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STUDENT PARTICIPATION IN THE EXTRA-CURRICULAR PROGRAMS OF
TWO MONTANA HIGH SCHOOLS

by

ROBERT B. ANDERSON

B. A. Montana State University, 1951

Presented in partial fulfillment of the requirements for the
degree of
Master of Arts

MONTANA STATE UNIVERSITY

1955

Approved by:


Chairman, Board of Examiners


Dean, Graduate School


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CHAPTER I

INTRODUCTION TO THE STUDY

I. SETTING AND BACKGROUND

This study was designed primarily to reveal the pattern of student participation in the extra-curricular programs of Missoula County High School and Stevensville High School.

At the time this study was made Missoula County High School, located in the county seat of Missoula, Montana, had an enrollment of 1488 students. A total of 1317 or 88 per cent of these students filled out a questionnaire designed to reveal the extent of their participation in extra-curricular activities.

Stevensville High School, located in the primarily agricultural town of Stevensville, Montana, had, at the time of the study, an enrollment of 168 students of which 148 or 89 per cent filled out the same type of questionnaire.

The normal number of absences and the fact that a few of the questionnaires could not be used because of inability of students to follow directions accounted for the less than 100 per cent coverage of the two student bodies.

Neither of the schools studied impose any restrictions on student participation in extra-curricular activities. The one restricting factor in both schools is the fact that many of the students are bus students and must meet bus schedules. This factor was taken into consideration through the use of a

question regarding the distance from school of each student's home.

Table I gives the composition of the two student bodies used in the study:

II. PURPOSE OF THIS STUDY

The initial purpose of this study was to examine the extent of pupil participation in the extra-curricular programs of the two schools in relation to the socio-economic status of the student, the location of the student's home in relation to the school and the sex and grade level of the student. The study was designed to answer such questions as:

1. Who belongs to the various school clubs, dramatic groups, school publications staffs and athletic teams?
2. Who attends such school activities as athletic contests, dramatic productions and dances?
3. Who gets or purchases such things as the school year-book, the school magazine, club pins, and class rings?
4. Who holds leadership positions such as committee chairman, class or student body officer or athletic team captain?

No attempt was made to study a "typical" school or to set up standards of any kind for student participation in extra-curricular activities. The conclusions reached in this study apply specifically to Missoula County High School and Stevensville High School.

III. BASIC ASSUMPTIONS

A work of this nature assumes that extra-curricular activities contribute to the goals, aims and objectives of

TABLE I

A CLASSIFICATION OF THE PUPILS INCLUDED IN THIS STUDY

Classification	Number		Per Cent	
	S.H.S.*	M.C.H.S.**	S.H.S.	M.C.H.S.
Socio-Economic Status of Family:				
Upper	34	477	23.0	35.4
Middle	76	699	51.3	52.9
Lower	38	143	25.7	11.7
Number of Miles from Home to School:				
Less than one	48	506	32.5	38.4
From one to three	23	605	15.5	45.8
More than three	77	208	52	15.8
Sex:				
Boys	75	630	50.7	47.7
Girls	73	689	49.3	52.3
Grade:				
Freshmen	39	420	26.4	31.9
Sophomore	40	350	27.0	26.5
Junior	40	296	27.0	21.1
Senior	29	253	19.6	20.5

* Stevensville High School

** Missoula County High School

education and that student participation in these activities helps in attaining these goals, aims and objectives.

Koos made an analysis of literature on extra-curricular activities and listed the values ascribed to these activities by school administrators. The first ten values in the order of frequency of mention were:

1. Training in some civic-social moral relationship.
2. Recognition of adolescent nature.
3. Socialization.
4. Training for leadership.
5. Improved discipline and school spirit.
6. Training for social cooperation
7. Actual experience in group life.
8. Training for citizenship in a democracy.
9. Training for recreational and esthetic participation.
10. Training for ethical living.¹

Cooke, Hamon, and Proctor state:

It is now an accepted principle everywhere that the school must recognize and make provision for individual differences among pupils. Participation in extra-curricular activities affords the greatest possibility for the exercise of the divergent talents, aptitudes, and abilities of the pupils. Differentiation and division of labor in school life have reached their highest development in the extra-curricular activities.²

With the two references which have been cited plus the opinions of other writers on the subject as support this study

1. Leonard V. Koos, "Analysis of the General Literature on Extra-Curricular Activities," Report of the Committee on Extra-Curricular Activities, Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II (Bloomington: Public School Publishing Company, 1926), p. 11.

2. Dennis H. Cooke, Ray L. Hamon, and Arthur M. Proctor, Principles of School Administration (Minneapolis: Educational Publishers Inc., 1938), p. 508.

was made based on the assumption that extra-curricular activities are of value in helping the student attain some of the goals of education.

IV. DEFINITIONS

Extra-curricular activities. There are many definitions of this term to be found in the literature relating to student activities which take place apart from the regular curriculum of the school. Some authors use the term co-curricular activities or extra-class. For the purposes of this work extra-curricular activities were regarded as activities, under school supervision, occurring outside of regular school hours and for which no extra credit is received. This definition made possible the inclusion of such activities as school publications and musical activities which grew out of regularly scheduled classes but which required additional student time.

Participation. Membership in an organization does not necessarily indicate extensive participation in the activities of that organization but according to Hayes the most obvious indication of participation is membership in groups.³ For the purposes of this study membership was the only index of participation used.

3. Wayland J. Hayes, Some Factors Influencing Participation in Voluntary School Group Activities (Teachers College Contributions to Education, No. 419, New York: Teachers College, Columbia University, 1930), p. 15.

V. LIMITATIONS

This investigation was limited to a description of student participation in the extra-curricular activities programs of Missoula County High School and Stevensville High School during the school year 1954-55.

No attempt was made to deal with administrative procedures, problems of finance, relationship to the regular curriculum or the objectives of extra-curricular programs nor was any attempt made to evaluate the programs of the two schools involved.

VI. NEED FOR THIS STUDY

In recent years society has called upon the schools of the country to undertake an increasing number of responsibilities. Extra-curricular programs have been used by the schools to meet these increased demands. In the words of Galen Jones:

Suppose that some gigantic misfortune struck and all athletic and non-athletic pupil activities were abolished forthwith. Horrifying as this idea might be to secondary school youth, teachers and professional leaders, the inevitable result of such a stroke would mean that the high school as we know it today would cease to exist.

This is another way of stating the importance of extra-curricular activities to our current high school program. They are not merely important but essential.⁴

4. Ellsworth Tompkins, Extra-class Activities for all Pupils, Federal Security Agency, Office of Education, Bulletin Number Four (Washington: Government Printing Office, 1950) page 3. The portion quoted is from the forward by Galen Jones, Director, Division of Elementary and Secondary Schools.

If an individual agrees with the above tenet then he must certainly agree that the extent to which pupils participate in extra-curricular activities is a subject worthy of study, for how else can the effectiveness of extra-curricular programs be measured?

Every secondary school faculty member sincerely dedicated to the ideal of full equality of opportunity should be interested in the facts about the inclusion-exclusion, participation-non-participation situations in their respective schools.

CHAPTER II

REVIEW OF RELATED STUDIES AND LITERATURE

Before discussing the subject of student participation in extra-curricular activities it might be well to consider again the importance of this problem. In 1930 Hayes made the statement:

The control of voluntary participations is a major problem for those who direct social activities. School administrators and other educational leaders find it one of their chief difficulties in connection with the extra-class groups fostered by their schools. A few students in every school take part in too many activities while others share in none at all. Educators assume that participation in the extra-class life has much educational value, but they recognize the need for regulation and balance.¹

Wilds in a study of the evils connected with extra-curricular activities, reached the conclusion that "the evils which predominate are connected with participation."² According to his study an average of 15.5 per cent of the students take part in more than three activities and an average of 29.2 per cent do not take part in any form of activities.³

Part Two of the Twenty-Fifth Yearbook of the National

1. Wayland J. Hayes, Some Factors Influencing Participation in Voluntary School Group Activities (Teachers College Contributions to Education, No. 419. New York: Teachers College, Columbia University, 1930) p. 1.

2. E. H. Wilds, Extra-Curricular Activities (New York: Appleton Century Company, 1926), pp. 70-71.

3. Ibid., pp. 101-103.

Society for the Study of Education was devoted to extra-curricular activities and contained two chapters concerning student participation in these activities. Ayer assumed that "any treatment of the values which are attached to membership in extra-curricular activities on the part of high school students must take definitely into account the actual extent of the participation." Some of his conclusions were:

High school students tend to join about two organizations under school control to one outside. From ten to fifteen per cent of the pupils in high schools which provide well organized extra-curricular activities report that they belong to no high school organization.

From five to twelve per cent report that they belong to no specially organized group either under school control or outside.

Approximately twenty-five per cent of the high school student body is not reached by extra-curricular activities.⁴

The extent of pupil participation in extra-curricular activities in the smaller high schools of Michigan was determined by Woody and Chappelle. They stated that:

1. In half of the schools approximately half of the pupils participate in at least one extra-curricular activity; in a fourth of the schools, less than one-fourth of the pupils participate in a single activity, and slightly more than three-fourths do not participate in a single activity; in another one-fourth of the schools approximately two-thirds of the pupils participate in at least one extra-curricular activity. On the average, one-fourth of the pupils participate in extra-curricular

4. Fred C. Ayer, "Pupil-Participation in Extra-Curricular in the High Schools of Everett and Seattle, Washington," Report of the Committee on Extra-Curricular Activities, Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II (Bloomington, Illinois, : Public School Publishing Company, 1926), p. 80.

activities and from one-fifteenth to a tenth of them participate in three activities.

