

1969

A Comparative Study of the Extra-Curricular Programs of the Middle Schools and Junior High Schools of the State of Washington

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A COMPARATIVE STUDY OF THE EXTRA-CURRICULAR PROGRAMS
OF THE MIDDLE SCHOOLS AND JUNIOR HIGH SCHOOLS
OF THE STATE OF WASHINGTON

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Alfred A. Pflugrath, Jr.

July, 1969

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ACKNOWLEDGMENTS

The writer wishes to express his appreciation to his committee chairman, Dr. Franklin Carlson, and to his committee members, Dr. Donald Goetschius and Dr. James Nylander, who so generously contributed their time and suggestions to this study.

To my wife, Sandy, for her many hours of work and encouragement, a very special thanks.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

At the present there is considerable controversy concerning the various grade organizations of the schools in the United States.

The junior high, which was created over fifty years ago (2:30-32) was to provide a bridge between childhood and adolescence. Opinions differ as to whether the junior high still performs this function. Critics of the present junior high organization point to research which shows that children reach adolescence much earlier today; girls may be pubescent before grade seven and boys have generally reached full-grown adolescence by the time they have reached grade nine. Children of this age are more mature than their parents were at a similar age.

The junior high school was conceived to provide an easier transition between the elementary and the high schools. In recent years critics believe that the junior high is inadequate in satisfying the educational requirements.

The middle school concept is a much discussed idea in current educational circles, from college professors to administrators to the classroom teacher, that some believe may solve the problem of inadequate educational requirements. Some educators who are advocating the middle school concept say that the present junior high "apes" or imitates the present high school in many of the activities from interscholastic

athletics to junior high annuals. The proponents of the middle schools would do away with interscholastic sports but do feel that there is a need for intramural activities.

I. THE PROBLEM

Statement of the Problem. It was the purpose of this study to compare the extra-curricular programs in the junior high schools and middle schools of the state of Washington. The study will test the general hypothesis that there is currently no difference in the activity program of junior high schools and middle schools.

Importance of the Study. This paper's purpose was to determine if there was a difference in extra-curricular activities between the middle schools and the junior high schools.

It is hoped that this study comparing the extra-curricular programs of the middle schools and junior high schools in Washington State will be helpful to those schools that want to change their present extra-curricular program.

It is the writer's belief that some junior high schools and middle schools would like to change their present extra-curricular programs from ones that copy the high schools to activities that are more on the age level of the junior high and middle school students. This study could be beneficial in providing ideas to schools regarding the activity program of other schools their size.

Limitations of the Study. The study was limited to 311 schools (junior high schools and middle schools) in the state of Washington. The study did not include the Seattle Public Schools.

II. DEFINITION OF TERMS USED

Junior High School. For this study the term junior high school deals with those schools who have a grade division of 7-8-9.

Middle School. The middle school shall be used as meaning schools that have a grade division of 6-7-8 or 7-8 that were developed with the purpose of decreasing extra-curricular activities.

Extra-curricular Activities. Extra-curricular activities were those activities the school offers in which the students were not required to participate.

Adolescence. Adolescence is a period in human development occurring between puberty and maturity and extending roughly from age 13 to 21 when society recognizes the individual as an adult. For the purpose of this paper, adolescence refers to that age group covering the junior high school years 6-7-8-9.

Chi Square Test. A Chi square is the sum of the quotients obtained by dividing the square of each difference between an actual and a theoretical frequency by the theoretical frequency; a function to aid in determining whether or not the deviation of the entries in a given contingency table, or the deviations of an observed from a

theoretical frequency distribution could have been produced by chance factors alone (13:164).

CHAPTER II

REVIEW OF THE LITERATURE

The age of adolescence is a unique period in the life of growing children. Often it is thought of as that period between childhood and adulthood where growth and maturation are most dramatic; where physical, social, mental, and emotional development occur so rapidly that unique problems can arise. The values and beliefs and attitudes that adolescents acquire are likely to be permanent and will, in a large part, determine the degree and success that adolescents give or take from life.

If the junior high school is to fulfill its function of providing for boys and girls during this period of adolescence, it must cover all areas which touch upon a student's life. The curriculum must be broad enough to include activities in which students may participate both in and out of class and school.

Adolescents are striving for independence, but they may also have special fears about being different, not being accepted, or not being liked.

There are many variations as to the grade divisions in the junior high school. However, Koos (12:132) said that the common practice was for the junior high to include grades seven and eight, or grades seven, eight, and nine.

Koos (12:132) listed the following reasons for the establishment of the junior high:

1. Recognition of individual differences.
2. More and better guidance of students.
3. Beginning students in the vocational education programs.
4. Better scholarship opportunities for students.
5. Improved discipline of students.
6. Financial economy of the school district.

Pringle (16:68) described the junior high school as "an organization of the seventh, eighth, and ninth grades into an administrative unit for the purpose of providing instruction and training suitable to the varied and changing physical, mental, and social natures and needs of immature, maturing, and mature pupils."

Pringle (16:68) listed the aims of the junior high school as:

1. Preparation of the individual as a prospective citizen and cooperating member of society.
2. The preparation of the individual as a prospective worker and producer.
3. The preparation of the individual for those cultural activities which make for the best use of leisure time and the development of personality.

More specific reasons for the starting of a junior high school were stated by Briggs (3:34). He said that the junior high school was started to:

1. Provide educational opportunity for all students.
2. To relieve congestion in the elementary and high schools.
3. To utilize old high school buildings.

4. To provide better for grades seven, eight, and nine.
5. To increase retention.
6. To bridge the gap between elementary and high school.

In providing exploratory opportunities for junior high students and in providing better educational opportunities for these students, an activity program is basic to the achievement of these goals (10:21).

Briggs (3:34) feels that there should not be a sharp change in atmosphere and type of social control in schools between the elementary and the high school.

Objectives of a good student activities program for a junior high were listed by Clute as (5:72):

1. It should further the personal social adjustment with peers and adults.
2. It should promote learning the skills and concepts of democracy through actual practice.
3. It should offer an opportunity for students to pursue a wide variety of interests and adjust readily to change in such interests.
4. It should provide for discovery and development of abilities.
5. It should provide an outlet for the altruism and idealism of the junior high youth.

Student activities provide rich nurture for adolescent growth, however, they must involve the successful participation of all students. Interscholastic athletics is one way to achieve the goals of a good junior high activity program.

According to Gruber and Beatty (7:153-154) interscholastic activities:

1. Develop self-confidence, aggressiveness, determination, self-control, courtesy, and loyalty.
2. Develop responsiveness to group discipline, respect for rules, self-discipline, and the ability to win or lose graciously.
3. Form lasting friendships, faith in coaches, and fellow players.
4. Develop wholesome attitudes both individual and social.
5. Afford an opportunity to develop physical powers to their fullest extent.
6. Encourage the improvement of ones performance by means of mental alertness and coordination of mind and body.
7. Provide opportunities for the development of cooperation, resourcefulness, perseverance, sportsmanship, initiative, unselfishness, and leadership.
8. Give an opportunity to participate in an activity which parallels many later life experiences.
9. Set up play experiences which tend to make one friendly, interesting, and human and which increases the players' circle of friends and acquaintances.
10. Provide the opportunity for traveling, visiting other towns, and getting acquainted with other types of people.
11. Open the door to such vocational opportunities as coaching.
12. Make it possible for many players to go to college on an athletic scholarship.
13. Promote school spirit.
14. Keep participants in school.
15. Develop community interest, enthusiasm, and support for the school.
16. Support the entire school sports program.

Johnston and Faunce (9:200) state, "Probably no extra-curricular activity engages the spontaneous interest of pupils more actively or attracts more favorable attention from the public than interscholastic athletics." He lists the worth of interscholastic activities as:

1. Stopping juvenile delinquency.
2. Making men and ladies.
3. Developing school spirit and individual spirit, and community spirit and pride.
4. Developing sportmanship.

However, not all educators feel the junior high school interscholastic athletics are as valuable as Johnston and Faunce.

Brimm (4:94) states:

Probably no other single controversy in junior high school education attracts more public attention than the issue of competitive athletics. Any significant list of recommendations for the junior high school is examined by the press to discover the stand taken on interscholastic competition and newspaper headlines emphasize that phase of the report while other recommendations are skimmed over. It is most unfortunate that so much time is spent on problems of little importance when real issues are at stake.

Either side of the athletic issue may be supported, but even a mild emphasis on interscholastic athletics at the junior high school level is questionable. The values claimed for interscholastic competition can be achieved by a well-rounded intramural program and in such a program the benefits are felt by a higher percentage of the student body.

Pringle (16:339) points out that the pressure of interschool competition naturally tempts a coach to play a boy who is skillful and strong even when his stage of physical development makes it unsafe.

Koos (11:97) says:

Advocates within the schools of interscholastics at this grade level (7-8-9) have assumed values in participation similar to those claimed for them at higher levels. They have been abetted by sports writers and others who profit financially from the increase of public athletic spectacles. Coaches in schools at higher levels have often been favorable because of the expectation that interscholastic competition develops in the participants the skills required in senior high school and college.

The overemphasis of interscholastic athletics and other extra-curricular activities is also denounced by Gruhn and Douglass (8:289) who note that participation by a few talented pupils is stressed at the expense of those less capable. They also point to the fact that demands for practice are made on the time and energy of the students and are often a detriment to the students health and other school work.

Gruber (7:153) lists his case against interscholastic athletics as:

1. Encourages professionalism.
2. Permits commercialism and gambling.
3. Stresses winning rather than playing the game.
4. Takes the pay element out of sports.
5. Encourages irregular practices.
6. Develops jealousy.
7. Gives specialized training to a few at the expense of many.
8. Is dangerous--some pupils overexert and receive permanent physical injuries.
9. Takes over and runs the school.

10. Occasions unnecessary danger and difficulties which may occur when groups of students travel considerable distances.

Many critics of junior high school interscholastic athletics favor an intramural program. They agree that physical training is important and that the intramural program serves this purpose year around, it serves more students, it carries over to adult years, and it relieves the social, psychological, and physical pressures present in interscholastic athletics (7:155; 4:43).

Among the common criticisms of the junior high school as cited by Vars (18:188) is that the junior high school apes the high school. There is extreme subject matter specialization and the activities can include everything from formal dances to marching bands. The few junior high schools that have retained some of the typical elementary activities can be considered true prototypes of the emerging middle school.

Compton (6:109) also notes that a major fault of the junior high school is that it mimics the senior high school complete with interscholastic sports, pep rallies, marching bands, cheerleaders, formal dances, and even graduation exercises.

Compton says that the emerging middle school should stress an easy transition from elementary school, team teaching, school specialists, independent study for all students, home rooms, a program of activities in which each student will be able to participate-- based on the personal development of students rather than on enhancement of the schools prestige or the entertainment of the public.

The middle school offers the opportunity to develop curricular programs particularly at the sixth grade level (14:329)⁶. The average sixth-grader has developed mentally and socially beyond the self-contained classroom and is ready to go deeper into content. The middle school offers this opportunity (15:36).

As defined by Alexander (19:41) a middle school is "a school providing a program for a range of older children, pre-adolescents and early adolescents that builds upon the school for earlier childhood and is linked to but different from the school for adolescence."

Basically, the middle school is trying to take the best from the self-contained elementary classroom and the specialization of the junior high school (19:41).

Many districts which have reorganized the school structure to include the middle school realize that among the purposes of the middle school are those of relieving the pressure of the too-early senior-high activities, the interscholastic rat race, the marching bands and formal dances, but few have come up with appropriate alternatives (19:42; 20:132).

Alexander (1:116) reports that about 10% of the 1101 middle schools in the United States did not feel that junior high type interscholastic athletics and activities were a problem and therefore were not going to eliminate them from the program.

Two schools--Barrington Middle School in Barrington, Illinois and Fort Couch, Pennsylvania, Middle School have succeeded in meeting students' needs for extra-curricular activities. Barrington Middle

School provides an activity period where students can read, play chess, bridge, checkers, participate in sports, go to the art room, work on Boys Scout Merit Badges, learn Morse Code, assemble radios and goof off (20:132).

Fort Couch Middle School schedules student-directed socials around skits, combos, variety shows, talk fests, and just get togethers (20:132).

Regan (17:24) remarked that "aping" the high school should be a thing of the past. Mass participation for all should be the objectives of the middle school. The ninth grade should be returned to the high school, the junior high school should be eliminated and the middle school should be the innovation to take its place.

As Yon (21:21) noted with the emerging middle school should come considerably different social patterns than presently exist. An innovative administration and staff could accept the challenge in this area and develop a progressive program that would be of benefit to the preadolescent and the adolescent.

CHAPTER III

PROCEDURE

Method. A questionnaire was mailed to 350 junior high schools and middle schools in the state of Washington except for the Seattle Public Schools. A total of 311 questionnaires (91.5%) were returned in the first mailing. Of this total, 16 were from middle schools, 286 were from junior high schools and nine were not usable. The questionnaires were mailed to the schools and the principal or activity director checked the areas in which his school was involved in extra-curricular activities. They also expressed the number of students in the school, the grade divisions of the school, and the location of the school whether urban, suburban, or rural. A sample of the questionnaire and its accompanying cover letter is found in the appendix.

When the questionnaires were returned they were sorted into three different classifications. First, they were divided into middle school and non-middle (junior high) schools. The activities for each of these two subdivisions were totaled. With these totals, a Chi square test was used to determine the significant differences between the extra-curricular activities of the middle school and junior high school.

Second, the questionnaires were divided into large (501 or more students) schools, medium (201-500 students) schools, and small (200 or fewer students) schools. The totals and kinds of activities

for each of these subdivisions was determined and graphed for easy comparisons.

Third, the questionnaires were divided into grade divisions of 6-7-8, 7-8, and 7-8-9. The totals and kinds of extra-curricular activities for each of the above subdivisions was determined and placed on a graph for easy comparison.

CHAPTER IV

FINDINGS AND REPORTING OF DATA

Research into the extra-curricular activities of the middle schools and junior high schools gave many ideas for comparison of their activities. From the information obtained from the questionnaire that was sent to the junior high schools and middle schools in the state of Washington, tables and graphs were developed.

Tables I, III, V, VII, IX, and XI show the frequency of each extra-curricular activity for middle schools and non-middle schools. With these observed frequency Tables II, IV, VI, VIII, X, and XII were developed for the Chi square test for each area. With these observed frequencies, Graphs I, II, III, IV, V, and VI were constructed to show percentage of schools participating in the various activities.

