors expected to attend the number of games listed in interval one; thirty-nine sophomores, forty juniors, and twenty-three seniors reported interval two, fifty-four sophomores, forty-five juniors, and forty-two seniors marked the third interval; 128 sophomores, 138 juniors, and 121 seniors the fourth; 110 sophomores, eighty juniors, and seventy seniors the fifth; forty-two sophomores, twenty-seven juniors, and eighteen seniors the sixth; and forty-nine sophomores, thirty-one juniors, and twenty-two seniors the seventh.

These seem to be justifiable conclusions:

1. The upper socio-economic class attended or expected to attend more games and contests than the middle class. The middle class anticipated more participation than the lower class.
2. Location of home did not seem to affect the number who attended interscholastic contests. Slightly more students living in town attended these games.
3. Boys attended or expected to attend slightly more interscholastic contests than girls.

4. Sophomore students were more enthusiastic about supporting their school teams than juniors and seniors. The junior class expected to attend the least number of games.

5. Fifty-seven boys and forty-five girls expected to attend all contests.

It is suggested that the reader refer to Table XIV for additional information and further comparison.



TABLE XV

Who Goes to the Dramatic, Forensic, and Musical Productions or Contests Put On by this School?

Classification	Distribution of Number of Productions or Contests Attended		
	Low	Median	High
Socio-Economic Status of Family:			
Upper	0	3.34	6
Middle	0	2.35	6
Lower	0	1.81	6
Location of Home:			
In Town	0	2.73	6
Not Over Three Miles	0	2.64	6
Over Three Miles	0	2.37	6
Sex:			
Boys	0	1.92	6
Girls	0	3.32	6
Grade:			
Ten	0	2.44	6
Eleven	0	2.70	6
Twelve	0	2.96	6

(Note: The data of this table are obtained from question seventeen.)

TABLE XV (A)

Number and Per Cent of Non-Attendance in Dramatic, Forensic and Musical Productions or Contests Put on by this School

Classification	Total Number in Group	Number of Non-Participants	Per Cent of Non-Participants
<b>Socio-Economic Status of Family:</b>			
Upper	452	28	6
Middle	633	91	14
Lower	151	30	20
<b>Location of Home:</b>			
In Town	892	98	11
Not Over Three Miles -	175	29	16
Over Three Miles -----	169	22	13
<b>Sex:</b>			
Boys	599	109	18
Girls	637	40	6
<b>Grade:</b>			
Ten	478	67	14
Eleven	420	56	13
Twelve	338	26	7

## INTERPRETATION OF THE DATA OBTAINED FROM QUESTION SEVENTEEN

Items checked in Question seventeen of "Pupil Inventory, Schedule B", served as a basis for preparation of data given in Table XV and XV(A). The question read:

17. Please check all of the following events which you have attended or are likely to attend this year:

- 1) Annual Orchestra Concert
- 2) Band Concert
- 3) May Festival
- 4) Amateur Show
- 5) Years Ago (Junior Class Play)
- 6) Red Mill

Again, girls exhibited more active participation in attendance at dramatic, forensic and musical productions than boys. Forty girls and 109 boys did not expect to attend any of this type of activity. Forty-four girls and 131 boys hoped to attend one, 106 girls and 141 boys planned to see two, 159 girls and 112 boys planned to see three, 148 girls and fifty-three boys expected to see four, seventy-three girls and twenty-one boys hoped to see five, and sixty-six girls and thirty-one boys intended to see all six.

Pupils classified as belonging to the upper socio-economic class displayed the intention of attending most of these productions. Only twenty-eight marked the questionnaire as planning not to attend any. Forty hoped to see one; sixty-eight, two; 107, three; ninety-six, four; forty-nine, five; and sixty-three, six.

Ninety-one middle class members expected no participation in this type of activity. Ninety-eight marked one, 150 marked two, 137

hoped to attend three, ninety planned to see four, thirty-six hoped to see five, and thirty intended to see all six.

Tabulations for zero to six productions by lower class pupils were as follows: thirty, thirty-seven, twenty-nine, twenty-seven, fifteen, nine, and four.

Eighty students living in town indicated the intention of attending all six functions. Sixty-eight marked five, 149 marked four, 189 marked three, 186 marked two, 116 marked one, and ninety-eight expected to be non-participants.

In the "one to three mile" group, twenty-nine marked no participation, twenty-seven marked one, twenty-six indicated two, forty-four showed three, thirty-one marked four, ten marked five, and eight indicated six.

In the "over three mile" group, twenty-two did not expect to take part in attending these forensic, dramatic and musical productions. Thirty-two indicated the intention of attending one, thirty-six indicated two, thirty-eight indicated three, twenty-one indicated four, eleven indicated five, and ten indicated six.

Sixty-seven sophomores, fifty-six juniors and twenty-six seniors did not plan to attend any of these events. Seventy-five sophomores, fifty-seven juniors, and forty-three seniors hoped to see one, 103 sophomores, seventy-seven juniors, and sixty-seven seniors indicated the intention of seeing two; 100 sophomores, ninety-nine juniors, and seventy-two seniors planned to attend three; sixty-one sophomores,

sixty-seven juniors, and seventy-three seniors marked four; thirty-six sophomores, thirty juniors, and twenty-eight seniors indicated five; and thirty-five sophomores, thirty-three juniors, and twenty-nine seniors hoped to attend all six.

The following facts appear to be true with reference to attending dramatic, forensic and musical productions:

1. The distribution revealed that more upper class students expected to attend these productions than middle class pupils, and more middle class pupils than lower class students.

2. Location of home did not seem to be an influencing factor in who attended these productions and contests.

3. Girls expected to attend more of this type of activity than boys.

4. Seniors planned to see more productions than juniors, and juniors more than sophomores.

5. Eighteen per cent of the boys and six per cent of the girls did not expect to attend these contests.

6. No intention to attend any of the productions was exhibited by six per cent of the upper class, fourteen per cent of the middle class, and twenty per cent of the lower class.

7. Non-participation was indicated by seven per cent of the seniors, thirteen per cent of the juniors and fourteen per cent of the sophomores.

8. There were twice as many non-participants from the middle class as from the upper class.

9. There were three times as many non-participants from the lower socio-economic class as from the upper class.

It is suggested that the reader turn to Tables XV and XV (A) for additional information.

TABLE XVI

## Who Goes to the Social Functions of this School?

Classification	Distribution of Number of Social Functions Attended		
	Low	Median	High
<b>Socio-Economic Status of Family:</b>			
Upper -----	0	2.71	11
Middle -----	0	1.74	10
Lower -----	0	1.10	10
<b>Location of Home:</b>			
In Town -----	0	2.48	11
Not Over Three Miles -----	0	1.35	9
Over Three Miles -----	0	1.04	10
<b>Sex:</b>			
Boys -----	0	1.73	10
Girls -----	0	2.34	11
<b>Grade:</b>			
Ten -----	0	1.44	10
Eleven -----	0	2.56	11
Twelve -----	0	2.50	9

(Note: The data of this table are obtained from question sixteen.)

TABLE XVI (A)

## Number and Per Cent of Those Not Attending School Functions

Classification	Total Number in Group	Number of Non- Participants	Per Cent of Non- Participants
<b>Socio-Economic Status of Family:</b>			
Upper -----	452	91	20
Middle -----	633	199	31
Lower -----	151	57	37
<b>Location of Home:</b>			
In Town -----	892	218	24
Not Over Three Miles --	175	58	33
Over Three Miles -----	169	71	42
<b>Sex:</b>			
Boys -----	599	204	34
Girls -----	637	143	22
<b>Grade:</b>			
Ten -----	478	149	31
Eleven -----	420	101	24
Twelve -----	338	97	28

## INTERPRETATION OF THE DATA OBTAINED FROM QUESTION SIXTEEN

The social functions of Yakima High School were made up of a banquet, parties and dances. These eleven activities were mentioned in Question sixteen of the questionnaire.

16. Please check all of the following parties, dances, and other social functions which you have attended or are likely to attend this year:

- 1) All Sports Banquet
- 2) Hi-Y Dance
- 3) Hi-Y Skating Party
- 4) Junior Prom
- 5) Sophomore Party
- 6) Junior Party
- 7) After Football Game Dance, September 15
- 8) After Football Game Dance, September 29
- 9) After Football Game Dance, October 6
- 10) After Football Game Dance, October 13
- 11) After Football Game Dance, October 27

Girls attended more social functions than boys. One girl expected to attend all eleven functions mentioned. Three boys and three girls expected to attend ten, four girls and fifteen boys hoped to go to nine, twenty-four boys and twenty-seven girls hoped to participate in eight, thirty boys and forty-nine girls planned to attend seven, sixty-three boys and seventy-five girls hoped to go to six, sixty-one boys and forty-eight girls marked five, twenty-four boys and forty-two girls indicated four, forty boys and fifty-five girls planned to go to three, fifty-three boys and ninety-three girls marked two, eighty-four boys and ninety-seven girls marked attendance at one, 204 boys and 143 girls did not expect to go to any of the social functions.



Ninety-one members of the upper socio-economic class did not plan to attend the social functions. Attendance at one through eleven was indicated by: fifty-five, thirty-seven, thirty-three, twenty-eight, forty-seven, seventy-five, forty-seven, twenty-five, eleven, four, and one respectively.

Middle socio-economic class pupils indicated 199 of its members as non-participants in social functions. Ninety-six hoped to go to one, eighty-seven marked two, fifty-one marked three, thirty-three marked four, fifty-one marked five, fifty-three marked six, thirty marked seven, twenty-four indicated eight, eight indicated nine, and one pupil expected to attend ten functions.

Tabulations for the twelve functions, by the lower class students were as follows: fifty-seven, thirty, twenty-two, eleven, five, eleven, ten, two, two, zero, one, and zero.

Students living in town indicated the following expected attendance: zero, 218; one, 114; two, 114; three, seventy-two; four, fifty-three; five, eighty-one; six, 114; seven, sixty-four; eight, forty; nine, thirteen; ten, five; and eleven, one.

In the "one to three mile" group, fifty-eight pupils did not plan to attend the social functions, thirty-three planned to be present for one social function, twenty-six for two, nine for three, four for four, eleven for five, fifteen for six, eight for seven, six for eight, and three for nine.

Students living over three miles from town indicated their attendance at social functions for the twelve activities as: one planned to attend ten, three marked nine, five marked eight, five marked seven, nine indicated six, fifteen showed five, nine planned to attend four, fourteen showed three, thirteen marked two, twenty-two indicated one, and seventy-one indicated no participation.

The tabulations indicated that the sophomores had fewer attendances at social functions than the other classes. Marking attendance at no social affairs were 149 sophomores, 101 juniors and ninety-seven seniors. Other figures for the sophomore class were: ninety-six marked one, fifty-five marked two, thirty marked three, twenty-six marked four, thirty-one marked five, sixty-three marked six, seventeen showed seven, six indicated eight, three marked nine, and two marked ten.

Junior and senior tabulations for one social function were forty-eight and thirty-seven; for two, they were fifty-nine and thirty-two; for three, there were forty-six juniors and nineteen seniors. Twenty of each group marked four; forty-five juniors and thirty-one seniors indicated five; twenty-seven juniors and forty-eight seniors marked six; thirty-three juniors and twenty-eight seniors marked seven; thirty-two juniors and twelve seniors indicated eight; and six juniors and eight seniors marked nine. One junior marked eleven and four marked ten.

The following conclusions seem to be justified:

1. Number of social functions attended was greater for girls than for boys. The median attendance for girls was 2.34 and for boys it was 1.73.
2. Only one student expected to attend all social functions and six expected to attend all but one.
3. Socio-economic status was apparently an influence in determining social function attendance. Pupils of the upper socio-economic class attended a median number of 2.71 functions per pupil, which was over twice that of the lower class, and about one-third more than that indicated by pupils of middle socio-economic classification. The upper class made up 36.56 per cent of the student body.
4. The tabulations indicated that the junior class, or grade eleven students planned to attend more social functions than the other senior high pupils. The junior class median of 2.56 was only slightly higher than that for the senior class, whose median was 2.50.
5. Pupils living over three miles from town were found to have a smaller median of attendance at social functions than pupils living a shorter distance from school.
6. Thirty-five per cent of the student body did not take part in its social functions.
7. In regard to non-participation, the lower class, students living over three miles from town and sophomores had the highest percentages.

For further comparisons, it is suggested that Tables XVI and XVI (A) be consulted.