2. The pupils in the upper classes of the high school participate more extensively in the extra-curricular activities than do the pupils in the lower class.
3. A very large percentage of the pupils belong to the athletic associations and a very large percentage of them attend the interscholastic and intra-mural games.⁵

In 1930 Hayes made a case study of the pupil participation pattern in extra-curricular activities of one high school. Although this study is twenty-five years old it remained until recently, the most comprehensive work of its kind and the conclusions reached by Hayes are noteworthy. Among other things he found that:

1. There is positive correlation between participation in voluntary school group activities and intelligence.
2. Participation in voluntary school group activities is slightly related to chronological age. Younger students seem to participate more than older ones of the same school experience level. Since age divergence is not marked, distinct relationship with amounts of participation is not clear.
3. Sex maturity seems definitely related to participation in voluntary school group activities. For the school as a whole, girls participate more than boys, but when participation by classes and by sexes are considered together, it becomes evident that girls participate more than boys in the first and second years. In the second year the difference is less and in the last two years boys participate more than girls, although something of a balance appears in the fourth year.
4. Assuming that the occupation of parents is a rough indication of social status, we find considerable

5. Clifford Woody and E. H. Chappelle, "Pupil-Participation in the Extra-Curricular Activities in the Smaller High Schools of Michigan," Report of the Committee on Extra-Curricular Activities, of Education, Part II (Bloomington, Illinois, : Public School Publishing Company, 1926), p. 80.

evidence that participation is related to social status Approximately 45% of the students representing business and professional classes are found above the median in participation as compared with approximately 20% of those representing building and miscellaneous trades, transportation service and labor.

5. Participation increases with experience or years in school. There is an increase in participation each year until the fourth. In this last year the amount of participation is the same as that for the third year class.⁶

The Illinois Secondary School Curriculum Committee carried on participation in extra-class activities studies in thirteen high schools in Illinois and in 1949 published a bulletin called, How to Conduct the Participation in Extra-Class Activities Study. This bulletin served as the basis for this study of Missoula County and Stevensville High Schools. The Illinois group was primarily concerned with the influence of social status on the participation of pupils in extra-class activities. They reported that:

In nearly all of the thirteen Illinois schools in which the Participation in Extra-Class Activities Study has thus far been conducted, participation in the extra-class life of the school has been found to be curtailed for the children from low-income families. The proportion of upper-income youth who belonged to the school's clubs, played on its teams, etc., was more than twice that of the percentage of the poorer youth who so participated in eleven of the thirteen schools; in one institution the ration was as high as 6.5 to 1.⁷

6. Wayland J. Hayes, Some Factors Influencing Participation in Voluntary School Group Activities (Teachers College Contributions to Education Number 419, New York: Teachers College, Columbia University, 1930), pp. 71-74.

7. Harold C. Hand, How To Conduct the Participation in Extra-Class Activities Study, Illinois Secondary School Curriculum Program Bulletin Number 5, Circular Series A, Number 51, (Springfield: Office of the State Superintendent of Public Instruction, 1949), p. 10.

All of the studies which have been mentioned in this chapter make it quite clear that many of the outstanding problems in extra-curricular affairs are related to pupil participation. This fact may also be inferred from the existence of point systems and other such schemes for regulating participation.

CHAPTER III

METHODOLOGY AND SOURCES OF DATA

This study was carried on during the academic year 1954-1955 in Missoula County High School and Stevensville High School with enrollments of 1488 and 148 respectively. The number of activities in four different areas which were available to the students of each school will be dealt with in later chapters.

A study of the available literature dealing with student participation in extra-curricular activities and related subjects revealed that the socio-economic status of the student's family, the location of the student's home in relation to the school, the sex of the student, and the grade of the student are among the most frequently mentioned factors influencing participation in extra-curricular activities.

Models of two inventories for use in measuring the influence of four factors mentioned above were secured from a bulletin sponsored by the Illinois Secondary School Program.¹ Permission to use these inventories and any other portions of the bulletin was secured from M. C. C. Byerly, First Assistant Superintendent of Public Instruction, Springfield, Illinois.

¹ I. Harold C. Hand, How to Conduct the Participation in Extra-Class Activities Study, Illinois Secondary School Curriculum Program Bulletin Number 5, Circular Series A, Number 51, (Springfield: Office of the State Superintendent of Public Instruction, 1949) p. 10.

These schedules were labeled A, Program of Activities and Other Identifying Data; and B, Pupil Inventory. Copies of these schedules are contained in the appendix of this thesis.

The purpose of Schedule A was to secure a complete picture of the extra-class activities of the school concerned. The administrator of each of the schools studied was asked to assign a teacher to fill out one of the sections of the schedule. Each section of the schedule was designed to secure the picture of some one category of extra-class activities. In each such section, the names of all activities included within the category were solicited, the name of each faculty sponsor was requested, and estimates of the number of students participating in each activity were called for. The teachers assigned to each section were interviewed and filled out their respective sections in the presence of the interviewer. In this way a comprehensive view of the extra-curricular offerings of each school was obtained.

The principal of each school was asked to edit Schedule A as filled out by the teachers and check for omissions and errors.

Each student was asked to fill out a copy of Schedule B which was designed to find out (in terms of such characteristics as grade, sex, location of home, and socio-economic status) which students belong to school clubs, attend such things as school plays and athletic events, purchase school

publications and class rings and hold leadership positions in the student body.

Section I of Schedule B concerned itself with personal data such as grade, age, location of home and socio-economic status of the students. The students were classified according to the following categories in regard to the location of their home in relation to the school:

Less than one mile
 From one to three miles
 Over three miles

Question six of Schedule B asked the student to check all of the following statements which were true in his or her case:

- 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 10 years old.
- 7) My father graduated from high school.

The students were then classified in either the upper, middle, or lower economic class according to the following system:

Six or seven positive answers - upper class
 Three to five positive answers - middle class
 One or two positive answers - lower class

Section II of Schedule B dealt with membership in school clubs, attendance at dramatic and athletic events, purchase of school publications and leadership positions in the student bodies at each of the two schools. Since the two schools studied differed in their extra-curricular programs a different

form of section II of Schedule B was prepared for each school.

Schedule B was pretested using one home room at Missoula County High School as the test group. After minor revisions were made, Schedule B was filled out by the students under the direct supervision of their homeroom teachers.

The students at Stevensville High School filled out Schedule B during the regularly scheduled English classes and were supervised by their instructors.

All copies of Schedule B were edited for the purpose of checking the accuracy with which the student totaled the number of items checked in reference to questions 7 through 17 inclusive and to eliminate any inventories rendered unusable because of the respondent's inability to follow direction.

After the inventories were edited the results were tabulated and the tables contained in the following four chapters were posted.

CHAPTER IV

STUDENT MEMBERSHIP IN EXTRA-CURRICULAR ACTIVITIES

An important aspect of the student participation in extra-curricular activities pattern is the extent to which students play on school athletic teams, join student sponsored clubs, take part in school musical and dramatic organizations and other activities which offer the student a chance to be an active participant. Some of these other activities are school publications, student governing groups, committees responsible for putting on social functions, and school service organizations. In this chapter the student membership of these organizations at Missoula and Stevensville High Schools will be reported.

Psychologists agree that a desire for recognition and a sense of belonging to a group are basic human desires. The membership pattern of extra-curricular clubs, activities and organizations should reveal, to a certain degree, the extent to which students use these groups in an effort to fulfill the desire to "belong".

INTERSCHOLASTIC ATHLETICS

One of the most publicized student groups, open to male students, which offers a sense of belonging is the school athletic team. Table II, shows the membership of the interscholastic athletic teams of Stevensville and Missoula High Schools. Both schools maintain teams in football, basketball

TABLE II

DISTRIBUTION, BY PER CENT, OF THE NUMBER OF INTERSCHOLASTIC ATHLETIC SQUAD MEMBERSHIPS REPORTED BY FOUR CATEGORIES OF STUDENTS AT STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	STEVENSVILLE				MISSOULA			
	0	1	2	3	0	1	2	3
Socio-Economic Status of Family:								
Upper	17%	50%	8%	25%	55%	21%	15%	8%
Middle	50	14	25	11	62	20	10	8
Lower	41	22	26	11	64	14	16	6
Number of Miles from Home to School:								
Less than one	32	36	20	12	51	24	19	6
From one to three	62	15	8	15	64	17	10	9
More than three	41	16	30	13	74	18	7	1
Sex:								
Boys	41	23	23	13	55	23	15	7
Girls								
Grade:								
Freshmen	53	13	27	7	58	18	15	9
Sophomore	35	25	26	13	63	21	10	6
Junior	47	16	26	11	61	21	11	7
Senior	33	33	12	22	63	19	14	4

and track and field. Forty-five per cent of the boys at Missoula and 59 per cent of the boys at Stevensville reported membership on at least one team.

The socio-economic status of students at Missoula was definitely related to membership on athletic squads with only 17 per cent of the upper class boys not participating in any form of athletics. At Stevensville a smaller percentage of the upper class boys reported that they were members of no athletic teams than did the middle and lower class boys but the influence of the student's socio-economic class did not appear to be as great as at Missoula.

The students living within one mile of school, in both cases, reported more participation than did those living at greater distances.

The grade level of the student did not have a great influence upon the participation in athletics at Missoula but at Stevensville the boys showed an increase in participation through the four years of school.