In Table I, the total of interscholastic sports for boys for both middle schools and non-middle schools is placed for each of the seven most marked sports and "other" sports. Each of the columns were added vertically and horizontally to be used in Table II. In Table II, a Chi square was computed for each boys' interscholastic sport for both middle schools and non-middle schools. The first column lists the sport and the classification of middle school or non-middle school. Column II gives the total number of schools that had this activity or the observed frequency (O). Column III is the expected frequency (E) which is found by taking the total number of schools that have a certain sport and multiplying it by the total number of sports for either middle schools or non-middle schools. The answer is divided

by the total of all sports offered by both the middle and non-middle schools. Column IV is column III (expected frequency), subtracted from Column II (observed frequency), or O-E. Column V is column IV squared $(O-E)^2$.

TABLE I

THE TOTAL OF BOYS INTERSCHOLASTIC SPORTS IN THE
MIDDLE SCHOOLS AND NON-MIDDLE SCHOOLS
IN THE STATE OF WASHINGTON

Sport	Middle	Non-Middle	Total
Tackle Football	6	183	189
Flag Football	7	58	65
Basketball	14	277	291
Wrestling	6	111	117
Baseball	9	159	168
Track	10	239	249
Tennis	0	36	36
Other Sports	2	86	88
Total	54	1149	1203

In the last column, the observed frequency (O) minus the expected frequency (E) squared $(O-E)^2$ divided by the expected frequency gives the Chi square for that particular activity. The same procedure was used for all of the tables.

The total of the Chi square for Tables I and II dealing with boys' interscholastic sports was 10.170 with seven degrees of freedom.

Chi square to the .05 level at seven degrees of freedom is 14.067 meaning statistically that there was no difference in the amount of boys' interscholastic sports between middle schools and non-middle schools.

Graph I on page 43 shows the total of sports in each area for both middle and non-middle schools. As is noted at the bottom of the graph, the average number of sports per middle school is 3.4 while the non-middle schools sports average is 3.9.

Baseball in both the middle school and non-middle school had the same percentage of schools having the sport--56%. Of the 287 non-middle schools, 277 of them had boys' interscholastic basketball (97%) while of the 16 middle schools, 14 had basketball which was an 88 percentage.

Wrestling, in which 39% of the non-middle schools participated was only one percentage point higher than the middle schools 38%.

Forty-four percent of the middle schools had flag football compared with 20% of the non-middle schools. In tackle football the opposite was true.

Girls' interscholastic sports were computed on Tables III and IV. With seven degrees of freedom, the total Chi square for girls' interscholastic sports was 4.354. This is below the Chi square of 14.067 to the .05 level at seven degrees of freedom.

Between the two groups there was no difference statistically in girls' interscholastic sports.

The girls' interscholastic sports was placed on Graph II. As can be seen, the non-middle schools have more interscholastic sports than the middle schools.

At the bottom of Graph II it is noted that on an average the middle schools had .9 girls' interscholastic sports per school, or less than one per school, while the non-middle schools had 2.1 girls'

interscholastic sports per school. None of the middle schools reported having interscholastic softball or tennis. Basketball, songleading and "other" were reported by one school. Cheerleading was the most-reported girls' interscholastic sport. Of the 16 middle schools, 50% or eight of them had cheerleaders while 230 non-middle schools or 80% had cheerleaders.

TABLE III

THE TOTAL OF GIRLS INTERSCHOLASTIC SPORTS IN THE
MIDDLE SCHOOLS AND NON-MIDDLE SCHOOLS
IN THE STATE OF WASHINGTON

Sport	Middle	Non-Middle	Total
Basketball	1	35	36
Volleyball	2	60	62
Softball	0	68	68
Track	2	57	59
Tennis	0	28	28
Cheerleading	8	230	238
Songleading	1	84	85
Other Sports	1	39	40
Total	15	601	616

It can be observed from Graphs I and II that there are more interscholastic sports for boys than for girls in both the non-middle schools and the middle schools.

Tables V and VI dealt with boys' intramural sports. The Chi square total for boys' intramural sports was 12.135 while Chi square

at the .05 level of reliability is 14.067. Statistically there was no difference between the two groups.

TABLE V

THE TOTAL OF BOYS INTRAMURAL SPORTS IN THE
MIDDLE SCHOOLS AND NON-MIDDLE SCHOOLS
IN THE STATE OF WASHINGTON

Sport	Middle	Non-Middle	Total
Flag Football	10	155	165
Basketball	11	198	209
Volleyball	4	153	157
Softball	6	140	146
Soccer	9	77	86
Track	10	87	97
Table Tennis	3	84	87
Other Sports	22	323	345
Total	75	1217	1292

The intramural sports for boys was graphed on page 45. As can be seen on the graph, more of the middle schools have intramural flag football, soccer, track, and "other" sports than the non-middle schools. This was the only area in which the middle schools had more activities than the non-middle schools, but the difference was not significant enough to change the Chi square table.

The average number of boys' intramural sports per middle school (4.7) was higher than it was for the non-middle school (4.3). The areas in which the non-middle school had a higher percentage than the middle school were in volleyball and softball.

In the "others" column on Graph III it can be seen that the middle schools had an average of 150% other intramural sports which means that the average middle school had one and one-half "other" intramural sports than those specifically listed on the questionnaire. The non-middle school also had a high percentage (127%) or approximately one and one-fourth "other" intramural sports more per non-middle school than those specifically listed on the questionnaire.

Girls' intramural sports was the subject of Tables VII and VIII. The total Chi square for girls' intramural sports was 9.484 which is below the Chi square at the .05 level with seven degrees of freedom of 14.067. Between the middle schools and non-middle schools there was no difference statistically in girls' intramural sports.

TABLE VII

THE TOTAL OF GIRLS INTRAMURAL SPORTS IN THE
MIDDLE SCHOOLS AND NON-MIDDLE SCHOOLS
IN THE STATE OF WASHINGTON

Sport	Middle	Non-Middle	Total
Basketball	5	148	153
Volleyball	10	194	204
Softball	9	163	172
Soccer	6	76	82
Track	8	103	111
Badminton	3	125	128
Table Tennis	2	80	82
Other Sports	2	147	149
Total	45	1036	1081

Graph IV on page 46 shows the percentage of schools that have certain girls' intramural sports. Both middle schools and non-middle schools had approximately the same percentages in volleyball and softball.

The middle schools had a higher percentage of participants in soccer and track than did the non-middle schools. Six of the sixteen middle schools (38%) had soccer while 76 of the 287 non-middle schools (27%) had soccer. Fifty percent of the middle schools (8 out of 16) had girls' intramural track while 36% of the non-middle schools (103 out of 287) had intramural track.

The non-middle schools had more girls' intramural sports than the middle schools.

As can be noted, there were more boys' intramural sports than girls' in both groups. In both groups combined, there were 3.5 girls' intramural sports as compared to 4.4 boys' intramural sports.

The information in Tables IX and X described extra-curricular programs in music, journalism, and drama. For these areas, (music, journalism, and drama) the total Chi square was 10.897. The total for Chi square at the .05 level with seven degrees of freedom is higher at 14.067. This shows that there is no difference statistically in the number of extra-curricular programs in music, journalism, and drama between the middle schools and non-middle schools.

The music, journalism, and drama graph is on page 47. It shows that on a percentage, middle schools have more marching bands than do non-middle schools. Marching bands was the only area in the

category of music, journalism, and drama in which the middle schools had a higher percentage than the non-middle schools.

TABLE IX

THE TOTAL OF MUSIC, JOURNALISM AND DRAMA ACTIVITIES
IN THE MIDDLE SCHOOLS AND NON-MIDDLE SCHOOLS
IN THE STATE OF WASHINGTON

Activity	Middle	Non-Middle	Total
Marching Band	9	99	108
Concert Band	11	213	224
Chorus	13	237	250
Newspaper	6	171	177
Annual	4	120	124
Class Play	2	76	78
School Play	3	88	91
Other Music, Journalism or Drama	9	275	284
Total	57	1279	1336

The "other" column of the graph had the largest difference by percentage between middle schools and non-middle schools which was 56% for middle schools and 96% for non-middle schools.

The non-middle schools had a higher percentage in concert bands, newspapers, annuals, class plays, and school plays than the middle school.

Chorus was the one area in which both the middle schools and the non-middle schools had approximately the same percentage--81% for the middle school and 83% for the non-middle school.

Tables XI and XII dealing with extra-curricular clubs had the total Chi square of 10.862 while Chi square at the .05 level of significance with seven degrees of freedom is 14.067. It shows, as in all other tables, there is no statistical difference in the extra-curricular clubs between the middle schools and non-middle schools.

TABLE XI

THE TOTAL OF THE CLUBS AND ORGANIZATIONS IN THE
MIDDLE SCHOOLS AND NON-MIDDLE SCHOOLS
IN THE STATE OF WASHINGTON

Club	Middle	Non-Middle	Total
Science Club	2	75	77
Girls Club	2	107	109
Honor Society	1	94	95
Boys Club	1	64	65
Service Club	4	59	63
Pep Club	3	153	156
Boys Lettermen	2	75	77
Other Clubs	19	321	340
Total	34	948	982

The graph on page 48 pictures the clubs in middle schools and non-middle schools. As can be seen, non-middle schools have more clubs on an average than middle schools, in all areas except service clubs and "other" clubs. The service clubs were 25% for the middle school and 21% for non-middle schools. "Other" clubs was 119% for the middle school and 116% for the non-middle schools. In the remaining clubs, the non-middle schools had at least twice the

percentage or more in each of the following: science club, girls' club, honor society, boys' club, pep club, and boys' lettermen club.

The 286 non-middle schools had an average of 3.3 clubs per school while the middle schools had an average of 2.2 clubs per school. On an average, each non-middle school had more clubs than did the middle schools.

As has been noted on previous pages, in the areas of boys' interscholastic sports; girls' interscholastic sports; boys' intramural sports; girls' intramural sports; music, journalism, and drama; and clubs; the non-middle schools have had more activities for their students than did the middle schools.

In the appendix are two sets of graphs. The first set of graphs on pages 49 to 54 shows boys' interscholastic sports; girls' interscholastic sports; boys' intramural sports; girls' intramural sports; music, publications, and drama; and clubs, in the schools with grade divisions of 6-7-8, 7-8, and 7-8-9.

Boys' interscholastic sports, Graph VII on page 49, shows that the 7-8-9 grade division schools have more interscholastic sports in all areas except flag football than do the other grade divisions. In three areas, tackle football, basketball, and track, over 90% of the schools in the grade division 7-8-9 have these sports. The schools of this division had an average of 4.6 interscholastic sports for boys while 7-8 grade division had 3.4 sports and 6-7-8 grade division had 3.2 sports.

Girls' interscholastic sports, Graph VIII on page 50, shows that all three grade divisions are close in the amount of sports offered the girls. Grade division 7-8-9 had an average of 2.1 sports per school while grade division 6-7-8 averaged 2.0 sports per school and grade division 7-8 averaged 1.9 sports per school. Over sixty percent of the schools in each grade division had cheerleaders with the rest of the sports receiving between 32% and 3%.

Graph IX on page 51 pictures boys' intramural sports for the three grade divisions. On an average, the grade division of 7-8-9 had 4.9 boys' intramural sports per school while grade division 7-8 had 3.8 and grade division 6-7-8 had 3.0. As can be seen, intramural basketball was the most mentioned sport followed by flag football. The schools with the grade division of 7-8-9 had the largest variety as well as the most boys' intramural sports.

On page 52 is girls' intramural sports. Graph X has the three grade divisions which show that the division of 7-8-9 has 4.3 girls intramural sports per school while 7-8 has 3.0 sports per school and 6-7-8 has 2.6 girls' intramural sports per school. In all areas the grade division of 7-8-9 has a higher percentage than either of the other two divisions. The grade division of 7-8 has a higher percentage in all areas except track than grade division of 6-7-8.

Music, journalism, and drama for the three grade divisions, Graph XI on page 53, indicate that schools with a grade division of 7-8-9 had, on an average, 5.6 activities per school. Those schools with a grade division of 7-8 had 3.0 activities per school and schools

divided into grades 6-7-8 had 3.0 activities per school. In all areas except marching bands, grade divisions 7-8-9 had more activities by percentage than the other two divisions. As shown on the graph, less than 40% of the schools have class plays or school plays.

Graph XII on page 54 pictures clubs for the three grade divisions. On this graph the division of 7-8-9 has half of all the clubs. On an average, this division had 4.9 clubs per school with 1.7 clubs per school in grade division 7-8 and 1.6 clubs per school in grade division of 6-7-8.

As can be seen, in all areas, schools with the grade division of 7-8-9 have more extra-curricular activities than schools with the grade division of 7-8 which usually had more than schools divided into grades 6-7-8.

The second set of graphs on pages 55 to 60 show boys' interscholastic sports; girls' interscholastic sports; boys' intramural sports; girls' intramural sports; music, journalism, and drama; and clubs with the schools divided according to size with large schools having 501 students or more, medium schools having 201-500 students, and small schools having 200 or fewer students.

Graph XIII on page 55 pictures boys' interscholastic sports for large, medium and small schools. As can be seen, the large schools have more interscholastic sports in all areas except flag football. More than 91% of the schools in all three divisions had basketball, followed by over 80% of the schools having track. On

an average, the 138 large schools had 4.8 boys' interscholastic sports, medium schools had 3.6 sports per school and small schools had 3.2 sports per school.

Graph XIV which is girls' interscholastic sports is on page 56 and shows that on the average the three sizes of the schools have approximately the same percentage of sports per school. The small schools have 2.2 sports per school, medium schools have 2.0 sports and 1.8 interscholastic sports for the large schools. This is the opposite of boys' interscholastic sports. As in the other graphs on girls' interscholastic sports on pages 44 and 50, cheer-leading had the highest percentage.

Boys' intramural sports which was graph XV on page 57 shows that the large schools on an average had 6.2 sports as compared to the medium schools with 3.5 sports and the small schools with 3.1 sports per school. In all areas, the large schools had a higher percentage than either of the other two sizes. The two sports of basketball and flag football had the highest average of schools followed by volleyball and softball.

Graph XVI on page 58 pictures girls' intramural sports. The large schools had a higher percentage per sport than did the other two divisions, and in all areas except table tennis the medium schools had a higher percentage than the small schools. The large schools had an average of 4.6 sports per school with 3.2 sports in the medium schools and 2.4 sports in the small schools. This order

of big, medium, and small schools for girls' intramural sports was the same order as prevailed for boys' intramural sports.