TABLE XVII

## A Summary of "Who Goes" in this School

Classification	Distribution of Number of Functions of all Types Attended		
	Low	Median	High
Socio-Economic Status of Family:			
Upper -----	0	27.40	46
Middle -----	0	22.10	44
Lower -----	0	18.00	42
Location of Home:			
In Town -----	0	25.00	46
Not Over Three Miles -----	0	22.05	44
Over Three Miles -----	0	19.61	44
Sex:			
Boys -----	0	23.45	46
Girls -----	0	26.40	44
Grade:			
Ten -----	0	23.95	44
Eleven -----	0	24.00	46
Twelve -----	0	24.50	44

(Note: This combines the data of Tables XV, XVI and XVII.)

TABLE XVII (A)

Number and Per Cent of Non-Attendance in Regard to "Who Goes" in this School

Classification	Total Number in Group	Number of Non- Attendance	Per Cent of Non- Attendance
<b>Socio-Economic Status of Family:</b>			
Upper -----	452	4	.8
Middle -----	633	20	3.1
Lower -----	151	5	3.3
<b>Location of Home:</b>			
In Town -----	892	21	2.3
Not Over Three Miles ---	175	3	1.7
Over Three Miles -----	169	5	2.9
<b>Sex:</b>			
Boys -----	599	19	3.1
Girls -----	637	10	1.5
<b>Grade:</b>			
Ten -----	478	16	3.3
Eleven -----	420	10	2.4
Twelve -----	338	3	.8

### A Summary of "Who Goes" in this School

Table XVII was prepared to summarize the attendances or expected attendances of the activities listed in Questions fifteen, sixteen, and seventeen of "Pupil Inventory, Schedule B". These types of activities were:

Interscholastic athletic contests,  
Dramatic, forensic and musical productions or contests,  
School Social functions.

The total attendance was added for each of the 1236 students who participated in this study. Individual totals were distributed and allocated to the proper groupings so that attendance by socio-economic status, location of home, sex and grade could be determined. The attendances were grouped in intervals of five, beginning with zero.

Of the 599 boys, sixty-seven attended fewer than five functions. Thirty-eight attended between five and nine, forty-five between ten and fourteen, sixty-five between fifteen and nineteen, 106 between twenty and twenty-four, forty-six between thirty-five and thirty-nine, twenty between forty and forty-four, and one boy attended over forty-five functions.

Forty-five girls, out of the group of 637, attended no more than four functions. Forty-six attended from five to nine, forty-two from ten to fourteen, seventy-one from fifteen to nineteen, 108 from twenty to twenty-four, 156 from twenty-five to twenty-nine, eighty-two from

thirty to thirty-four, fifty-nine from thirty-five to thirty-nine, and twenty-eight from forty to forty-four.

Four of the upper socio-economic class students did not attend any of these functions either as a participant or as a spectator. Nineteen were present at fewer than five. Twenty-two went to from five to nine events, nineteen attended from ten to fourteen, twenty-three were present at from fifteen to nineteen, seventy-seven went to from twenty to twenty-four, 113 attended from twenty-five to twenty-nine, ninety-one were present at from thirty to thirty-four, sixty-three attended thirty-five to thirty-nine, and twenty-five went to from forty to forty-four.

Twenty of the middle socio-economic class, out of the 633 members of this group, did not attend these school functions. Forty-six went to from one to four, forty-three attended from five to nine, fifty-six were present at from ten to fourteen, eighty-nine were at from fifteen to nineteen, and 118 were in attendance at from twenty to twenty-four. Attending from twenty-five to twenty-nine functions were 126 students, at thirty to thirty-four were seventy-nine, at thirty-five to thirty-nine were thirty-seven, and in attendance at from forty to forty-four were nineteen pupils.

In each of the above named intervals were the following numbers of lower class students: twenty-seven, nineteen, twelve, twenty-four, nineteen, thirty, eleven, five, and four. Five of the 151 members did not participate.

The students living in town numbered 892. Of these, twenty-one did not attend the school functions. Sixty-seven were present at from one to four, fifty-six went to from five to nine, fifty-four attended from ten to fourteen, eighty-nine went to from fifteen to nineteen, 159 were present at from twenty to twenty-four, 209 attended from twenty-five to twenty-nine, 140 were at thirty to thirty-four, seventy-nine were in attendance or expected attendance at thirty-five to thirty-nine, thirty-eight went to from forty to forty-four, and one was at more than forty-four of the possible forty-eight.

Three students living less than three miles from town did not expect to be a spectator or participant at school functions. Eighteen marked attendance in the first interval of from zero to four, fourteen marked from five to nine, nineteen indicated between ten and fourteen, eighteen designated from fifteen to nineteen, thirty-five marked from twenty to twenty-four, thirty indicated from twenty-five to twenty-nine, twenty-two designated from thirty to thirty-four, fourteen showed from thirty-five to thirty-nine, and five indicated forty to forty-four.

In the above mentioned intervals of five, beginning with zero, were the following attendances for the students living more than three miles from town: twenty-seven, fourteen, fourteen, twenty-nine, twenty, twenty-nine, nineteen, twelve, and five.

Sixteen sophomore students, ten juniors, and three seniors did not attend any of the school functions. Attending fewer than five



were forty-one sophomores, thirty-nine juniors, and thirty-two seniors. Attending from five to nine were thirty-three sophomores, thirty-three juniors, and eighteen seniors. Thirty-eight sophomores, thirty-one juniors, and eighteen seniors indicated expected attendance at from ten to fourteen. Fifty-eight sophomores, thirty-seven juniors, and forty-one seniors went to from fifteen to nineteen. Between twenty and twenty-four attendances were indicated by seventy-seven of the sophomores, seventy-seven juniors, and sixty seniors. Ninety-nine sophomores, ninety-two juniors, and seventy-seven seniors hoped to attend or participate in from twenty-five to twenty-nine functions. From thirty to thirty-four attendances were indicated by seventy-six sophomores, fifty-four juniors, and fifty-one seniors. Forty-three sophomores, thirty-seven juniors and twenty-five seniors expected attendance at from thirty-five to thirty-nine functions. Thirteen sophomores, nineteen juniors, and sixteen seniors indicated from forty to forty-four, and one junior indicated attendance at more than forty-four of the possible forty-eight.

These general conclusions seem to be justifiable:

1. Sex seemed to have but little influence in determining who attended school functions. The girls had a higher median than the boys by three.

2. Nearly twice as many boys as girls indicated non-attendance.

3. Medians by socio-economic class favored pupils from the upper status.

4. Upper class pupils had half again the median number of attendances as pupils of the lower class.

5. The closer the child lived to town, the higher the attendance median.

6. Grade seemed to have little influence in determining "Who Goes". Medians for the three grades were of about equal proportion, with seniors holding a slight advantage.

7. Senior students and upper socio-economic status pupils had the lowest per cent of non-attendance.

8. Per cent of non-attendance was highest for sophomores and lower class pupils.

9. Twenty-nine of the 1236 pupils participating in this study did not attend school functions.

The reader may consult Tables XVII and XVII (A) for further comparisons not made in this interpretation.

TABLE XVIII

In Reference to "Who Goes" in this School, How Much Difference Does Location of Home, Sex and Grade Make When Socio-Economic Status is Held Constant?

Classification	Median Number of Functions of All Types Attended		
	By Upper	By Middle	By Lower
Location of Home:			
In Town -----	27.90	22.95	18.9
Not Over Three Miles -----	26.00	21.20	14.83
Over Three Miles -----	24.88	18.00	15.25
Sex:			
Boys -----	27.40	21.90	18.10
Girls -----	27.45	22.35	17.95
Grade:			
Ten -----	27.75	22.05	17.00
Eleven -----	26.75	23.40	20.75
Twelve -----	27.60	22.15	17.60

(Note: A refinement of the data of Table XVII.)

TABLE XVIII (A)

The Number of Students in Each Classification When the Socio-Economic Status Is Held Constant

Classification	Upper	Middle	Lower	Total
Location of Home:				
In Town	349	444	101	894
Not Over Three Miles -	47	99	30	176
Over Three Miles	56	90	20	166
Total	452	633	151	1236
Sex:				
Boys	196	324	79	599
Girls	256	309	72	637
Total	452	633	151	1236
Grade:				
Ten	157	258	63	478
Eleven	153	211	56	420
Twelve	142	164	32	338
Total	452	633	151	1236

In Reference to "Who Goes" in this School, How Much Difference Does Location of Home, Sex and Grade Make When Socio-Economic Status is Held Constant?

To determine the influence of socio-economic status on the median number of productions or contests attended, Table XVIII was prepared. This table refines the data of Table XVII. Summation of all attendances and participations were compiled for Tables XIV through XVI.

Table XIV Who Goes to the Interscholastic Contests in this School?

Table XV Who Goes to the Dramatic, Forensic and Musical Productions or Contests Put On by this School?

Table XVI Who Goes to the School Functions of this School?

Table XVIII attempts to show the effect of socio-economic status upon each of the three categories relating to distance, upon sex and upon grade.

Following are the most significant general conclusions:

1. Medians for the town group by upper, middle and lower class were 27.90, 22.95 and 18.9.
2. Students living less than three miles from town had an attendance median of 26 for the upper class, 21.20 for the middle class, and 14.83 for the lower class.
3. Upper, middle and lower class students living over three miles from town had medians of 24.88, 18.00 and 15.25.
4. Medians for boys and girls in the upper class were 27.40 and 27.45.
5. Medians for boys and girls in the middle class were 21.90 and 22.35.
6. Medians for boys and girls in the lower class were 18.10 and 17.95.

7. Grade ten medians beginning with the upper class were 27.75, 22.05 and 17.00.

8. Medians for grade eleven, beginning with the upper class were 26.75, 23.40 and 20.75.

9. Senior class, or grade twelve, medians were 27.60, 22.15 and 17.60.

10. In each case, the median for the upper class was higher than the median for the other two classes.

11. In each case, the median for the middle class was higher than the median for the lower class.

12. The degree of attendance seemed to decrease as the distance of the home from school increased, except in the lower class.

13. Except in the middle class, the median for girls was higher than that for boys.

14. In the upper class, grade eleven had the lowest attendance median.

15. In the middle and lower class, grade eleven had the highest attendance median.

16. Socio-economic status was an influencing factor in determining "Who Goes".

For comparisons not made in this interpretation, it is suggested that the reader refer to Tables XVIII and XVIII (A).

TABLE XIX

## Who Gets this School's Publications?

Classification	Per Cent Who Report Getting	
	Yearbook	Paper
Socio-Economic Status of Family:		
Upper -----	84.07	87.38
Middle -----	68.72	64.61
Lower -----	57.61	74.83
Location of Home:		
In Town -----	72.53	72.03
Not Over Three Miles -----	71.42	79.42
Over Three Miles -----	82.84	78.69
Sex:		
Boys -----	63.93	76.29
Girls -----	81.47	72.63
Grade:		
Ten -----	62.13	68.75
Eleven -----	69.76	76.90
Twelve -----	92.30	79.88

(Note: The data of this table are obtained from question twenty-three and twenty-six.)

TABLE XIX (A)

Number and Per Cent of the Students Not Taking the School Publications

Classification	Total Number in Group	Per Cent of Students Not Taking the School Publications	
		Yearbook	Paper
<b>Socio-Economic Status of Family:</b>			
Upper	452	16	13
Middle	633	32	36
Lower	151	42	26
<b>Location of Home:</b>			
In Town	892	29	28
Not Over Three Miles	175	29	22
Over Three Miles	169	12	21
<b>Sex:</b>			
Boys	599	36	24
Girls	637	19	18
<b>Grade:</b>			
Ten	478	32	38
Eleven	420	31	24
Twelve	338	8	21



INTERPRETATION OF THE DATA OBTAINED FROM QUESTIONS TWENTY-THREE AND  
TWENTY-SIX

The yearbook at Yakima High School is called The Lolomi. The school paper is called The Wigwam. Data from Questions twenty-three and twenty-six of the questionnaire were used in the preparation of this table.

23. Did you buy a copy of The Lolomi (the school yearbook) this year? (Check one)

- 1) Yes  
         2) No

26. Did you buy a subscription to The Wigwam this year? (Check one)

- 1) Yes  
         2) No

A third publication, the Handbook, was not used in compiling the data for this table. The Handbook was mimeographed by the school and used as a guide in the orientation classes for sophomores. Individual copies were not given to pupils but were made available for their use.

The Lolomi was priced at \$3.50 if a student body ticket was purchased or \$4.00 if it was not. By selling ten copies, a student could obtain a free one.

The Wigwam was included in the purchase of the student body ticket. A few single copies were sold at five cents each.