INTRAMURAL ATHLETICS

Another activity which offers an opportunity to "belong" is the intramural athletic program. Table III shows the pattern of participation in this activity at the two schools studied. Missoula High School offers four activities open to boys and five open to girls throughout the four years of school. Stevensville High School offers no intramural pro-

TABLE III

DISTRIBUTION, BY PER CENT, OF THE NUMBER OF INTRAMURAL ATHLETIC TEAM MEMBERSHIP'S REPORTED BY FOUR CATEGORIES OF STUDENTS AT STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	Stevensville				Missoula				
	0	1	2	3	4	0	1-2	3-4	5-6
Socio-Economic Status of Family:									
Upper	36%	19%	%	18%	27%	49%	31%	9%	11%
Middle	32	12	18	20	18	53	24	11	12
Lower	37		27	36		66	20	6	8
Number of Miles from Home to School:									
Less than one	26	9	17	26	22	54	25	10	11
From one to three	60		20	10	10	52	28	9	11
More than three	32	18	10	22	18	56	24	10	10
Sex:									
Boys						59	36	5	
Girls	34	12	14	22	18	51	16	14	19
Grade:									
Freshmen	8		13	37	42	58	27	9	6
Sophomore	6	12	23	41	18	46	27	13	14
Junior	72	14	14			51	26	11	12
Senior	73	27				60	26	7	7

gram for boys but offers four activities for girls. As was the case with interscholastic athletics, the socio-economic class of the student played a large part in determining who took part in the intramural athletic program at Missoula but was not of great importance at Stevensville. The location of the student's home in relation to the school was not of great importance in either school except that the group living between one and three miles from Stevensville High School reported that 60 per cent of its number took no part in the intramural program. Since Stevensville offered no program for boys, no comparison is possible between the sexes. At Missoula a slightly higher per centage of girls participated in intramural activities than did boys. A possible explanation of this fact may be that girls are offered no interscholastic athletic activities and must satisfy their athletic interests entirely within the intramural program. The sophomore and junior students at Missoula participated to a slightly greater extent than did the freshmen and seniors while at Stevensville well over 90 per cent of the freshmen and sophomore girls took part in the program and only slightly more than one-fourth of the junior and senior girls participated. The reason for this great difference may arise from the nature of the physical education curriculum at Stevensville. The freshmen and sophomore girls are required to take physical education and their interest in athletic skills is encouraged in those classes. This interest may well carry over to intramural athletic activities. The

junior and senior girls do not take physical education.

STUDENT CLUBS

Perhaps the most important aspect of the membership in extra-curricular activities program is the membership pattern of the student clubs of a school. Table IV is concerned with this phase of the extra-curricular programs of Stevensville and Missoula High Schools. Missoula High School has a total of twenty-nine clubs designed to appeal to interests ranging from philosophy to skiing. Stevensville offered a total of five clubs. The influence of the student's socio-economic status was very marked in each school. Nine per cent and 24 per cent of the upper classes at Stevensville and Missoula respectively reported no club activity as against 24 per cent and 49 per cent of the lower classes of the two schools who reported no activity of this type.

The participation in club activities decreased steadily at Missoula as the distance from home to school increased. At Stevensville the students living within one mile of the school reported a greater degree of participation than did the students living at greater distances but the influence of the location of the home was not as great or as uniform as it was at Missoula. In both schools a larger proportion of the girls reported club activities than did the boys. As the students at Missoula progressed through the grade levels they reported a steadily increasing amount of club activity. The

TABLE IV

DISTRIBUTION, BY PER CENT, OF THE NUMBER OF MEMBERSHIPS IN STUDENT CLUBS
 REPORTED BY FOUR CATEGORIES OF STUDENTS AT STEVENSVILLE
 HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	STEVENSVILLE					MISSOULA						
	0	1	2	3	4	5	0	1	2	3	4	5-8
Socio-Economic Status of Family:												
Upper	9%	39%	26%	26%	%	1	24%	30%	23%	14%	5%	4%
Middle	7	39	32	16	5	1	34	35	21	6	3	1
Lower	24	31	24	18	3		49	33	15	2	1	
Number of Miles from Home to School:												
Less than one	15	31	31	17	4	2	26	33	23	12	4	2
From one to three	9	48	30	13			32	32	22	8	4	2
More than three	10	36	26	24	4		44	35	12	5	3	1
Sex:												
Boys	17	43	25	15			45	34	12	5	3	1
Girls	4	32	31	25	7	1	20	30	29	13	5	3
Grade:												
Freshmen	15	26	36	18	3		43	28	21	7	1	
Sophomore	12	30	25	30		3	33	38	17	9	2	1
Junior	8	48	17	17	10		28	32	22	9	5	4
Senior	10	45	35	10			16	36	22	14	7	5

amount of club activity at Stevensville increased steadily from the freshmen through the junior year and then decrease slightly in the senior year.

MUSICAL ORGANIZATIONS

The students who are members of musical organizations are in a position to gain recognition from both their fellow students and adults of their communities. Concerts, band performances at athletic events, music festivals and other occasions offer the students opportunities to display their talents. Most of the music program at Missoula County High School has been incorporated into the regular curriculum of the school but four activities may still be classed as extra-curricular. Stevensville offers one activity, Pep Band, which is a direct result of its regular band class. Table V, gives a picture of the student participation in the musical organizations of Stevensville and Missoula High Schools. In both schools the socio-economic class of the student was significant in determining membership in musical organizations with the degree of participation steadily decreasing from the upper to the lower socio-economic class. The location of the student's home influenced participation to a lesser degree in Missoula than in Stevensville but in both cases the degree of participation decreased as the distance from the home to the school increased. Girls of both schools participated slightly more than boys but the difference in the two was so slight as to be of very little significance. The freshmen

TABLE V

DISTRIBUTION, BY PER CENT, OF THE NUMBER OF MEMBERSHIPS IN MUSICAL ORGANIZATIONS REPORTED BY FOUR CATEGORIES OF STUDENTS AT STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	STEVENSVILLE		MISSOULA	
	Number of Memberships	Percentage	Number of Memberships	Percentage
Socio-Economic Status of Family:				
Upper	79	21%	80	16%
Middle	79	21	92	7
Lower	97	3	93	7
Number of Miles from Home to School:				
Less than one	79	21	87	10
From one to three	74	26	88	10
More than three	90	10	92	7
Sex:				
Boys	85	15	89	9
Girls	82	18	87	11
Grade:				
Freshmen	72	28	93	6
Sophomore	85	15	91	7
Junior	90	10	83	13
Senior	90	10	81	16

and sophomore students at Stevensville reported a higher per centage of membership in the Pep Band than did the juniors and seniors while at Missoula the reverse was true. Juniors and seniors there reported membership in musical organizations to a greater extent than did the freshmen and sophomores.

SCHOOL PUBLICATIONS

The school publications offer students a chance for recognition from their fellow students as well as offering experience in the practices of journalism. Table VI, was designed to tell the membership pattern on the staffs of the school publications at Stevensville and Missoula High Schools. The socio-economic status of the student determined, in a large part, who staffs the school publications. The per centage of participation reported declined steadily from the upper to the lower socio-economic class. As the distance from the home to school increased the extra-curricular journalism activities decreased. At Stevensville a larger per centage of girls than boys reported holding positions on the staffs of the school publications while at Missoula the boys and girls participated almost equally. The grade level of the student was directly related to the extent of participation on the publications staffs with seniors reporting the greatest degree of participation.

TABLE VI

PER CENT OF STUDENTS, ACCORDING TO FOUR CATEGORIES, WHO REPORTED MEMBERSHIPS ON THE STAFFS OF THE SCHOOL PUBLICATIONS OF STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	STEVENSVILLE	MISSOULA
Socio-Economic Status of Family:		
Upper	44%	15%
Middle	24	11
Lower	26	6
Number of Miles from Home to School:		
Less than one	37	15
From one to three	30	10
More than three	23	8
Sex:		
Boys	24	12
Girls	34	11
Grade:		
Freshmen		10
Sophomore	30	4
Junior	30	17
Senior	55	18

FORENSICS AND DRAMATICS

Another type of activity that must be included in any study of extra-curricular activities is that concerned with forensics and dramatics. Table VII deals with those activities at Missoula and Stevensville. Socio-economic class was of virtually no importance as a factor in determining the members of forensic groups and the casts of dramatic productions at Stevensville. The situation was different at Missoula with 73 per cent of the upper class and 91 per cent of the lower class reporting no dramatic or forensic activity. In both schools the student activity in dramatics and forensics decreased as the distance from home to school increased. The boys and girls of the junior and senior classes at Stevensville took part almost equally in these two activities while the freshmen and sophomores reported no participation. The girls at Missoula reported taking part in dramatics and forensics to a greater degree than did the boys and the juniors and seniors also reported more activity than the two lower grade levels.

STUDENT GOVERNMENT ACTIVITIES

A group that enjoys an enviable position in the eyes of their classmates is the group of students who hold positions in the student government organizations of their schools. The membership of the student governing groups at Stevensville High School and Missoula County High School is revealed in Table VIII. The upper socio-economic classes of the two

TABLE VII

DISTRIBUTION, BY PER CENT, OF THE NUMBER OF DRAMATIC AND FORENSIC ACTIVITIES PARTICIPATED IN BY FOUR CATEGORIES OF STUDENTS AT STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	STEVENSVILLE			MISSOULA					
	0	1	2	0	1	2	3	4	5
Socio-Economic Status of Family:									
Upper	65%	29%	6%	73%	15%	7%	3%	1%	1%
Middle	66	29	5	84	10	2	2	1	1
Lower	64	34	2	91	7		1	1	
Number of Miles from Home to School:									
Less than one	58	38	4	74	15	6	3	1	1
From one to three	61	26	13	84	10	3	2	1	
More than three	70	27	3	89	8	1	1		1
Sex:									
Boys	65	29	6	88	7	2	2	1	
Girls	64	32	4	74	16	5	3	1	1
Grade:									
Freshmen	100			87	8	4	1		
Sophomore	100			91	5	2	2		
Junior	27	73		67	19	6	4	2	2
Senior	21	55	24	69	21	4	4	2	

TABLE VIII

PER CENT OF STUDENTS, ACCORDING TO FOUR CATEGORIES, WHO REPORTED MEMBERSHIP IN THE STUDENT GOVERNMENT GROUPS AT STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	STEVENSVILLE	MISSOULA
Socio-Economic Status of Family:		
Upper	18%	16%
Middle	7	11
Lower	10	10
Number of Miles from Home to School:		
Less than one	6	9
From one to three	3	8
More than three	10	9
Sex:		
Boys	13	8
Girls	7	9
Grade:		
Freshmen	5	7
Sophomore	10	8
Junior	10	8
Senior	17	10

schools reported a higher per centage of their number belonged to the governing bodies of the schools but the influence of socio-economic class was not as great in this activity as it was in some of the previously reported activities. The location of the home in relation to the school and the sex of the student had little effect upon who took part in the student government of Missoula High School. The location of the home in relation to the school at Stevensville did not show a consistent pattern. The boys at Stevensville reported a higher degree of student government activities than did the girls. Participation in this activity increased with the grade level of both schools. The freshmen reported the least activity in student government circles and the seniors reported the most.

COMMITTEE ACTIVITY

Another one of the many aspects of student clubs is the amount of committee activity in which the students take a part. Much of the actual work connected with extra-curricular activities such as decorating for dances, planning entertainment, and making arrangements for club outings is carried on through committees. Table IX presents the picture of student committee membership in the two schools involved in this study. The socio-economic status of the student made no difference in determining committee membership at Stevensville while at Missoula 39 per cent of the upper class reported no activity

TABLE IX

DISTRIBUTION, BY PER CENT, OF THE NUMBER OF COMMITTEE MEMBERSHIPS REPORTED BY FOUR CATEGORIES OF STUDENTS AT STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	MISSOULA									
	STEVENSVILLE				MISSOULA					
	Number of Committees		Number of Committees		Number of Committees		Number of Committees			
	0	1-2	3-4	5-6	7-8	0	1-2	3-4	5-6	7-8
Socio-Economic Status of Family:										
Upper	20%	18%	18%	15%	29%	39%	25%	23%	9%	4%
Middle	21	20	22	21	16	55	27	13	3	2
Lower	21	31	16	24	8	68	22	8		2
Number of Miles from Home to School:										
Less than one	14	17	23	21	25	41	28	19	8	4
From one to three	39	13	4	18	26	52	25	17	4	2
More than three	21	27	22	21	9	71	17	7	2	3
Sex:										
Boys	27	27	20	13	13	59	22	14	3	2
Girls	17	16	15	30	22	44	28	18	6	4
Grade:										
Freshmen	36	25	13	13	13	60	25	12	3	3
Sophomore	18	22	27	20	13	45	30	16	6	7
Junior	20	22	20	30	8	43	26	17	7	2
Senior	10	17	17	14	42	42	25	24	7	2

of this type and 68 per cent of the lower class reported no committee memberships. The distance between home and school appeared to have a relationship to committee membership at Missoula with the per cent of students who reported no memberships steadily increasing as the distance between home and school increased. Stevensville students living less than a mile from the school reported more memberships than those living at greater distances. However, a greater per centage of those students living over three miles from school reported committee membership than did those living from one to three miles from school. This would indicate that the distance from the student's home to school is not in itself a consistent factor in determining which students participate in certain types of extra-curricular activities. Girls of both institutions reported a higher degree of participation in committee work than did the boys and this type of activity was more evident for the three upper grade levels of both Stevensville and Missoula High Schools.

SCHOOL SERVICE CLUBS

Many schools use students as members of the library staff, office assistants, lunchroom workers and other activities. Missoula and Stevensville High Schools are no exception with Stevensville using student assistants in the lunchroom and library and Missoula using students in connection with six activities which are of service to the school.

Table X deals with the membership of the school service organizations at the two schools. The socio-economic status of the student and the distance between home and school made relatively little difference in determining the membership of these organizations at both schools. The group living from one to three miles from Stevensville High School was the exception to the preceding statement with 26 per cent of its number reporting no activity in school service organizations. The girls at Missoula and Stevensville took a far greater part in these organizations than did the boys and the reports of participation in this type of activity increased steadily from the freshmen through the senior year at both places.

SUMMARY

The nine phases of the extra-curricular program which have been examined in this chapter should reveal some interesting facts with respect to the influence of the socio-economic status of the student, the distance from the student's home to his school, the sex of the student and the grade level of the student as factors in determining the membership pattern in the extra-curricular activities programs of Stevensville High School and Missoula County High School.

Table XI summarizes the membership of nine types of activities among the students at Stevensville. In five types of activities the upper socio-economic class reported a substantially higher per centage of membership than did the lower

TABLE X

PER CENT OF STUDENTS, ACCORDING TO FOUR CATEGORIES, WHO REPORTED MEMBERSHIP IN THE SCHOOL SERVICE ORGANIZATIONS OF STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	STEVENSVILLE	MISSOULA
Socio-Economic Status of Family:		
Upper	9%	11%
Middle	9	12
Lower	13	12
Number of Miles from Home to School:		
Less than one	8	12
From one to three	26	13
More than three	6	9
Sex:		
Boys	3	5
Girls	18	17
Grade:		
Freshmen	5	5
Sophomore	7	9
Junior	13	16
Senior	17	21

socio-economic class. In three types of activities the socio-economic status of the student had no apparent effect in determining the group membership. In one type of activity, the school service organizations, the lower socio-economic class reported a greater proportion of membership than the upper and middle classes.

No definite or consistent pattern can be drawn concerning the influence of the distance between the student 's home and Stevensville High School. In three types of activities the students living less than a mile from school reported the highest degree of membership but the students living more than three miles from school reported a greater per centage of membership than the students living between one and three miles from school. In two cases the per centage of membership decreased as the distance between home and school increased and in another two activities the exact opposite was true with the students living more than three miles from school reporting the highest per centage of membership. In still another two types of activities the group living from one to three miles from school reported the greatest degree of participation. The fact that such a wide variation exists with regard to the influence of the distance between home and school on membership in extra-curricular activities may be an indication that this factor is not, of itself, necessarily important in determining which students participate in extra-curricular activities.

In six of the seven activities open to both boys and

girls the girls indicated more participation than the boys. Only in the field of student government did the boys report a greater per centage of membership than did the girls.

Intramural athletic activities and musical organizations showed a larger per centage of their membership to be among the freshmen and sophomore classes. The sophomore class reported a higher degree of participation in interscholastic athletics and committee memberships than did the juniors but generally the amount of participation in extra-curricular activities increased from the freshmen through the senior class with the junior and senior classes tending to be more equal in their participation.

At Missoula County High School, perhaps because a greater number of students were studied or perhaps because of other factors, a more definite pattern of participation in extra-curricular activities emerged than was the case at Stevensville High School. Table XII is a summary of the membership of various extra-curricular activities at Missoula.

All activities except the school service organizations reflected a higher proportion of membership from the upper socio-economic group than from the middle and lower groups.

The students living less than one mile from school reported the greatest per centage of membership in six of the nine activities when the distance from the home to the school was considered as a factor influencing participation in extra-curricular activities.

TABLE XII

A SUMMARY OF THE PER CENT OF FOUR CATEGORIES OF STUDENTS WHO REPORTED MEMBERSHIP IN VARIOUS EXTRA-CURRICULAR ACTIVITIES AT MISSOULA COUNTY HIGH SCHOOL

Category	Type of Extra-Curricular Activity																		
	ATHLETICS	INTRA-MURAL ATHLETICS	STUDENT CLUBS	MUSICAL GROUPS	PUBLICATIONS	DEBATES AND DRAMATICS	STUDENT GOVERNMENT	COMMITTEE MEMBERSHIPS	SERVICE ORGANIZATIONS	ATHLETICS	INTRA-MURAL ATHLETICS	STUDENT CLUBS	MUSICAL GROUPS	PUBLICATIONS	DEBATES AND DRAMATICS	STUDENT GOVERNMENT	COMMITTEE MEMBERSHIPS	SERVICE ORGANIZATIONS	
Socio-Economic Status of Family:																			
Upper	44%	51%	76%	20%	15%	27%	16%	61%	11%										
Middle	38	47	66	8	11	16	11	45	12										
Lower	36	34	51	7	6	9	10	32	12										
Number of Miles from Home to School:																			
Less than one	49	46	74	14	15	26	9	59	12										
From one to three	36	48	68	12	10	16	8	48	13										
More than three	26	37	56	8	8	11	9	29	9										
Sex:																			
Boys	45	41	55	11	12	12	8	41	5										
Girls		49	80	13	11	26	9	56	17										
Grade:																			
Freshmen	42	42	57	7	10	13	7	40	5										
Sophomore	37	54	67	9	4	9	8	55	9										
Junior	39	49	72	17	17	33	8	57	16										
Senior	37	40	84	19	18	31	10	58	21										

The girls of Missoula County High School reported a higher per centage of membership than did the boys in seven of the eight activities open to both sexes. Only in interscholastic athletic activities did the freshmen report a higher per centage of membership than any of the other three classes. The per centage of membership in five of the activities reported rose progressively from the freshmen through the senior class. The sophomores reported a greater degree of activity in the intramural athletic program than the juniors and seniors did and they reported a lesser degree of activity in dramatic, forensic activities, and on the staffs of the school publications than did the freshmen. In general the freshmen reported the smallest per centage of membership in extra-curricular activities. A slight increase occurred from the freshmen to the sophomore class and the junior and senior classes both reported a higher degree of membership than did the two lower classes but tended to be equal with respect to each other.

Some students prefer to take a passive part in extra-curricular activities and some are forced to do so because they lack some quality required of active participants. Some of these students take a part in the program by attending such activities as athletic contests and dramatic productions. The phase of the extra-curricular program which deals with attendance at extra-curricular activities is the subject to be considered in chapter five.

CHAPTER V

STUDENT ATTENDANCE AT EXTRA-CURRICULAR ACTIVITIES

Attendance at such things as athletic events and school plays along with participation in social events constitutes an important part of the total extra-curricular program of any school. This chapter deals with student attendance at the athletic contests, dramatic productions, and school dances at Stevensville and Missoula County High Schools.

ATHLETIC EVENTS

Table XIII, presents the attendance pattern at the home athletic events at the two schools. The upper and middle socio-economic classes of Stevensville reported a higher percentage of their groups attending one half or more of the fifteen home contests than did the lower class; however, the middle class students reported a slightly higher percentage of their group not attending any contests. The Missoula students living less than one mile from Stevensville High School reported a smaller percentage of their group attended no contests than did the students living at greater distances but the students living from one to three miles and over three miles from school reported as high percentages of attendance at over one half of the games as did the students living closer to school. The Missoula High School students reported a steadily decreasing percentage of attendance as the distance

TABLE XIII

DISTRIBUTION, BY PER CENT, OF THE NUMBER OF HOME ATHLETIC EVENTS ATTENDED BY FOUR CATEGORIES OF STUDENTS AT STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	STEVENSVILLE					MISSOULA					
	0	1-3	4-6	7-9	10-12	13-15	0	1-4	5-8	9-12	13-17
Socio-Economic Status of Family:											
Upper	3%	6%	6%	6%	3%	76%	5%	11%	10%	17%	57%
Middle	7	7	8	1	21	56	10	15	14	19	42
Lower	3	21	16	8	5	47	18	25	15	16	26
Number of Miles from Home to School:											
Less than one	2	11	8	2	6	71	7	11	9	18	55
From one to three	4	9	9	4	26	48	8	14	14	18	46
More than three	5	10	11	5	16	53	21	24	16	16	23
Sex:											
Boys	3	14	8	1	11	63	9	13	11	16	51
Girls	5	5	12	7	18	53	10	15	14	18	43
Grade:											
Freshmen	2	8	13	8	28	41	12	16	15	23	34
Sophomore	3	12	5	5	10	65	8	15	13	14	50
Junior	7	13	15	3	12	50	7	12	10	13	58
Senior	4	7	3		7	79	9	13	10	19	49

between the home and school increased.

The sexes of both schools attended athletic contests almost equally from a per centage standpoint. The girls of both institutions reported a higher per centage of their groups attended no games than did the boys; however, the per centage of the girls attending over one half of the games was slightly higher at Stevensville and only three per centage points lower than the figure for the boys at Missoula.

The attendance figures for the freshmen and sophomores at Stevensville were higher than those for the juniors and the figures for the seniors increased to a point higher than any of the other three classes. The per cent of each class at Missoula increased from the freshmen through the junior year and then dropped, although not a great deal, for the seniors.

DRAMATIC PRODUCTIONS

Attendance by Missoula and Stevensville High School students at dramatic productions is revealed in Table XIV. The upper socio-economic class at Stevensville reported a higher per centage of their group attended this type of activity than did the two other groups but the lower class reported a higher per centage of attendance than did the middle class. Student attendance at the plays offered by Missoula County High School decreased in direct proportion to the socio-economic status of the student. The upper class reported 53 per cent of its members attended dramatic productions. The

TABLE XIV

DISTRIBUTION, BY PER CENT, OF THE NUMBER OF DRAMATIC PRODUCTIONS ATTENDED BY FOUR CATEGORIES OF STUDENTS AT STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	STEVENSVILLE					MISSOULA				
	0	1	2	3	4	0	1	2	3	4
Socio-Economic Status of Family:										
Upper	7	15%	35%	50%	47%	21%	15%	11%	6%	
Middle	3	8	31	54	65	17	11	5	2	
Lower		21	31	45	76	14	4	3	3	
Number of Miles from Home to School:										
Less than one		6	38	56	54	16	14	10	6	
From one to three	9	13	30	48	59	20	12	5	4	
More than three	4	18	30	48	72	17	8	3		
Sex:										
Boys	4	16	25	55	70	16	9	3	2	
Girls	3	11	40	46	50	21	14	10	5	
Grade:										
Freshmen	5	10	34	51	65	17	12	5	1	
Sophomore	5	30	32	33	64	17	8	8	3	
Junior	2	5	35	58	52	19	13	6	10	
Senior		7	28	65	52	24	13	9	2	

figures for the middle and lower class were 35 and 24 per cent respectively. Stevensville students living less than one mile from school reported a higher proportion of their number attended dramatic activities; however, the group living more than three miles from the school reported a higher attendance per centage than did the group living from one to three miles from school. Attendance by students, at the dramatic productions at Missoula decreased as the distance between the home and school increased. The boys and girls of Stevensville High School reported almost equal attendance at dramatic activities while the girls of Missoula reported a higher per centage of attendance than did the boys. Both student bodies reported that the two upper grade level students had a higher per centage of attendance than did the two lower grade levels.

SCHOOL DANCES

The last activity, but certainly one of the more important in the minds of the students, to be included in this study of attendance is the school dance. Table XV reports the attendance pattern for this type of activity at the two schools involved in this study. Both Stevensville and Missoula High School students reported attendance at these functions dropped off among students of the middle and lower socio-economic classes. Attendance at the Missoula High School dances decreased in direct proportion to the distance between the student's home and the school while at Stevensville the students

TABLE XV

DISTRIBUTION, BY PER CENT, OF THE NUMBER OF SCHOOL DANCES ATTENDED BY FOUR CATEGORIES OF STUDENTS AT STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	STEVENSVILLE					MISSOULA					
	0	1-2	3-4	5-6	7	0	1-2	3-4	5-6	7-8	9
Socio-Economic Status of Family:											
Upper	%	12%	32%	29%	27%	20%	19%	18%	24%	15%	4%
Middle	3	12	37	30	18	41	22	15	13	8	1
Lower	11	18	24	39	8	62	19	8	4	6	1
Number of Miles from Home to School:											
Less than one	2	12	35	33	18	22	21	19	22	13	3
From one to three		4	52	22	22	41	20	13	14	10	2
More than three	7	16	25	35	17	54	20	11	8	6	1
Sex:											
Boys	5	13	24	35	23	39	17	16	15	10	3
Girls	2	14	42	30	12	32	23	15	17	11	2
Grade:											
Freshmen	5	23	36	23	13	40	23	14	13	9	1
Sophomore	3	10	30	40	17	50	14	14	16	6	
Junior	5	15	28	37	15	26	21	18	18	13	4
Senior	3	3	38	28	28	27	23	16	15	14	5

living from one to three miles from school reported a higher per centage of attendance than did the students living less than one mile from school. Ninety-five per cent of the boys and 98 per cent of the girls at Stevensville reported attending at least one dance. The figures for boys and girls at Missoula were 61 and 68 per cent respectively. Freshmen and junior students at Stevensville reported an equal per centage of attendance at dances as did the sophomore and senior students with figures for the latter two classes being higher. The difference was not large however, with 95 per cent of the freshmen and juniors and 97 per cent of the sophomores and seniors reporting attendance. The figures for attendance at Missoula increased through the first three grade levels with the seniors reporting a per centage of attendance just one point lower than the juniors.

SUMMARY

Table XVI is a summary of the attendance pattern for the extra-curricular activities of Stevensville and Missoula High Schools. With the exception of the per centage of the lower socio-economic class at Stevensville who reported attending athletic events, attendance figures for the three types of activities studied show a decrease from the upper through the lower socio-economic classes. The Missoula students reported attendance decreased in all three activities as the distance between home and school increased. No consistent pattern of attendance in relation to the distance between home and school was shown for the Stevensville group.

TABLE XVI

A SUMMARY OF THE PER CENT OF FOUR CATEGORIES OF STUDENTS WHO REPORTED
 ATTENDING VARIOUS TYPES OF EXTRA-CURRICULAR EVENTS AT
 STEVENSVILLE HIGH SCHOOL AND MISSOULA
 COUNTY HIGH SCHOOL

Category	STEVENSVILLE			MISSOULA		
	Type of Event			Type of Event		
	Athletic Events	Dramatic Events	Social Functions	Athletic Events	Dramatic Events	Social Functions
Socio-Economic Status of Family:						
Upper	97%	100%	100%	95%	53%	80%
Middle	93	92	97	90	35	59
Lower	97	79	89	82	24	38
Number of Miles from Home to School:						
Less than one	98	100	98	93	46	78
From one to three	96	91	100	92	41	59
More than three	95	96	93	79	28	46
Sex:						
Boys	97	96	95	91	30	61
Girls	95	97	98	90	50	68
Grade:						
Freshmen	98	95	95	88	35	60
Sophomore	97	95	97	92	36	50
Junior	93	98	95	93	48	74
Senior	96	100	97	91	48	73

The group living less than one mile from school reported the highest per centage of attendance at athletic contests and dramatic events while the group living from one to three miles reported the highest figure for social functions. The group living over three miles from the school reported a higher proportion of their group attended dramatic events than did the group living from one to three miles from the school. The boys and girls of Stevensville reported almost equal attendance at all three types of activities with the widest difference being only three per centage points. The girls of Missoula reported higher per centages of attendance at dramatic events and social functions and were only one per centage point lower than the boys in their figure for attendance at athletic events. The four grade levels at Stevensville reported virtually equal per centages of attendance at all three types of activities with the widest variation being three per centage points. The attendance at athletic events by Missoula students did not vary widely from one grade level to another but the attendance figures for dramatic events and social functions increased through the first three grade levels with the seniors reporting the same degree of attendance as the juniors.

The two outstanding facts presented by this summary are the high proportion of attendance by all categories of students at Stevensville High School and the relatively high per centage of attendance at athletic events by all categories of Missoula students.

CHAPTER VI

STUDENT PURCHASES OF ARTICLES ASSOCIATED WITH EXTRA-CURRICULAR ACTIVITIES

Possession of class rings, club pins and school publications especially the yearbook, is another, although more indirect, form of participation in extra-curricular activities.

STUDENT PUBLICATIONS

Table XVII tells the per centages of the student bodies at Missoula and Stevensville High School who purchased student publications. Each school makes a copy of the student newspaper available to all students free of charge. For this reason the newspaper purchases were not included in this work. The upper socio-economic classes of both schools reported a higher per centage of purchases than did the lower class but the middle classes reported the highest per centage of yearbook purchases. The distance from the student's home to the school did not show a consistent relationship to the purchases made at either Stevensville or Missoula High Schools. The girls of both schools reported a higher per centage of purchases than did the boys. The figures relating to purchases of school publications increased through the first three grade levels at Missoula. They dropped off at the senior level. The Stevensville seniors reported the highest per centage of purchases with the sophomores, freshmen, and juniors trailing

TABLE XVII

PER CENT OF STUDENTS, ACCORDING TO FOUR CATEGORIES, WHO
 REPORTED PURCHASES OF THE SCHOOL PUBLICATIONS
 OF STEVENSVILLE HIGH SCHOOL AND
 MISSOULA COUNTY HIGH
 SCHOOL

Category	STEVENSVILLE	MISSOULA	
	Publication	Publication	
	Yearbook	Magazine	Yearbook
Socio-Economic Status of Family:			
Upper	85%	92%	88%
Middle	89	84	93
Lower	79	69	78
Number of Miles from Home to School:			
Less than one	88	88	93
From one to three	78	84	91
More than three	85	88	92
Sex:			
Boys	81	74	84
Girls	89	79	94
Grade:			
Freshmen	79	73	80
Sophomore	88	88	99
Junior	77	93	100
Senior	96	75	88

in that order.

CLUB RINGS AND CLASS PINS

Table XVIII gives the figures reported for the purchase of club pins and class rings by the students at Stevensville High School and for those two articles plus activity tickets for the Missoula students. The students from the lower socio-economic class at Stevensville reported a higher per centage of club pin purchases than either of the two higher classes. The upper socio-economic class reported the highest proportion of class ring purchases. The Missoula students reported that the per centage of each group reporting purchases of class rings and club pins declined from the upper socio-economic class through the lower class. Stevensville students were required to purchase single admission tickets for each school sponsored activity they attended and no activity ticket was sold there. Missoula students of all socio-economic classes reported a high proportion of their members purchased activity tickets.

The location of the student's home in relation to the school did not have a consistent effect upon the purchases of the articles reported on by either school.

The boys at Stevensville reported a higher per centage of their number purchased pins and rings than did the girls. The girls at Missoula reported a figure just twice as high as the boys for the purchase of rings and a figure just slightly higher

TABLE XVIII

PER CENT OF STUDENTS, ACCORDING TO FOUR CATEGORIES, WHO REPORTED PURCHASES OF CLUB PINS, CLASS RINGS AND ACTIVITY TICKETS AT STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	STEVENSVILLE		MISSOULA		
	Club Pins	Class Rings	Club Pins	Activity Tickets	Class Rings
Socio-Economic Status of Family:					
Upper	18%	50%	17%	99%	42%
Middle	17	37	12	94	33
Lower	26	39	8	96	17
Number of Miles from Home to School:					
Less than one	15	48	17	91	37
From one to three	17	48	13	98	36
More than three	23	34	16	96	30
Sex:					
Boys	27	47	15	89	22
Girls	12	34	13	91	44
Grade:					
Freshmen	23		6	73	
Sophomore	30		8	93	38
Junior	15	85	20	98	54
Senior	7	90	31	79	57

for the purchase of activity tickets. Fifteen per cent of the boys and 13 per cent of the girls at Missoula reported purchasing one or more club pins.

The figures for the four grade levels reveal only that most students waited until the junior or senior year to buy more club pins as they progress through the grade levels. The students at Stevensville buy their club pins mostly during their freshmen and sophomore years. The students were not asked to confine their reports of purchases of rings and pins to the school year of 1954-1955 but were asked to report any purchases of this type made during their high school careers.

SUMMARY

The upper and middle socio-economic classes reported a higher per centage of students purchased articles associated with extra-curricular activities than did the lower class with the exception being lower class students at Stevensville who reported a higher per centage of their group purchased club pins. The students living less than three miles from the schools reported a higher per centage of purchases of pins, and rings than did the students living over three miles from the school. The boys at Stevensville reported a greater per centage of their number purchased rings and pins than did the girls but the girls of Missoula reported a greater per centage of ring purchases than did the boys. The influence of the grade level of the student of the purchases of such things as student pub-

lications, rings and pins did not show a consistent pattern for the two schools studied.

CHAPTER VII

STUDENT LEADERSHIP IN EXTRA-CURRICULAR ACTIVITIES

Such positions as student body or class officer, captain of an athletic team, cheerleader and officer of a club are respected and desired by many high school students. The students who hold these positions are often regarded as "Big Wheels" by their fellow students.

LEADERSHIP POSITIONS

The distribution of leadership positions at Stevensville and Missoula High School is reflected by Table XIX. Fifty-six per cent of the upper socio-economic group, 53 per cent of the middle group and 47 per cent of the lower group at Stevensville reported holding one or more leadership positions. The figures for the upper, middle and lower socio-economic groups at Missoula were 44, 33, and 19 per cent respectively. The distance between the student's home and the school did not influence the number of leadership positions held by the students at Stevensville. The per centage of leadership positions held by the Missoula students decreased as the distance between the home and school increased.

The boys at Stevensville reported a greater per centage of their group held leadership positions than did the girls. The situation was reversed at Missoula with 69 per cent of the girls and 65 per cent of the boys reporting that they held at

TABLE XIX

DISTRIBUTION, BY PER CENT, OF THE NUMBER OF LEADERSHIP POSITIONS REPORTED BY FOUR CATEGORIES OF STUDENTS AT STEVENSVILLE HIGH SCHOOL AND MISSOULA COUNTY HIGH SCHOOL

Category	STEVENSVILLE					MISSOULA														
	0	1	2	3	4	5	6	7	8											
Socio-Economic Status of Family:																				
Upper	44%	15%	%	20%	9%	12%	56%	30%	10%	3%	1%									
Middle	47	21	11	10	7	4	67	27	4	1	1									
Lower	53	24	5	10	8	8	81	13	4	2										
Number of Miles from Home to School:																				
Less than one	48	25	2	8	8	9	62	26	9	2	1									
From one to three	48		9	26	17	17	64	30	4	1										
More than three	48	23	9	12	5	3	75	21	1	3										
Sex:																				
Boys	55	21	7	7	4	6	65	27	6	1										
Girls	41	18	8	18	8	7	69	23	5	2										
Grade:																				
Freshmen	61	15	5	8	8	3	74	24	2											
Sophomore	48	23	8	16	3	2	70	26	4											
Junior	45	30	5	12	5	3	61	28	6	2										
Senior	35	10	10	14	10	21	54	28	10	6										

least one leadership position. The difference in figures for the two sexes was less for the Missoula school than it was for Stevensville.

The per centage of each grade level reporting leadership positions increased from the freshmen level through the senior level. This trend might logically be expected since the older students might naturally assume more leadership than the younger students.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Purposes and Background. The principal purposes of this investigation were to describe the pattern of participation by the students of Missoula County High School and Stevensville High School in the extra-curricular programs of their schools and to provide an illustration of one possible means which school administrators and faculty members might use to investigate the extra-curricular programs of their own schools.

A review of the literature related to extra-curricular activities indicated that educators recognize the value of such activities while at the same time realizing the necessity for supervision and guidance of students engaging in school sponsored activities which occur apart from the regular curriculum.

The procedure for the study of student participation in extra-curricular activities which was developed by the Illinois Secondary School Curriculum Program¹ served as the basis for this study. Four factors were studied as to their relationship to student participation in extra-curricular activities. These factors were (1) socio-economic status of the student, (2) the location of the student's home in relation to the school, (3) the sex of the student and (4) the grade level of the student.

1. Harold C. Hand, How To Conduct the Participation in Extra-Class Activities Study, Illinois Secondary School Curriculum Program Bulletin Number 5, Circular Series A, Number 51 (Springfield: Office of the State Superintendent of Public Instruction, 1949) p. 10.

Membership in school clubs and organizations, student attendance at extra-curricular events, student purchases of articles associated with extra-curricular activities and the distribution of student leadership positions were the four phases of extra-curricular activities examined.

Three questionnaires were used to secure data concerning extra-curricular activities at the two schools in which this investigation took place. The first questionnaire was submitted to the faculties of the two schools and was designed to reveal the nature and scope of the extra-curricular programs at these schools. The information gathered from this instrument served as the basis for the composition of two questionnaires, one for Stevensville and one for Missoula, which were intended to measure the extent of each student's participation in extra-curricular activities.

Membership has often been assumed as a measure of participation and such was the case in this work.

Conclusions. For the particular two schools under investigation the conclusions were:

1. Assuming that an indirect approach (question six, Schedule B) such as was used in this study is a valid measure of social status, there is considerable evidence that participation in extra-curricular activities is related to social status. This was more evident at Missoula than at Stevensville. The upper socio-economic class reported a higher per centage of their group were members in five of nine types of activities at Stevensville and in eight of nine at Missoula. The upper socio-economic classes of both institutions also reported the highest per centage of attendance at extra-curricular activities except in the case of athletic contests. The upper group also reported the greatest per centage of leadership positions and purchases of articles associated with extra-curricular activities.

2. The location of the student's home in relation to the school influenced participation at Missoula with the per centages of membership, attendance, and leadership positions all declining as the number of miles between the home and school increased. Purchases of such articles as, club pins and class rings did not seem to be affected by this factor.

The influence of the distance between the home and school was not consistent at Stevensville leading this investigation to conclude that the factor of distance is not, of itself, of great importance at Stevensville.

3. Generally, girls participate to a higher degree than boys.
4. Participation in extra-curricular activities increases through the first three years and then levels off in the senior year.

Hypotheses and Problems for Further Investigation.

1. A refined measure of participation is needed. Membership in an organization does not necessarily imply a high degree of active participation in that organization's activities. The development of a more accurate instrument for measuring participation in extra-curricular activities is a project worthy of effort.
2. The features of extra-curricular activities which the students find appealing should be studied and developed. Twenty-four per cent of the students at Missoula and 26 per cent of the Stevensville students found extra-curricular activities more appealing than such things as non-commercial activities such as Boy Scouts and Campfire Girls, commercial activities such as movies, home activities such as hobbies, and random unplanned activities. This is not to say that educators should strive to develop extra-curricular activities to a point where other activities will be excluded but a study of the attractive points of extra-curricular activities might reveal a means of increasing the student participation in these activities.

Summary. In the cases of Stevensville High School and Missoula County High School the following conclusions in regard to student participation in extra-curricular activities may be made:

1. Members of the upper socio-economic class participate

more than members of the lower and middle classes.

2. Girls participate slightly more than boys.
3. Participation increases with school experience.
4. The influence of the distance between home and school is open to question at Stevensville but at Missoula participation decreases as the distance between home and school increases.

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APPENDIX

SCHEDULE A

SCHEDULE B, PUPIL INVENTORY, STEVENSVILLE

SCHEDULE B, PUPIL INVENTORY, MISSOULA

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 your 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 your school.
2. Add the names of any similar types of activities which you have in your school which are not included on this list.
3. Write in Column II the name by which this activity is known in your 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.

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

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 your 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 your 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 your school this year.
 3. Add the names of any similar types of activities which you have in your school which are not included on 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 No. of students who take part

A. Varsity Sports

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 No. of students who take part

B. Reserve Team Sports

Football (___-man)

Basketball

Track

Baseball

Others: (Please list below)

C. Freshmen or Freshmen-Sophomore Sports

Football (___-man)

Basketball

Track

Baseball

Others: (Please list below)

Column I	Column II	Column III
Name of the activity	Name of the faculty member directly in charge	Approximate No. of students who take part

D. Boys' Intramurals (In addition to required P. E.)

Football (Touch)

Basketball

Track

Baseball

Softball

Volleyball

Others: (Please list below)

E. 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 No. of students who take part
F. Girls' Intramurals (In addition to required P. E.)		
Volleyball		
Tennis		
Basketball		
Hockey		
Swimming		
Others: (Please list below)		

- G. Clubs and/or Honorary Groups Associated with Athletics**
- Lettermen's Club
- G. A. A.
- Team Managers
- Others: (Please list below)

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 your school will have taken part during the present school year. Please fill out the inventory for your school in the following manner:

1. Cross out all those contests in which your school will not participate this year.
2. Add the names of any similar contests (exclusive of athletics and music) in which your school has participated or plans to participate during the year.
3. Write in Column II the name of your 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 your school representative.)

Column I

Name of the activity	Name of the faculty member directly in charge	Approximate No. of students who take part
----------------------	---	---

Typing Contests

Shorthand Contests

Latin Contests

Debating

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 your 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 your 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, dramatics 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 your 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 your school. Groups that exist only as subgroups of a larger group need not be listed; e.g., that 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 that 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 your 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 your school.

1. Cross out the names of any clubs that do not exist in your school this year.
2. Add the names of any similar clubs which you have in your 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 student 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	Approximate membership
F. F. A.			
F. H. A.			
Science			
Mathematics			
Discussion			
Art			
Journalism			
Hobby			
Photography			
Dramatics			
French			
Others: (Please list below)			

SECTION IX: Social Activities

Please list the major social activities (dances, parties, banquets, carnival, class parties, etc.) that have been scheduled for this year. Include the date, if possible, and the name 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 your 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 advisor or the name of the sponsoring group in Column II.

Column I	Column II
Name of the activity	Name of the faculty advisor 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)	

Column I	Column II
-----------------	------------------

Name of the activity	Name of the faculty advisor or the sponsoring group
-----------------------------	--

**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.**

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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D. Special drives for fund raising purposes

Name of the drive

Name of the sponsoring organization

<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
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**E. Add any other activity groups which
have not been included in this or
preceding sections of this report**

SCHEDULE B

PUPIL INVENTORY

STEVENSVILLE HIGH SCHOOL

Your school is one of two high schools in which a study is being conducted to find out what pupils do in extra-class activities. This study is being conducted by a student at Montana State University as partial fulfillment of the requirements for a Master of Education Degree. The information from this questionnaire will be kept confidential and no student's name will be used in the thesis.

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)

<input type="checkbox"/> 1) Seventh grade	<input type="checkbox"/> 5) Junior
<input type="checkbox"/> 2) Eighth grade	<input type="checkbox"/> 6) Senior
<input type="checkbox"/> 3) Freshmen	<input type="checkbox"/> 7) Other (Tell what)
<input type="checkbox"/> 4) Sophomore	
3. Are you a boy or a girl? (Check one)

<input type="checkbox"/> 1) I am a boy.
<input type="checkbox"/> 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)

<input type="checkbox"/> 1) Yes, I live in the city or town.
<input type="checkbox"/> 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)

<input type="checkbox"/> 1) Less than one mile.
<input type="checkbox"/> 2) From one to three miles.
<input type="checkbox"/> 3) From three to eight miles.
<input type="checkbox"/> 4) From eight to fifteen miles.
<input type="checkbox"/> 5) Over fifteen miles.

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 10 years old.
 - 7) My father graduated from high school.
- _____ Count the number of statements you have checked

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) Future Home Makers
 - 3) The "S" Club
 - 4) Pep Club
 - 5) Junior Red Cross
 - 6) Cafeteria Committee
 - 7) Library Assistants
- _____ Write in the number of groups 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 year:
- 1) The group which publishes the school paper.
 - 2) The group which publishes the school yearbook.
9. Please check all the following musical groups of which you are or were or are likely to be a regular member this year:
- 1) School Band
10. (For boys only. Girls skip to Question 11.) 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) Varsity football squad
 - 2) Varsity or reserve basketball squad
 - 3) Varsity track squad
 - 4) Interscholastic golf squad
 - 5) Interscholastic tennis squad
- _____ Write in the number of activities you have checked in Question 10. Write in "0" if you have not checked any.

11. (For girls only, Boys skip to Question 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) Volleyball
 2) Tennis
 3) Basketball
 4) Badminton
 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 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) Junior Class Play
 2) Senior Class Play
13. 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
 3) A captain of a varsity athletic team
 4) A team manager in a varsity sport
 5) A cheerleader
 6) An officer of F. F. A.
 7) An officer of F. H. A.
 8) An officer of the "S" Club
 9) An officer of the Pep Club
 Write in the number of items you have checked in Question 13. Write in "0" if you have not checked any.
14. How many of the 5 home football games and 10 home basketball games did you attend this year? Please fill in the number below:
- 1) Football
 2) Basketball
15. Please check all the following partices and dances which you have attended or are likely to attend this year.
- | | |
|--|--|
| <input type="checkbox"/> 1) Freshman Reception | <input type="checkbox"/> 5) F.F.A. Dance |
| <input type="checkbox"/> 2) Freshman Return | <input type="checkbox"/> 6) Sophomore King Dance |
| <input type="checkbox"/> 3) Junior Barn Dance | <input type="checkbox"/> 7) Junior Prom |
| <input type="checkbox"/> 4) Winter Ball | |
16. Please check all the following events which you have attended or are likely to attend this year:
- 1) The Brain Storm (Junior Class Play)
 2) Midnight (Senior Class Play)
 3) Assemblies for which admission is charged.
 (Check if you have attended 3 or more.)

17. 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 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:
- | | |
|------------------------|------------------------|
| <u> </u> 0) None | <u> </u> 5) Five |
| <u> </u> 1) One | <u> </u> 6) Six |
| <u> </u> 2) Two | <u> </u> 7) Seven |
| <u> </u> 3) Three | <u> </u> 8) Eight |
| <u> </u> 4) Four | |
18. Of how many of the committees checked in Question 17 above have you been the chairman? (Write in the number below)
- Number of chairmanships of committees. Write in "0" if you were not the chairman of any committee.
19. 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.
20. Have you been a member of the student government body (an officer of the student council, or a class representative to the council) this year? (Check one)
- 1) Yes
- 2) No
21. Did you buy a subscription to the school paper this year? (Check one)
- 1) Yes
- 2) No
22. Did you buy (or do you intend to buy) a copy of the school year book this year? (Check one)
- 1) Yes
- 2) No
23. Did you buy an activity ticket this year? (Check one)
- 1) Yes
- 2) No
24. Have you bought a class ring or pin? (Check one)
- 1) Yes
- 2) No

25. 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 above.
- 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 Scouts, 4-H, churches, city recreation dept., etc.
- 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.

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 10 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:

- | | |
|---|---|
| <input type="checkbox"/> 1) Student Council | <input type="checkbox"/> 16) G. A. A. |
| <input type="checkbox"/> 2) Senior Council | <input type="checkbox"/> 17) Future Teachers of Am. |
| <input type="checkbox"/> 3) Junior Council | <input type="checkbox"/> 18) F. H. A. |
| <input type="checkbox"/> 4) Sophomore Council | <input type="checkbox"/> 19) F. F. A. |
| <input type="checkbox"/> 5) Freshman Council | <input type="checkbox"/> 20) Quill and Scroll |
| <input type="checkbox"/> 6) Key Club | <input type="checkbox"/> 21) P. A. S. F. |
| <input type="checkbox"/> 7) Pep Club | <input type="checkbox"/> 22) The Debate & Speech Club |
| <input type="checkbox"/> 8) Girls' Club | <input type="checkbox"/> 23) Philosophy Club |
| <input type="checkbox"/> 9) "M" Club | <input type="checkbox"/> 24) Saddle Club |
| <input type="checkbox"/> 10) Thespians | <input type="checkbox"/> 25) Camera Club |
| <input type="checkbox"/> 11) Junior Red Cross | <input type="checkbox"/> 26) Wild Life Club |
| <input type="checkbox"/> 12) Ski Club | <input type="checkbox"/> 27) Rifle Club |
| <input type="checkbox"/> 13) D. E. C. A. | <input type="checkbox"/> 28) Radio Club |
| <input type="checkbox"/> 14) KONA | <input type="checkbox"/> 29) Movie Operators |
| <input type="checkbox"/> 15) Art Club | |

Write in the number of groups 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) The group which publishes The Konah, the school paper.
- 2) The group which publishes The Bitterroot, the school yearbook.
- 3) The group which publishes The Kopee, The school magazine.

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 musical groups of which you are or were or are likely to be a regular member this year.
- | | |
|-------------------------------|-----------------------------------|
| <u> </u> 1) Dance Band | <u> </u> 3) Pep Band |
| <u> </u> 2) Spartanaires | <u> </u> 4) A Cappella Choir |
- 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:
- | | |
|-------------------------------------|--|
| <u> </u> 1) Library Assistants | <u> </u> 4) Lunch Line Assistants |
| <u> </u> 2) Office Assistants | <u> </u> 5) Ticket Managers |
| <u> </u> 3) Lost and Found | <u> </u> 6) Cafeteria Workers |
- 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. Check for Freshman, Reserve and Varsity Squads.
- | | |
|-----------------------------|---|
| <u> </u> 1) Football | <u> </u> 4) Interscholastic Golf |
| <u> </u> 2) Basketball | <u> </u> 5) Interscholastic Tennis |
| <u> </u> 3) Track | |
- 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:
- | | |
|-----------------------------|----------------------------|
| <u> </u> 1) Basketball | <u> </u> 5) Ping Pong |
| <u> </u> 2) Volleyball | <u> </u> 6) Softball |
| <u> </u> 3) Bowling | <u> </u> 7) Swimming |
| <u> </u> 4) Badminton | <u> </u> 8) Tumbling |
- 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:
- | | |
|---|--|
| <u> </u> 1) Mother is A Freshman | <u> </u> 6) Debating |
| <u> </u> 2) The Great Big Doorstep | <u> </u> 7) Extemporaneous speaking, oration, declamation |
| <u> </u> 3) Christmas Cantata | |
| <u> </u> 4) The Adorable Imp | |
| <u> </u> 5) A Night of One Act Plays | |
- 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:
- | | |
|---|--|
| <input type="checkbox"/> 1) Officer of your class | <input type="checkbox"/> 4) Captain of a class or other intramural athletic team |
| <input type="checkbox"/> 2) Officer of Student Council or a representative of your home room in the council | <input type="checkbox"/> 5) Team manager in a varsity sport |
| <input type="checkbox"/> 3) Captain of a varsity athletic team | <input type="checkbox"/> 6) A Cheer leader |

Check if you are or were an officer in any of the following clubs this year:

- | | |
|---|---|
| <input type="checkbox"/> 1) Key Club | <input type="checkbox"/> 13) F. H. A. |
| <input type="checkbox"/> 2) Pep Club | <input type="checkbox"/> 14) F. F. A. |
| <input type="checkbox"/> 3) Girls' Club | <input type="checkbox"/> 15) Quill and Scroll |
| <input type="checkbox"/> 4) "W" Club | <input type="checkbox"/> 16) P. A. S. F. |
| <input type="checkbox"/> 5) Thespians | <input type="checkbox"/> 17) Debate & Speech Club |
| <input type="checkbox"/> 6) Junior Red Cross | <input type="checkbox"/> 18) Philosophy Club |
| <input type="checkbox"/> 7) Ski Club | <input type="checkbox"/> 19) Saddle Club |
| <input type="checkbox"/> 8) D. E. C. A. | <input type="checkbox"/> 20) Camera Club |
| <input type="checkbox"/> 9) KCNA | <input type="checkbox"/> 21) Wild Life Club |
| <input type="checkbox"/> 10) Art Club | <input type="checkbox"/> 22) Rifle Club |
| <input type="checkbox"/> 11) G. A. A. | <input type="checkbox"/> 23) Radio Club |
| <input type="checkbox"/> 12) Future Teachers of America | <input type="checkbox"/> 24) Movie Operators |

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:

Football Games Attended

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> 1) Twin Falls, Idaho | <input type="checkbox"/> 4) Helena |
| <input type="checkbox"/> 2) Butte Central | <input type="checkbox"/> 5) Billings |
| <input type="checkbox"/> 3) Kalispell | |

Basketball Games Attended

- | | |
|--|--|
| <input type="checkbox"/> 1) North Central, Spokane | <input type="checkbox"/> 6) Great Falls |
| <input type="checkbox"/> 2) Anaconda | <input type="checkbox"/> 7) Kalispell |
| <input type="checkbox"/> 3) Butte Central | <input type="checkbox"/> 8) Bozeman |
| <input type="checkbox"/> 4) Helena | <input type="checkbox"/> 9) Northern Division Tournament |
| <input type="checkbox"/> 5) Butte | |

Trackmeets Attended

- | |
|---|
| <input type="checkbox"/> 1) Great Falls |
| <input type="checkbox"/> 2) Butte |

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 the following parties, dances and other social functions which you have attended or are likely to attend this year:

<u> </u> 1) Junior Dance, Sept. 24	<u> </u> 6) March of Dimes Dance
<u> </u> 2) Coed Prom, Oct. 15	Jan. 22
<u> </u> 3) Jr. Red Cross Dance	<u> </u> 7) Twirp Dance, Mar. 11
Nov. 3	<u> </u> 8) Girls' Club Dance
<u> </u> 4) Freshman Dance, Jan. 14	Apr. 15
<u> </u> 5) D.E.C.A. Dance, Jan. 23	<u> </u> 9) Junior Prom, Apr. 30

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 attended or are likely to attend this year:

<u> </u> 1) Mother is A Freshman (Thespian Play).
<u> </u> 2) The Great Big Doorstep (Thespian Play).
<u> </u> 3) The Adorable Imp (Junior Class Play)
<u> </u> 4) A Night of One Act Plays (Sponsored by Drama Classes)

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 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:

<u> </u> 0) None	<u> </u> 5) Five
<u> </u> 1) One	<u> </u> 6) Six
<u> </u> 2) Two	<u> </u> 7) Seven
<u> </u> 3) Three	<u> </u> 8) Eight
<u> </u> 4) Four	

19. Of how many of the committees checked in Question 18 above have you been the 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. 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)

<u> </u> 1) Yes
<u> </u> 2) No

22. Did you buy a subscription to The Konah, the school paper, this year?
 1) Yes
 2) No
23. Did you buy (or do you intend to buy) a copy of The Bitterroot, the school yearbook, this year? (Check one)
 1) Yes
 2) No
24. Did you buy a subscription to The Kopee, the school magazine, 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. Have you bought a class ring or pin? (Check one)
 1) Yes
 2) No
27. 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" For 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 above.
- 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, 4-H, churches, city recreation department, etc.
- 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.