Music, journalism, and drama for the three size comparisons is Graph XVII on page 59. Large schools had 5.9 activities per school while medium schools had 3.6 activities and small schools had 3.0 activities. In all areas except marching bands, the large schools had a higher percentage of schools per activity than medium schools. The same was true for medium size schools in that they had a larger percentage of activities per school than did the small schools except in the area of marching bands.

The three size comparisons of clubs is on Graph XVIII on page 60. The large schools on an average had 4.9 clubs per school which was higher than the medium schools that had 2.2 clubs and the small schools with 1.6 clubs per school. In all areas, the large school had a higher percentage than the medium school. The medium school had a higher percentage in all areas except pep club and boys' lettermen than the small school.

On an average, the large schools have 28.2 extra-curricular activities while the medium schools have 18.1 extra-curricular activities and the small schools having 15.5 extra-curricular activities per school.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

The purpose of this study was to compare the extra-curricular programs in the junior high school and middle schools in the state of Washington and to determine if there was a difference in extra-curricular activities between middle schools and junior high schools.

One conclusion that can be drawn is that, at the present time, the middle schools and non-middle schools (junior high schools) in the state of Washington have approximately the same type and same number of extra-curricular activities. One possible reason that middle schools have not reduced the number of their extra-curricular activities is pressure from outside the school (parents, press, students, traditions, and coaches) which forces the school to keep these activities. (This agrees with what Koos and Brimm mentioned in their articles.)

It was found in this study that a difference existed in the amount of extra-curricular activities per grade division. Those schools with grades 6-7-8 had an average of 15.4 extra-curricular activities. Schools that had grades 7-8 had 17.2 activities and schools with the grade division of 7-8-9 had 26.4 activities.

The larger the school the greater the number of extra-curricular activities. It may be that in a larger school, with

more students, there is more of a demand and a need for different kinds of activities.

II. RECOMMENDATIONS

Ideas for further study might include:

1. A repeat of this same study a few years hence to see if the extra-curricular programs would still be the same. Possibly by that time, the middle school will be more established and will be able to put their aim of reducing the number of extra-curricular activities into effect.

2. Taking a survey of the junior high schools and middle schools that do not have many extra-curricular activities and find the reason for this. It could be that there is a lack of qualified teachers to supervise these activities.

3. Taking a survey of the junior high schools and middle schools and finding the percentage of students who participate in extra-curricular activities which are available. It may aid in determining if the extra-curricular program is meeting the needs of the students.

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BIBLIOGRAPHY

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APPENDIX

TABLE II

CHI SQUARE COMPUTATION OF BOYS INTERSCHOLASTIC SPORTS
IN THE MIDDLE SCHOOLS AND NON-MIDDLE SCHOOLS
IN THE STATE OF WASHINGTON

Entry	Observed Frequency	Expected Frequency	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
	O	E			
Tackle Football					
Middle	6	8.5	-2.5	6.25	.735
Non-Middle	183	180.5	2.5	6.25	.035
Flag Football					
Middle	7	2.9	4.1	16.81	5.797
Non-Middle	58	62.1	-4.1	16.81	.271
Basketball					
Middle	14	13.1	.9	.81	.062
Non-Middle	277	277.9	-.9	.81	.003
Wrestling					
Middle	6	5.3	.7	.49	.092
Non-Middle	111	111.7	-.7	.49	.004
Baseball					
Middle	9	7.5	1.5	2.25	.3
Non-Middle	159	160.5	-1.5	2.25	.014
Track					
Middle	10	11.2	-1.2	1.44	.129
Non-Middle	239	237.8	1.2	1.44	.006
Tennis					
Middle	0	1.6	-1.6	2.56	1.6
Non-Middle	36	34.4	1.6	2.56	.074
Other Sports					
Middle	2	4.0	-2	4	1
Non-Middle	86	84.0	2	4	.048
Total	1203	1203			10.170

TABLE IV

CHI SQUARE COMPUTATION OF GIRLS INTERSCHOLASTIC SPORTS
IN THE MIDDLE SCHOOLS AND NON-MIDDLE SCHOOLS
IN THE STATE OF WASHINGTON

Entry	Observed Frequency	Expected Frequency	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
	O	E			
Basketball					
Middle	1	.9	.1	.01	.011
Non-Middle	35	35.1	-.1	.01	.000+
Volleyball					
Middle	2	1.5	.5	.25	.167
Non-Middle	60	60.5	-.5	.25	.004
Softball					
Middle	0	1.7	-1.7	2.89	1.700
Non-Middle	68	66.3	1.7	2.89	.044
Track					
Middle	2	1.4	.6	.36	.257
Non-Middle	57	57.6	-.6	.36	.006
Tennis					
Middle	0	.7	-.7	.49	.700
Non-Middle	28	27.3	.7	.49	.018
Cheerleading					
Middle	8	5.8	2.2	4.84	.835
Non-Middle	230	232.2	-2.2	4.84	.021
Songleading					
Middle	1	2.1	-1.1	1.21	.576
Non-Middle	84	82.9	1.1	1.21	.015
Other Sports					
Middle	1	1.0	0	0	0
Non-Middle	39	39.0	0	0	0
Total	616	616			4.354

TABLE VI

CHI SQUARE COMPUTATION OF BOYS INTRAMURAL SPORTS
IN THE MIDDLE SCHOOLS AND NON-MIDDLE SCHOOLS
IN THE STATE OF WASHINGTON

Entry	Observed Frequency	Expected Frequency	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
	O	E			
Flag Football					
Middle	10	9.6	.4	.16	.017
Non-Middle	155	155.4	-.4	.16	.001
Basketball					
Middle	11	12.1	-1.1	1.21	.100
Non-Middle	198	196.9	1.1	1.21	.006
Volleyball					
Middle	4	9.1	-5.1	26.01	2.858
Non-Middle	153	147.9	5.1	26.01	.176
Softball					
Middle	6	8.5	-2.5	6.25	.735
Non-Middle	140	137.5	2.5	6.25	.045
Soccer					
Middle	9	5.0	4.0	16.	3.2
Non-Middle	77	81.0	-4.0	16.	.198
Track					
Middle	10	5.6	4.4	19.36	3.457
Non-Middle	87	91.4	-4.4	19.36	.212
Table Tennis					
Middle	3	5.1	-2.1	4.41	.865
Non-Middle	84	81.9	2.1	4.41	.053
Other Sports					
Middle	22	20.	2.0	4.	.2
Non-Middle	323	325.	-2.0	4.	.012
Total	1292	1292			12.135

TABLE VIII

CHI SQUARE COMPUTATION OF GIRLS INTRAMURAL SPORTS
IN THE MIDDLE SCHOOLS AND NON-MIDDLE SCHOOLS
IN THE STATE OF WASHINGTON

Entry	Observed Frequency	Expected Frequency	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
	O	E			
Basketball					
Middle	5	6.4	-1.4	1.96	.306
Non-Middle	148	146.6	1.4	1.96	.013
Volleyball					
Middle	10	8.5	1.5	2.25	.265
Non-Middle	194	195.5	-1.5	2.25	.012
Softball					
Middle	9	7.2	1.8	3.24	.450
Non-Middle	163	164.8	-1.8	3.24	.020
Soccer					
Middle	6	3.4	2.6	6.76	1.988
Non-Middle	76	78.6	-2.6	6.76	.086
Track					
Middle	8	4.6	3.4	11.56	2.513
Non-Middle	103	106.4	-3.4	11.56	.109
Badminton					
Middle	3	5.3	-2.3	5.29	.109
Non-Middle	125	122.7	2.3	5.29	.043
Table Tennis					
Middle	2	3.4	-1.4	1.96	.576
Non-Middle	80	78.6	1.4	1.96	.025
Other Sports					
Middle	2	6.2	-4.2	17.64	2.845
Non-Middle	147	142.8	4.2	17.64	.125
Total	1081	1081			9.484

TABLE X

CHI SQUARE COMPUTATION OF MUSIC, JOURNALISM AND DRAMA ACTIVITIES
IN THE MIDDLE SCHOOLS AND NON-MIDDLE SCHOOLS
IN THE STATE OF WASHINGTON

Entry	Observed Frequency	Expected Frequency	O-E	$(O-E)^2$	$\frac{(O-E)^2}{E}$
	O	E			
Marching Band					
Middle	9	4.6	4.4	19.36	4.200
Non-Middle	99	103.4	-4.4	19.36	1.872
Concert Band					
Middle	11	9.6	1.4	1.96	2.042
Non-Middle	213	214.4	-1.4	1.96	.009
Chorus					
Middle	13	10.7	2.3	5.29	.494
Non-Middle	237	239.3	-2.3	5.29	.022
Newspaper					
Middle	6	7.6	-1.6	2.56	.338
Non-Middle	171	169.4	1.6	2.56	.015
Annual					
Middle	4	5.3	-1.3	1.69	.319
Non-Middle	120	118.7	1.3	1.69	.014
Class Play					
Middle	2	3.3	-1.3	1.69	.503
Non-Middle	76	74.7	1.3	1.69	.023
School Play					
Middle	3	3.9	-.9	.81	.208
Non-Middle	88	87.1	.9	.81	.009
Other Music, Journal- ism or Drama					
Middle	9	12.1	-3.1	9.61	.794
Non-Middle	275	271.9	3.1	9.61	.035
Total	1336	1336			10.897

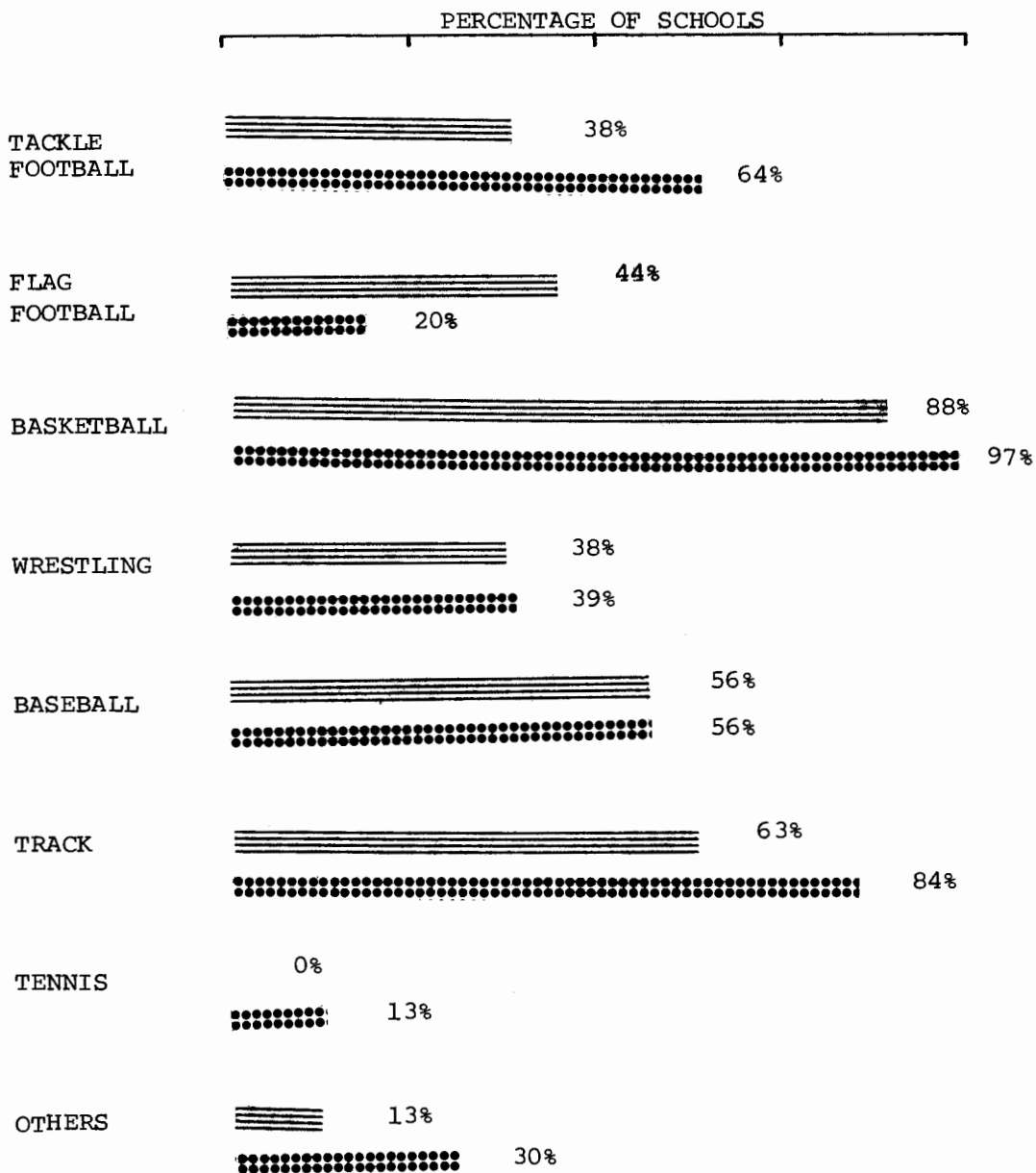
TABLE XII

CHI SQUARE COMPUTATION OF CLUBS AND ORGANIZATIONS
IN THE MIDDLE SCHOOLS AND NON-MIDDLE SCHOOLS
IN THE STATE OF WASHINGTON

Entry	Observed Frequency	Expected Frequency	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$
	O	E			
Science Club					
Middle	2	2.7	-.7	.49	.18
Non-Middle	75	74.3	.7	.49	.007
Girls Club					
Middle	2	3.8	-1.8	3.24	.853
Non-Middle	107	105.2	1.8	3.24	.031
Honor Society					
Middle	1	3.3	-2.3	5.29	1.603
Non-Middle	94	91.7	2.3	5.29	.058
Boys Club					
Middle	1	2.3	-1.3	1.69	.735
Non-Middle	64	62.7	1.3	1.69	.025
Service Club					
Middle	4	2.2	1.8	3.24	1.473
Non-Middle	59	60.8	-1.8	3.24	.054
Pep Club					
Middle	3	5.4	-2.4	5.76	1.067
Non-Middle	153	150.6	2.4	5.76	.038
Boys Lettermen					
Middle	2	2.7	-.7	.49	.18
Non-Middle	75	74.3	.7	.49	.007
Other Clubs					
Middle	19	11.8	7.2	51.84	4.393
Non-Middle	321	328.2	-7.2	51.84	.158
Total	982	982			10.862