THE SCHOOL YEARBOOK

About seventy-two per cent of the student body purchased the school annual or yearbook. This included 383 boys and 519 girls.

By socio-economic classes, the purchases were indicated by 380 of the upper class, 435 of the middle class, and eighty-seven of the lower class.

Students living in town bought 637 copies, those living out of town bought 265. This 265 was divided among the two distance groups of "one to three miles" and "over three miles" as 125 and 140 respectively.

Sophomores bought 297 copies, juniors bought 293 and seniors bought 312 yearbooks.

#### THE SCHOOL PAPER

More students bought the school paper than the school annual. Of the 917 purchasers, 460 were girls and 457 were boys.

The school paper was bought by 395 members of the upper socio-economic class, 409 of the middle class, and 113 of the lower socio-economic class.

Students living in town bought 645 subscriptions to the paper, those living one to three miles out of town purchased 139 and those living over three miles from town bought 133.

By grade, the number of school papers purchased was: sophomores - 324; juniors - 323; and seniors - 270.

The following seem to be the significant conclusions:

1. The school paper proved to be the more popular of the school's publications.

2. The lower socio-economic class bought twelve per cent of the total number of school paper subscriptions and copies. They bought nine per cent of the annuals. The lower class made up twelve per cent of the student body.

3. The upper socio-economic class bought forty-two per cent of the school papers and forty-one per cent of the annuals. They made up thirty-six per cent of the student body.

4. Location of home had little effect on the purchase of the school paper. A larger per cent of students living over three miles from town purchased the annual than members of the other two groups.

5. Seventeen per cent more girls purchased yearbooks than boys; six per cent more boys bought the school paper.

6. Ninety-two per cent of the seniors purchased the yearbook; seventy-nine per cent bought the school paper.

7. Sixty-eight per cent of the sophomores purchased the school paper, only sixty-two per cent bought the annual.

8. Over twice as many middle and lower class students did not buy the school yearbook and paper as upper class students.

9. Students living over three miles from town had fewer non-purchasers of the yearbook than students living closer to town.

10. Senior students bought more school publications than juniors and sophomores.

For further comparisons, it is suggested that Tables XIX and XIX (A) be consulted.

TABLE XX

Who Gets (a) Student Activity Books (or Season Tickets) (b) Class Rings or Pins and (c) Club Pins in this School?

Classification	Per Cent Who Report Getting		
	Student Activity Books	Class Rings or Pins	Club Pins
<b>Socio-Economic Status of Family:</b>			
Upper -----	94	27	35
Middle -----	80	15	31
Lower -----	62	10	29
<b>Location of Home:</b>			
In Town -----	83	19	32
Not Over Three Miles -----	81	15	26
Over Three Miles -----	83	19	37
<b>Sex:</b>			
Boys -----	81	13	23
Girls -----	85	24	41
<b>Grade:</b>			
Ten -----	80	12	4
Eleven -----	79	19	45
Twelve -----	87	29	54

(Note: The data of this table are obtained from question twenty, twenty-five and twenty-seven.)

TABLE XX (A)

Per Cent of the Students Not Purchasing (a) Student Activity Tickets  
(b) Class Rings and (c) Club Pins

Classification	Total Number in Group	Per Cent Not Purchasing		
		Student Acti- vity Tickets	Class Rings	Club Pins
<b>Socio-Economic Status of Family:</b>				
Upper -----	452	6	72	65
Middle -----	633	20	85	69
Lower -----	151	37	90	71
<b>Location of Home:</b>				
In Town -----	892	17	81	68
Not Over Three Miles -	175	19	85	74
Over Three Miles -----	169	17	81	63
<b>Sex:</b>				
Boys -----	599	19	87	76
Girls -----	637	15	76	59
<b>Grade:</b>				
Ten -----	478	20	88	96
Eleven -----	420	21	81	55
Twelve -----	338	13	71	46

INTERPRETATION OF THE DATA OBTAINED FROM QUESTIONS TWENTY,  
TWENTY-FIVE AND TWENTY-SEVEN

Data for Tables XX and XX (A) was secured from answers to questions twenty, twenty-five and twenty-seven of the questionnaire.

20. In connection with how many, if any, of the school clubs to which you belong have you bought a club pin? (Write the number below)

\_\_\_\_\_ Number of club pins. Write in "0" if you have not bought a pin for any club.

25. Did you buy a Student Activity Ticket this year? (Check one)

\_\_\_\_\_ 1) Yes  
\_\_\_\_\_ 2) No

27. Have you bought a class ring or pin? (Check one)

\_\_\_\_\_ 1) Yes  
\_\_\_\_\_ 2) No

STUDENT ACTIVITY TICKETS

Over eighty-three per cent of the students used in this study purchased student activity books. Only 204 did not buy them. Of the total 1032, 488 were boys and 544 were girls. Girls purchased fifty-two per cent of the total and boys purchased forty-eight per cent.

Ninety-five books were bought by members of the lower socio-economic class, 512 by students of the middle class, and 425 by pupils of the upper class. Lower class students, representing twelve per cent of the total, purchased ten per cent of the student activity tickets. Middle socio-economic class students, making up fifty-one per cent of the total, bought forty-nine per cent. Upper class students, representing thirty-six per cent of the total, purchased forty-one per cent of all bought.

Students living in town bought 745 season tickets or student activity books. Students living not over three miles from town bought 145, and those living more than three miles from town purchased 141. The town group, representing seventy-two per cent of the whole, purchased seventy-two per cent of the season tickets. Those living over three miles from town bought thirteen per cent, which is in proportion to their total of the number of students included in this study.

Sophomore pupils bought 402 activity books, juniors purchased 334, and seniors bought 296. This means that seniors purchased twenty-eight per cent of the total, juniors bought thirty-three per cent and sophomores bought thirty-nine per cent. This is in proportion to their per cent of the total student body membership.

#### CLASS RING

Few students found it necessary to purchase class rings. Eighty boys and 157 girls, making a total of 237, did buy them. This represents nineteen per cent of the student body.

Sixteen lower socio-economic class members purchased a class ring, ninety-five middle class students and 126 from the upper class. Lower class members, who make up twelve per cent of the student body, bought six per cent of the class rings. Upper class students, who made up thirty-six per cent of the student body purchased fifty-three per cent of the class rings. The remaining forty-one per cent was purchased by the middle class, who made up fifty-one per cent of the total.

Students living over three miles from town bought more rings than students living less than three miles from town. The numbers for these two groups were thirty-three and twenty-seven respectively. Students living in town purchased 177.

Fifty-eight sophomores, eighty-one juniors and ninety-eight seniors purchased a class ring. This means that seniors bought forty-one per cent of the total, juniors purchased thirty-five per cent and sophomores bought twenty-four per cent.

#### CLUB PINS

Only 396 of the students purchased club pins. This represents only thirty-three per cent of the students. The total was divided among boys and girls, 134 and 262 respectively.

Of the 396, 161 were upper socio-economic class members, 190 were middle socio-economic class members and forty-five were students from the lower socio-economic class. Forty per cent of the buyers were upper class students, forty-nine per cent were middle class students and eleven per cent were from the lower class.

Students living in town bought seventy-two per cent of the club pins. This totaled 287 of its members. Forty-six pupils living not over three miles from town and sixty-three students living over three miles from town bought club pins.

Only eighteen sophomores bought club pins but 190 juniors did so, and 188 seniors. The sophomores, representing thirty-eight per cent



of the students of the high school bought only about five per cent of the club pins. Seniors bought about forty-five per cent, and made up twenty-seven per cent of the students.

Significant conclusions from the tabulations of these tables seem to be:

1. Socio-economic status was a determining factor in the purchase of rings, pins and student activity books.

2. A larger percentage of upper class students purchased these items than members of the middle class and the middle class bought more than the lower class.

3. In the purchase of each of three items, students living not over three miles from town made the least number of purchases.

4. Girls bought more rings, pins and activity books than boys.

5. Seniors made the greatest number of purchases of all items. The sophomores bought a slightly higher percentage of activity books than the juniors.

6. Ninety-four per cent of the upper class purchased activity books.

7. Only four per cent of the sophomores bought club pins.

8. Class rings were most popular among girls, upper class students and seniors.

The reader is referred to Tables XX and XX (A) for additional information and more comparisons.

TABLE XXI

A Summary of "Who Gets Things" in this School

Classification	Distribution of Number of Specified Things Secured		
	Low	Median	High
<b>Socio-Economic Status of Family:</b>			
Upper -----	0	3.29	8
Middle -----	0	2.90	7
Lower -----	0	2.10	6
<b>Location of Home:</b>			
In Town -----	0	3.02	8
Not Over Three Miles -----	0	3.17	6
Over Three Miles -----	0	3.27	6
<b>Sex:</b>			
Boys -----	0	2.75	7
Girls -----	0	3.28	8
<b>Grade:</b>			
Ten -----	0	2.67	6
Eleven -----	0	3.16	8
Twelve -----	0	3.62	8

(Note: This combines the data of Tables XIX and XX.)

TABLE XXI (A)

Number and Per Cent of Students "Who Do Not Get Things" in this School

Classification	Total Number in Group	Number Not "Getting Things"	Per Cent Not "Getting Things"
<b>Socio-Economic Status of Family:</b>			
Upper -----	452	14	3
Middle -----	633	64	10
Lower -----	151	29	19
<b>Location of Home:</b>			
In Town -----	892	83	9
Not Over Three Miles -	175	14	8
Over Three Miles -----	169	10	6
<b>Sex:</b>			
Boys -----	599	72	12
Girls -----	637	35	5
<b>Grade:</b>			
Ten -----	478	50	10
Eleven -----	420	46	10
Twelve -----	338	11	3

### A Summary of "Who Gets Things"

Table XXI and XXI (A) are summations of "Who Gets Things" in the Yakima High School. As with other summary tables, Table XXI could not be posted directly from Tables XIX and XX. Answers to Questions twenty, twenty-three, and twenty-five through twenty-seven were totaled for each of the 1236 pupils in this study. The "things received" listed in these five questions were:

1. The Wigwam, the school paper
2. The Lolomi, the school yearbook
3. Student Activity Ticket
4. Class Rings or Pins
5. Club Pins

The Wigwam was included in the purchase of the student body ticket. A few single copies were sold. Some students bought more than one club pin. Students were permitted to have a pin from each club in which they were a member.

Of the 452 members in the upper socio-economic group, fourteen did not purchase any of the above-mentioned items. Ten purchased one, fifty-two received two, 188 possessed three, 117 were possessors of four, thirty-four procured five, thirty-one purchased six, three possessed seven, and three indicated the purchase of eight.

Sixty-four out of the 633 members in the middle socio-economic group did not purchase a school paper, yearbook, activity ticket, class ring or club pin. Forty-three bought one of these items, 117 purchased two, 226 obtained three, 147 procured four, twenty-four indicated the purchase of five, ten purchased six, and one bought seven.

In the lower class, twenty-nine members out of the group of 151 belonging to this class indicated that none of the above-mentioned items were secured. Nineteen students made one purchase, thirty-three bought two, forty secured three, twenty-five procured four, three made the purchase of five, and two bought as many as six of the specified items.

The group living in town had a range of from zero to eight items purchased. There were 892 members in this group. Eighty-three did not purchase any of the school items, fifty-one bought one, 138 secured two, 332 obtained three, 212 received four, forty-two possessed five, twenty-six bought six, five purchased seven, and three got eight.

Fourteen of the 175 students living not more than three miles out of town did not make any purchase. Eleven bought one of the specified items, thirty-seven bought two, sixty-seven made the purchase of three, thirty-five obtained four, six bought five and five purchased six.

Students living over three miles from town bought as many as six of the items listed above, such as the school paper, yearbook, activity book, club pins or class rings. Ten did not choose to purchase any. Ten bought one, twenty-seven procured two, fifty-five secured three, forty-two obtained four, thirteen bought five, and twelve purchased six. There were 169 in this group.

Seventy-two boys and thirty-five girls did not purchase any of the previously-mentioned items. Thirty-nine boys and thirty-three

girls acquired one, 129 boys and seventy-three girls got two, 228 boys and 226 girls obtained three, ninety-eight boys and 191 girls received four, nineteen boys and forty-two girls bought five, thirteen boys and thirty girls secured six, one boy and four girls procured seven, and one girl got eight.

In grade ten, fifty of the 478 students did not purchase a class or club ring, a school paper, yearbook or activity book. Twenty-eight purchased one, 122 got two, 229 received three, thirty-eight obtained four, five got five, and six purchased six.