Graph I

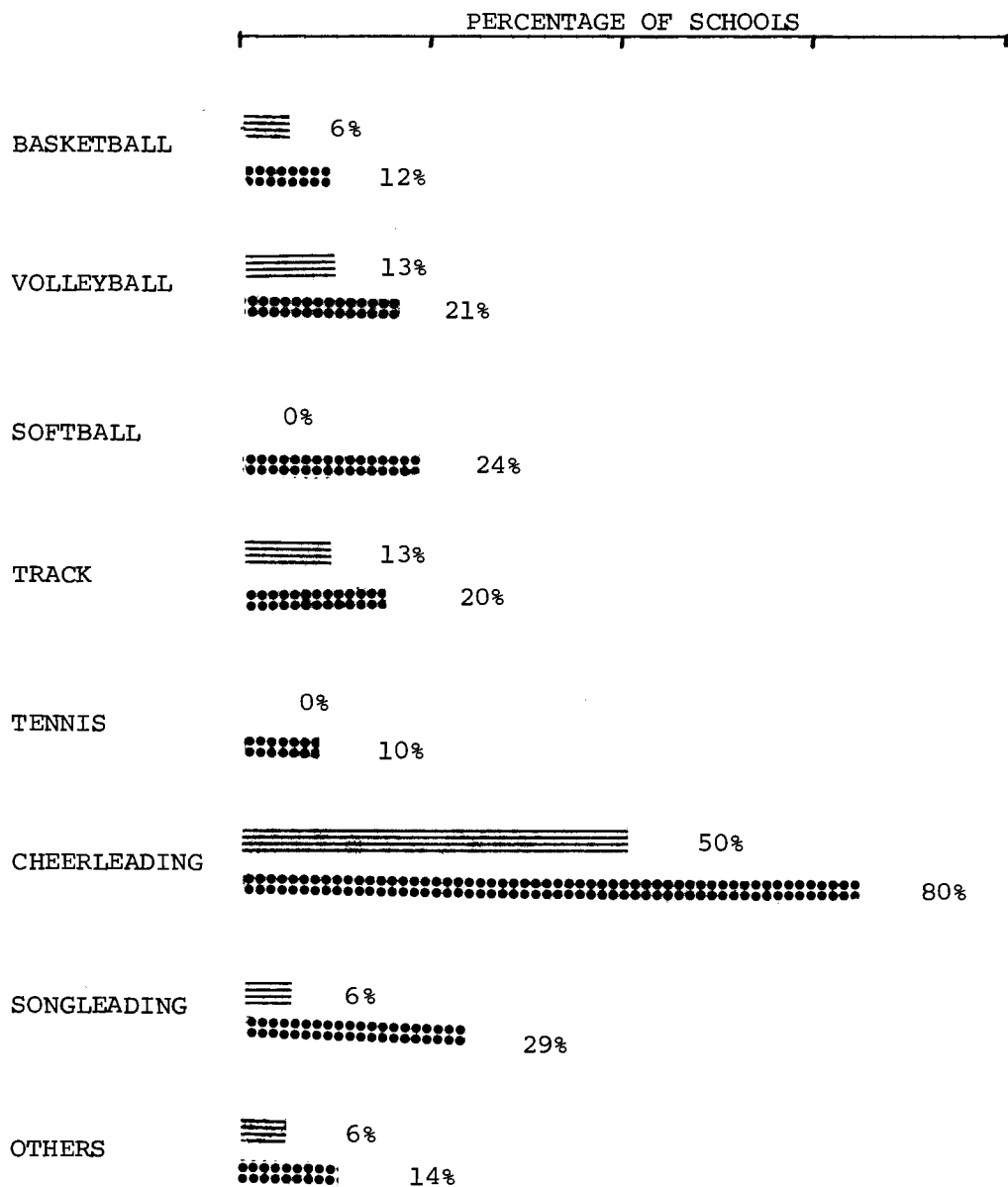
BOYS INTERSCHOLASTIC SPORTS
MIDDLE AND NON-MIDDLE SCHOOL COMPARISON



≡ 16 Middle Schools
3.4 sports per school
••• 287 Non-Middle Schools
3.9 sports per school

Graph II

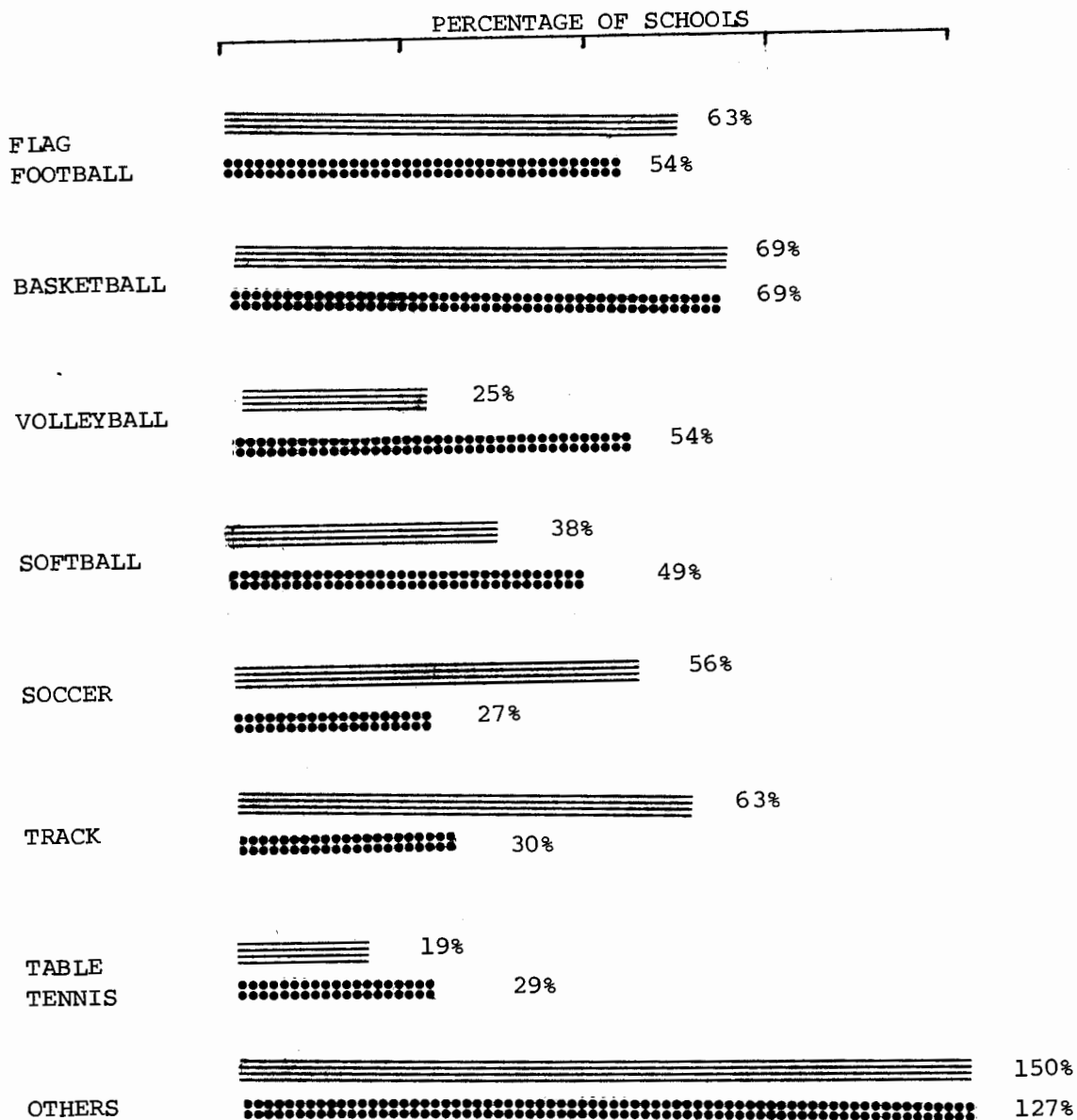
GIRLS INTERSCHOLASTIC SPORTS
MIDDLE AND NON MIDDLE SCHOOL COMPARISON



16 Middle Schools
 .9 sports per school
 287 Non-Middle Schools
 2.1 sports per school

Graph III

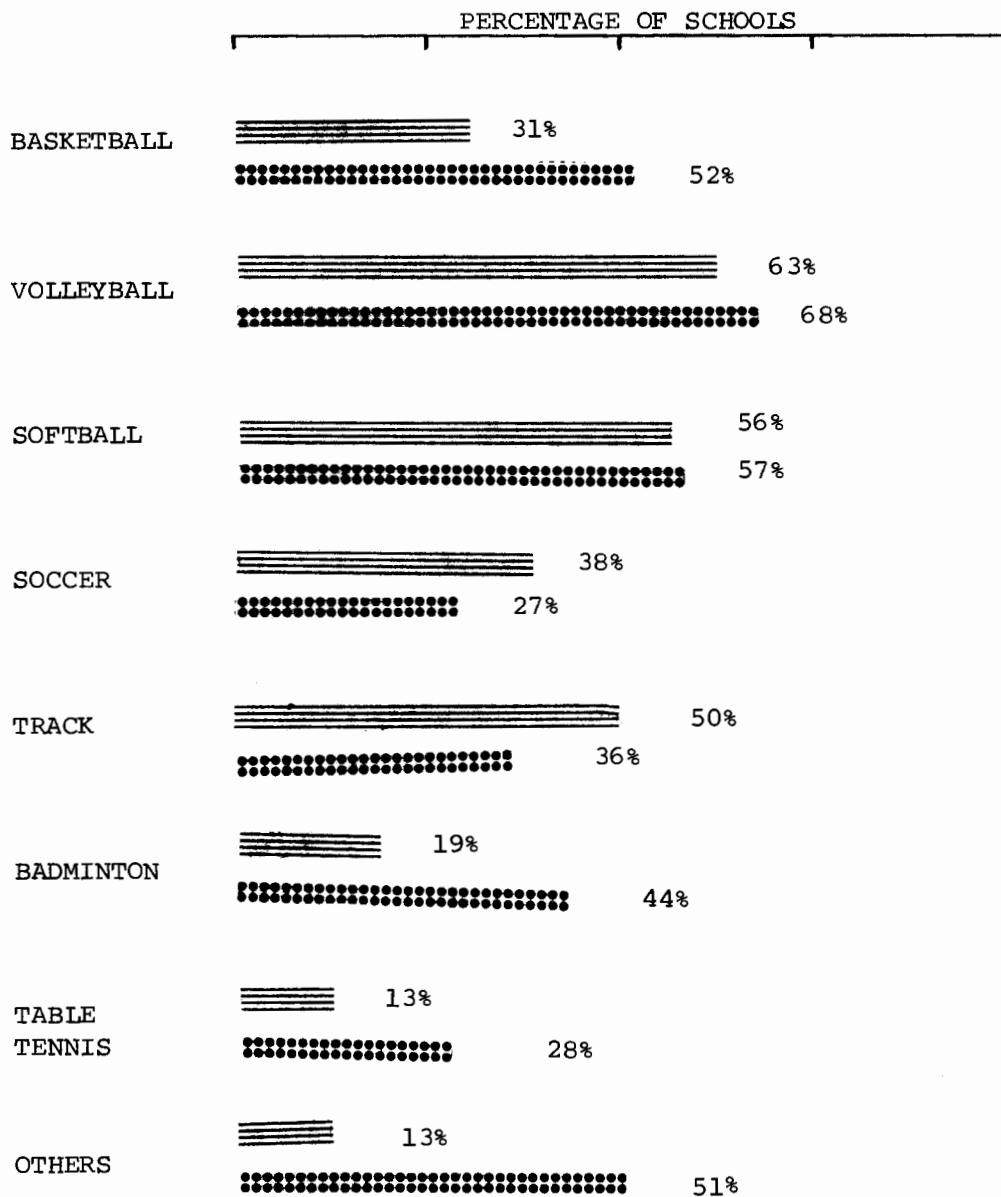
BOYS INTRAMURAL SPORTS
MIDDLE AND NON-MIDDLE SCHOOL COMPARISON





≡ 16 Middle Schools
4.7 sports per school
••• 297 Non-Middle Schools
4.3 sports per school

Graph IV

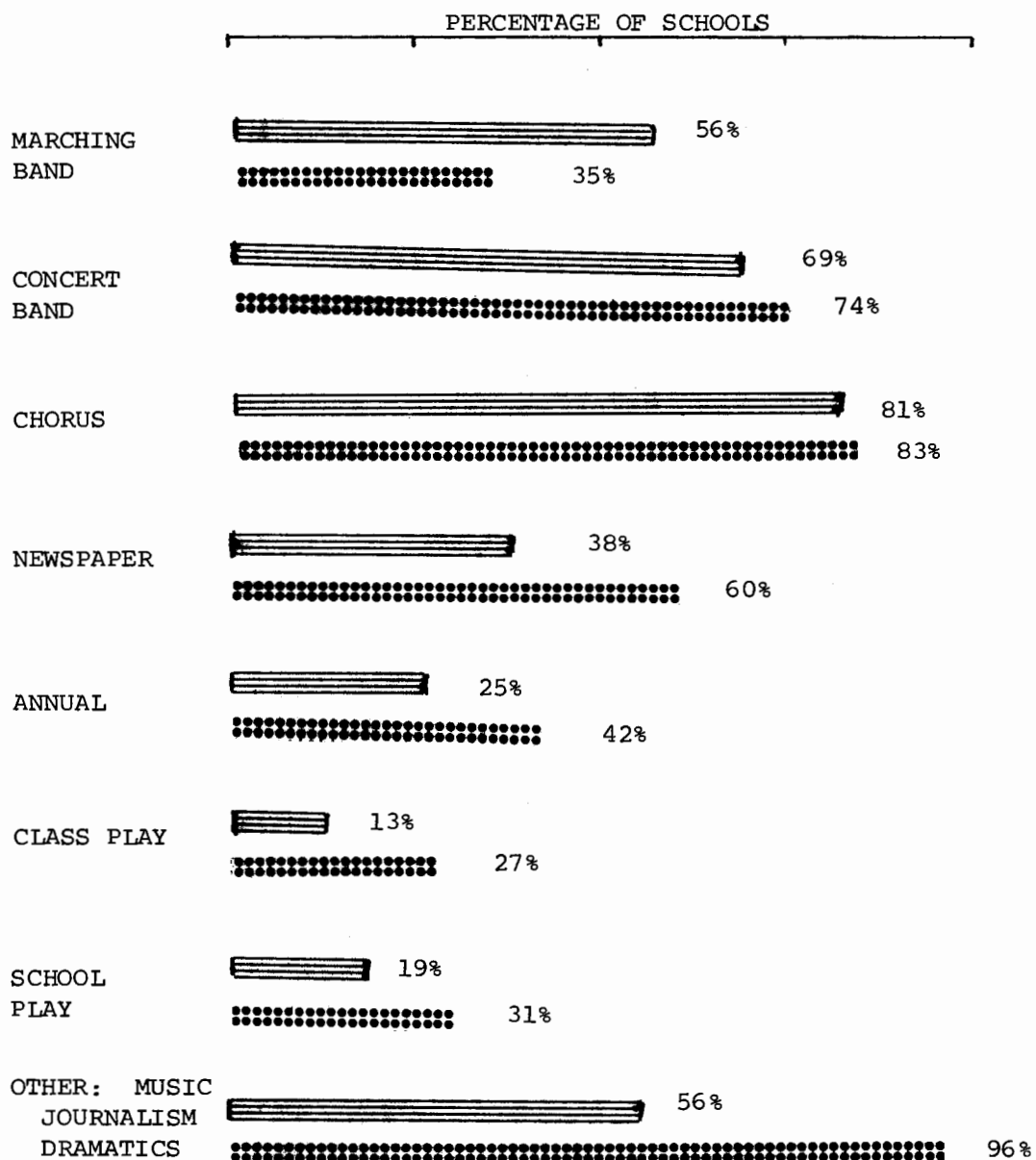
GIRLS INTRAMURAL SPORTS
MIDDLE AND NON-MIDDLE SCHOOL COMPARISON





 16 Middle Schools
 2.9 sports per school
 287 Non-Middle Schools
 3.6 sports per school

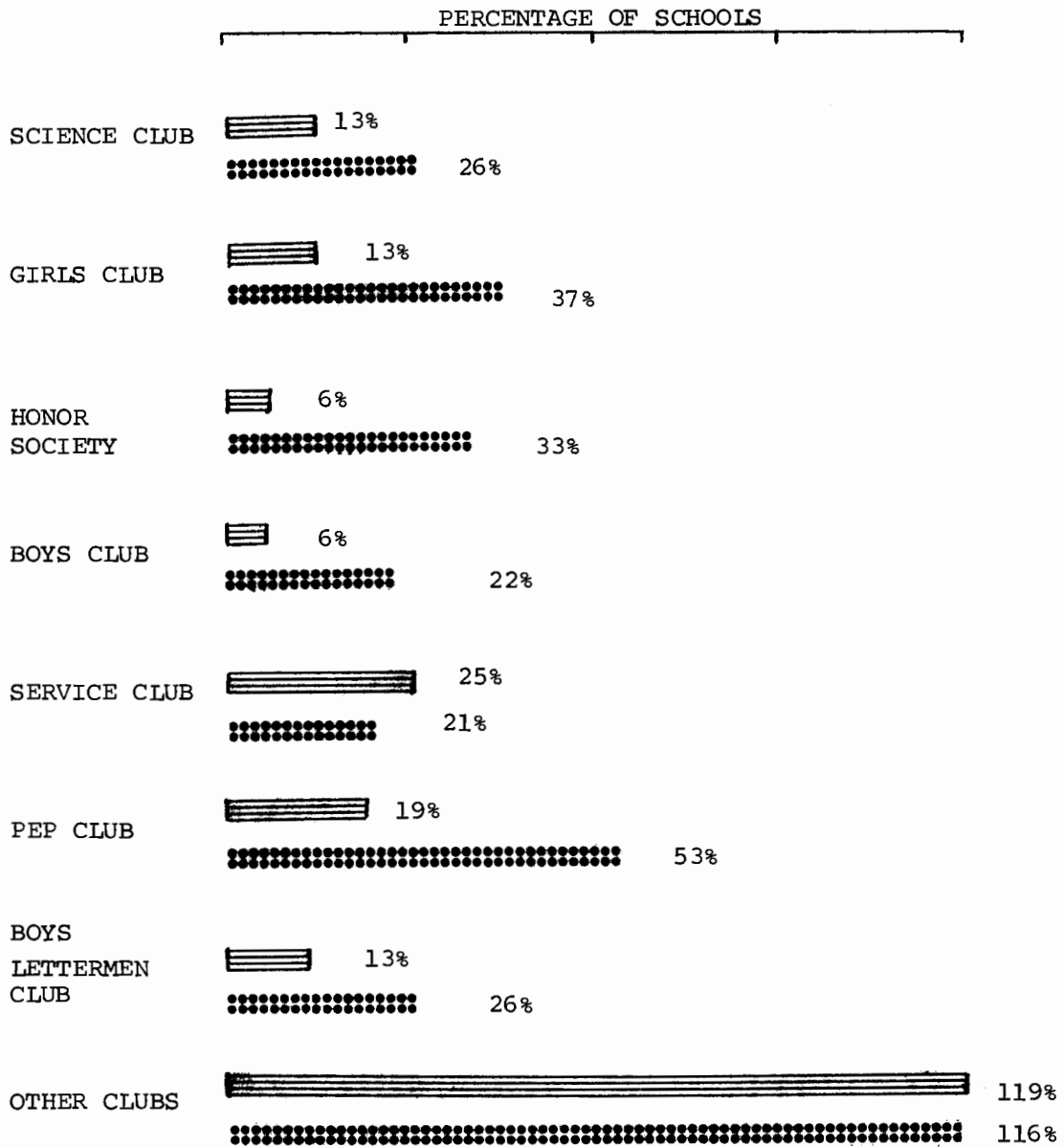
Graph V



MUSIC, JOURNALISM, AND DRAMA
MIDDLE AND NON-MIDDLE SCHOOL COMPARISON



 16 Middle Schools
 3.6 activities per school
 287 Non-Middle Schools
 4.5 activities per school

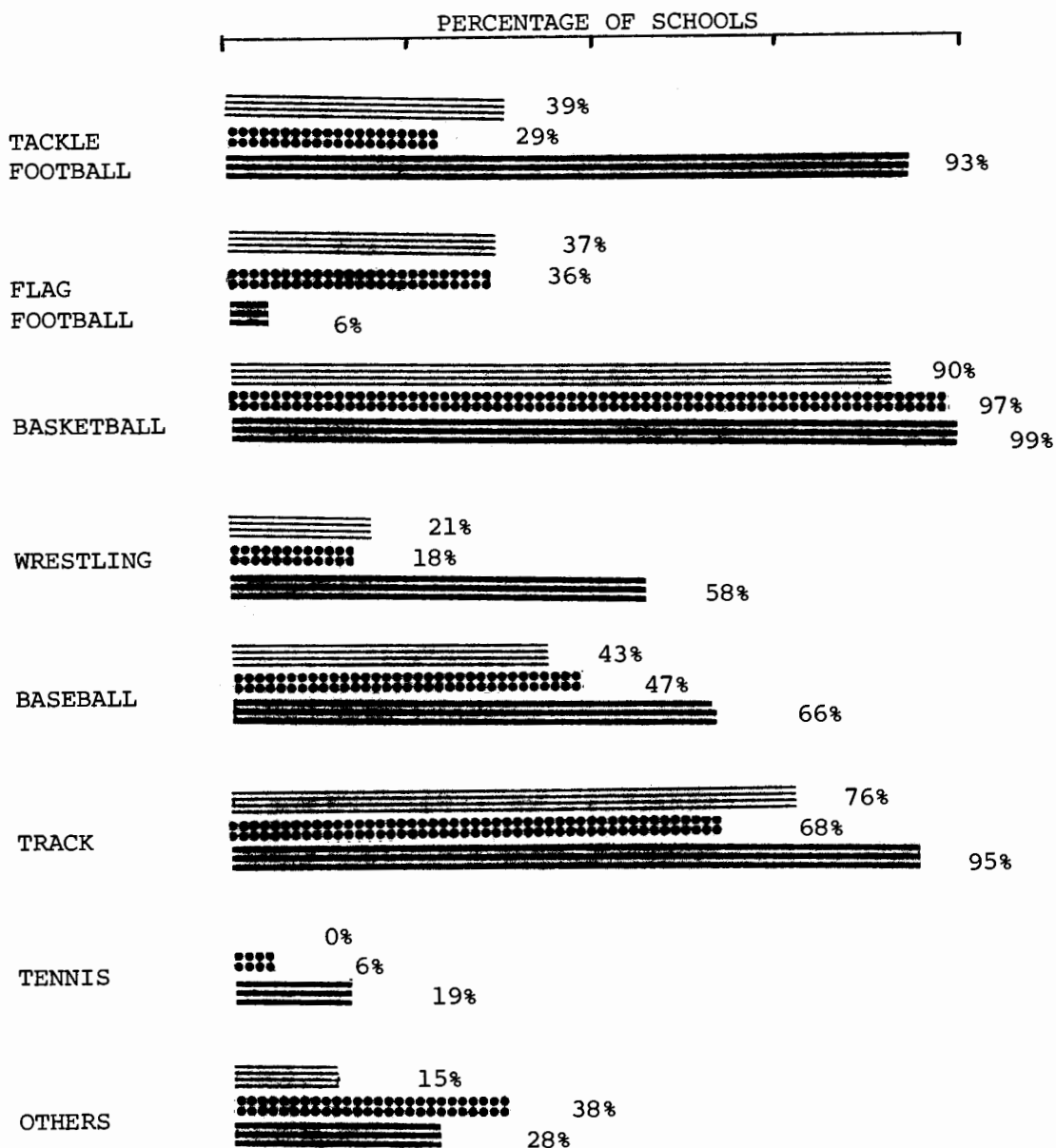
Graph VI
CLUBS
MIDDLE AND NON-MIDDLE SCHOOL COMPARISON



 16 Middle Schools
 2.2 clubs per school
 286 Non-Middle Schools
 3.3 clubs per school

Graph VII

BOYS INTERSCHOLASTIC SPORTS
THREE GRADE DIVISIONS

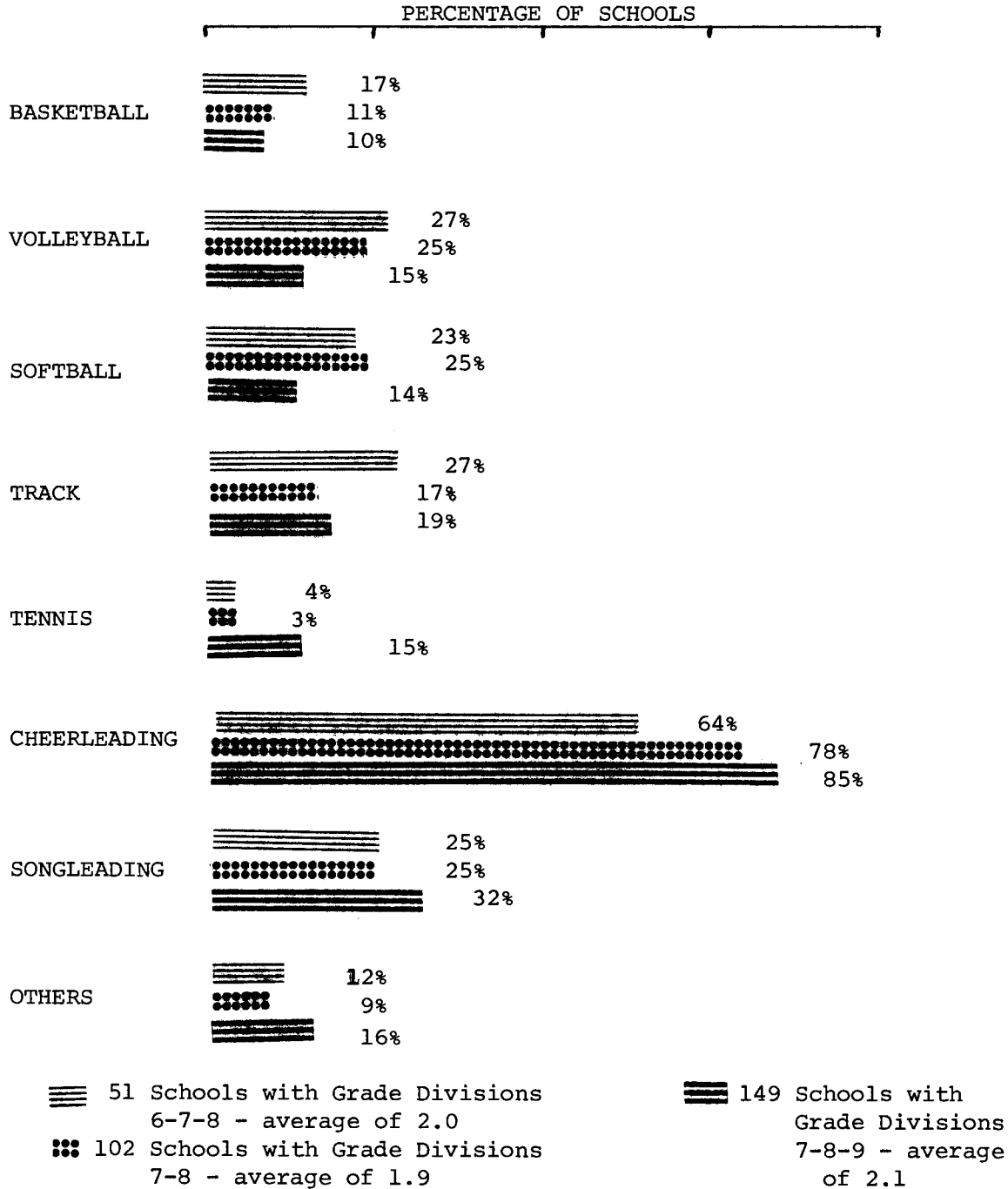


≡ 51 Schools with Grade Divisions
6-7-8 - average of 3.2
●●● 102 Schools with Grade Divisions
7-8 - average of 3.4