Forty-six of the 420 junior students bought none of the specified items. Twenty-seven purchased one, fifty-five secured two, 124 procured three, 129 obtained four, twenty-seven received five, nine bought six, two purchased seven, and one made the purchase of eight.

There were 338 senior students. Eleven made no purchases of the specified items. Seventeen got one, twenty-five obtained two, 101 secured three, 122 got four, twenty-nine received five, twenty-seven purchased six, three bought seven, and three purchased eight.

The following general conclusions seem to be justifiable:

1. Eight per cent of the students in this study did not purchase class or club rings or pins, the school paper, yearbook, or student body ticket.
2. Twice as many boys as girls did not purchase these items.
3. Six times as many lower class members as upper class members did not purchase the previously-mentioned specified items.

4. Location of home influenced "Who Gets Things". Those students living farthest from town purchased the highest percentage of these items.

5. The senior class had the highest median for things purchased.

6. The senior class and the upper socio-economic class had the lowest per cent of non-purchasers.

7. Grade ten had neither as wide a range of purchases nor as high a median as grades eleven and twelve.

8. The lower class had the highest per cent of non-purchasers.

9. The lower socio-economic class had the lowest median for purchases made.

For comparisons not dealt with in this interpretation, it is suggested that the reader consult Tables XXI and XXI (A).

TABLE XXII

In Reference to "Who Gets Things" in this School, How Much Difference Does Location of Home, Sex, and Grade Make When Socio-Economic Status Is Held Constant?

Classification	Median Number of Specified Things Secured		
	By Upper	By Middle	By Lower
<b>Location of Home:</b>			
In Town -----	3.28	2.88	2.28
Not Over Three Miles -	3.18	2.86	2.16
Over Three Miles -----	3.45	3.10	2.50
<b>Sex:</b>			
Boys -----	3.02	2.69	1.93
Girls -----	3.58	3.12	2.83
<b>Grade:</b>			
Ten -----	2.94	2.54	2.13
Eleven -----	3.40	3.09	2.16
Twelve -----	3.82	3.51	3.30

(Note: A refinement of the data of Table XXI.)



TABLE XXII (A)

Number of Students in Each Classification When Socio-Economic Status  
Is Held Constant

Classification	Upper	Middle	Lower	Total
<b>Location of Home:</b>				
In Town -----	349	444	101	894
Not Over Three Miles -	47	99	30	176
Over Three Miles -----	56	90	20	166
Total	452	633	151	1236
<b>Sex:</b>				
Boys -----	196	324	79	599
Girls -----	256	309	72	637
Total	452	633	151	1236
<b>Grade:</b>				
Ten -----	157	258	63	478
Eleven -----	153	211	56	420
Twelve -----	142	164	32	338
Total	452	633	151	1236

In Reference to "Who Gets Things" in this School, How Much Difference Does Location of Home, Sex, and Grade Make When Socio-Economic Status Is Held Constant?

Table XXII is included to prevent the drawing of erroneous conclusions from the data contained in Table XXI. Tabulation sheets were divided according to location of home, sex, and grade. Further segregation was made on the basis of the three socio-economic classes. Answers to questions used in preparing Table XXI were totaled for each of the 1236 students. An attempt was made to show the effect of socio-economic status on each of the three distance groups, sex and grade.

The following seem to be the most significant general conclusions:

1. Medians for the upper, middle and lower class pupils living in town were 3.28, 2.88 and 2.28.
2. Students living not over three miles from town had medians of 3.18, 2.86 and 2.16 for the three socio-economic classes.
3. Medians for the students living over three miles from town by upper, middle, and lower class were 3.45, 3.10 and 2.50.
4. Boys in the three socio-economic groups had medians of 3.02, 2.69 and 1.93.
5. Socio-economic group medians for girls were 3.58 for the upper, 3.12 for the middle, and 2.83 for the lower class.
6. The sophomore class upper, middle, and lower class medians were 2.94, 2.54 and 2.13.
7. Grade eleven had the following medians for the three socio-economic groups: 3.40, 3.09 and 2.16.
8. Senior students had upper, middle, and lower class medians of 3.82, 3.51 and 3.30.
9. In each category, students from upper status homes were favored as far as purchases of specified items were concerned.

10. In each case, students from lower class homes had the smallest median for "Who Gets Things".

11. The highest medians were found in grade twelve.

12. The lowest median was found for lower class boys.

It is suggested that the reader refer to Tables XXII and XXII (A) for comparisons not made in this interpretation.

TABLE XXIII

## "Who's Who" in the Student Body?

Classification	Distribution of Number of Leadership Positions Reported		
	Low	Median	High
<b>Socio-Economic Status of Family:</b>			
Upper -----	0	0.38	9
Middle -----	0	0.20	9
Lower -----	0	0.14	2
<b>Location of Home:</b>			
In Town -----	0	0.26	9
Not Over Three Miles -----	0	0.16	9
Over Three Miles -----	0	0.25	5
<b>Sex:</b>			
Boys -----	0	0.20	9
Girls -----	0	0.29	9
<b>Grade:</b>			
Ten -----	0	0.21	9
Eleven -----	0	0.18	6
Twelve -----	0	0.45	9

(Note: The data of this table are obtained from questions fourteen and twenty-two.)

TABLE XXIII (A)

Number and Per Cent of Students Not Active in "Who's Who"

Classification	Total Number in Group	Number Not Participating	Per Cent Not Par- ticipating
Socio-Economic Status of Family:			
Upper -----	452	259	57
Middle -----	633	455	71
Lower -----	151	119	78
Location of Home:			
In Town -----	892	587	65
Not Over Three Miles -	175	135	77
Over Three Miles -----	169	114	67
Sex:			
Boys -----	599	429	71
Girls -----	637	404	63
Grade:			
Ten -----	478	341	71
Eleven -----	420	312	74
Twelve -----	338	179	53

"Who's Who" in this School?

Table XXIII summarizes the answers the pupils made to Questions fourteen and twenty-two of the questionnaire.

14. Please check all of the following offices or positions which you have held or are likely to hold this year:

- 1) An officer of your class
- 2) An officer of the student council or a representative of your home room in the council.
- 3) A captain of a varsity athletic team
- 4) A captain of a class or other intramural athletic team
- 5) A team manager in a varsity sport
- 6) A cheer leader
- 7) An officer of the honor society
- 8) A member of the coordinating council
- 9) An officer of the band
- 10) An officer of the orchestra
- 11) An officer of the Glee Club
- 12) An officer of the Chorus
- 13) An officer of the Library Club
- 14) An officer of the Ushers
- 15) An officer of the Future Farmers Club
- 16) An officer of the Girls' Athletic Association
- 17) An officer of the Hi-Y
- 18) An officer of the Photography Club
- 19) An officer of the "Y" Club
- 20) An officer of the Y-teens Club
- 21) An officer of the Girls League
- 22) An officer of the Boys League
- 23) An officer of the Chess and Checker Club
- 24) An officer of the Art Club
- 25) An officer of the Pep Club
- 26) An officer of the Model Airplane Club
- 27) An officer of the Bowling Club
- 28) An officer of the Ice Skating Club
- 29) An officer of the Skiing Club
- 30) An officer of the Sales Club
- 31) An officer of the Dramatics Club
- 32) An officer of the Quill and Scroll Club
- 33) An officer of the Creative Writing Club
- 34) An officer of the Pirate Lassies
- 35) An officer of Knights of Cutlass

- \_\_\_\_\_ 36) An officer of Public Address  
 \_\_\_\_\_ 37) An officer of the Librarians

22. Have you been, or are you likely to become, a member of the student government body (an officer of the student council, or a home-room representative to the council) this year? (Check one)

- \_\_\_\_\_ 1) Yes  
 \_\_\_\_\_ 2) No

The total number of offices and positions were added for each of the 1236 students who participated in this study. Individual totals were distributed and allocated to the proper groupings so that the number of positions held could be determined by socio-economic status, location of home, sex and grade.

Nine offices or positions were held by three pupils in Yakima High School. This was the highest number indicated. Many students indicated that they held no offices.

In the upper socio-economic group, 259 of the 452 members held no offices or positions, eighty-one held one, forty-eight were holders of two, twenty-six indicated three, twenty-one marked four, eight showed five, five indicated six, three held seven, and one held nine.

Two members of the middle socio-economic group held nine positions or offices in clubs, teams, and classes. Three indicated that they held five, fourteen marked four, nineteen showed three, thirty-seven indicated two, 103 held one, and 455 held no offices or positions. There were 633 pupils in the middle socio-economic class.

Ten members of the lower class held two offices, twenty-two held one, and the remaining 119 were not office-holders.

The range for the group living in town was from zero to nine. Of the 892 in this category, 587 held no offices or positions. Holding one were 145 pupils, having two were seventy-six students. Thirty-seven pupils indicated that they held office in three activities, thirty marked four, nine indicated five, four showed six, two indicated seven, and one member held nine offices.

Out of 175 members of the group living not over three miles from town, 132 did not hold offices or positions. Twenty-eight held one, six claimed that they held two, three indicated three, one each indicated four through seven, and two held nine such positions.

There were 169 pupils living over three miles from town. One hundred and fourteen did not hold an office or position, thirty-one marked their questionnaires as holding one, fourteen indicated two, five showed three, four claimed four, and one indicated five.

More girls than boys held offices or positions on the school's teams, clubs and classes. Holding no offices or positions were 429 boys and 404 girls. Holding one were eighty-one boys and 125 girls. Indicating two positions were forty-seven boys and forty-eight girls. Nineteen boys and twenty-six girls held three positions. Indicating four such offices were eleven boys and twenty-four girls. Five positions held were indicated by eight boys and three girls. Three girls and two boys indicated six such positions, one boy and two girls marked seven, and one boy and two girls indicated nine.



The sophomore class had one student who claimed nine offices held. One indicated six, two marked five, seven showed four, twelve claimed three, thirty indicated two, eighty-four held one position or office. Of the 478 sophomores, 341 did not hold an office.

In grade eleven, the range was from zero to six. Non-participants numbered 312. There were 420 pupils in the junior class. Office holders from one through six were: sixty, twenty-nine, eleven, six, one, and one.

Senior class students had slightly under half of its members holding office. Sixty-one indicated one office held, thirty-seven claimed two, twenty-two showed three, twenty-two indicated four, eight marked five, three each claimed six and seven, one indicated eight, and two said they held nine offices or positions each. The remaining 179 out of the 338 did not hold office.

The following general conclusions seem to be justifiable:

1. The range of offices or positions held by the lower class was much smaller than the range for the other two classes.
2. Although the median for the upper class was higher than the median for the lower class, the median was much less than one.
3. Medians for the group living in town and those classified as living over three miles from town were nearly the same but the range for the latter group was smaller.
4. Girls had a higher median by nine hundredths of offices held than boys. The range was the same.
5. The junior class had the smallest range and median in the classification by grade.
6. The senior class had the highest median. It was 0.45.

7. The lower socio-economic class had the lowest median. It was 0.14.

8. The medians for all classifications were less than one.

9. Over two-thirds of the student body did not hold offices or positions.

It is suggested that the reader refer to Tables XXIII and XXIII (A) for comparisons not made in this interpretation.

TABLE XXIV

In Reference to "Who's Who" in the Student Body, How Much Difference Does Location of Home, Sex, and Grade Make When Socio-Economic Status Is Held Constant?

Classification	Median Numbers of Leadership Positions Reported		
	Upper	Middle	Lower
Location of Home:			
In Town -----	0.38	0.22	0.14
Not Over Three Miles -	0.39	0.13	0.10
Over Three Miles ----	0.33	0.21	0.24
Sex:			
Boys -----	0.28	0.18	0.15
Girls -----	0.49	0.23	0.14
Grade:			
Ten -----	0.34	0.17	0.11
Eleven -----	0.25	0.14	0.17
Twelve -----	0.98	0.37	0.11

TABLE XXIV (A)

Number of Students in Each Classification When Socio-Economic Status  
Is Held Constant

Classification	Upper	Middle	Lower	Total
<b>Location of Home:</b>				
In Town -----	349	444	101	894
Not Over Three Miles -	47	99	30	176
Over Three Miles -----	56	90	20	166
	452	633	151	1236
<b>Sex:</b>				
Boys -----	196	324	79	599
Girls -----	256	309	72	637
	452	633	151	1236
<b>Grade:</b>				
Ten -----	157	258	63	478
Eleven -----	153	211	56	420
Twelve -----	142	164	32	338
	452	633	151	1236

In Reference to "Who's Who" in the Student Body, How Much Difference Does Location of Home, Sex, and Grade Make When Socio-Economic Status Is Held Constant?

Table XXIV is provided to refine the data of Table XXIII and to prevent the drawing of erroneous conclusions from the findings of Table XXIII. Individual totals were added for each of the 1236 students participating in this study and allocated to the various classifications and categories as was done in Tables XIII, XVIII and XXII.

Table XXIV attempts to show the effect of socio-economic status upon each of the three categories relating to distance, upon sex, and upon grade.

The most significant conclusions include:

1. The median number of leadership positions held by the upper, middle and lower classes living in town were 0.38, 0.22 and 0.14.
2. Students living less than three miles from town had medians for the three socio-economic groups of 0.39, 0.13 and 0.10.
3. Medians for pupils living over three miles from town were 0.33 for the upper class, 0.21 for the middle class and 0.24 for the lower class.
4. Upper class medians for boys and girls were 0.28 and 0.49.
5. Middle class medians for boys and girls were 0.18 and 0.23.
6. Lower class medians for boys and girls were 0.15 and 0.14.
7. Medians for the sophomores were 0.34 for the upper class, 0.17 for the middle class, and 0.11 for the lower class.
8. Junior class medians were 0.25 for the upper class, 0.14 for the middle class, and 0.17 for the lower class.
9. Upper, middle and lower class medians for the seniors were 0.98, 0.37 and 0.11.

10. Socio-economic class was an influencing factor in determining "Who's Who". In almost each class the median diminished as it went from upper to middle to lower class.

11. Seniors in the upper socio-economic class had the highest median. It was 0.98 or almost one.

12. The lowest median was for lower class pupils living less than three miles out of town.

13. Lower class students living over three miles from town had a slightly higher median than the middle class.

14. Junior class pupils from the lower socio-economic status had a slightly higher median than members from the middle class.

For comparisons not made in this interpretation, it is suggested that the reader refer to Table XXIV.

TABLE XXV

Per Cent of Pupils Who Checked Each of Certain Types of Activities  
as Being Most Satisfying

Classification	Per Cent Checking Each Type of Activity					
	a.	b.	c.	d.	e.	f.
<b>Socio-Economic Status:</b>						
Upper -----	30.2	4.0	15.7	18.5	25.8	5.4
Middle -----	21.6	5.8	19.7	17.1	25.5	10.0
Lower -----	20.9	7.2	23.6	18.1	18.1	11.0
<b>Location of Home:</b>						
In Town -----	25.3	4.9	16.2	17.4	25.8	8.9
Not Over Three Miles ---	15.2	9.1	22.1	16.0	29.8	7.6
Over Three Miles -----	24.0	3.8	27.9	21.7	14.7	7.7
<b>Sex:</b>						
Boys -----	25.6	4.4	20.3	17.2	20.3	12.1
Girls -----	23.7	6.1	17.1	18.3	28.9	5.1
<b>Grade:</b>						
Ten -----	21.5	4.9	22.5	17.3	24.1	9.4
Eleven -----	25.3	6.4	18.5	15.8	27.2	6.4
Twelve -----	29.0	4.5	13.2	20.8	23.0	9.4

(Note: Data for this table are obtained from question twenty-eight.)

TABLE XXV (A)

Number of Pupils Who Checked Each of Certain Types of Activities as Being Most Satisfying

Classification	Number Checking Each Type					
	a.	b.	c.	d.	e.	f.
<b>Socio-Economic Status:</b>						
Upper -----	111	15	58	68	95	20
Middle -----	103	28	94	82	122	48
Lower -----	23	8	26	20	20	13
<b>Location of Home:</b>						
In Town -----	186	34	113	121	179	61
Not Over Three Miles -	20	12	29	21	39	10
Over Three Miles -----	31	5	36	28	19	10
<b>Sex:</b>						
Boys -----	116	20	92	78	92	55
Girls -----	121	31	86	92	145	26
<b>Grade:</b>						
Ten -----	82	19	86	66	92	36
Eleven -----	78	20	57	49	84	20
Twelve -----	77	12	35	55	61	25

(Note: Data for this table are obtained from question twenty-eight.)



## INTERPRETATION OF THE DATA OBTAINED FROM QUESTION TWENTY-EIGHT

Information obtained in answer to Question twenty-eight of the questionnaire was used to prepare Table XXV.

28. How much satisfaction have you gotten from each of the following types of activities during the past year?

Directions:

Write "1" beside the type of activity that has been the most satisfactory to you.

Write "2" beside the type of activity that has been the next most satisfactory.

Write "3" for the next.

Write "4" for the next.

Write "5" for the next.

Write "6" beside the type of activity that has been the least satisfactory to you.

- \_\_\_\_\_ a) Activities in the school such as those you have been asked to check in the preceding pages
- \_\_\_\_\_ b) Studying or working on your school subjects
- \_\_\_\_\_ c) Activities around the home such as hobbies, games, parties
- \_\_\_\_\_ d) Activities sponsored by some organized non-commercial agency, such as the Scouts, YMCA, churches city recreation department
- \_\_\_\_\_ e) Activities in which you plan with a group of boys or girls to go to some commercial entertainment such as public dances, movies, bowling, etc.
- \_\_\_\_\_ f) Activities in which you get together with a group of boys or girls and then look around for something interesting or exciting to do

The amount of satisfaction derived by individual students from the six types of activities listed varied according to socio-economic status, location of home, sex and grade. Only 954 students out of the 1236 checked this question.

### Socio-Economic Status

Order of preference by upper, middle and lower socio-economic class students is presented here in tabular form. It is believed that the effect of socio-economic status can be more readily interpreted in this manner than through many pages of detailed discussion and explanation.

<u>Type of Activity</u>	<u>Order of Preference</u>		
	Upper	Middle	Lower
a. School activities	1	2	2
b. Studying	6	6	6
c. Home parties, hobbies	4	3	1
d. Non-Commercial (YMCA)	3	4	3
e. Commercial	2	1	3
f. Get together and look	5	5	5

All three groups of students chose the same two categories as being least satisfying. However, there was a difference in choice for the first three most satisfying types of activity.

<u>Socio-Economic Status</u>	<u>First Three Choices</u>
Upper	School, commercial, non-commercial
Middle	Commercial, school, home activities
Lower	Home activities, school (non-commercial, commercial)

A definite influence of socio-economic status is shown by this tabulation of student preferences.

### Location of Home

Order of preference shown by students living in town, not more than three miles from town, and over three miles from town is shown

in tabular form to facilitate interpretation.

<u>Type of Activity</u>	<u>Order of Preference</u>		
	Town	One to three	Over 3
a. School activities	2	4	2
b. Studying	6	5	6
c. Home parties, hobbies	4	2	1
d. Non-commercial (YMCA)	3	3	3
e. Commercial	1	1	4
f. Get together and look	5	6	5

Students in the three groups had different choices for the most and least satisfying type of activity.

<u>Location of Home</u>	<u>First Three Choices</u>
Town	Commercial, school, non-commercial
One to three miles	Commercial, home, non-commercial
Over three miles	Home activities, school, non-commercial

Location of home apparently was an influencing factor in determining the type of activities checked as most satisfying.

### Sex

Order of preference shown by boys and girls is shown here in tabular form rather than in a series of written explanations and discussion.

<u>Type of Activity</u>	<u>Order of Preference</u>	
	Boys	Girls
a. School activities	1	2
b. Studying	6	5
c. Home parties, hobbies	2	4
d. Non-Commercial (YMCA)	4	3
e. Commercial	2	1
f. Get Together and look	5	6

Boys and girls had different choices for the most and least satisfying type of activity.

<u>Sex</u>	<u>First Three Choices</u>
Boys	School (Home and Commercial)
Girls	Commercial, school, non-commercial

A definite influence of sex is shown by this tabulation of student preferences.

#### Grade

Order of preference by students of Grades ten, eleven and twelve is shown in tabular form to facilitate interpretation of the data.

<u>Type of Activity</u>	<u>Order of Preference</u>		
	Grade Ten	Grade Eleven	Grade Twelve
a. School activities	3	2	1
b. Studying	6	5	6
c. Home parties, hobbies	2	3	4
d. Non-Commercial (YMCA)	4	4	3
e. Commercial	1	1	2
f. Get together and look	5	5	5

Different choices of most satisfying activities were shown by students of the three grades.

<u>Grade</u>	<u>First Three Choices</u>
Ten	Commercial, home, school
Eleven	Commercial, school, home
Twelve	School, commercial, non-commercial

Grade was evidently an influencing factor in determining student preference.

The amount of satisfaction derived from the activities by the students as a whole is shown here in tabular form.

<u>Type of Activity</u>	<u>Number of First Choice Votes Received</u>
a. School	237
b. Commercial	237
c. Home activities	178
d. Non-Commercial	170
e. Get together and look	81
f. Studying	51
	954

The following conclusions seem justifiable concerning types of activities chosen by students as being most satisfying during the school year.

1. Studying and working on school subjects was not preferred by any group.
2. Activities in which students got together and then looked for something to do was not checked by any group as being the most satisfying.
3. Non-commercial activities was not chosen as "preferred" by any group.
4. School activities were chosen as being most satisfying by students of the upper socio-economic class, boys and seniors.
5. Commercial activities were preferred by middle socio-economic class students, pupils living in town, students living not over three miles from town, girls, sophomores and juniors.
6. Home activities were most satisfying to students of the lower socio-economic class, and students living over three miles from town.
7. The student body as a whole checked school activities and commercial activities an equal number of times as its activity preference. Home activities were third.

It is suggested that the reader refer to Tables XXV and XXV (A) for further information and comparisons.

## CHAPTER V

### Summary and Conclusions

#### Summary

The purpose of this study was to determine the extent of extracurricular activity participation in the Yakima High School by sex, grade, socio-economic status, and location of home.

Extracurricular activities, even in their modern form, were found in ancient schools. Athens and Sparta had special day celebrations, athletic competitions, debating, dramatics and music, which closely resembled those in modern practice. In the American secondary school, extracurricular activities were usually copies of college programs, which have been influenced to a considerable extent by European practice.

Today, most educators recognize that knowledge, ideals and habits are three elements absolutely essential to all-roundedness. The opportunity for development of these elements are numerous, in the field of extracurricular activities. Many full time professional directors of activities are employed; material, time, and equipment is provided; sometimes credit for participation is allowed; and recognition of all sorts is given. Very rapid progress in the constructive development of the program of extracurricular activities has been made during the past two decades. The reasons for the remarkable development are

positive ones. The teachers and administrators are more sensitive to the emotions, the new urges to action, the consciousness of and interest in others as a group, the restlessness and spirit of adventure which characterize the adolescent. With increasing clarity they see extracurricular activities as indispensable mediums for guiding and directing these adolescent tendencies into worthy and desirable channels. Consequently the modern school administrators and teachers are deliberately fostering pupil organizations of many types.

Smith<sup>1</sup> has stated that presumably the fundamental purposes of extracurricular activity programs in the secondary schools are to promote by means of informal social group participation, the development of better social and personal adjustment on the part of students and to stimulate the development of special interests and skills. Is it possible that extracurricular activities defeat one of their primary purposes by failing to reach those who most need help?

Earlier studies in this field made by Smith, Wright,<sup>2</sup> and Hollingshead<sup>3</sup> in larger high schools and later investigations by Bedford,<sup>4</sup> Anderson<sup>5</sup> and others in smaller high schools have been

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1. Smith, Henry P., Supra., p. 24.
  2. Wright, David G., Supra., p. 13.
  3. Hollingshead, August B., Supra., p. 11.
  4. Bedford, B. K., Student Participation in Extra-Curricular Activities. Unpublished Master's Thesis, Central Washington College of Education, 1951.
  5. Anderson, G. C., Student Participation in Extra-Curricular Activities in the Toppenish Schools. Unpublished Master's Thesis, Central Washington College of Education, 1951.



concerned with the extent of extra-curricular activity participation. The secondary schools fail in their true expression of freedom and democracy if financial position in the community, race or creed determines opportunity in any phase of the curriculum. Wright<sup>6</sup> concluded that at least in some activities there is a tendency for children from the less economically favored groups to participate to a smaller extent than those children from the more favored groups.

Smith<sup>7</sup> later came to the conclusion that there are vast cultural differences in the utilization of the educational opportunities which our American system offers to everyone regardless of race, wealth or occupation. Despite the American educational philosophy of an equal opportunity for all, children of the lower socio-economic groups drop out of school sooner and gain less from curricular and extracurricular functions of the school while in attendance than do children from the higher socio-economic levels. Students participating in extracurricular activities tend to live closer to school than do non-participants.

That socio-economic status dominates and influences school activities was demonstrated in Hollingshead's<sup>8</sup> study when he determined the percentage of participation and non-participation by

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6. Wright, David G., Supra., p. 13.

7. Smith, Henry P., Supra., p. 24.

8. Hollingshead, August B., Supra., p.11.

students of the three socio-economic levels. It was found that in spite of the number of activities and the wide range of interests they represented, one student in three did not participate in any extra-curricular activity. Music, athletics and dramatics organizations, where performance before the public was possible, was evidently encouraged by upper class families.

This study, and the others previously mentioned, offer evidence that by the time the senior year in high school is reached, the student body shows a distinct class characteristic and that pupils from lower socio-economic levels have practically disappeared. Counts<sup>9</sup> has written that the percentage of youth who complete a secondary education varied according to socio-economic status of the families.

Bell<sup>10</sup>, in a report of the American Youth Commission, summarized the reasons why youth leave school. He listed important factors concerning persistence in school as being occupation of father, race and sex in the order named. Cost of transportation, books, extra-curricular activities, food and shelter necessary to maintain the youth as a non-wage-earning unit of the family, was very costly and almost prohibitive in the lower income brackets. Of those who had dropped out, economic reasons accounted for fifty-four per cent and lack of interest twenty-five per cent. It seems significant that one fourth of the

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9. Counts, G. S., Supra., p. 2.  
10. Bell, Howard M., Supra., p. 4.

number said they left school because of a lack of interest or inability to adjust themselves.

That there are values to be derived from extracurricular activities is accepted by most administrators and educators. The number of activities does not necessarily measure their value. Benefits derived by actual student participation should be the basis for evaluation. Most schools are now offering some kind of extracurricular activity program. Controversial problems in connection with this offering now seem to be centered around the cost of and amount of emphasis to place on certain types of athletics, the extra pay of sponsors of extracurricular activities, the time of day for scheduling such activities into an already overloaded school day, and the opportunity for equal participation by pupils of all economic classifications. Wider participation and better sponsorship have been obtained in many schools by making such activities a part of the school day. This also helps solve the problem of additional pay for sponsorship and gives more opportunity for coordinating regular classroom work with extracurricular activities.

Other principles for this program have been summarized by Koos.<sup>11</sup> By using the school building as the meeting place, seeking cooperation from parents, keeping memberships open equally to all students, discouraging activities with no higher purpose than sociability, giving

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11. Koos, Leonard V., Supra., p. 20.

leeway for individual choice, and having a wide variety of activities will do much to give all students a freer and more universal access to its benefits, and provide intelligent guidance to all pupils. It will also give children from families of lower socio-economic brackets a chance to secure status in school activities by a socially approved method.

Students, teachers, parents and administrators must work together to provide an extracurricular program which will provide opportunity for all students to derive the greatest educational gains and maximum value. When activities of benefit to many suffer as a result of an over-emphasis on a few, it can be a detriment to the school. Each school system will have its own particular problem because of the varying interests, knowledge and abilities of its members, the finances available and its patron support. The solution for one school will not necessarily be the solution for all schools.

The effectiveness of the democratic school is conditioned by the degree of community confidence. This confidence is built upon understanding, trust, and appreciation. To retain and develop such support, the public school must strive to achieve its ideal of equality of opportunity in terms of capacity, to be non-sectarian, non-partisan and classless. It must itself become democratic.

Moehlman<sup>12</sup> summarizes our hopes for tomorrow by stating that democratic institutions rest upon a broad base of public opinion or custom and tradition, reasonably reinforced and protected by legislative enactments. The public school cannot operate much in advance of or too much behind majority public opinion. Either practice may result in violent community upheaval. Institutions may retain flexibility and a satisfactory relationship to changing need if the professional personnel accepts its leadership responsibility, and proceeds through adult education to assist in the formation of a public opinion that recognizes the need for and is willing to accept and support change. Democratic institutions can function effectively only as the people are kept aware of their purpose, value, conditions, and needs, thus placing upon public institutional personnel the legal and moral obligation of interpreting these popular agencies through continuous informational programs based on fact, simple in form, continuing in type, and reaching all members of the community.

#### Procedure and Organization of Data

In order to secure a complete picture of the extracurricular activity program, "Schedule A, Program of Activities and Other Identifying Data" was presented to the principal of the Yakima High

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12. Moehlman, Arthur B., Social Interpretation, New York: Appleton-Century, 1938. p. 17.

School. This schedule was divided into ten sections. The first section was a list of the assignments of the faculty sponsors. Each of the remaining nine sections was designed to obtain a picture of some category of extracurricular participation, such as athletics, dramatics, clubs, music and social activities.

From the information secured by "Schedule A", which was an accurate list of all extracurricular organizations, groups and activities, "Schedule B, Pupil Inventory" was prepared. This was a questionnaire consisting of twenty-eight questions, designed to find out what was taking place in extracurricular activity participation by grade, sex, socio-economic status and by location of home. The questionnaire was completed by each of 599 boys and 637 girls of Yakima High School.

The 1236 questionnaires were divided into a group for boys and a group for girls, then each was separated into three more groups, according to grade. Resulting groups were further divided according to socio-economic status. Placement within socio-economic groupings was determined from the number of items checked in "Question Six" of Schedule B. Pupils checking six or seven of the items were placed in the upper socio-economic group; those checking three to five were in the middle group and those checking two or less were placed in the lower socio-economic status. This is the common procedure for determining socio-economic status.<sup>13</sup>

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13. Hollingshead, August B., Elmtown's Youth. New York: John Wiley and Sons, Incorporated, 1949; Illinois State Department of Education, Student Participation in Extracurricular Activities, 1951.

These eighteen groups were then separated by location of home (living in town, living not over three miles from town, living more than three miles from town). This made a total of fifty-four different groups for tabulating purposes.

The questionnaires within each of the fifty-four groups were alphabetized and each questionnaire was assigned a number, beginning with "1" and ending with "1236".

The answers to all questions checked by the pupils were entered on one horizontal line of an especially designed tabulation sheet. Thus each horizontal line gave the complete story of extracurricular participation for one student.

Information from the tabulation sheets revealed which pupils belonged to the various types of activities; which ones purchased the activity books, yearbook, school paper, club pins and class rings; and which students held student government positions.

Twenty-five tables were prepared to organize, summarize, analyze and interpret the data concerning participation in extracurricular activities for the student body as a whole. It was believed that this simple way in which the tables are presented would show clearly the major facts reported by the 1236 students. Each table was followed by a brief explanation of the participations and an interpretation. Since it would be an impossible task to discuss completely each distribution of participation in the various activities, the reader is referred to interpretations following each table for

specific conclusions as to the extent of participation in each type of activity.

The complete picture of extracurricular participation for a particular activity is shown in each table and interpretation, which consists of:

1. Distribution according to socio-economic status.
2. Distribution according to location of home.
3. Distribution according to sex.
4. Distribution according to grade.
5. Median number of participations for each category.
6. Number of non-participators.
7. Per cent not participating.
8. Number participating in one or more activity in each grade, socio-economic classification, sex and distance category.

#### Conclusions

A summary of the most significant conclusions for each type of activity is contained at the close of the interpretation for each particular table.

Data obtained from the study of the questionnaires from the 1236 students of Yakima High School seem to justify the following conclusions regarding student participation:

1. Socio-economic status of the pupils influenced participation to a greater extent than did sex, grade level or location of home.



2. Students of the lower socio-economic class had a larger percentage of non-participation in extracurricular activities than children of the middle and upper classes.

3. Participation was in favor of the upper class in each instance. It was particularly noticeable in the staffs of school publications and among students holding student government positions.

4. Sex seemed to exert some influence on the extent of participation. Girls excelled boys in all types of activities except attendance at interscholastic contests.

5. Sophomore students did not participate in most activities as frequently as students in other grades. They participated more frequently in intramural sports and attendance at interscholastic contests.

6. Junior students participated the most frequently only in attendance of social functions.

7. Seniors had the highest degree of participation in nearly all activities. The differences among grades was particularly noticeable in club memberships and music organizations.

8. Location of home seemed to influence extracurricular activity participation in most activities, with pupils living in town having the advantage.

9. Students living over three miles from town participated more frequently than students from the other distance groups only in service organizations. They were more active in the "Who Gets" type of activity than the "Who Belongs" type of activity.

10. Seniors and upper class students had the highest medians for purchases of such things as student activity books, yearbooks, club pins and class rings.

11. In determining which of certain types of activities were most satisfying, sex, grade, socio-economic status and location of home were influencing factors.

12. School activities and commercial activities were the most satisfying for the student body as a whole.

13. Although school functions were listed with commercial activities as being the most satisfying type of activity, thirty-five

per cent of the student body did not attend the social functions of the school.

14. Twenty-nine of the 1236 students participating in this study did not attend any school functions.

#### Limitations

The following limitations are:

1. In view of new inventions and periods of restrictions in production, perhaps procedures for establishing socio-economic status need to be altered.
2. Investigations of this type are always subject to some degree of bias. The investigator attempted to be as objective as possible with the available data.
3. This study deals with participation in only one school, and should not be considered representative of high schools. However, the findings in the unpublished studies of Anderson and Bedford are substantially the same.

#### Educational Implications and Recommendations

The educational implications and recommendations for this study are given below:

1. In order that the advantages of participation may accrue to all, extracurricular activities must be brought more directly into the curriculum.
2. It is the school's duty and the community's opportunity to aid children in selecting a variety of leisure time activities. Not all emphasis should be on physical recreation.
3. Teachers who are leaders in extracurricular activities should be encouraged to sponsor these activities.
4. Extracurricular activities should be used by teachers to create an interest in school activities.
5. All pupils will receive more benefit from a program of worth-while activities scheduled during school hours.

6. Within necessary limitations, there should be an organization of interest open to every pupil, and every pupil should participate actively in one or more of these organizations.

7. Membership in a club should come by the student's own desire. However, the school should regard the student who has no club membership as one in need of guidance.

8. Sophomore students should be given the opportunity to "belong" early in the school year. This might help eliminate some drop-outs, which occur very frequently during this time.

9. The small number of lower class students in the last year of high school would indicate that school and community must endeavor to meet their needs.

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## APPENDIX I

In Appendix I the reader will find "Participation in Extra-Class Activities Study Program of Activities and Other Identifying Data - Schedule A" which was used by the principal of the Yakima High School in preparing a detailed list of extra-curricular activities available for student participation.

## APPENDIX I

## PARTICIPATION IN EXTRA-CLASS ACTIVITIES STUDY

## PROGRAM OF ACTIVITIES AND OTHER IDENTIFYING DATA

## Schedule A

## SECTION I: Assignment Sheet

The following sections of Schedule A have been assigned to the persons indicated for completion:

Section No.	Section Title	Name of Teacher	Date Reported	Date Returned
II	Services to the School			
III	Athletics			
IV	Other Inter-School Contests			
V	Dramatics			
VI	Music			
VII	Student Government			
VIII	Clubs			
IX	Social Activities			
X	Miscellaneous			

Note: Section X will probably have to be filled out by the principal of the school. It can be completed only by somebody who has the filled-in copies of Sections II - IX, inclusive, before him.

## SECTION II: Activities Which Primarily Render Service to the School

The purpose of this section of the inventory is to gather a complete list of all those activities in our school which exist primarily for the purpose of rendering service to the school. Will you please fill in the inventory as follows:

1. Cross out all activities that do not exist in our school.
2. Add the names of any similar types of activities which we have

- in our school which are not included on this list.
3. Write in Column II the name by which this activity is known in our school.
  4. Write in Column III the name of the faculty member who is chiefly responsible for guiding the activity.
  5. Write in Column IV the approximate number of students who are members of the group that does the work in the activity.

Column I	Column II	Column III	Column IV
Name of the activity	School name for the activity	Name of the faculty sponsor of the activity	Approximate number of participants
School Paper	_____	_____	_____
Yearbook	_____	_____	_____
School Bank	_____	_____	_____
Lost and Found	_____	_____	_____
Cafeteria Committee	_____	_____	_____
School Beautiful	_____	_____	_____
Library Assistants	_____	_____	_____
Rest Room Attendants	_____	_____	_____
Office Assistants	_____	_____	_____
Traffic Control	_____	_____	_____
Student Handbook	_____	_____	_____
Others: (Please list below)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### SECTION III: Athletics (Boys and Girls)

1. Please attach to this inventory the schedules of our home contests in all varsity sports for this school year.

2. The purpose of this section of the inventory is to gather a complete list of all athletic activities (exclusive of required P.E.) which will have been conducted in our school this year. Will you please fill in the inventory as follows:
1. Glance over the major headings, A,B,C, etc. in order to acquaint yourself with the scheme of classification that is being used.
  2. Cross out all the activities which have not existed in our school this year.
  3. Add the names of any similar types of activities which we have in our school which are not included in this list.
  4. Write in Column II the name of the faculty member who is chiefly responsible for directing the activity.
  5. Write in Column III the approximate number of students who engage in the activity.

Column I	Column II	Column III
Name of the activity	Name of the faculty member directly in charge	Approximate number of students who participate
<b>A. Varsity Sports</b>		
Football ( _____ man)	_____	_____
Basketball	_____	_____
Track	_____	_____
Baseball	_____	_____
Softball	_____	_____
Golf	_____	_____
Tennis	_____	_____
Swimming	_____	_____
Rifle	_____	_____
Others: (Please list below)		
_____	_____	_____
_____	_____	_____

Column I	Column II	Column III
Name of the activity	Name of the faculty member directly in charge	Approximate number of student who participate
<b>B. Reserve Team Sports</b>		
Football (____) man	_____	_____
Basketball	_____	_____
Track	_____	_____
Baseball	_____	_____
Others: (Please list below)	_____	_____
_____	_____	_____
<b>C. Freshman or Freshman Sophomore Sports</b>		
Football (____) man	_____	_____
Basketball	_____	_____
Track	_____	_____
Baseball	_____	_____
Others: (Please list below)	_____	_____
_____	_____	_____
<b>D. Other Inter-School Athletic Teams</b>		
Light-weight Football	_____	_____
Light-weight Basketball	_____	_____
Heavy-weight Basketball	_____	_____

Others: (Please list below)

\_\_\_\_\_

\_\_\_\_\_

Column I	Column II	Column III
Name of the activity	Name of the faculty member directly in charge	Approximate number of students who participate

E. Boys' Intramurals  
(In addition to required P.E.)

Football (Touch)

Basketball

Track

Baseball

Softball

Volleyball

Soccer

Others: (Please list below)

\_\_\_\_\_

\_\_\_\_\_

F. Co-educational Intramurals (In addition to required P.E.)

Tennis

Ping Pong

Others: (Please list below)

\_\_\_\_\_

\_\_\_\_\_

Column I	Column II	Column III
Name of the activity	Name of the faculty member directly in charge	Approximate number of students who participate
G. Girls' Intramurals (In addition to required P.E.)		
Volleyball	_____	_____
Tennis	_____	_____
Basketball	_____	_____
Hockey	_____	_____
Swimming	_____	_____
Others: (Please list below)		
_____	_____	_____
H. Clubs and/or Honorary Groups Associated with Athletics		
Lettermen's Club	_____	_____
C.A.A.	_____	_____
Cheer-Leaders	_____	_____
Pep Club	_____	_____
Team Managers	_____	_____
Others: (Please list below)		
_____	_____	_____
_____	_____	_____

Column I	Column II	Column III
Name of the Activity	Name of the faculty member directly in charge	Approximate number of students who participate

- I. Other activities pertaining to athletics which are not included under any of the above rubrics (Please list Athletic Banquets.)

SECTION IV: Inter-School Contests Exclusive of Contests in Music and Athletics.

The purpose of this section of the inventory is to gather a complete list of all inter-school contests (exclusive of athletics and music) in which our school will have taken part during the present school year. Please fill out the inventory for our school in the following manner:

1. Cross out all those contests in which our school will not participate this year.
2. Add the names of any similar contests (exclusive of athletics and music) in which our school has participated or plans to participate during the year.
3. Write in Column II the name of our faculty director of the participants in each contest.
4. Write in Column III the approximate number of students taking part in each contest. (Include the students who have taken part in any preliminary contests conducted to determine our school representative.

Column I	Column II	Column III
Name of the activity	Name of the faculty member directly in charge	Approximate number of students who participate
Typing Contests	_____	_____
Shorthand Contests	_____	_____
Latin Contests	_____	_____
Debating	_____	_____



Column I	Column II	Column III
Name of the activity	Name of the faculty member directly in charge	Approximate number of students who participate
Extempore Speaking	_____	_____
Oration	_____	_____
Declamation	_____	_____
Play Production	_____	_____
Others: (Please list below)		
_____	_____	_____
_____	_____	_____

#### SECTION V: Dramatics

The purpose of this section is to secure a list of the dramatic performances produced by our school for public presentation during the current school year. Will you please fill out the inventory as follows:

1. In Column I write the names of the dramatic performances produced by our school for public presentation during this school year.
2. In Column II write the dates on which these dramatic performances were presented.
3. In Column III write the names of the sponsoring group, if any, e.g. junior class, dramatic club, etc.
4. In Column IV write the name of the faculty director of the production.

Column I	Column II	Column III	Column IV
Name of the production	Date of Performance	Name of the sponsoring group	Name of the faculty director
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## SECTION VI: Music

The purpose of this section is to secure a list of all music groups in our school that have performed or will perform as a unit during the current school year. Please fill in the inventory as follows:

1. In Column I write in the names of all musical groups sponsored by our school. Groups that exist only as sub-groups of a larger group need not be listed; e.g., the school band should be listed, but a quartet composed of members of the band would not need to be listed.
2. In Column II write the name of the faculty director of the musical group.
3. In Column III write the approximate number of students who make up the group.

Column I	Column II	Column III
Name of the musical group	Name of the faculty director	Approximate number of students in the group
_____	_____	_____
_____	_____	_____

## SECTION VII: Student Government

Please list in Column I below any representative groups that are established in our school for the purpose of all-school student government. Write the name of the faculty sponsor in Column II. Write in Column III the approximate number of students in the group.

Column I	Column II	Column III
Governmental Group	Name of the faculty sponsor	Number of students in the group
Student Council	_____	_____
_____	_____	_____
_____	_____	_____

## SECTION VIII: Special Interest or Departmental Clubs

The purpose of this section is to gather a complete list of all the special interest or departmental clubs that exist in our school.

1. Cross out the names of any clubs that do not exist in our school this year.

2. Add the names of any similar clubs which we have in our school.
3. Write in Column II the school name for the club if it differs from that given in Column I.
4. Write in Column III the name of the faculty sponsor for each club.
5. Write in Column IV the approximate number of students who are members of the club for this year.

Column I	Column II	Column III	Column IV
Name of the club	School name for the club	Name of the faculty sponsor of the club	Number of Members
Camera Club	_____	_____	_____
Point Club	_____	_____	_____
Pan American	_____	_____	_____
Tri-Hi-Y	_____	_____	_____
_____	_____	_____	_____

#### SECTION IX: Social Activities

Please list the major activities (dances, parties, banquets, carnival, class parties, etc.) that have been scheduled for this year. Include the date, if possible, and the names of the sponsoring organization.

Event	Date	Sponsoring Organization
_____	_____	_____
_____	_____	_____
_____	_____	_____

#### SECTION X: Miscellaneous

The purpose of this section is to gather a complete list of all activities conducted in our school which have not been listed in a preceding section of this report. A number of miscellaneous groups are listed below which may help to serve as a reminder of some of these activities. This section of the report should be filled out in the following manner:

1. Cross out any activities listed which do not exist in the school this year.
2. Add the names of any similar activities in the school which are not listed below.
3. Write the name of the faculty adviser or the name of the sponsoring group in Column II.

Column I	Column II
Name of the activity	Name of the faculty adviser or the sponsoring group
A. Scholarship	_____
Honor Roll	_____
Honor Society	_____
Others: (Please list below)	
B. Social Welfare or Public Service	
Junior Red Cross	_____
Gifts for Europe	_____
Community Betterment	_____
Others: (Please list below)	
A. _____	_____
B. _____	_____
C. Assemblies to which admission is charged. Please list the name of each assembly program below.	Please give the name of the sponsoring group below.
_____	_____
_____	_____
_____	_____

D. Special drives for fund raising purposes

Name of the drive

Name of the sponsoring organization

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E. Add any other activity groups which  
have not been included in this or  
preceding sections of this report

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## APPENDIX II

Appendix II, "Participation in Extra-Curricular Activities Study, Pupil Inventory-Schedule B", is a copy of the questionnaire completed by the 1236 students of the Yakima High School.

There are twenty-eight questions, each of which contains a list of activities to be checked for memberships or participations by each student taking part in the study.

## APPENDIX II

PARTICIPATION IN EXTRA-CLASS ACTIVITIES STUDY  
PUPIL INVENTORY  
Schedule B

Name of School \_\_\_\_\_

What this is all about:

Your school is one of several high schools in the State of Washington in which a study is being conducted to find out what pupils do in extra-class activities. The results of this study will be used to improve the extra-class activity program in your school as well as in other high schools of the state.

What we want you to do:

1. We would like you to answer each question carefully. Be sure you understand it before marking your paper.
2. Ask your teacher to explain any question you may not understand.
3. Make sure you answer every question.
4. Before you turn in your paper, check to make sure that you have answered all the questions.

## SECTION I. Personal data:

1. Your name \_\_\_\_\_  

	Last Name	First Name
--	-----------	------------
2. What grade are you in? (Check one)
  - \_\_\_\_\_ 1) Sophomore
  - \_\_\_\_\_ 2) Junior
  - \_\_\_\_\_ 3) Senior
  - \_\_\_\_\_ 4) Other (Tell what)
3. Are you a boy or girl? (Check one)
  - \_\_\_\_\_ 1) I am a boy.
  - \_\_\_\_\_ 2) I am a girl.
4. Do you live in the city or town in which the school you are now attending is located? (Check one)
  - \_\_\_\_\_ 1) Yes, I live in the city or town.
  - \_\_\_\_\_ 2) No, I live outside the city or town.
5. How many miles do you have to travel from your home in order to get to school? (Check one)
  - \_\_\_\_\_ 1) Less than one mile
  - \_\_\_\_\_ 2) From one to three miles
  - \_\_\_\_\_ 3) From three to eight miles
  - \_\_\_\_\_ 4) From eight to fifteen miles
  - \_\_\_\_\_ 5) Over fifteen

6. Check all of the following that are true:

- \_\_\_\_\_ 1) I have taken paid lessons in art, music, dancing,  
or dramatics outside of school.
- \_\_\_\_\_ 2) Our home is heated by a central heating system  
(furnace heat).
- \_\_\_\_\_ 3) Our home has an electric or gas refrigerator.
- \_\_\_\_\_ 4) Our home has a telephone.
- \_\_\_\_\_ 5) We have a vacuum cleaner in our home.
- \_\_\_\_\_ 6) My family owns an automobile for family use which  
is less than ten years old.
- \_\_\_\_\_ 7) My father graduated from high school.

\_\_\_\_\_ Count the number of statements you have checked in  
Item 6 above, and write the total in the space on the  
left.

SECTION II. Activities in which you participate:

7. Please check all of the following clubs or organizations of  
which you are or were or are likely to be a regular member  
this school year:

- \_\_\_\_\_ 1) Future Farmers
- \_\_\_\_\_ 2) Girls' Athletic Association
- \_\_\_\_\_ 3) Hi-Y
- \_\_\_\_\_ 4) Photography Club
- \_\_\_\_\_ 5) The Y or Lettermen's Club
- \_\_\_\_\_ 6) Chess and Checker Club
- \_\_\_\_\_ 7) Art Club
- \_\_\_\_\_ 8) Pep Club
- \_\_\_\_\_ 9) Model Airplane Club
- \_\_\_\_\_ 10) Bowling Club
- \_\_\_\_\_ 11) Ice Skating Club
- \_\_\_\_\_ 12) Skiing Club
- \_\_\_\_\_ 13) Sales Club
- \_\_\_\_\_ 14) Dramatics Club
- \_\_\_\_\_ 15) Quill and Scroll Club
- \_\_\_\_\_ 16) Creative Writing Club
- \_\_\_\_\_ 17) Pirate Lassies
- \_\_\_\_\_ 18) Knights of Cutlass Club
- \_\_\_\_\_ 19) Ushers Club
- \_\_\_\_\_ 20) Librarians
- \_\_\_\_\_ 21) Public Address
- \_\_\_\_\_ 22) Honor Society
- \_\_\_\_\_ 23) Projection
- \_\_\_\_\_ 24) Boys League
- \_\_\_\_\_ 25) Girls League



\_\_\_\_\_ Write in the number of activities you have checked in Question 7. Write in "0" if you have not checked any.

8. Please check all of the following groups in which you have been or are likely to be a regular participant this school year.

- \_\_\_\_\_ 1) Band
- \_\_\_\_\_ 2) Boys' Glee Club
- \_\_\_\_\_ 3) Chorus
- \_\_\_\_\_ 4) Christmas Musicale (Vespers)
- \_\_\_\_\_ 5) Girls' Glee Club
- \_\_\_\_\_ 6) May Festival
- \_\_\_\_\_ 7) Operetta
- \_\_\_\_\_ 8) Girls' Nonet
- \_\_\_\_\_ 9) Orchestra
- \_\_\_\_\_ 10) Girls' Sextet
- \_\_\_\_\_ 11) Boys' Quartet
- \_\_\_\_\_ 12) Madrigal
- \_\_\_\_\_ 13) Drum Majorettes
- \_\_\_\_\_ 14) Mixed Choir

\_\_\_\_\_ Write in the number of activities you have checked in Question 8. Write in "0" if you have not checked any.

9. Please check all of the following groups in which you have been or are likely to be a regular participant this school year.

- \_\_\_\_\_ 1) The group which publishes Wigwam, the school paper.
- \_\_\_\_\_ 2) The group which publishes Lolomi, the school yearbook.
- \_\_\_\_\_ 3) The group which publishes the Handbook.

\_\_\_\_\_ Write in the number of groups you have checked in Question 9. Write in "0" if you have not checked any.

10. Please check all of the following groups in which you have been or are likely to be a regular participant this year:

- \_\_\_\_\_ 1) The Big Brother, who help make new boys feel at home.
- \_\_\_\_\_ 2) The Big Sister, who help make new girls feel at home.
- \_\_\_\_\_ 3) The Library Club which assists Miss O'Neil.
- \_\_\_\_\_ 4) Knights of Cutlass
- \_\_\_\_\_ 5) Ushers
- \_\_\_\_\_ 6) Public Address
- \_\_\_\_\_ 7) Classroom Projection
- \_\_\_\_\_ 8) Stage Crew

Write in the number of activities you have checked in

Question 10. Write in "0" if you have not checked any.

11. (For boys only. Girls skip to Question 12) Please check all of the following athletic squads of which you are or were or are likely to be a regular member this year:

- \_\_\_\_\_ 1) Baseball, squad A.
- \_\_\_\_\_ 2) Baseball, squad B.
- \_\_\_\_\_ 3) Basketball, squad A.
- \_\_\_\_\_ 4) Basketball, squad B.
- \_\_\_\_\_ 5) Basketball, Junior Varsity.
- \_\_\_\_\_ 6) Football, squad A.
- \_\_\_\_\_ 7) Football, squad B.
- \_\_\_\_\_ 8) Varsity tennis squad.
- \_\_\_\_\_ 9) Varsity track squad.

Write in the number of activities you have checked in

Question 11. Write in "0" if you have not checked any.

12. Please check all of the following sports in which you are or have been or are likely to be a regular member of a class or other intramural squad this year:

- \_\_\_\_\_ 1) Baseball
- \_\_\_\_\_ 2) Basketball
- \_\_\_\_\_ 3) Football
- \_\_\_\_\_ 4) Tennis
- \_\_\_\_\_ 5) Track
- \_\_\_\_\_ 6) Softball
- \_\_\_\_\_ 7) Swimming
- \_\_\_\_\_ 8) Volleyball

Write in the number of activities you have checked in

Question 12. Write in "0" if you have not checked any.

13. Please check all of the following activities in which you have participated or are likely to participate (either as a performer, an usher, a scene designer or shifter, or a helper) this year:

- \_\_\_\_\_ 1) Christmas Pageant (Vespers)
- \_\_\_\_\_ 2) Debating
- \_\_\_\_\_ 3) Extemporaneous speaking, oration, declamation, verse speaking
- \_\_\_\_\_ 4) Junior Class Play
- \_\_\_\_\_ 5) Operetta (Red Mill)
- \_\_\_\_\_ 6) Skit or playlet given in assembly or home room or club
- \_\_\_\_\_ 7) Roberts Memorial Contest
- \_\_\_\_\_ 8) Radio Programs
- \_\_\_\_\_ 9) Assemblies
- \_\_\_\_\_ 10) Amateur Show

Write in the number of activities you have checked in Question 13. Write in "0" if you have not checked any.

14. Please check all of the following offices or positions which you have held or are likely to hold this year:
- 1) An officer of your class
  - 2) An officer of the student council or a representative of your home room in the council.
  - 3) A captain of a varsity athletic team.
  - 4) A captain of a class or other intramural athletic team.
  - 5) A team manager in a varsity sport.
  - 6) A cheer leader.
  - 7) An officer of the honor society.
  - 8) A member of the coordinating council.
  - 9) An officer (any office such as president, librarian, drum major, property manager, etc.) of the band.
  - 10) An officer of the Orchestra.
  - 11) An officer of the Glee Club.
  - 12) An officer of the Chorus.
  - 13) An officer of the Library Club.
  - 14) An officer of the Ushers.
  - 15) An officer of the Future Farmers Club.
  - 16) An officer of the Girls' Athletic Association.
  - 17) An officer of the Hi-Y.
  - 18) An officer of the Photography Club.
  - 19) An officer of the "Y" Club.
  - 20) An officer of the Y-teens Club.
  - 21) An officer of the Girls League.
  - 22) An officer of the Boys League.
  - 23) An officer of the Chess and Checker Club.
  - 24) An officer of the Art Club.
  - 25) An officer of the Pep Club.
  - 26) An officer of the Model Airplane Club.
  - 27) An officer of the Bowling Club.
  - 28) An officer of the Ice Skating Club.
  - 29) An officer of the Skiing Club.
  - 30) An officer of the Sales Club.
  - 31) An officer of the Dramatics Club.
  - 32) An officer of the Quill and Scroll Club.
  - 33) An officer of the Creative Writing Club.
  - 34) An officer of the Pirate Lassies.
  - 35) An officer of Knights of Cutlass.
  - 36) An officer of the Librarians.
  - 37) An officer of Public Address.

Write in the number of items you have checked in Question 14. Write in "0" if you have not checked any.

15. Please check all of the home athletic contests which you have attended or plan to attend either as a spectator or as a player this year:

- 1) Marquette football game at Yakima, September 15.
- 2) Walla Walla football game at Yakima, September 29.
- 3) Sunnyside football game at Yakima, October 6.
- 4) Olympia football game at Yakima, October 13.
- 5) Wenatchee football game at Yakima, October 27.
- 6) Walla Walla basketball game at Yakima, December 9.
- 7) Pasco basketball game at Yakima, December 21.
- 8) Marquette basketball game at Yakima, January 6.
- 9) Wapato basketball game at Yakima, January 11.
- 10) Cle Elum basketball game at Yakima, January 20.
- 11) Selah basketball game at Yakima, January 27.
- 12) Toppenish basketball game at Yakima, February 2.
- 13) Highland basketball game at Yakima, February 8.
- 14) Ellensburg basketball game at Yakima, February 16.
- 15) Wenatchee tennis meet at Yakima.
- 16) Richland tennis meet at Yakima.
- 17) Selah tennis meet at Yakima.
- 18) Wapato tennis meet at Yakima.
- 19) Ellensburg tennis meet at Yakima.
- 20) Cle Elum tennis meet at Yakima.
- 21) Highland tennis meet at Yakima.
- 22) Richland track meet at Yakima.
- 23) Walla Walla track meet at Yakima.
- 24) Wenatchee track meet at Yakima.
- 25) Sub-district track meet at Yakima.
- 26) District track meet at Yakima.
- 27) Vancouver baseball game at Yakima.
- 28) Wenatchee baseball game at Yakima.
- 29) Walla Walla baseball game at Yakima.
- 30) Richland baseball game at Yakima.
- 31) Marquette baseball game at Yakima.

Write in the number of contests you have checked in

Question 15. Write in "0" if you have not checked any.

16. Please check all of the following parties, dances, and other social functions which you have attended or are likely to attend this year:

- 1) All Sports Banquet.
- 2) Hi-Y Dance.
- 3) Hi-Y Skating Party.
- 4) Junior Prom.
- 5) Sophomore Party.
- 6) Junior Party.
- 7) After Football Game Dance, September 15.

- \_\_\_\_\_ 8) After Football Game Dance, September 29.  
 \_\_\_\_\_ 9) After Football Game Dance, October 6.  
 \_\_\_\_\_ 10) After Football Game Dance, October 13.  
 \_\_\_\_\_ 11) After Football Game Dance, October 27.

\_\_\_\_\_ Write in the number of items you have checked in  
 Question 16. Write in "0" if you have not checked  
 any.

17. Please check all of the following events which you have at-  
 tended or are likely to attend this year:
- \_\_\_\_\_ 1) Annual Orchestra Concert.  
 \_\_\_\_\_ 2) Band Concert.  
 \_\_\_\_\_ 3) May Festival.  
 \_\_\_\_\_ 4) Amateur Show.  
 \_\_\_\_\_ 5) Years Ago (Junior Class Play).  
 \_\_\_\_\_ 6) Red Mill (Operetta)

\_\_\_\_\_ Write in the number of events you have checked in  
 Question 17. Write in "0" if you have not checked  
 any.

18. Many of you have served on various committees in connection  
 with extra-class activities this year. Try to recall all  
 of the committees on which you have served - class committees,  
 homeroom committees, club committees, student council com-  
 mittees, committees for parties, dances, picnics, banquets,  
 etc. Then check the one answer below which best tells the  
 total number of committees on which you have served or are  
 likely to serve this year:

- \_\_\_\_\_ 0) None  
 \_\_\_\_\_ 1) One  
 \_\_\_\_\_ 2) Two  
 \_\_\_\_\_ 3) Three  
 \_\_\_\_\_ 4) Four  
 \_\_\_\_\_ 5) Five  
 \_\_\_\_\_ 6) Six  
 \_\_\_\_\_ 7) Seven  
 \_\_\_\_\_ 8) Eight  
 \_\_\_\_\_ 9) Nine  
 \_\_\_\_\_ 10) Ten

19. Of how many of the committees checked in Question 18 above  
 have you been chairman? (Write in the number below)

\_\_\_\_\_ Number of chairmanships of committees. Write in  
 "0" if you were not the chairman of any committee.

20. In connection with how many, if any, of the school clubs  
 to which you belong have you bought a club pin? (Write the  
 number below)

\_\_\_\_\_ Number of club pins. Write in "0" if you have not

- bought a pin for any club.
21. Are you now, or are you likely to become, a member of the Honor Society this year? (Check one)
- \_\_\_\_\_ 1) Yes  
 \_\_\_\_\_ 2) No
22. Have you been, or are you likely to become, a member of the student government body (an officer of the student council or a homeroom representative to the council) this year? (Check one)
- \_\_\_\_\_ 1) Yes  
 \_\_\_\_\_ 2) No
23. Did you buy a copy of The Lolomi (the school yearbook) this year? (Check one)
- \_\_\_\_\_ 1) Yes  
 \_\_\_\_\_ 2) No
24. Did you secure a copy of the school Handbook this year? (Check one)
- \_\_\_\_\_ 1) Yes  
 \_\_\_\_\_ 2) No
25. Did you buy a Student Activity Ticket this year? (Check One)
- \_\_\_\_\_ 1) Yes  
 \_\_\_\_\_ 2) No
26. Did you buy a subscription to The Wigwam this year? (Check one)
- \_\_\_\_\_ 1) Yes  
 \_\_\_\_\_ 2) No
27. Have you bought a class ring or pin? (Check one)
- \_\_\_\_\_ 1) Yes  
 \_\_\_\_\_ 2) No
28. How much satisfaction have you gotten from each of the following types of activities during the past year?

Directions:

Write "1" beside the type of activity that has been the most satisfactory to you.

Write "2" beside the type of activity that has been the next most satisfactory.

Write "3" for the next.

Write "4" for the next.

Write "5" for the next.

Write "6" beside the type of activity that has been the least satisfactory to you.

- \_\_\_\_\_ a) Activities in the school such as those you have been asked to check in the preceding pages.
- \_\_\_\_\_ b) Studying or working on your school subjects.
- \_\_\_\_\_ c) Activities around the home such as hobbies, games, parties.

- d) Activities sponsored by some organized non-commercial agency such as the Scouts, YMCA, churches, city recreation department.
- e) Activities in which you plan with a group of boys or girls to go to some commercial entertainment such as public dances, movies, bowling, etc.
- f) Activities in which you get together with a group of boys or girls and then look around for something interesting or exciting to do.

## APPENDIX III

Appendix III is a tabulation sheet for summarizing answers to questions contained in "Schedule B". Each horizontal line gives the complete story of extracurricular activity participation for one student. Each tabulation sheet contained data concerning one of the fifty-four groups into which the questionnaires were separated.