≡ 149 Schools with
Grade Divisions
7-8-9 - average
of 4.6

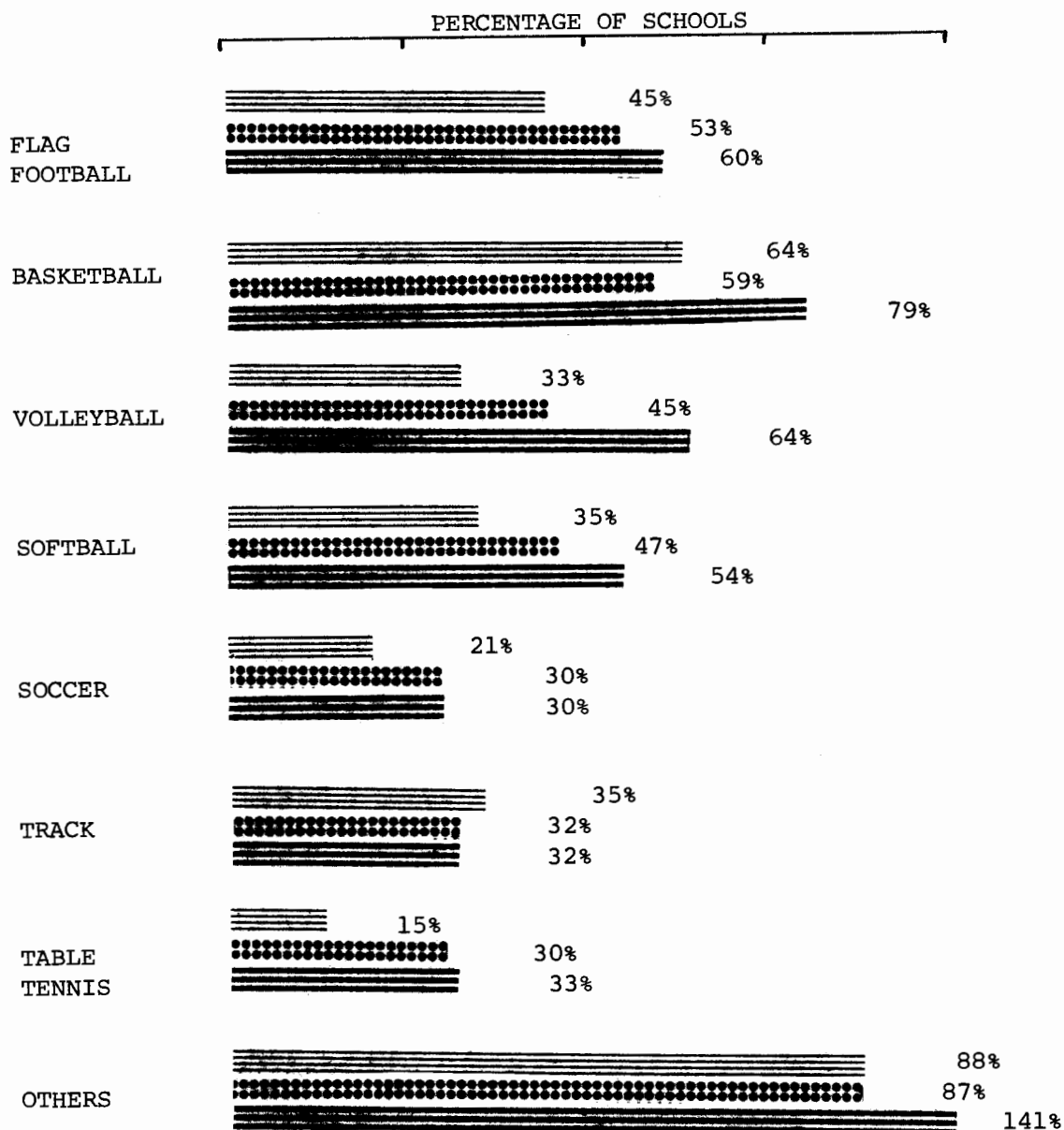
Graph VIII

GIRLS INTERSCHOLASTIC SPORTS
THREE GRADE DIVISIONS



Graph IX

BOYS INTRAMURAL SPORTS
THREE GRADE DIVISIONS

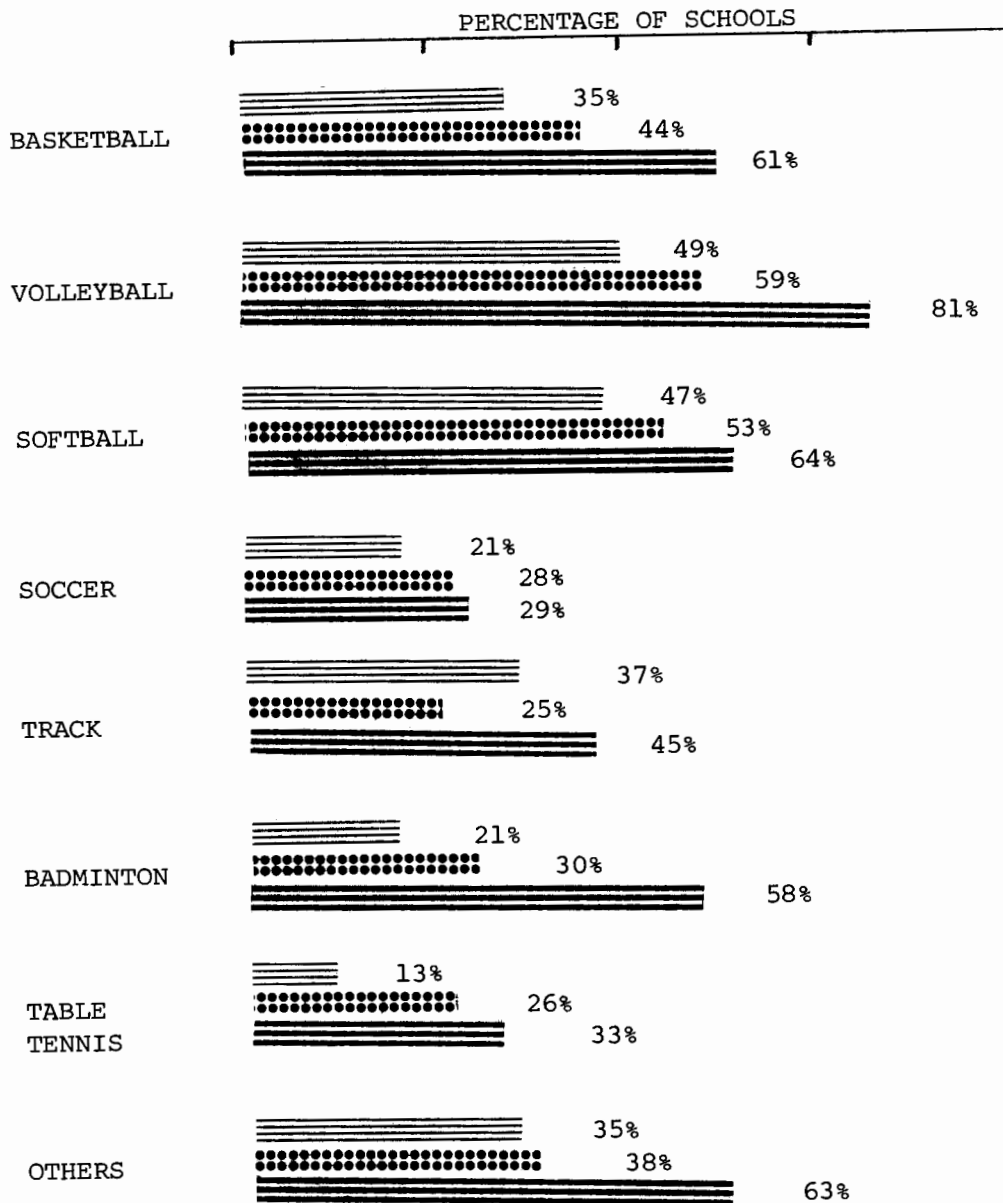


≡ 51 Schools with Grade Divisions
6-7-8 - average of 3.0
●● 102 Schools with Grade Divisions
7-8 - average of 3.8

≡ 149 Schools with
Grade Divisions
7-8-9 - average
of 4.9

Graph X

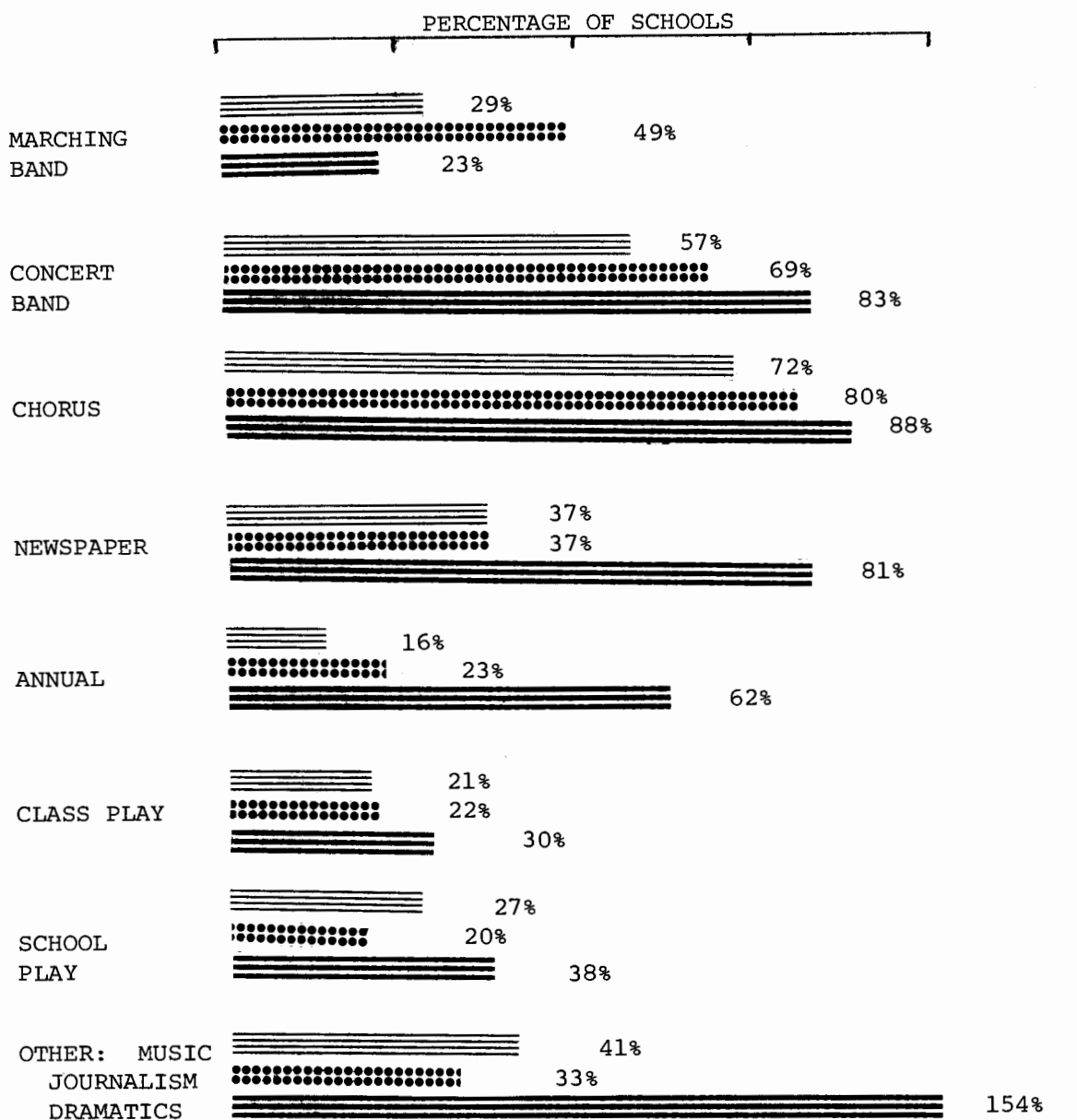
GIRLS INTRAMURAL SPORTS
THREE GRADE DIVISIONS



≡ 51 Schools with Grade Divisions
6-7-8 - average of 2.6
●●● 102 Schools with Grade Divisions
7-8 - average of 3.0

≡≡≡ 149 Schools with
Grade Divisions
7-8-9 - average
of 4.3

Graph XI

MUSIC, JOURNALISM, AND DRAMA
THREE GRADE DIVISIONS

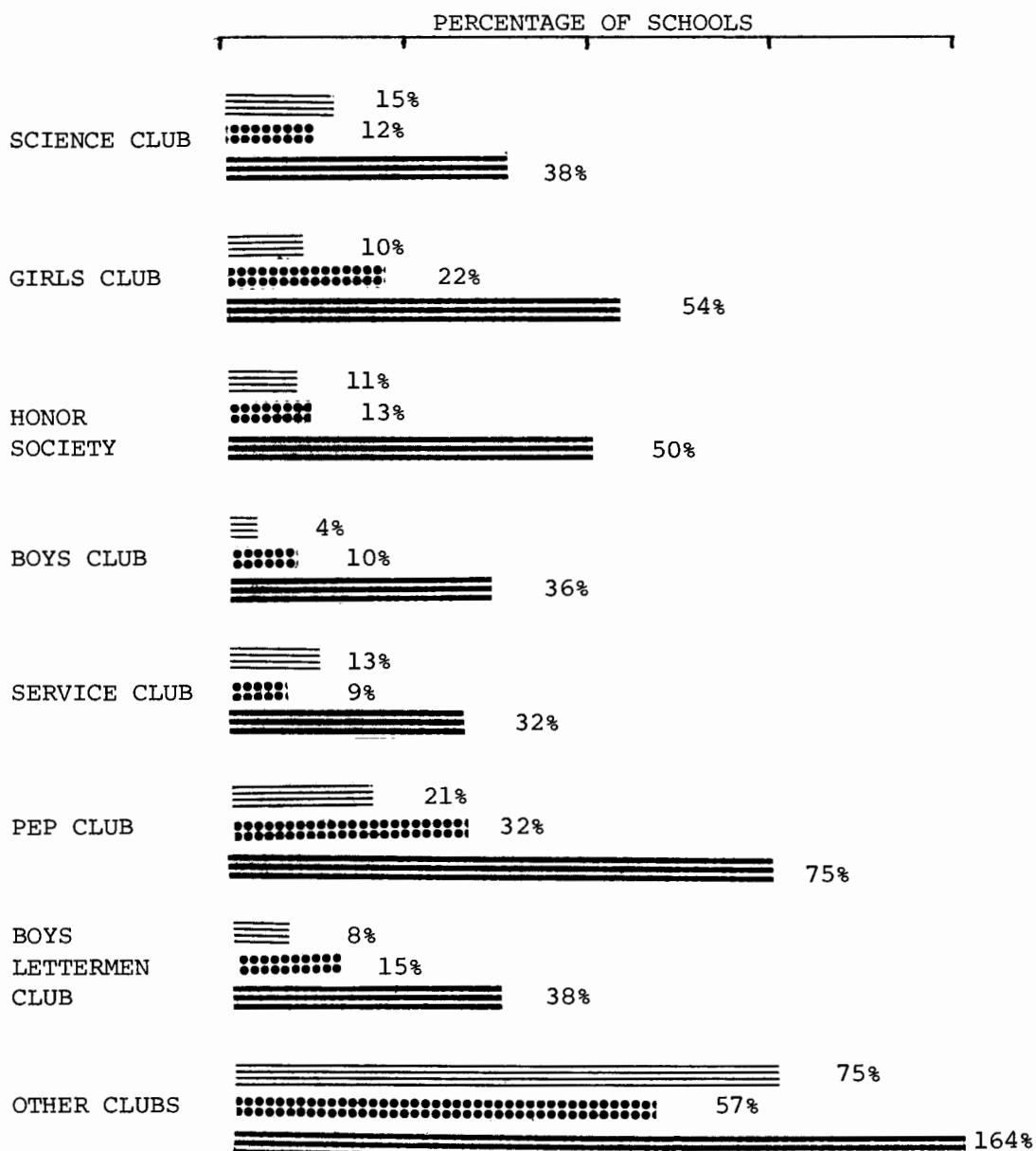
≡ 51 Schools with Grade Divisions
6-7-8 - average of 3.0

••• 102 Schools with Grade Divisions
7-8 - average of 3.4

≡• 149 Schools with
Grade Divisions
7-8-9 - average
of 5.6

Graph XII

CLUBS
THREE GRADE DIVISIONS



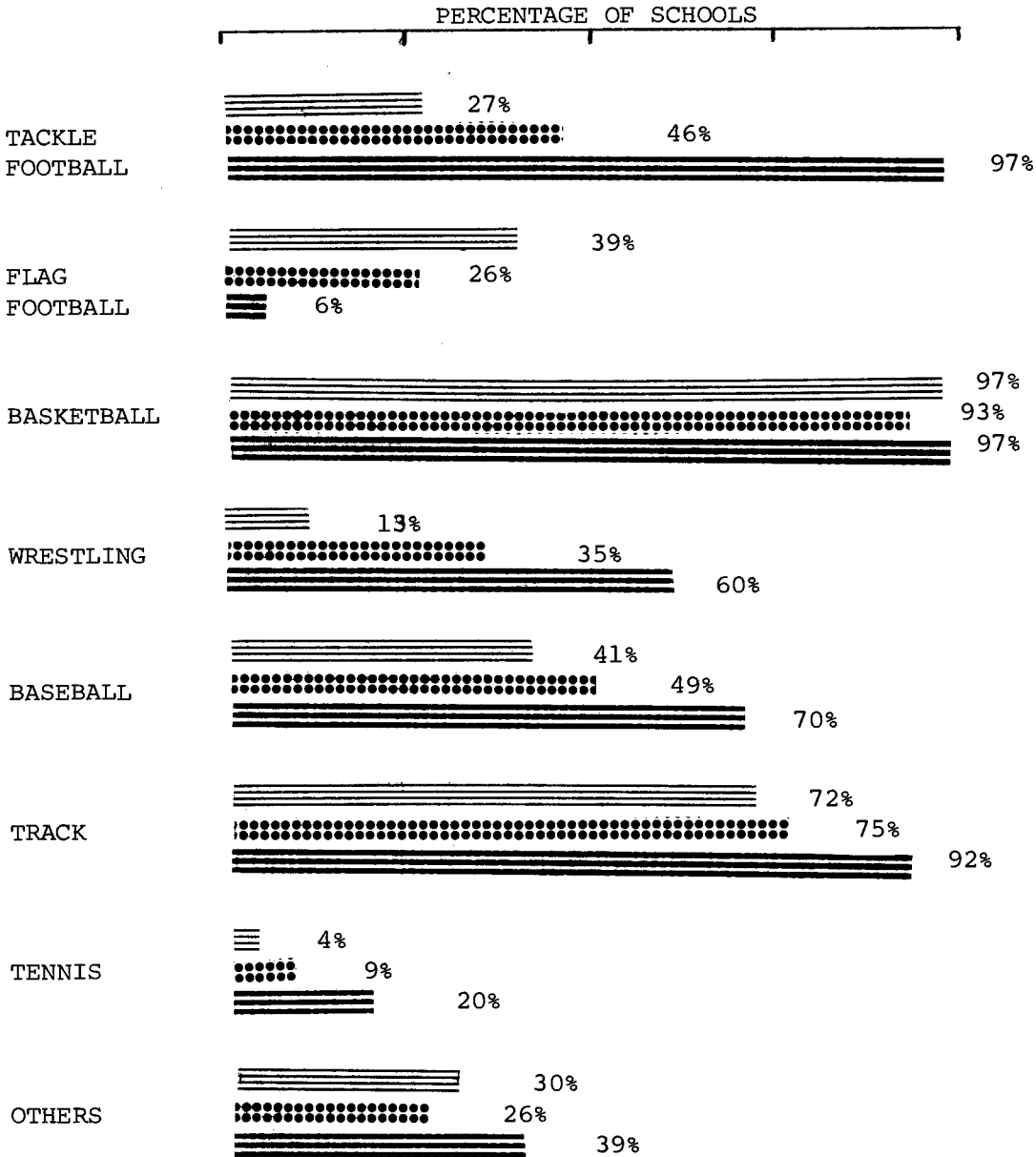
≡ 51 Schools with Grade Divisions
6-7-8 - average of 1.6

••• 102 Schools with Grade Divisions
7-8 - average of 1.7

≡ 149 Schools with
Grade Divisions
7-8-9 - average
of 4.9

Graph XIII

BOYS INTERSCHOLASTIC SPORTS
THREE SIZE COMPARISON



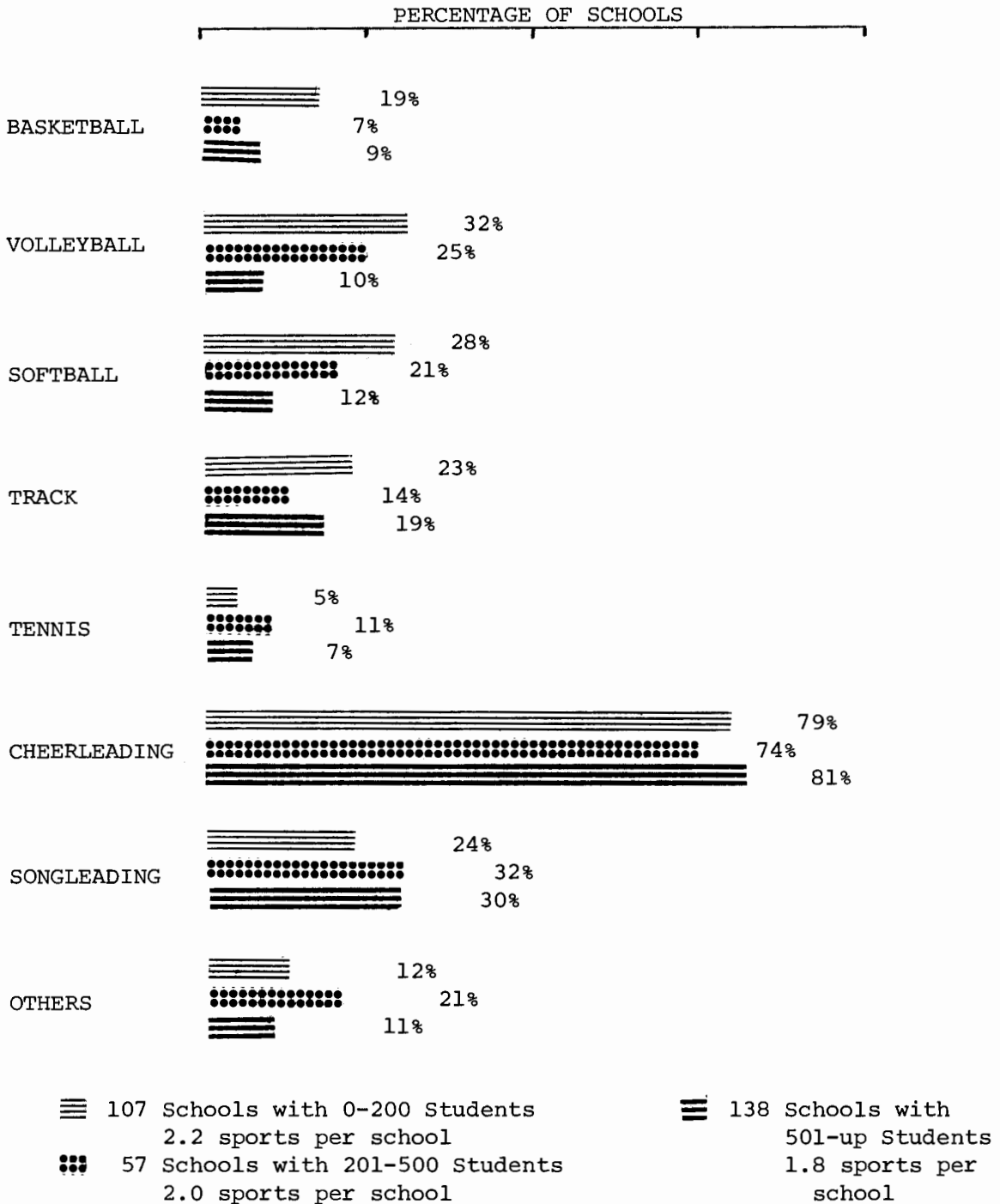
≡ 107 Schools with 0-200 Students
3.2 sports per school

⋯ 57 Schools with 201-500 Students
3.6 sports per school

≡ 138 Schools with 501-up Students
4.8 sports per school

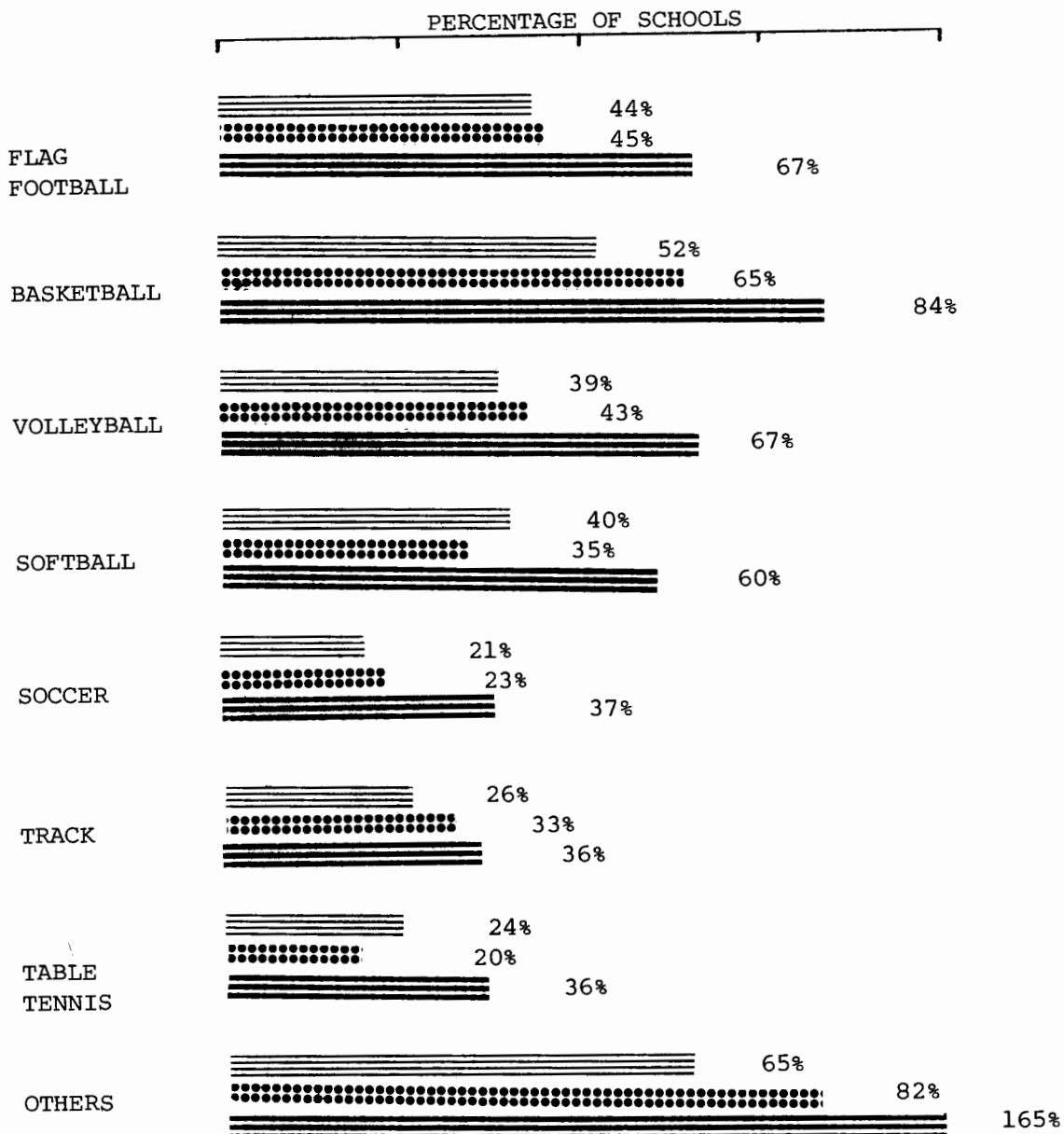
Graph XIV

GIRLS INTERSCHOLASTIC SPORTS
THREE SIZE COMPARISON



Graph XV

BOYS INTRAMURAL SPORTS
THREE SIZE COMPARISON

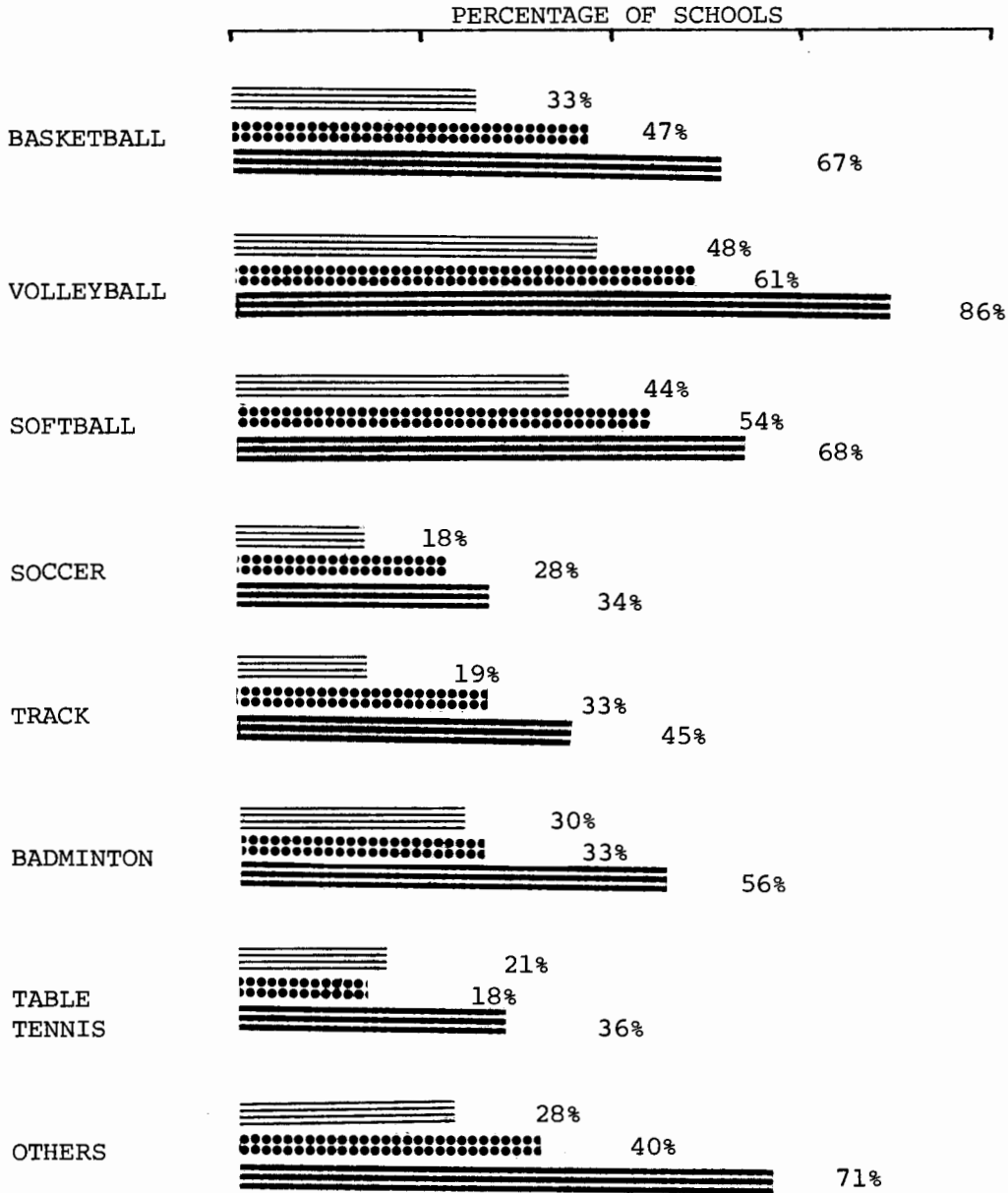


≡ 107 Schools with 0-200 Students
3.1 sports per school
●● 57 Schools with 201-500 Students
3.5 sports per school

≡ 138 Schools with 501-up Students
6.2 sports per school

Graph XVI

GIRLS INTRAMURAL SPORTS
THREE SIZE COMPARISON



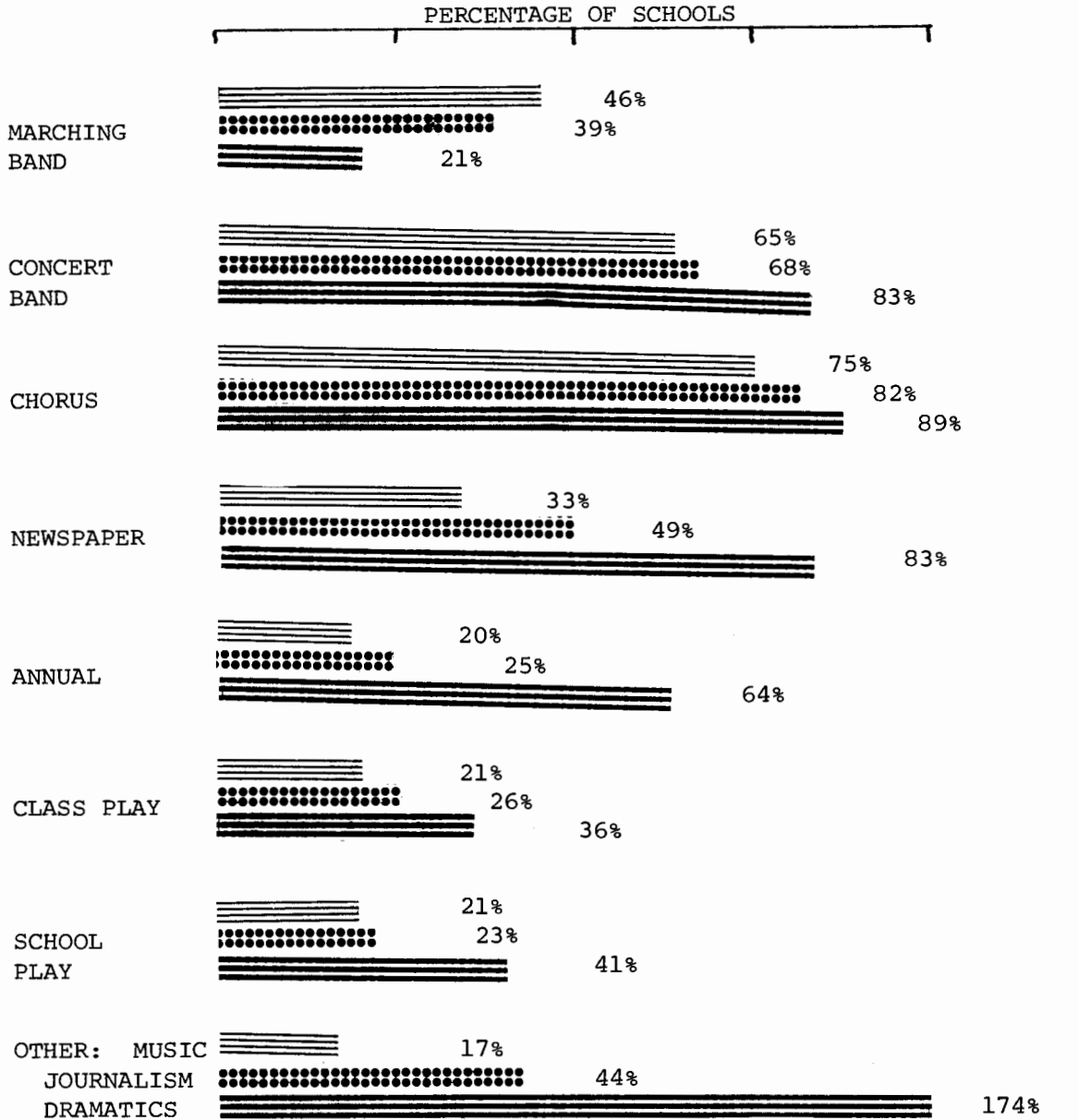
≡ 107 Schools with 0-200 Students
2.4 sports per school

●●● 57 Schools with 201-500 Students
3.2 sports per school

≡ 138 Schools with
501-up Students
4.6 sports per school

Graph XVII

MUSIC, JOURNALISM, AND DRAMA
THREE SIZE COMPARISON

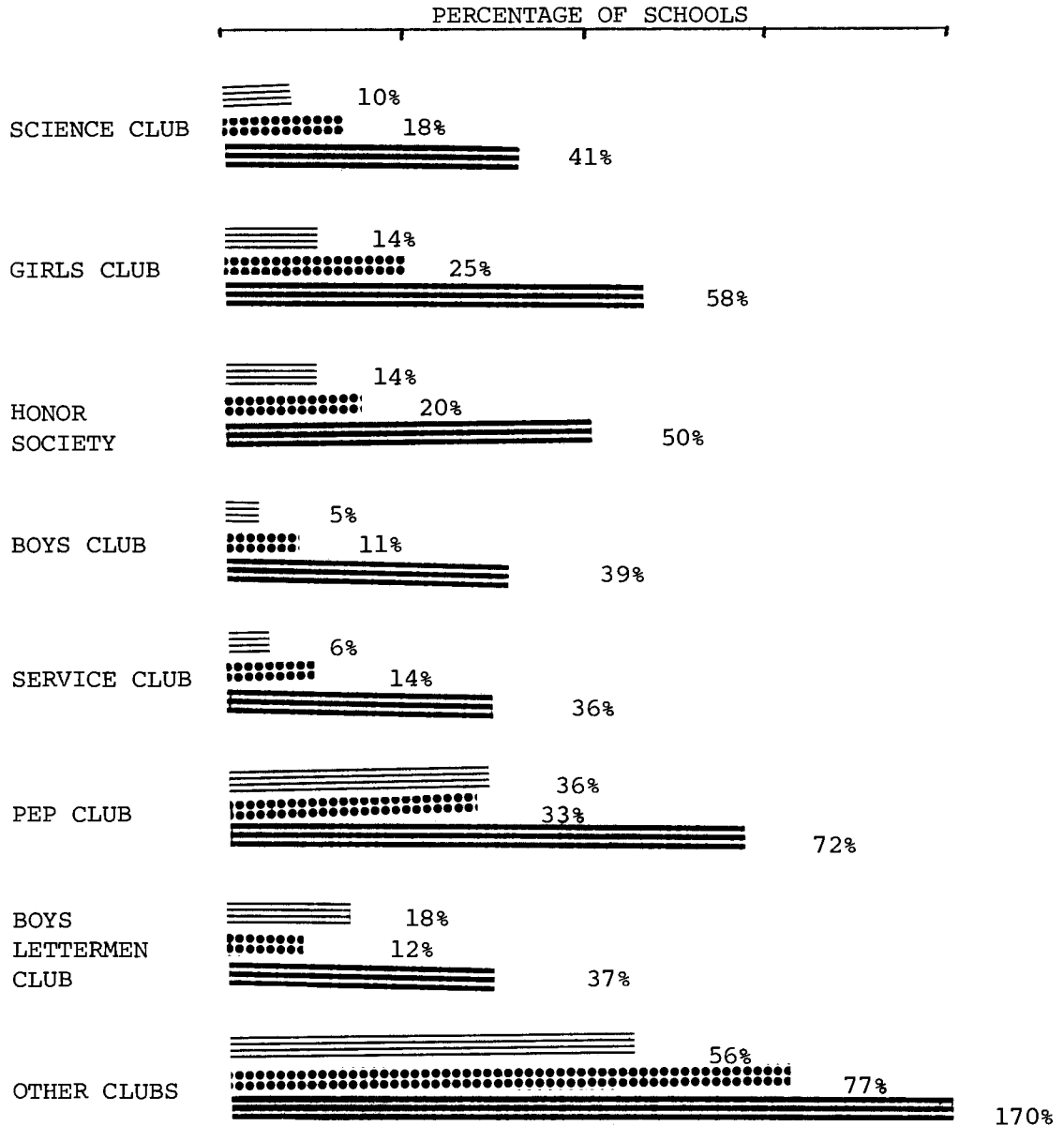


≡ 107 Schools with 0-200 Students
3.0 average per school
 ●●● 57 Schools with 201-500 Students
3.6 average per school

≡ 138 Schools with
501-up Students
5.9 average per school

Graph XVIII

CLUBS
THREE SIZE COMPARISON



≡ 107 Schools with 0-200 Students
1.6 clubs per school
●●● 57 Schools with 201-500 Students
2.2 clubs per school

≡ 138 Schools with 501-up Students
4.9 clubs per school

Box 345
Lyle, Washington 98635
October 21, 1968

Dear Sir:

Enclosed is a questionnaire which I would appreciate your filling out and returning to me in the self-addressed, stamped envelope which is also enclosed.

The questionnaire is designed to compare the extra-curricular activities of the middle schools and junior high schools in the State of Washington and is done in partial fulfillment of the Master's of Education degree from Central Washington State College.

Your prompt attention in filling out and returning this questionnaire will be greatly appreciated. Thank you very much.

Sincerely,

Alfred A. Pflugrath, Jr.

Enc. (2)

A COMPARATIVE STUDY OF THE EXTRA-CURRICULAR PROGRAMS OF THE MIDDLE SCHOOLS AND JUNIOR HIGH SCHOOLS OF THE STATE OF WASHINGTON

The name of the school is _____ (ex. Washington Junior High, Adams Middle School) City _____.

The grade divisions in the school are7-8-9. _____ 6-7-8. _____ 7-8. _____ Other--please denote what grades. _____

Please circle if your school is in a (rural, suburban, or urban) area.

The number of students in the school is _____

Please check () which extra-curricular activities your school has for its students. If the activity is not listed, please write it on the blank provided at the bottom of the list.

INTERSCHOLASTIC SPORTS - BOYS - GIRLS INTRAMURAL SPORTS - BOYS - GIRLS

- Tackle Football _____ Tackle Football _____
Flag Football _____ Flag Football. . . . _____
Cross-Country _____ Cross-Country. . . . _____
Basketball. . . . _____ Basketball _____
Volleyball. . . . _____ Volleyball _____
Wrestling _____ Wrestling. . . . _____
Baseball. . . . _____ Baseball _____
Softball. . . . _____ Softball _____
Soccer. . . . _____ Soccer _____
Track _____ Track. . . . _____
Badminton _____ Badminton. . . . _____
Tennis. . . . _____ Tennis _____

Extra-Curricular Activities Questionnaire

Page 2

INTERSCHOLASTIC SPORTS - BOYS - GIRLS

Cheerleading _____

Songleading _____

Swimming _____

MUSIC

Marching Band _____

Concert Band _____

Chorus _____

Orchestra _____

Glee Club _____

Operetta _____

PUBLICATIONS

Newspaper _____

Annual or Yearbook _____

Magazine _____

INTRAMURAL SPORTS - BOYS - GIRLS

Swimming _____

Table Tennis _____

OTHERS

Forensics or Debate _____

Science Club _____

Girls Club _____

Radio Club _____

Art Club _____

Hiking Club _____

Camera Club _____

Honor Society _____

Foreign Language Club _____

Stamp Club _____

Boys Club _____

Service Club _____

Patrolmen _____

Girls Pep Club _____

Mixed Pep Club _____

Extra-Curricular Activities Questionnaire

Page 3

DRAMA

OTHERS - con't.

Class Plays _____

Boys Pep Club. _____

School Plays. _____

Boys Lettermen Club. . . . _____

Dramatics Club. _____

Girls Lettermen Club . . . _____

Would you like to receive a copy of the findings of this study? If so, please write your name and address below.

Comments: