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## An analysis of the controls of participation in extra class activities in a large senior high school

James A. Stivers  
*University of the Pacific*

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AN ANALYSIS OF THE CONTROLS OF PARTICIPATION IN EXTRA  
CLASS ACTIVITIES IN A LARGE SENIOR HIGH SCHOOL

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A Thesis  
Presented to  
the Faculty of the School of Education  
The College Of The Pacific

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

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by  
James A. Stivers

June 1952

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## CHAPTER I

### THE PROBLEM, ITS LIMITATIONS AND DEFINITIONS OF TERMS USED

#### I. THE PROBLEM

The increase in the number of out-of-class activities offered by high schools to their students has raised questions in the minds of educators and students alike. Should participation by students in these activities be controlled, and if so, by what method of control? Are controls a democratic procedure for distributing activities among a greater number of students? An examination of studies in this area may help answer such questions. It may be that control of participation is a problem to be found wherever a program of extra-class activities exists.

In recent years, students, faculty sponsors and the administrators of the C. K. McClatchy Senior High School felt that there was some evidence that a few students were participating in too many activities perhaps to the extent that they were preventing other less active students from participating. There was some feeling that scholastic standing among these overactive participants might be suffering. If such a situation existed, the drain on the energies of some students might conceivably be injurious to health. It seemed all too apparent that many students were not taking part in any



activities or in very few.

The extra-class activity program in the C. K. McClatchy Senior High School comes under the immediate supervision of the vice-principal in charge of instruction, since the school operates under the opinion that the values to be derived from a well-planned, well-organized extra-class activity program are such that they legitimately become a part of instruction. It seemed advisable for the vice-principal to study the situation and make such recommendations as might be necessary.

Out of observations of the extra-class program and discussions of participation, the specific problem emerges. Are the controls of participation in extra-class activities as they now operate in the C. K. McClatchy Senior High School adequate in terms of desirable academic achievement, physical well being, and desirable physiological and sociological growth?

In order to diagnose the problem, it will be necessary to determine to what extent active participation in extra-class activities has affected the academic standing of students, how the amount of time spent on such a program might offer a threat to their physical well being and how desirable physiological and sociological growth may be affected by the failure of the program to reach students because of monopolizing by a few.

If these controls are to be judged as they now exist, it will be necessary to secure the following data (1) a picture of the program under discussion and a description of the methods of control; (2) information to determine to what extent students are participating in the activity program; (3) the amount of time each student is spending on such activities; (4) information on the academic averages of students participating, particularly for those students participating in many activities or spending a good deal of time on them; (5) an analysis of the individual activities of overactive students to determine the possibility of few students monopolizing extra-class activities to the detriment of other students or to the detriment of their own physiological and sociological well being; (6) information concerning what other high schools in the state are doing in the way of control and how successful their programs appear to them; and (7) the possible affects to the physical well being of students because of time spent or strenuous participation in activities in the light of the safeguards set up in the present program to guard the health of the students.

## II. LIMITATIONS AND DEFINITIONS OF TERMS USED

✓ A complete and thorough-going study of the problem as it has been stated would be highly desirable. To make this investigation compact and meaningful to the present situation,

certain limitations must be set. Other studies, where indicated, might very profitably grow out of this study.

In describing the program, all activities will be included which are extra-class in nature, that is to say, those which are sponsored and controlled by the school, but not included as a regular class in one of the seven periods of the day. Certain exceptions to this will need to be included for those activities which are now regular class activities but to some extent do involve student's time above and beyond regular class time. This time may not, strictly speaking, be classified as preparation for class work. Such things as performances by musical organizations or extra work on the school paper are examples of these exceptions. The methods of control will include limitations set on participation and requirements for participation.

It is recognized that students take part in many activities which are not school connected and over which the school has little or no control. This study will be limited to those activities under the direct supervision of the school. Participation shall be considered as taking an active part in the activity. Being a spectator at a school event which is a form of participation will not be so considered in this study.

Since one of the purposes of this study is to determine whether students are overburdening themselves with extra-class activities to the detriment of their scholastic standing, the

study will limit itself to an investigation of the grade averages of those who are participating in six or more extra-class activities or spending more than three hours per week on these activities.

Evidence as to effect on physical well being must be limited to causes such as the amount of time spent by students each week, activities which call for late hours and resultant loss of sleep, or those which require physical energy.

In the realm of physiological and sociological well being, this study will be concerned only with the possible detrimental effect to students kept out of activities by monopolizing and, in a very limited sense, to a discussion of effects which may not be good for those spending too much time or energy in the field of activities.

So that there will be some one basis for comparison, the other high schools checked should be large ones similar to the one being studied. Only those whose school population is 1,000 or over according to the California Directory for 1950-51 will be questioned.

✓ The data thus gathered to be seen in the proper perspective must be analyzed in the light of authoritative opinion and results of other studies in this field. Chapter II attempts to describe briefly some of the related literature.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The "extra-curricular" activities of the early nineteenth hundreds have become a recognized part of the curriculum of the secondary education institutions in the United States.<sup>1</sup> It is no longer a question of whether activities should be permitted to absorb the attention of students, but rather how can more students be encouraged to take part in them and enjoy the benefits of the educational values that are found within them.<sup>2</sup>

While many writers still continue to use the term, "extra-curricular," it has come to mean, in the thinking of these writers, extra only in the sense that it is outside the regular formal classroom work. Many writers have discarded the term and other terms such as "co-curricular" and "allied activities" have come into use.<sup>3</sup> The term, "extra-class,"

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<sup>1</sup> Harold Spears, The Emerging High School Curriculum and Its Direction (New York: American Book Company, 1940), p. 162.

<sup>2</sup> Earle Underwood Rugg, Summary of Investigations Relating to Extra-Curricular Activities (Colorado State Teachers College, 1930), p. 6.

<sup>3</sup> George M. Wiley, Jr., The Redirection of Secondary Education (New York: The MacMillan Company, 1940), p. 305-306.

which is being used here, has found favor in many quarters and where earlier terminology appears in the review of the literature available in the field it is understood that the reference is to what we now call extra-class activities as previously defined.<sup>4</sup>

There is some evidence that these activities are being recognized for their values and are taking a rather important place in secondary school programs.

Douglass expresses his opinion thus:

Any type of object, situation, or impression that stimulates in an individual mental or physical activity which results in modification or control of future behavior in the direction of the objectives of education is legitimate subject matter for education.<sup>5</sup>

Douglass,<sup>6</sup> speaking of desirable outcomes in the field of extra-class activities, suggests that they offer opportunities in the areas of exploration and guidance, that they can make a definite contribution to school loyalty and to happiness in school life and they have value in developing personality and good mental hygiene.

Terry<sup>7</sup> believes that many leaders in the field of

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<sup>4</sup> Raleigh Schorling, Student Teaching an Experience Program (New York: McGraw Hill Book Company, 1940), p. 237.

<sup>5</sup> H. R. Douglass, Administration of Secondary Schools (Boston: Ginn and Company, 1932), p. 210.

<sup>6</sup> Ibid., p. 213.

<sup>7</sup> P. W. Terry, Supervising Extra-Curricular Activities in the American Secondary School (New York: McGraw Hill Book Company, 1930), p. 19.

education see in this out-of-class student life a fertile field for the cultivation of citizenship, health, worthy use of leisure, and ethical character all fundamental objectives of education.

Roberts and Draper have enunciated six principles to guide in the building, administration, and supervision of any extra-class activity program:

- (1) There is active dominant student participation
- (2) The program is built on worthy motives
- (3) The purely social is secondary to worthy and purposeful clubs and activities
- (4) The social program is varied and comprehensive
- (5) The activities are open to all pupils upon exactly the same basis
- (6) The program has faculty participation and support<sup>8</sup>

Participation in activities and control of participation have received the attention of investigators in the field of education. Both control and stimulation of participation are necessary in any program since all individuals do not react in the same way nor are their abilities, interests, and aptitudes the same.

Johnston<sup>9</sup> concurs with other writers in the field who feel that one of the chief purposes of control has been to prevent overloading by individuals so that their scholastic

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<sup>8</sup> Alexander C. Roberts and Edgar M. Draper, Extra-Class and Intra-Mural Activities in High School (New York: D. C. Heath and Company, 1928), p. 368.

<sup>9</sup> Edgar G. Johnston, Point Systems and Awards (New York: A. S. Barnes and Company, 1930), p. 1.

standing will not suffer and closely related to this the desire to distribute more widely opportunities for participation.

Masters favors control for four reasons:

(1) It prevents a student from overloading with more activities than he can carry.

(2) Regulation distributes activities among a larger number of students and therefor can be recognized as a distinctly democratic procedure.

(3) By a sliding scale, such as a point system, the brighter students and those who work harder are able to participate in a large number of activities without detriment to their work.

(4) Regulation and control with the sliding scale offers a powerful incentive to students to keep up their work in order that they may participate in more activities.<sup>10</sup>

Point four above offers a suggestion that activities are not only worthwhile but so attractive to students that participation may be held out as a reward for hard work and good behavior. There are those who feel that the values to be derived from participation are such that it is wrong to exclude students because of low marks.

McKown says: "It is recognized that, in general, the student's first duty is to his curricular work. On the other hand, low marks should probably decrease, but not prohibit participation."<sup>11</sup>

Johnston says:

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<sup>10</sup> J. G. Masters, "General Survey of Practices, Four-Year and Senior High School," Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II, p. 41.

<sup>11</sup> Harry C. McKown, Extra-Curricular Activities (New York: The MacMillan Company, 1927), p. 577.



While a consideration of fundamental principles of democratic education lead to the conclusion that no pupil should be debarred entirely from the extra-curricular activities, it does not follow that the same amount of participation should be permitted to all.<sup>12</sup>

There are those who believe that controls are a necessary part of an extra-class activity program. Many schools use one plan or another largely for purposes of limitation. While some awards or certificates are given for participation, few schools have a definite plan to encourage participation, rather it is a by-product of control.

In a study which brought in replies from three hundred fifty high schools of various sizes in almost every state in the union, Johnston<sup>13</sup> found that four types of control were widely used. (1) A point system wherein each activity is given a specific number of points such as fifteen points for student body president, ten points for senior class president and three points for club membership is used by many schools. The way in which the point system is used varies from school to school and in some cases more than one variation of the system is used in the same school. One school sets a limit of forty-five points on activities ranging in value from thirty points to five points. Another using the same values sets a forty-five point limit for A or B students, a thirty

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<sup>12</sup> Johnston, op. cit., p. 30.

<sup>13</sup> Ibid., p. 1-20.

point limit for C students and a fifteen point limit for D students. Others use a point system only for earning awards and set no limitation. (2) A major and minor system is used by some schools and students are limited to two majors or one major and two minors or three minors as examples. (3) Others classify their activities in groups such as A, B, C. A student may then select from these groups combinations such as one A, two B's and one C; or two B's, and two C's, and if grades are high enough, two A's and one B or three B's. (4) Still others limit on the basis of number of activities without regard for value or time involved. Here a student may be limited to three activities or some other arbitrary number. (5) Throughout these systems there seemed to be a general tendency to include scholarship as a prerequisite for participation or for earning awards. Perhaps this may be one reason for the findings of other investigators in the field of scholarship and participation.

Muller<sup>14</sup> found in the schools included in his survey that there was no relation between the number of extra-class activities in which a student participated and the average high school mark received. Similarly in a study of pupil load made in the Los Angeles senior high schools, the following

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<sup>14</sup> A. D. Muller, "A Study of Small High Schools in New England," Genetic Psychology Monograph, 6:19, October, 1929.

conclusions were drawn:

(1) There is no critical point where the load, as represented by the total number of hours of activity a week, may be said to tend to lower a pupil's scholastic rank.

(2) Participation in extra-curricular activities in school or in other duties not under the auspices of the school does not appear to affect a pupil's scholarship rank directly.<sup>15</sup>

Swanson, on the basis of his study in the Kansas City schools says:

On the whole, the evidence adduced in this investigation points to the thesis that high school pupils of somewhat more than average intelligence participate in extra-curricular activities, probably as a means of expressing their intelligence beyond the demands of the curriculum, and that such participation does not significantly affect their scholastic standing.<sup>16</sup>

Short and Drake<sup>17</sup> found a high scholastic average among active participants; the highest average among the leaders in activities and the lowest average among non-participants.

While studies have been carried out in the relationship of scholarship and participation, there are few that deal specifically with the relationship between health and participation and adjustment and participation. Positive corre-

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<sup>15</sup> H. C. Osterberg, "A Study of the Load of Senior High School Pupils in Los Angeles," School Review, 36:359-370.

<sup>16</sup> A. M. Swanson, "The Effect on High School Scholarship of Pupil Participation in Extra-Curricular Activities," The School Review, 32:613-626, October, 1924.

<sup>17</sup> R. M. Short and R. M. Drake, "Study of Participation in Extra-Curricular Activities," School Activities, 13:3-4, September, 1941.

lations between personality development and participation and health and participation have been found, however, in more general investigations.

Smith, using the Bell Adjustment Inventory, compared the scores made with amount of participation and drew these conclusions:

Participation in extra-curricular activities may be merely another symptom of good social adjustment rather than a causal condition promoting adjustment. . . . Social adjustment is accompanied by a tendency toward participation. . . . Those in activities earn a more favorable social adjustment score than the school as a whole.<sup>18</sup>

There are considerable data to support the contention that extra-class activities are not a detriment to class work but may even be favorably related to it.<sup>19</sup> Admittedly, the studies made are conclusive only for the schools involved, but these have been so wide spread and of such varying sizes that the general statement has some support. There are considerably less data in the area of health and social development, but what there are tend to show a positive relationship between these factors and active participation in extra-class

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<sup>18</sup> H. P. Smith, "Relationship Between Scores on the Bell Adjustment Inventory and Participation in Extra-Curricular Activities," Journal of Educational Psychology, 38:11-16, January, 1947.

<sup>19</sup> Cecil V. Millard, The Organization and Administration of Extra-Curricular Activities (New York: A. S. Barnes Company, 1930), p. 52.

activities.

In drawing these conclusions, the fact that controls in most cases limit participation to those whose scholarship and health are satisfactory must be taken into consideration.

## CHAPTER III

### COLLECTION, PRESENTATION AND ANALYSIS OF THE DATA

#### I. COLLECTION OF THE DATA

In Chapter I were listed the areas in which data were to be sought. This chapter attempts to present in detail the methods used in gathering the data necessary to this study.

Information on the first item, a description of the present program and method of control, came from activity files of the school and included such sources as the school constitution, handbooks which have been developed in various activities, the school handbook, various forms used in the administration of the program, and the investigator's first hand experience with the program. Some of the source material indicated above will be found in the appendix.<sup>20</sup>

To determine the extent of participation among students, the questionnaire technique was employed. A questionnaire was first developed that would require as little writing as possible on the part of the students answering it. This was a two-page form listing all the areas in which activities occur in the high school and seven columns for checking or indicating answers. Six of these were the six semesters of senior high school in which students were to check the semester in which

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<sup>20</sup> Appendix, pp. 94-98

they took part in the activity indicated. The seventh asked for the number of hours per week spent on each activity by the student. Spaces were left in each section of activities for the student to list specific activities or add additional ones not listed in the original list. This questionnaire was submitted to members of the school staff who were familiar with the program for their suggestions and to the members of the thesis committee for theirs. After adjustments had been made in accordance with the suggestions received, three classes were selected on which to try out the questionnaire. These classes were so selected as to include an X, a Y, and a Z group and also a sophomore, junior, and senior group. Ample time was allowed for this trial run and students were encouraged to ask questions. The questions together with the answers given to them were recorded and became the basis for the instruction sheet to teachers who gave the final questionnaire. This instruction sheet with a set of questionnaires was given to each teacher in the building, a definite period was set aside and the questionnaires were filled in under the direct supervision of the classroom teacher. They were then collected and returned to the investigator.

As a check on time consumed by participation in individual activities, sponsors of activities and various active students were interviewed personally so that a reasonably uniform time could be assigned to some activities against the

possibility of individual errors in estimate.

Further interviews were held with non-participants as indicated by the blank questionnaires returned. These were of the spot-check variety to determine if possible some of the reasons for non-participation.

As a basis for comparison of participation and academic standing, those students participating in many activities were chosen for special study. Since the number of activities engaged in now ranged from one to twelve, all those who were engaging in more than six activities or spending more than three hours per week on activities were put into this group. Their activities were analyzed from the standpoint of kind and time spent on them, and their grade point average for each semester was determined.

A second questionnaire was prepared to obtain information from other high schools of a more or less comparable size. This, too, was kept to a minimum of questions with check type answers where possible. Suggestions were again received from interested staff members and the thesis committee members, and after adjustments were made, copies were sent to the principals of ninety-four high schools of over one thousand student population in the State of California.

## II. PRESENTATION AND ANALYSIS OF THE DATA

The present program. The constitution of the student



body specifies five offices to be filled by election in the student body government and the general qualifications for candidates to be eligible to run for those offices. For all offices, a scholarship average of C or better is required and each candidate must submit a petition which bears not only the names of fifty students backing his candidacy, but the signatures of his counselor, the student body sponsor, the various offices wherein his record must be clear, and members of the administrative staff. Specifically a candidate for student body president must be a low senior in good standing at the time of candidacy which means he will be a high senior during his term of office. All student body elections are held at the close of the semester. In good standing means, he must be a bona fide member of a low senior home room and eligible for promotion to a high senior home room the next semester.

Similar qualifications for the other four offices exist except that the vice-president, secretary, and treasurer may be high juniors at the time of candidacy while the yell leader may be a student in good standing from any class.

To this group of elected officials are added appointive officers who must have the same eligibility requirements as elected officers and must be at least high juniors during their term of office. These offices are filled by the student body president from a list of qualified students compiled by the student body president with the assistance of the sponsors

involved. These offices include a general activities chairman whose chief duty is the presentation of the semester's "variety show;" a social activities chairman, who sees to decorations, place cards, and other arrangements for student-body-sponsored social events such as banquets, luncheons or dances; an election committee chairman, who arranges for and tallies the results of all school elections; a rally committee chairman, whose duty it is to see that rallies are presented and preparations are made for rooters at all athletic contests; a service committee chairman, who handles the philanthropic activities of the student body; an advertising manager, who sees to it that all the school's activities are properly advertised by posters and in print and an historian, who keeps a scrapbook of all activities as they appear in print. All these chairmen, with the exception of the historian are assisted by committees of from six to twenty-four students who become members by appointment if they are found to be eligible. When the student chairman and student body president have agreed on a list of prospective committee members, after consulting with the sponsors involved, their names are submitted on an "eligibility list" which passes through the hands of the same group of people previously mentioned as signing candidates' petitions. There are differences here, however. The school nurse must indicate any knowledge she has from the school physician's examination or her contact with the family physi-

cian, the grade requirements may not be so high, but the individual counselor will indicate grade average, citizenship, and specific comments as to the desirability of this student's participating in the activity involved. This same form is used to determine student eligibility for all activities with the exception of elected offices handled by petition.

Each of the six classes has four elected officers: president, vice-president, secretary, and treasurer. Candidates for these offices must also complete a petition differing from the student body office petition only in that the student body sponsor becomes the class sponsor and the number of student names is just half the number of those required for student body office. Again, a C average and good citizenship is required for candidacy. The student body is divided into home rooms of approximately thirty students each, and every member of an individual home room belongs to the same class. These home rooms meet from time to time for class business or a variety of other reasons. They do not meet regularly, only as necessary. Each home room elects one representative to represent it in the House of Representatives and one to represent it on the Class Council. Again, a petition is used, but requiring only the signatures of three teachers, the home room teacher and the counselor to vouch for the candidate as conscientious and dependable. Ten student signatures are required. There is, however, no specific grade average re-

quirement.

Students serving on committees for class and student body activities for a short duration of time must also be approved.

Seventeen clubs offer membership to students. Of these, twelve are directly connected with some class or department and require an interest in the area and a C average in the subject or subjects which form the background of the club. These clubs include Art, Commercial, Dancing, French, German, Latin, Mathematics, Music, Press, R.O.T.C., Science, and Spanish; of the other five, the Folk Dance Club, the Girls' Athletic Association, and the Photography Club require only an interest in the club and a willingness to attend meetings regularly. The California Scholarship Federation has membership qualifications set up by the state organization and, as its name implies, requires high scholastic achievement for membership. The McClatchy Melodiers make up the school dance orchestra which also provides music for variety shows. Membership is by tryout and is necessarily limited to the instruments needed for a balanced orchestra. Each of these clubs has its officers, but no further eligibility requirements are imposed.

Eligibility lists are prepared and eligible students are selected to take part in other school activities either after tryout or after recommendation. Those requiring

recommendation and appointment include ushers for plays, variety shows and graduation, monitors for graduation, color guard members, publication staff members, yearbook and school paper editors and certain assembly program participants.

Other assembly program chairmen and participants must tryout before being selected as do participants in the variety shows, senior plays, and open house programs.

The program of athletics includes teams in football, basketball, track, baseball, tennis and golf. All governed by the rules of the California Interscholastic Federation. The scholastic average need not be as high as in the case of other activities, passing grades are sufficient. To California Interscholastic Federation requirements, the school adds citizenship and health requirements. Citizenship as determined by the counselor, and health as determined by the school physician. Every student entering the C. K. McClatchy Senior High School receives a physical examination from the school physician, a report of which is maintained in the office of the school nurse. In addition to this examination, each boy trying out for a team is again examined before being permitted to take part in any sport.

One specific limitation concerns the three activities, student body president, senior play lead, and commencement speaker. These are all activities of high seniors and no high senior may participate in more than one of these three.

To summarize, all participants, with the exception of club members who must meet the specific requirements of the club selected, are certified as eligible either on an eligibility list or a petition. The desire of each student to participate comes to the attention of the sponsor directly associated with the activity, the school nurse, the student's counselor, the offices wherein student records are kept, the vice-principal in charge of counseling, and the vice-principal in charge of instruction before being finally approved by the principal. In addition to specific requirements as to grade average, attendance, and citizenship, each request for participation is considered individually and most thoroughly by the student's counselor.

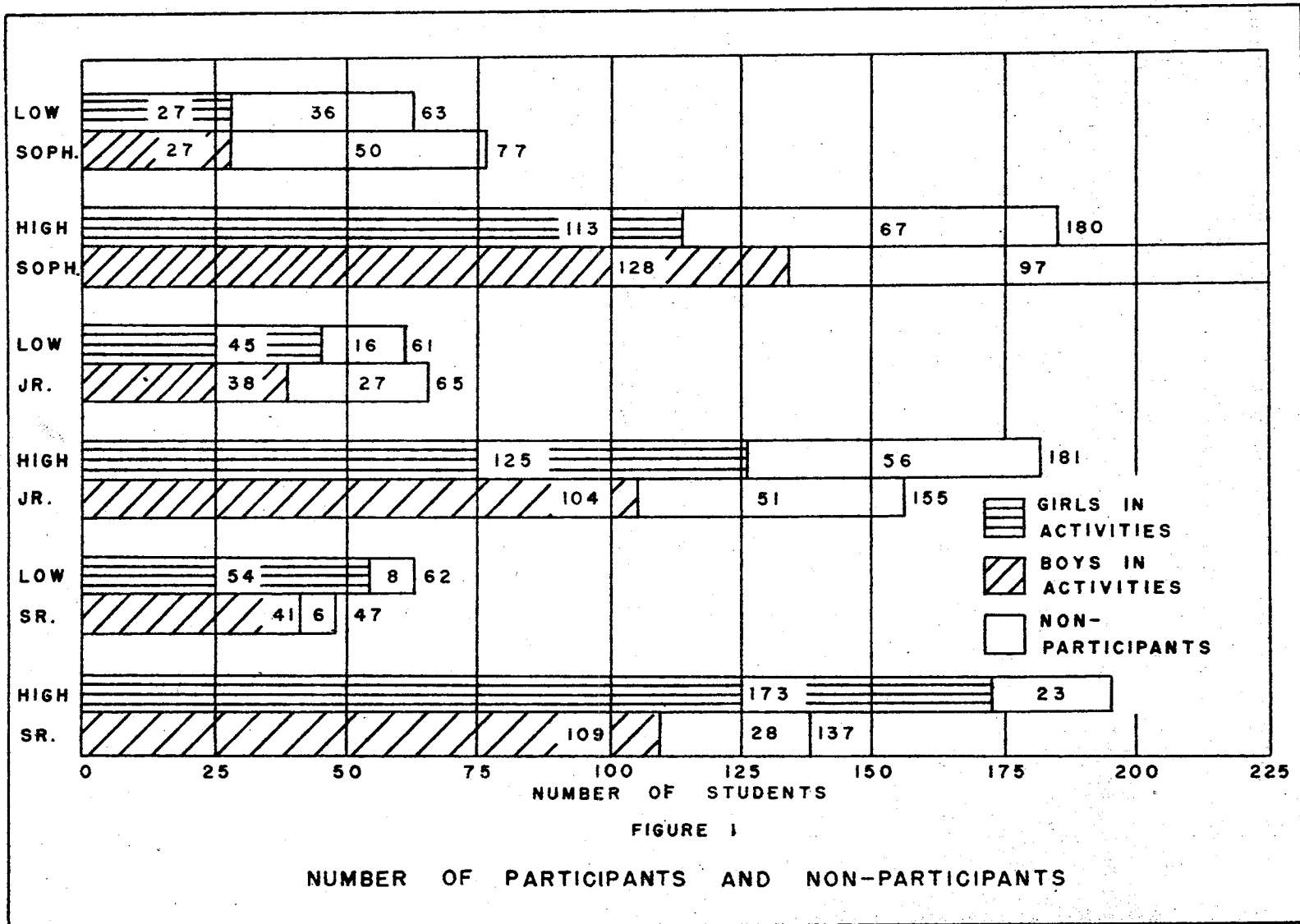
The basis of the control procedure is individual counseling. Extra-class activities as one aspect of the over-<sup>2</sup>all individual student's development must necessarily be a familiar area to each counselor and be considered in relationship to development of each student.

Data from students. The enrollment on the day the home room was called to fill out the questionnaire was one thousand six hundred sixty students. Questionnaires were received from 1,449 students; 211 students because of absence or other reasons did not return questionnaires. This 87.2 per cent return included 333 high seniors, 109 low seniors,

336 high juniors, 126 low juniors, 405 high sophomores, and 140 low sophomores.

Amount of Participation. Figure 1 shows the number of participants and non-participants broken down by class and sex. Participation as indicated in Figure 1 refers to participation at some time during enrollment in high school and not necessarily this semester. Non-participation means students are not now and have not participated in any activity while in senior high school. Of these students, 743 are girls and 706 are boys. As Figure 1 shows, the number of students participating compared to the number not participating increases as the students progress from class to class. Non-participants outnumber participants only among the low sophomores. There also seems to be a fairly close relationship between the number of boys participating and the number of girls participating. Of the 743 girls, 537 have participated while 347 of the 706 boys have participated. This indicates that 465 of the 1,449 students or just over 32 per cent of those answering have never participated in any activity. More than half of this number, however, are still sophomores and have at least two more years to become active. Only fifty-one are high seniors who will very likely graduate as non-participants.

This increase in participation as students progress and become oriented is further shown in Figure 2 which shows





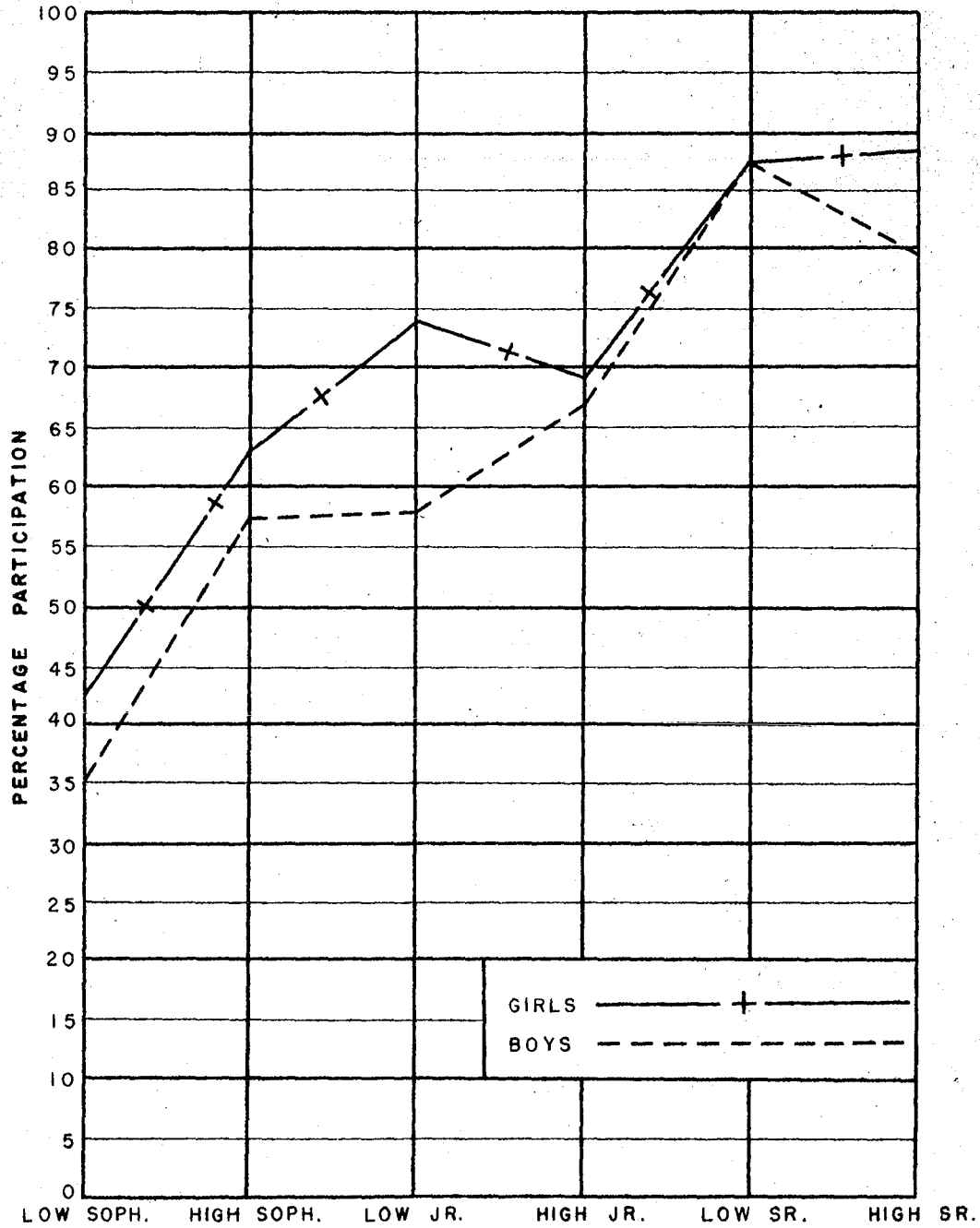


FIGURE 2

PERCENTAGE OF BOYS AND GIRLS PARTICIPATING

the percentage of both boys and girls participating in activities by classes. While only 43 per cent of the girls and 35 per cent of the boys are participants as low sophomores, by the time the high senior semester is reached, 88.5 per cent of the girls and 79.5 per cent of the boys have become participants. The increase is reasonably steady with the girls maintaining a slightly higher increase throughout. Figures 1 and 2 do not take into account the number of activities involved. Some students may be participants in but one activity while others may be active in ten or more.

A study of the present high seniors from the time of their entrance as low sophomores may give a better picture of this apparent increase in participation since the same students are involved. This is one of the large classes and should give a good sampling from the 333 questionnaires returned. Figures 3 to 8 inclusive show the participation of the members of the present high senior class in each of their high school semesters. Each figure shows the number of activities participated in during that semester and the number of students participating in each number of activities up to six or more.

As low sophomores this group had a total of two hundred non-participants or 60 per cent of the class. Only ten of the 333 were active in more than two activities and but one had become active in as many as six activities. The number of

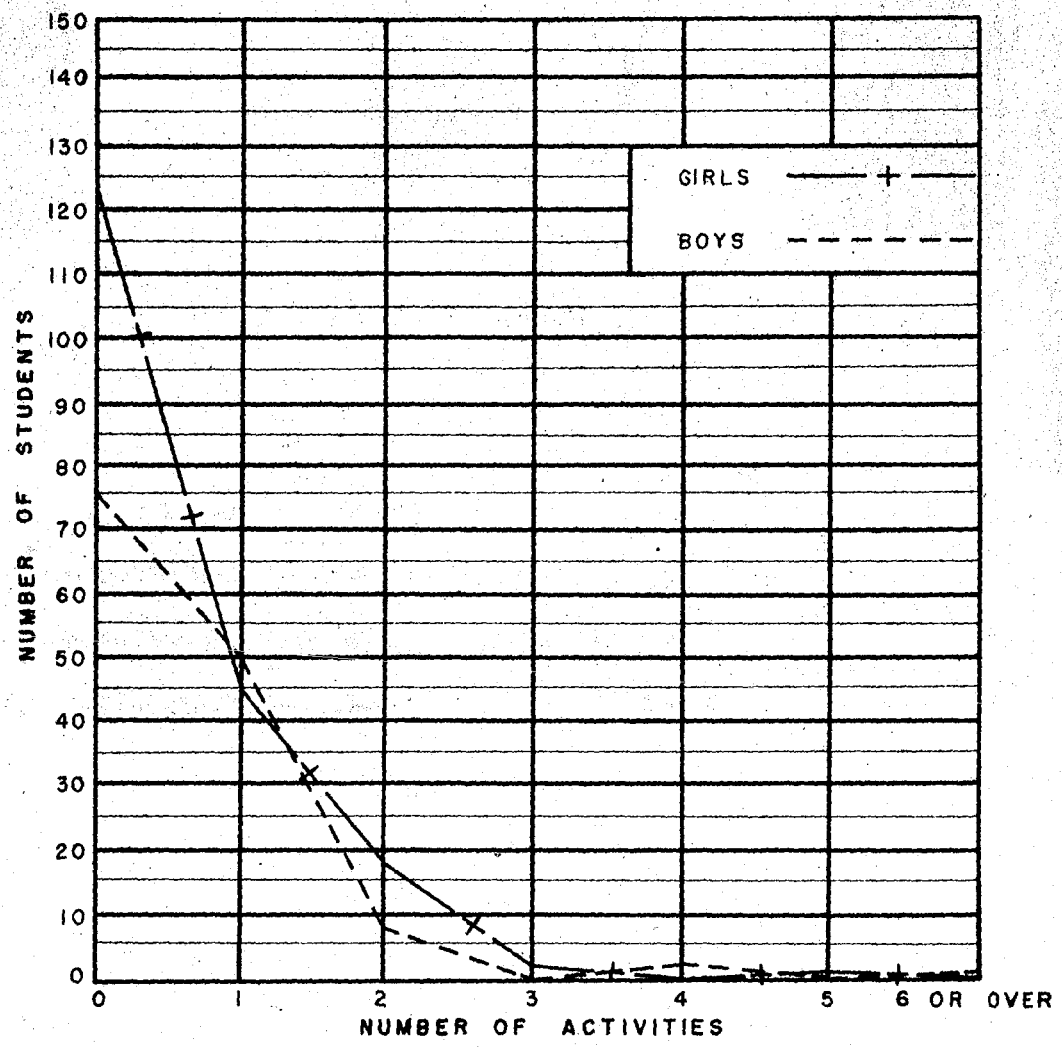


FIGURE 3  
PARTICIPATION OF PRESENT HIGH SENIORS  
AS  
LOW SOPHOMORES

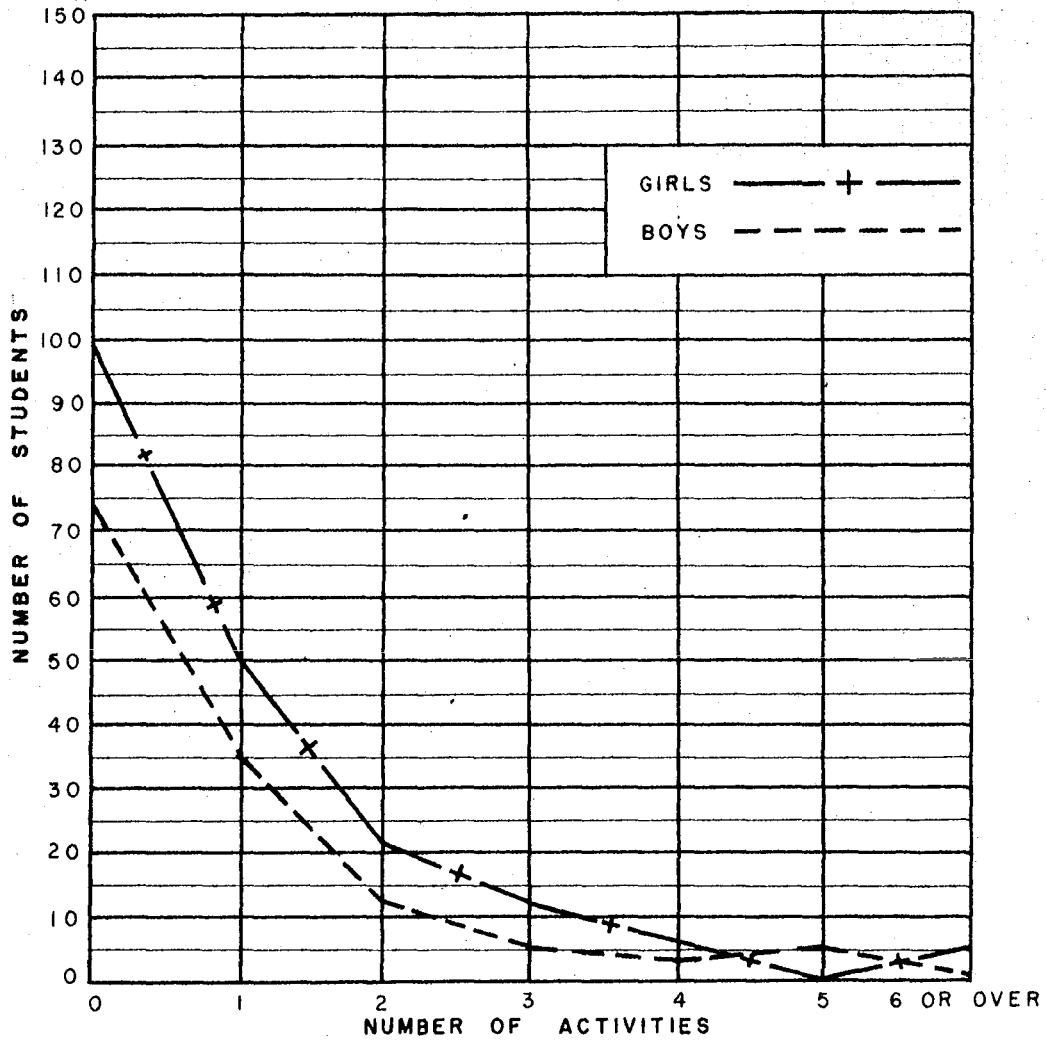


FIGURE 4  
PARTICIPATION OF PRESENT HIGH SENIORS  
AS  
HIGH SOPHOMORES

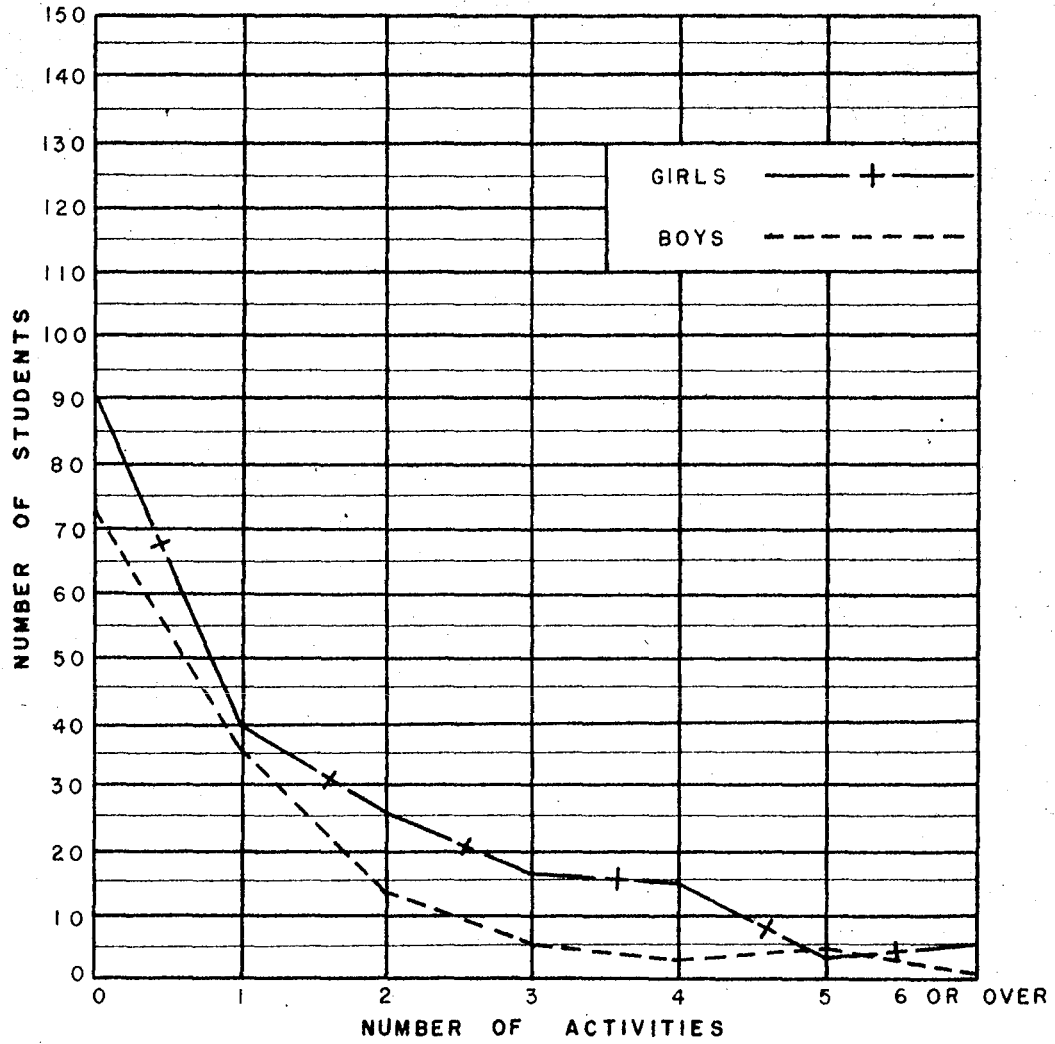


FIGURE 5  
 PARTICIPATION OF PRESENT HIGH SENIORS  
 AS  
 LOW JUNIORS

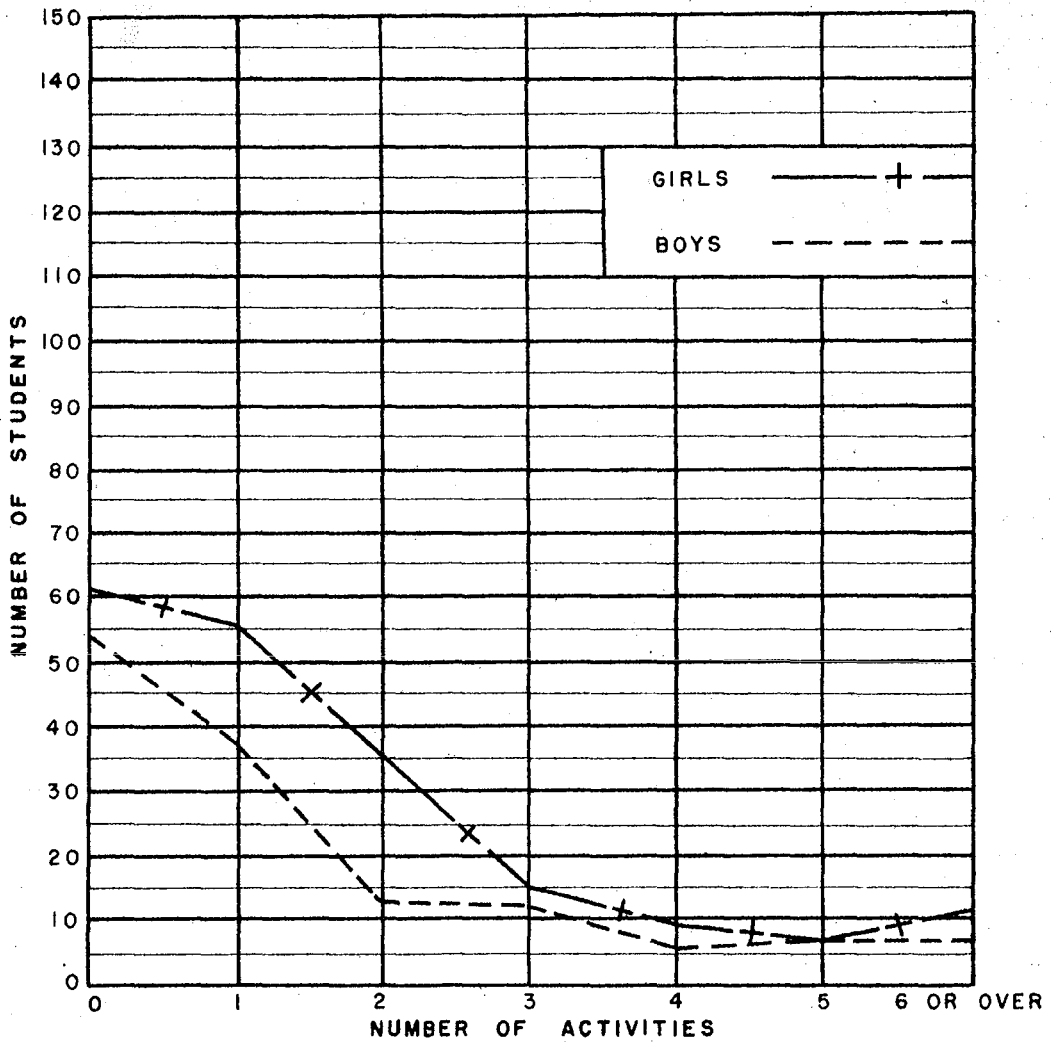


FIGURE 6  
PARTICIPATION OF PRESENT HIGH SENIORS  
AS  
HIGH JUNIORS

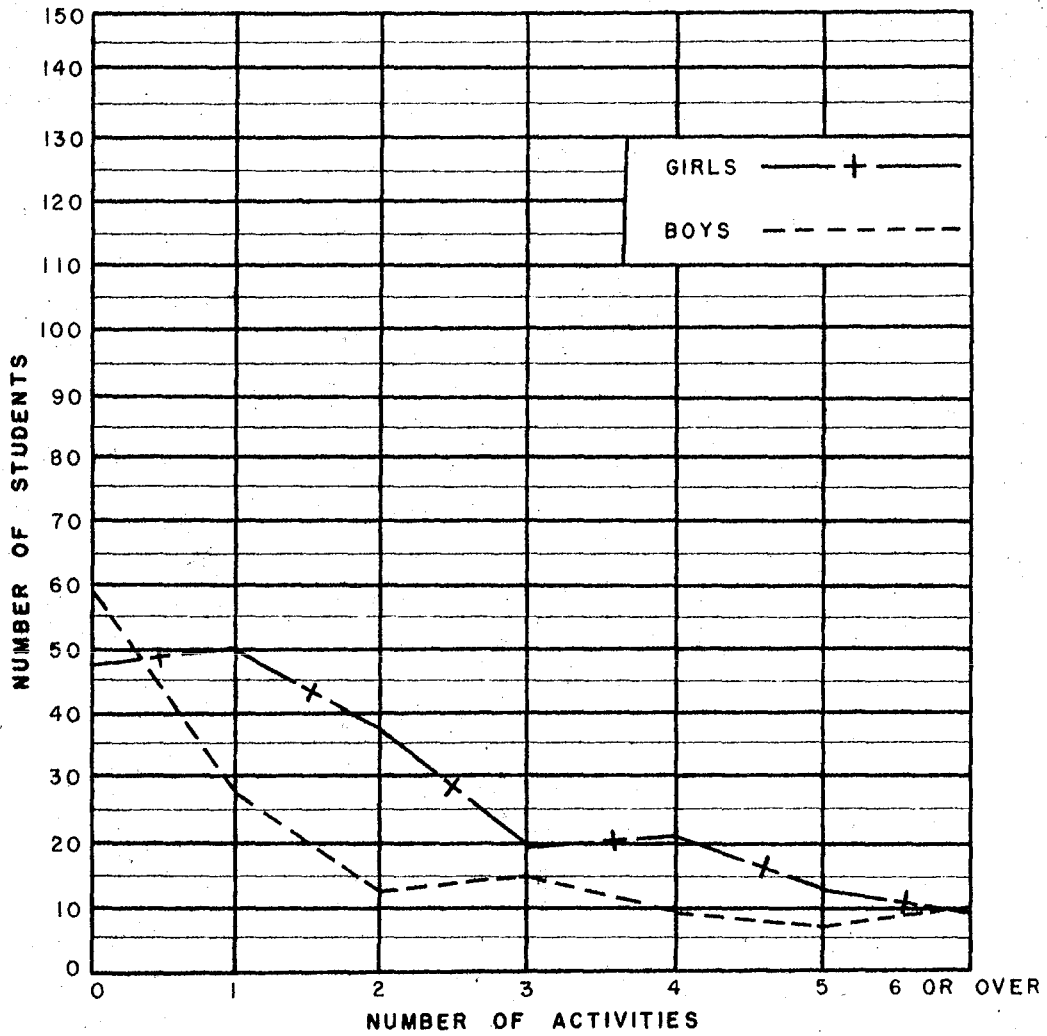


FIGURE 7  
PARTICIPATION OF PRESENT HIGH SENIORS  
AS  
LOW SENIORS

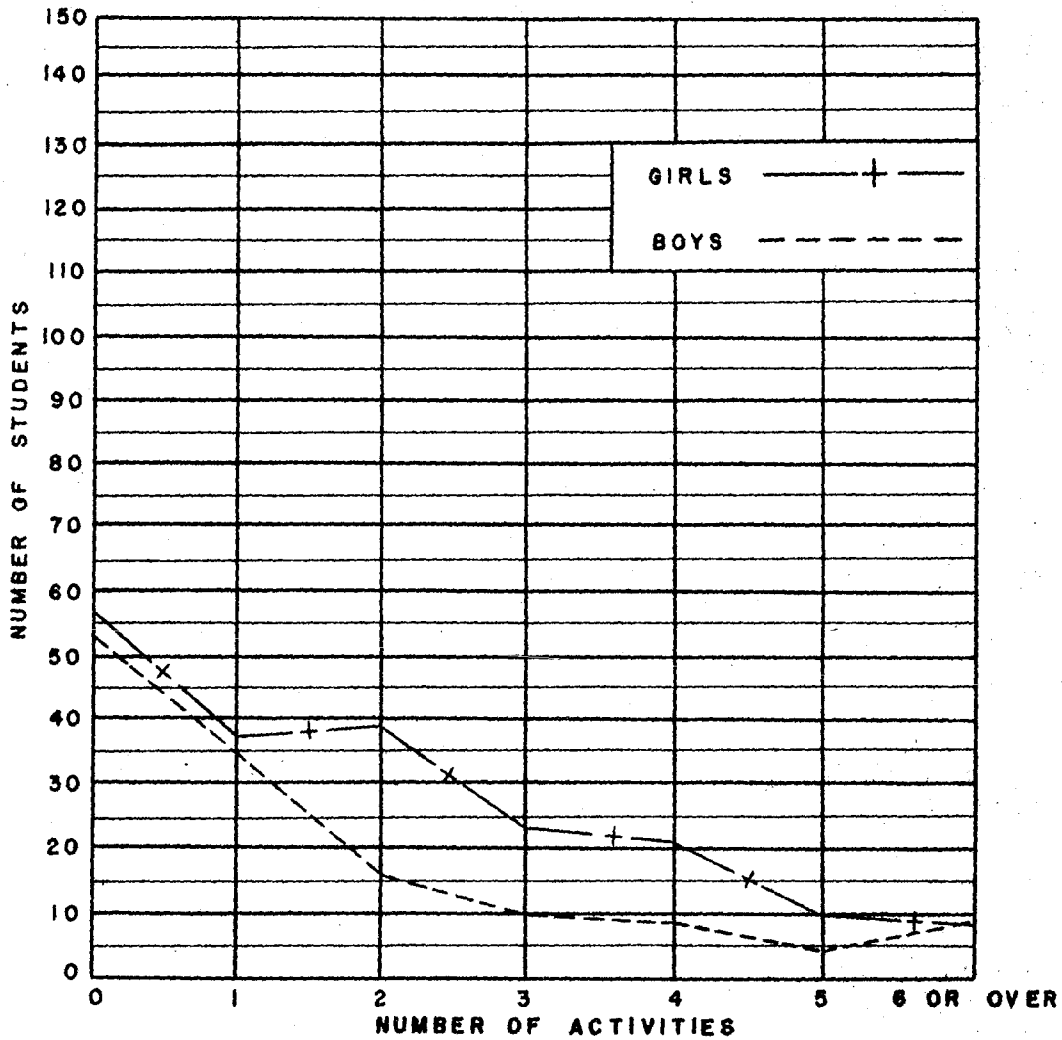


FIGURE 8  
PARTICIPATION OF PRESENT HIGH SENIORS  
AS  
HIGH SENIORS



non-participants shows a definite decrease to the low senior semester when 106 or 31.8 per cent were not participating. The number of students participating in more than two activities had climbed to 103 while nineteen students were active in six or more activities. This trend for non-participants moves slightly in the other direction as high seniors, one hundred ten or 33.3 per cent are now non-participants as opposed to 106 as low seniors. The number participating in more than two activities dropped from 103 to ninety-six while the number in six or more fell from nineteen to seventeen.

The trend appears to be definitely towards a decrease in non-participation with each added semester and also a definite increase in the number of activities undertaken by individual students as they progress in school. The slight differences in the low senior and high senior semesters seem to indicate a leveling off at this point. Many factors may combine to cause this.

The median number of activities participated in by those who were active in each semester was one for both low and high sophomores and two for the other four semesters.

Figure 1 indicates only fifty-one students who as high seniors have never participated. Figure 8 shows one hundred ten non-participants. Many of this one hundred ten have participated in other semesters. This seems to indicate that students may, from semester to semester, vary from participants

to non-participants. The analysis of the high senior class by semesters would seem to indicate that no more than two thirds of the class was participating in any one semester.

Figure 9 and Table I compare the participation of members of the present classes with what has already been shown for the high senior class. At present, 68 per cent of its members are participating in activities with a median of two. Seventeen of these are in six or more activities. Among the low seniors, seventy-four or 67.9 per cent are active, the median is one activity and only one student is in six or more activities. The high junior class shows one hundred ninety of its 336 students or 56.5 per cent active, the median is two activities and eleven students have undertaken six or more activities. Sixty-one of the 126 low juniors or 48.3 per cent are participants with a median of two activities, the top number of activities is five by any one student. Forty per cent or 162 of the 405 high sophomores are participants, the median is two and four students are engaged in six or more activities. Fifty-four of the one hundred forty low sophomores are active participants, 38.5 per cent, the median is one and five is the maximum number of activities for any one student.

Of the 1,449 students being studied, seven hundred sixty-four of them are active this semester in from one to twelve activities per student. Activities vary, however, from

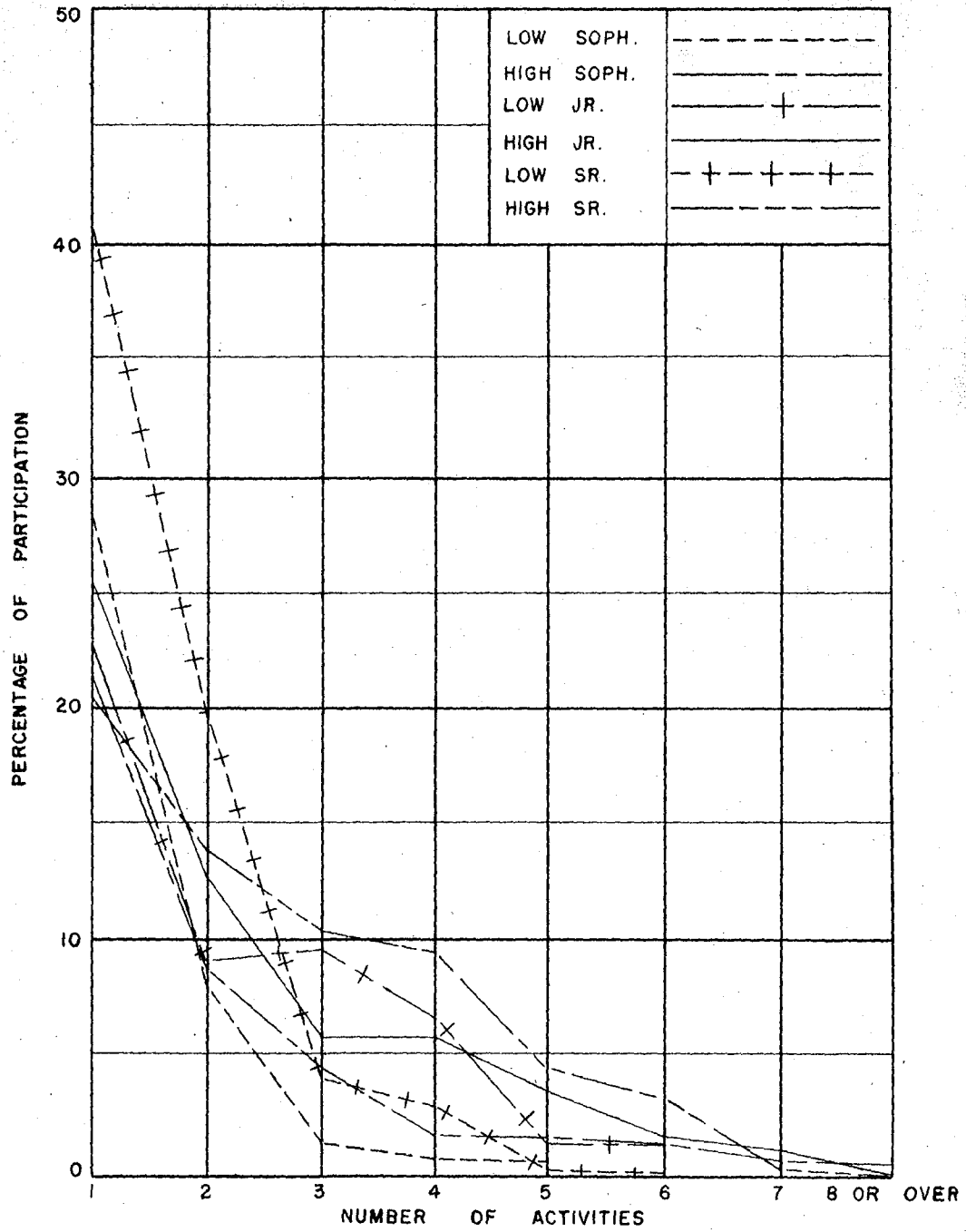


FIGURE 9

PARTICIPATION OF PRESENT STUDENTS

TABLE I  
 PARTICIPATION OF  
 C. K. McCLATCHY SENIOR HIGH SCHOOL STUDENTS  
 FOR THE 1950-51 SCHOOL YEAR BY CLASSES

Class	No. in Class	No. in Activities	Per Cent of Participation	Median No. of Activities	No. in six or more Activities
High Sr.	333	223	68	2	17
Low Sr.	109	74	67.9	1	1
High Jr.	336	190	56.5	2	11
Low Jr.	126	61	48.3	2	0
High Soph.	405	162	40	2	4
Low Soph.	140	54	38.5	1	0

a committee member to the student body president. The picture is incomplete, therefore, if only number of activities is included. Time consumed in these activities is definitely a factor.

Time Spent on Participation. With activities of many kinds going on, a basis for comparison is necessary. Athletic activities consume a great deal of time during the season of the sport involved and none the remainder of the semester. Such things as variety shows, dances, and programs may take student time over a week or two-week period and be finished. Other activities such as class and student body offices and club activities have some regularity and consume time throughout the semester. The amount of time spent by each student could be lumped together for an entire semester. A more meaningful method, however, seemed to be a weekly basis rather than a semester basis with each student's time broken down into the average number of hours per week.

Figures 10 to 15 inclusive indicate the amount of time spent by students in the six classes. Since many of the averages per week were in hours and fractions of hours, they are shown in ten groups; zero to one will include some with no time spent because of non-participation in the semester being recorded through fractional parts of an hour to and including one hour; one to two will include any amount of time

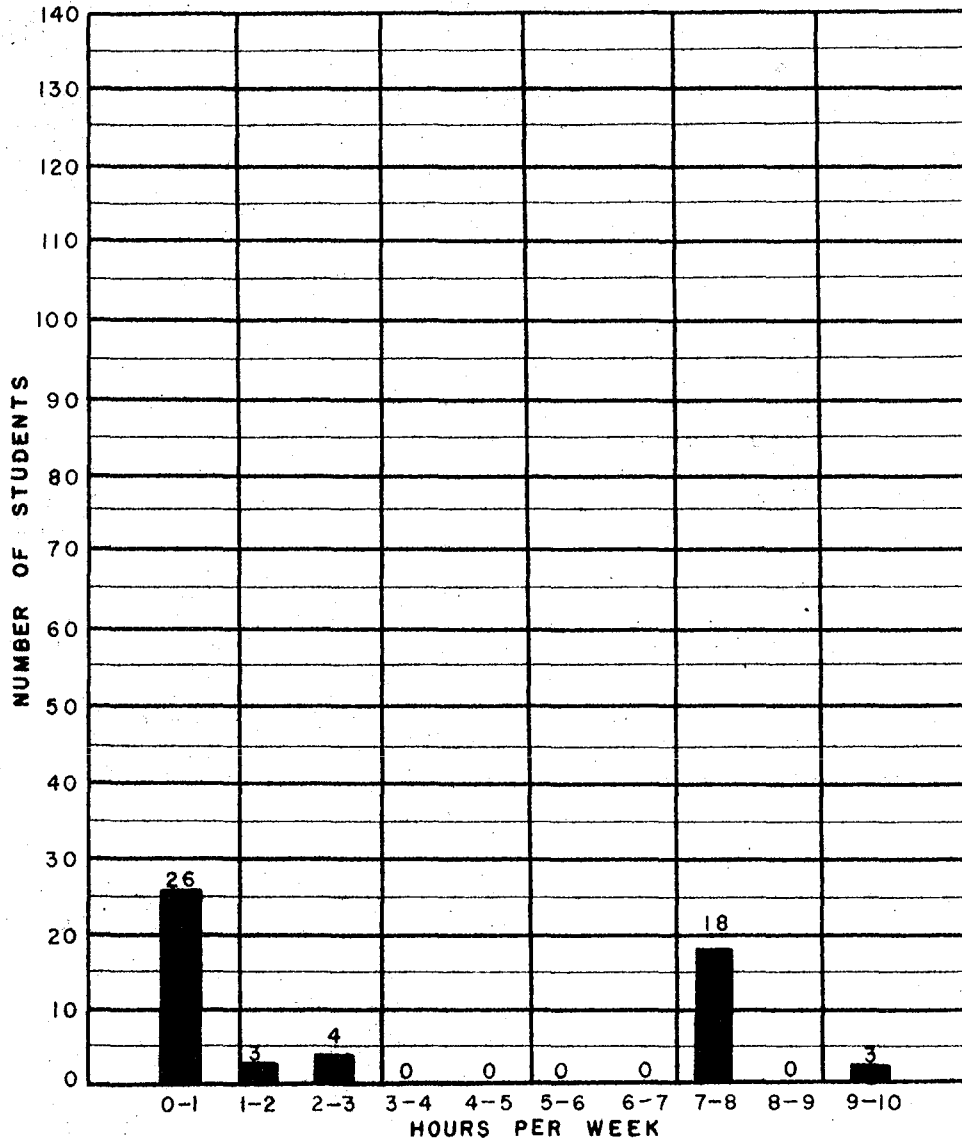


FIGURE 10

TIME SPENT IN ACTIVITIES

BY

LOW SOPHOMORES

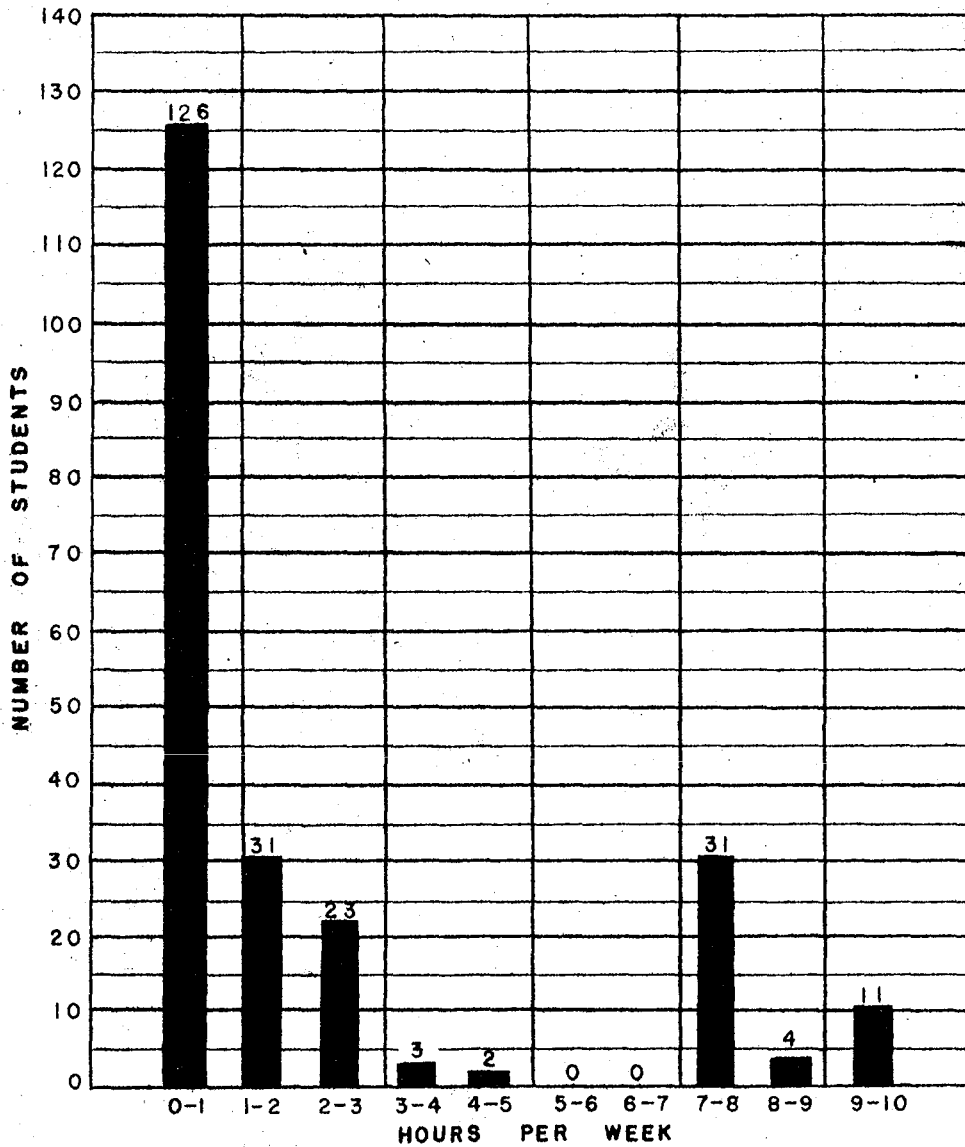


FIGURE II  
TIME SPENT IN ACTIVITIES  
BY  
HIGH SOPHOMORES

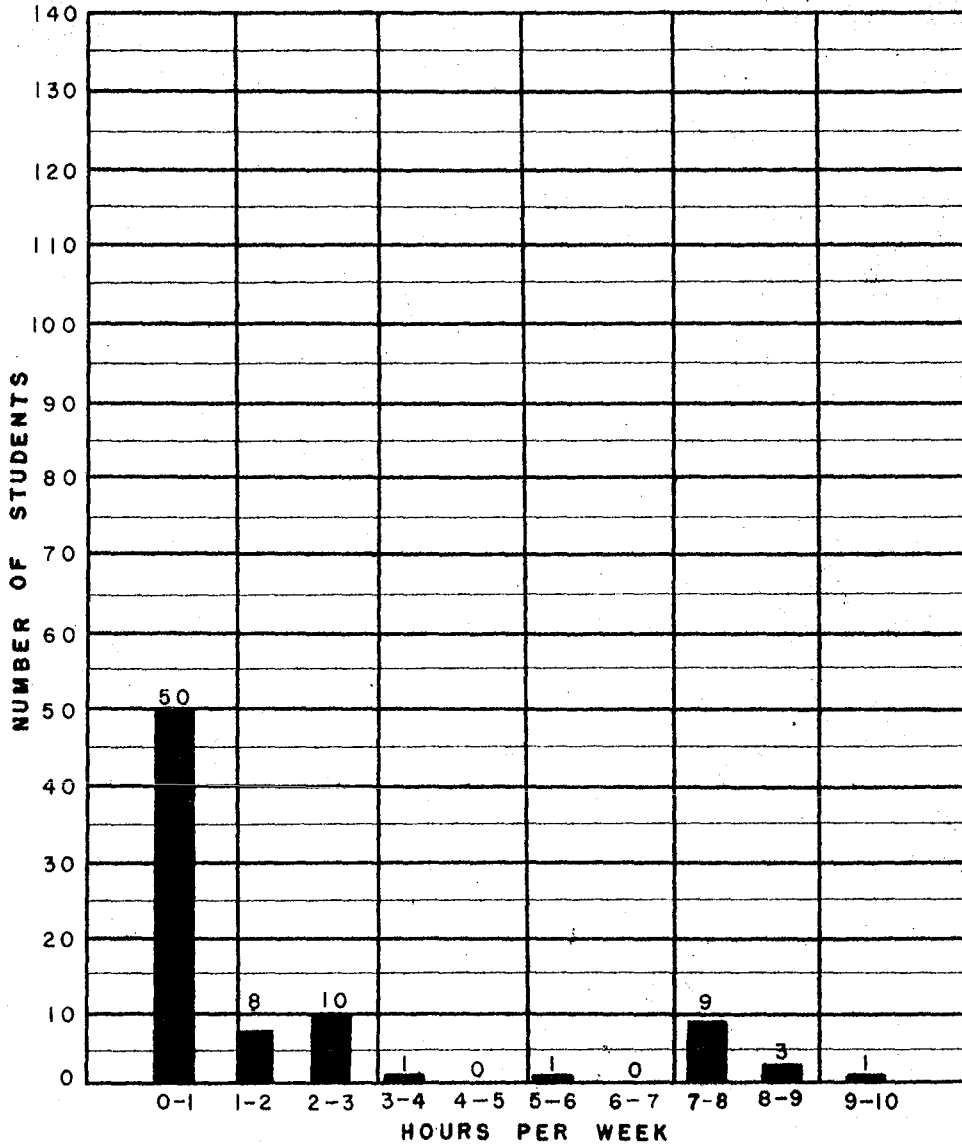


FIGURE 12  
TIME SPENT IN ACTIVITIES  
BY  
LOW JUNIORS



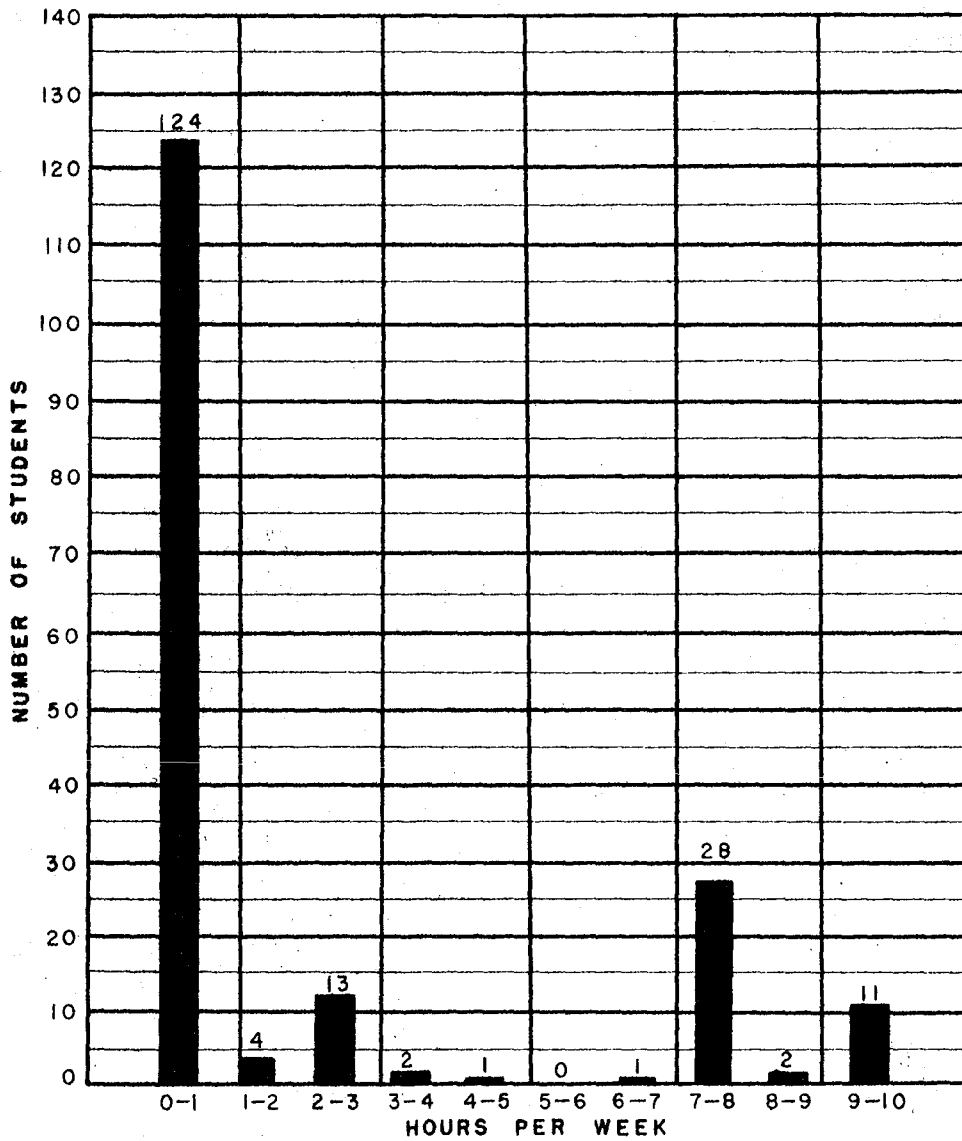


FIGURE 13

TIME SPENT IN ACTIVITIES

BY

HIGH JUNIORS

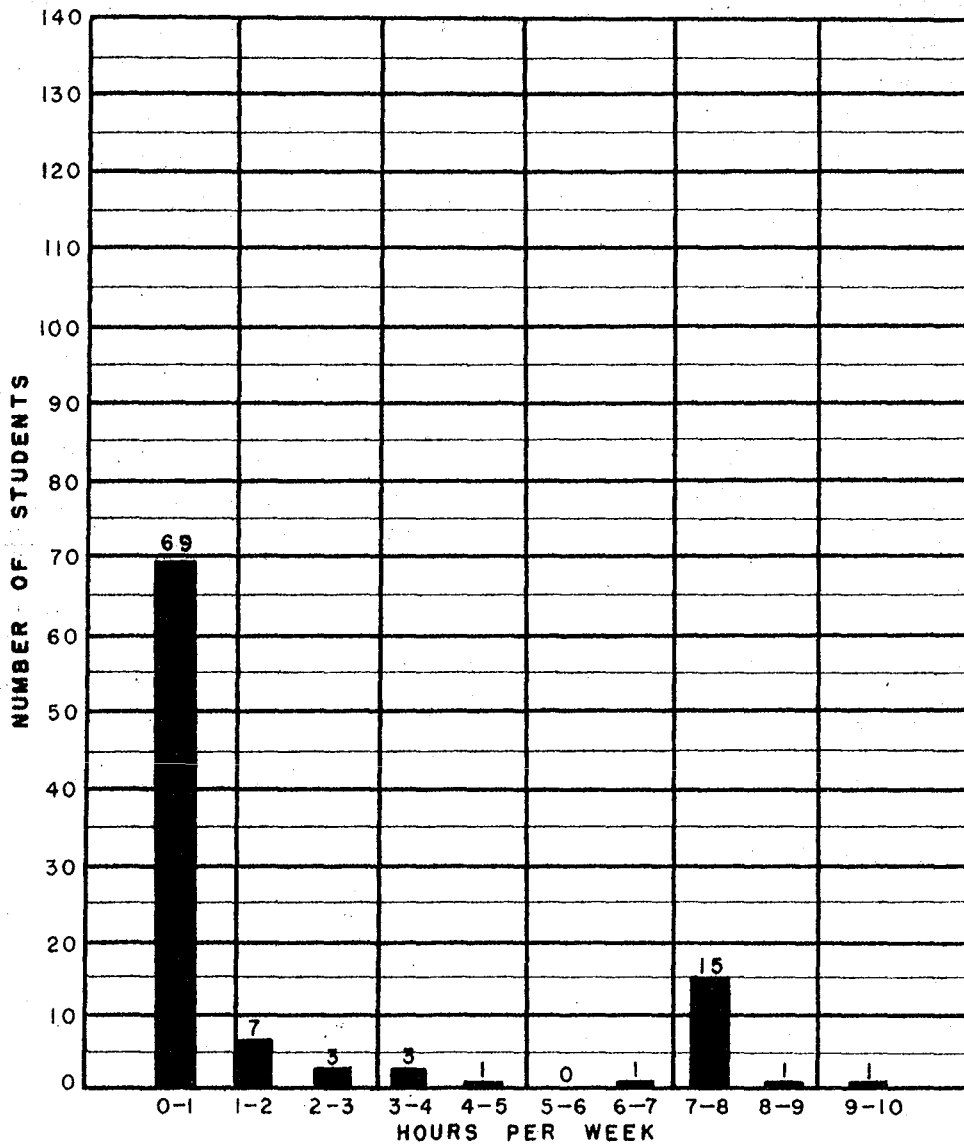


FIGURE 14

TIME SPENT IN ACTIVITIES  
BY  
LOW SENIORS

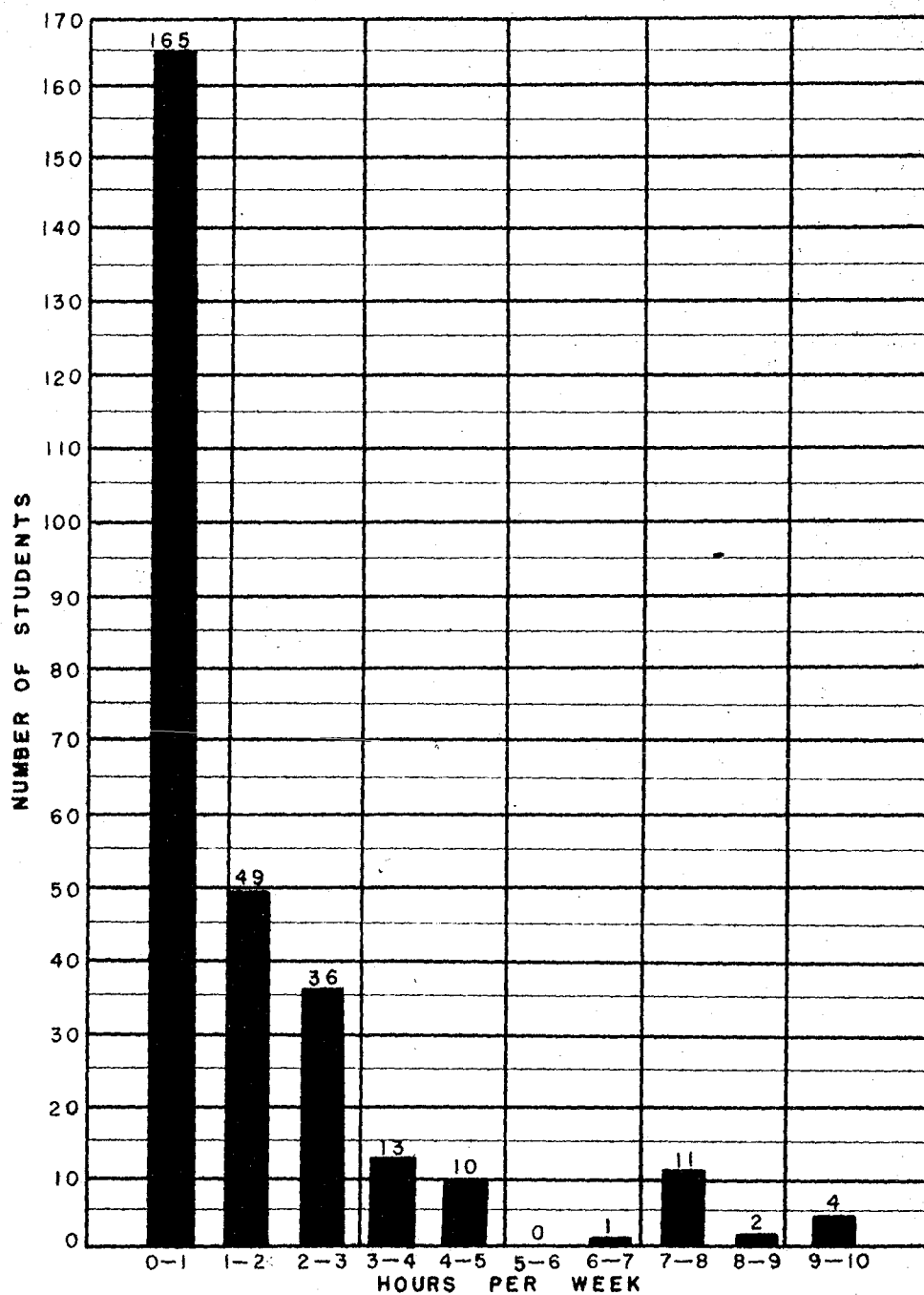


FIGURE 15

TIME SPENT IN ACTIVITIES BY HIGH SENIORS

greater than one hour up to and including two, similarly for the other eight groups represented.

Among the low sophomores participating, twenty-eight students spent more than one hour per week, seven of these from one to three hours per week and twenty-one from seven to ten hours per week. The median number of hours per week lies between one and two and 52 per cent of the participating low sophomores spend more than one hour per week on activities. These percentages are based on the number of participants not on the total number in each class. An analysis based on numbers in each class is made in connection with Figure 16.

The high sophomores have the highest median lying between two and three with 65 per cent or 105 students consuming more than one hour per week. Fifty-four of these spend between one and three hours, five between three and five hours, and forty-six between seven and ten hours per week. The low juniors with 54.2 per cent over one hour or thirty-three students have a median between one and two. Eighteen of these students consume between one and three, two between three and six, and thirteen between seven and ten hours per week.

The high juniors have the smallest percentage, 32.6 per cent or sixty-two students over one hour per week with the median lying between zero and one. Seventeen lie between one and three, four between three and seven, and forty-one between seven and ten.

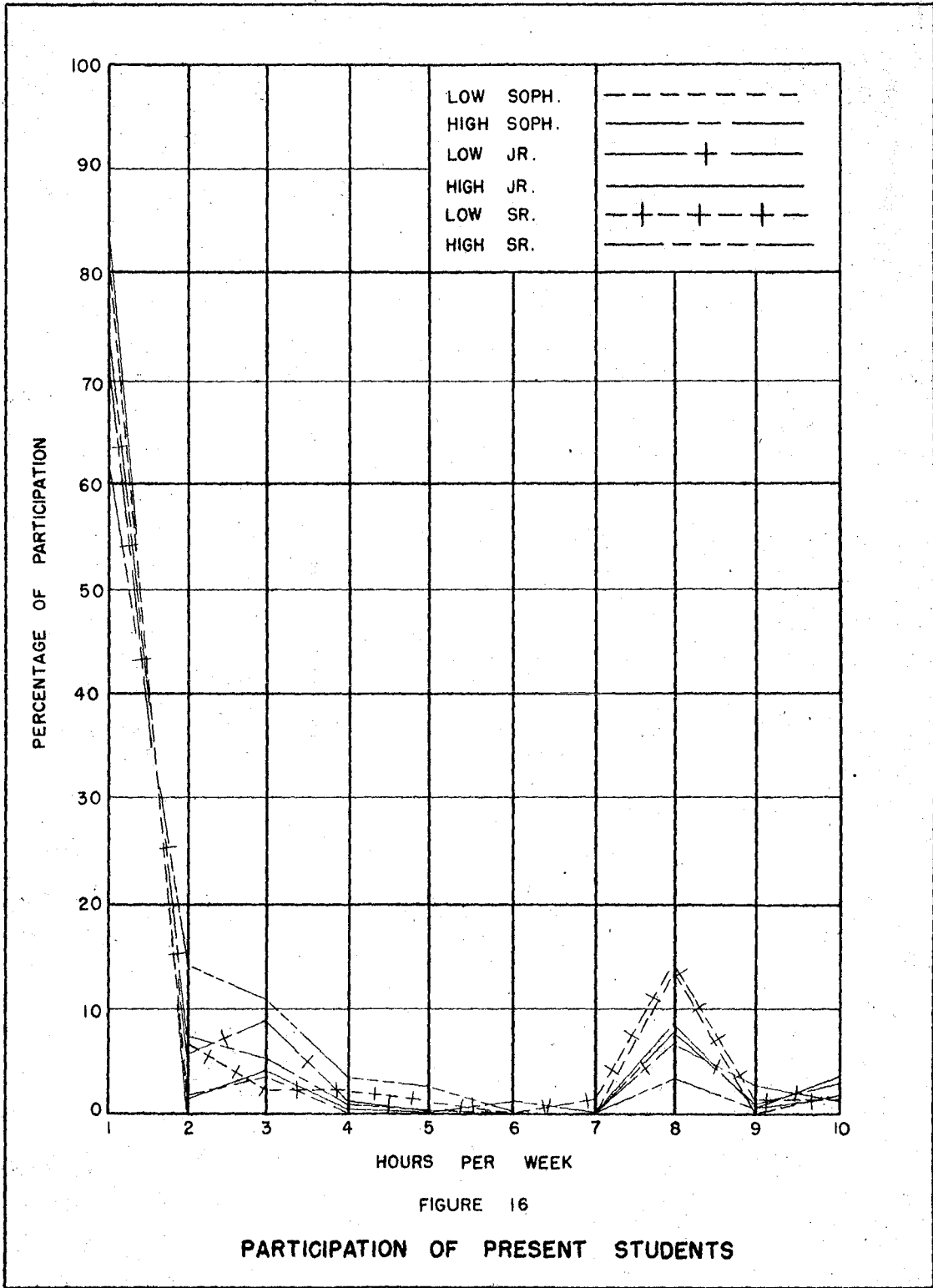
Forty-three and three tenths per cent of the low seniors spend more than one hour or thirty-two students. Their median is also between zero and one. There are ten between one and three, five between three and seven and seventeen between seven and ten.

The high seniors with 126 or 56.5 per cent have the largest group over one hour. Their median is between one and two. There is a rather large concentration between one and five of 108 students, one between six and seven, and seventeen between seven and ten.

The largest concentration of those spending over one hour seems to fall between one and three with 227 or almost 30 per cent of the participants in this group. The next large concentration falls between seven and ten, where 20.5 per cent of the students participating lie.

Figure 16 offers a comparison of the percentages of participation for each class. In this comparison the total number in each class is considered and those who are non-participants are included in the zero to one group. This figure, using the same symbols as does Figure 9, allows some comparison in the relationship of number of activities to time spent per week.

By far the largest percentage in every class falls into the zero to one group. Many of these students participate in no activities or in such minor activities that their average



time spent per week is less than one hour. This percentage varies from 62.16 per cent for the high seniors to 81.54 per cent for the high juniors. Were it not for the high percentage for the high juniors there would seem to be a downward trend from the low sophomore to the high senior semester. The low sophomore percentage is 80 per cent.

There is some indication that students increase the average number of hours per week spent on activities as they progress in school.

In the one to two hour per week bracket, the low sophomores show 2.14 per cent and the general trend is upward. The exception again is the high junior class which falls to 1.19 per cent. The upward trend is indicated by the figures for the other classes, high sophomores 7.65 per cent, low juniors 6.35 per cent, low seniors 6.42 per cent and high seniors 14.72 per cent.

There is not such a definite trend in the two to three hours per week bracket although the high senior percentage is higher than the low sophomore. These figures progress from low sophomore, 2.86 per cent, to high sophomore, 5.68 per cent, to low junior, 7.94 per cent, to high junior, 3.87 per cent, to low senior, 2.75 per cent, to high senior, 10.81 per cent.

The percentages in the four brackets between three and seven hours per week account for less than 1 per cent except in the three to four hour bracket low senior, 2.75 per cent,

high senior, 3.91 per cent, and the four to five bracket high senior, 3.00 per cent.

The seven to eight hours per week bracket shows the largest percentages after the zero to one bracket. These figures show low sophomore 12.86 per cent, high sophomore 7.65 per cent, low junior 7.14 per cent, high junior 8.33 per cent, low senior 13.76 per cent and high senior 3.30 per cent. This bracket includes most of those who take part in the athletic program.

The eight to nine bracket again shows less than 1 per cent in every class except the low junior with 2.38 per cent. The nine to ten hours per week bracket accounts for thirty-one students divided as follows: low sophomore 2.14 per cent, high sophomore 2.72 per cent, low junior .79 per cent, high junior 3.27 per cent, low senior .92 per cent, and high senior 1.20 per cent.

Most Active Participants. The most active of this semester's participants, those spending more than three hours per week, need further study. To this group will be added all those with six or more activities this semester. This will include all those not already included because of hours spent in excess of three. The time spent for each of these additions will be less than three hours per week. This group totals 214 cases.



Of the 214 cases, which include about 28 per cent of the seven hundred sixty participants, or 14.8 per cent of the 1,449 students studied, 155 are participating in no more than two activities and are exclusively athletic in character. These students spend from three to ten hours per week on their athletic pursuits. The majority of them spend between seven and eight hours per week on one sport. The remaining fifty-nine students represent the all-around participants, some non-athletic, and some combining athletic and non-athletic activities. The average number of hours spent per week by these students ranges from one to ten and the number of activities from one to twelve. However, these fifty-nine represent the most active participants, either because of the time spent or the number of activities involved or both. Thirty-one of these fifty-nine are high seniors, two are low seniors, twenty are high juniors, one is a low junior, and five are high sophomores.

The distribution of number of activities compared to time spent on activities for the fifty-nine special cases being studied is shown in Table II. Application of Pearson's<sup>21</sup> Correlation ratio formula to these data indicates that there is a positive correlation between time spent and number of

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<sup>21</sup> Harold O. Rugg, Statistical Methods Applied to Education (New York: Houghton Mifflin Company, 1917), p. 279.



activities. This correlation ratio of .363 is not high enough to warrant a conclusion that an increase in time spent will accompany an increase in number of activities. Though some relationship exists, the most that can be said for it is that it is not conclusive.

Grade point averages were determined for each of these fifty-nine cases for each semester of attendance in senior high school. These averages were computed numerically by assigning an A four points, a B three points, a C two points, a D one point and an F no points.

The grade point averages for the fifty-nine cases being considered range from 1.5 to 4.0 for the present semester. The frequency distribution shown in Table III shows half of these fifty-nine with grade point averages of 3.03 or better. The table also indicates that this group is dominated by high seniors and high juniors. Both of these are large classes and could be expected to furnish a greater number of participants than the mid-term classes. The median for this group lies in the interval 2.96-3.10.

The distribution shown in Table III seems inconclusive since the other half of the fifty-nine are found to have grade point averages below 3.03, ranging as low as 1.5. Table IV approaches the data from another angle, a comparison of the number of activities participated in by each of the fifty-nine with the corresponding grade point average. The resulting

TABLE III  
 FREQUENCY DISTRIBUTION  
 GRADE POINT AVERAGES OF FIFTY-NINE ACTIVE PARTICIPANTS

Grade Averages	Frequency						Total
	High Sr.	Low Sr.	High Jr.	Low Jr.	High Soph.	Low Soph.	
3.86-4.00	1						1
3.71-3.85	4	1					5
3.56-3.70							
3.41-3.55	9		6				15
3.26-3.40							
3.11-3.25	4		2		1		7
2.96-3.10	4		3	1			8
2.81-2.95							
2.66-2.80	2		3		2		7
2.51-2.65			2		1		3
2.36-2.50		1					1
2.21-2.35							
2.06-2.20	2		1				3
1.91-2.05	4		3				7
1.76-1.90							
1.61-1.75	1						1
1.46-1.60					1		1
Totals	31	2	20	1	5		59

TABLE IV  
 A COMPARISON BETWEEN  
 THE NUMBER OF ACTIVITIES AND THE GRADE AVERAGES  
 OF FIFTY-NINE ACTIVE PARTICIPANTS

Grade Averages	Number of Activities											
	1	2	3	4	5	6	7	8	9	10	11	12
3.86-4.00						1						1
3.71-3.85			1			2		1				
3.56-3.70												
3.41-3.55		2	1	1	1	1	3	1				
3.26-3.40	1		1		1		1		1			
3.11-3.25			1	2		1		3				
2.96-3.10			1	3		1	1		1		1	
2.81-2.95												
2.66-2.80			3			3	1					
2.51-2.65			1	1		1						
2.36-2.50	1											
2.21-2.35							1					
2.06-2.20						2						
1.91-2.05		2	1	1	1	2						
1.76-1.90												
1.61-1.75		1										
1.46-1.60							1					

correlation ratio is .162, a positive correlation showing a slight relationship between grade average and number of activities, but so slight as to be again inconclusive.

Still another comparison in Table V shows the relationship between time spent on activities and the grade point average. Here the correlation ratio seems no more significant, .167 again, a positive correlation but so slight as to be inconclusive.

Of the fifty-nine students considered in this group, none has been rejected for participation in an activity for health reasons. The school nurse, on the basis of information in her records and her own knowledge of the student's medical history from contact with the home and the family physician, has approved every application for participation.

Some of these fifty-nine students have participated in activities which require them to spend time in the evening. For the most part, rehearsals for shows are held immediately after school; those few which are held at night must be over by ten o'clock on school nights. Club meetings held at night close by nine-thirty. These regulations are carried out by the faculty sponsors of the activity involved. Activities held on other than school nights may run later. School dances, probably the activities which involve the latest hours, end promptly at twelve o'clock midnight. The probability that late hours may be a factor in undermining the physical well being of students is thus held to a minimum.

TABLE V  
A COMPARISON BETWEEN  
THE TIME SPENT PER WEEK AND THE GRADE AVERAGES  
OF FIFTY-NINE ACTIVE PARTICIPANTS

Grade Averages	Hours Per Week									
	0-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10
3.86-4.00				1						1
3.71-3.85		1		1	2					
3.56-3.70										
3.41-3.55				5	4					1
3.26-3.40					1		3		1	
3.11-3.25		2		5						
2.96-3.10			1	5	1					1
2.81-2.95										
2.66-2.80			2	3				1	1	
2.51-2.65					2					1
2.36-2.50					1					
2.21-2.35					1					
2.06-2.20		1		1						
1.91-2.05			1	2	3				1	
1.76-1.90										
1.61-1.75				1						
1.46-1.60			1							

Athletic teams take trips in this league which sometimes keep them up after twelve at night. These long trips are rarely more than one or two a season, however, and occur only on weekends, never on school nights. A Board of Education rule prohibits overnight trips for these teams.

Athletic activities seem to be the most strenuous of all the extra-class activities offered. The physical examination required has already been mentioned. In addition, each coach is required to submit an accident report for every injury. If the injury requires medical attention, the boy is excluded from participation for a minimum of five days and must have a doctor's approval to resume participation. Such safeguards tend to reduce the hazards to health of strenuous athletic activity.

### III. REPORT OF OTHER CALIFORNIA HIGH SCHOOLS

A one-page questionnaire was submitted to ninety-four high schools in the State of California whose school population was one thousand or over according to the 1950-51 edition of the California Directory.<sup>22</sup> The questionnaire asked whether participation in extra-class activities was limited or controlled, the purposes of control, the system used, and how records of participation are kept. In addition it asked an

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<sup>22</sup> Appendix, p. 102



expression of opinion as to the success of the system of control and allowed space for suggested changes. Copies of forms and materials used in connection with the extra-class activity program were requested and some handbooks and record forms were received.

Eighty filled-out questionnaires were returned, an 85.1 per cent return of the ninety-four sent out. Sixty-one of those replying or 76 per cent have some form of limitation or control; fourteen or 24 per cent have no controls.

Table VI lists the reasons given by the sixty-one high schools using some form of control of participation, and the number and percentage of schools giving each reason.

Table VII shows the systems of control now in use by the sixty-one high schools reporting use of controls and the number of schools using each system. It is clear that some schools use a combination of systems and do not limit themselves exclusively to one system.

Table VIII shows the number and percentage of the sixty-one schools expressing an opinion concerning the success of the system of control now in use.

Table IX lists changes which some of the principals in the sixty-one schools using controls feel are necessary in their own schools at the present time.

Table X lists problems encountered by principals of the eighty-one schools reporting in administering the activity

TABLE VI  
 REASONS FOR LIMITING PARTICIPATION AS  
 STATED BY SIXTY-ONE LARGE CALIFORNIA HIGH  
 SCHOOLS IN A QUESTIONNAIRE STUDY

Objective	No. of Schools	Per. of Total Using Controls
Encourage Participation by More Students	46	75.5
Prevent Monopolizing	44	72.0
Prevent Overdoing	43	70.5
Promote Good Ethics, Citizenship, Scholarship	1	1.64
Encourage High Standards for Participation	1	1.64
Facilitate Handling	1	1.64
Promote Better Leadership	1	1.64
Get Students Into Activities They Need	1	1.64
Lessen Expense	1	1.64

TABLE VII  
 SYSTEMS OF CONTROL AS REPORTED BY  
 SIXTY-ONE LARGE CALIFORNIA HIGH SCHOOLS  
 IN A QUESTIONNAIRE STUDY

System	Number
Satisfactory Citizenship and Scholarship	25
Point System	19
Major and Minor	19
Satisfactory Scholarship	17
Individual Counseling	5
Limit to One Activity	3
Limit to One Major Plus Three Others	1
Same Eligibility as for Athletics	1
Limit to One Sport at a Time	2
No Student Body Office to Hold Class Office	1
Limit Number of Clubs	2
Choice of Major Club Meetings	1
Maximum Number Set for Each Club	1
Limit to One Service Plus One Special-Interest Activity	1

TABLE VIII  
PRINCIPALS' OPINIONS OF THE SUCCESS OF THE  
SYSTEM OF CONTROL NOW IN USE IN  
SIXTY-ONE LARGE CALIFORNIA HIGH SCHOOLS  
AS REPORTED IN A QUESTIONNAIRE STUDY

Opinion	Number	Per Cent
Very Successful	27	44%
Moderately Successful	26	43%
Not Adequate	8	13%

TABLE IX  
 CHANGES SUGGESTED BY PRINCIPALS OF SIXTY-ONE  
 LARGE CALIFORNIA HIGH SCHOOLS USING CONTROLS  
 AS REPORTED IN A QUESTIONNAIRE STUDY

Changes	Number
Greater Limitation	5
Adopt Point System	2
Increase Number of Activities	2
Require Stricter Enforcement of Limitation	1
Increase Number of Minors Allowed	1
Educate Students As To Objectives of the Plan	1
First Period Once a Week For All Activities	1
Centralize Control and Deemphasize Point Chasing	1
Limit Students To One Club	1
No Change Needed	11

TABLE X  
PROBLEMS CONCERNED WITH STUDENT PARTICIPATION  
IN ACTIVITIES IN EIGHTY-ONE LARGE CALIFORNIA HIGH SCHOOLS  
AS REPORTED IN A QUESTIONNAIRE STUDY

Problem	Number
Not Enough Participation	9
Keeping Records of Participants	3
Need for System of Control	2
Transportation of Students	1
School Too Large	1
Stimulation for Activities is from Outside	1

program in their schools.

There seems to be some evidence that encouraging participation is one of the more important factors in the schools replying. Too few of the students in these large high schools are participating, apparently. These are all large schools and the statement from one school that the school is too large to reach everyone may have meaning for more than the one school which voiced it. Galen Jones found that:

There is a direct relationship between the size of a school and the proportion of the student body enrolled in activities. . . .

. . . The larger proportion of pupils participating are found in the smaller schools.<sup>23</sup>

About half of the schools using some method of control seem to lean toward the individual approach either through individual counselling or at least an analysis of the individual's citizenship and scholarship as a basis for allowing participation.

The fact that only eleven of the eighty-one have no problem so far as the extra-class activity program is concerned seems to bolster the contention expressed earlier that not all the answers have been found. The majority of these schools seem to feel that there are changes which need to be

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<sup>23</sup> Galen Jones, Extra-Curricular Activities in Relation to the Curriculum (Teachers College Contributions to Education, No. 667. New York: Teachers College, Columbia University, 1935), p. 53.

made not only in the methods of control used, but in the programs themselves.

The data thus far has attempted to show group relationships in the extra-class activity program. The individual cases may provide an interesting study and to them the next chapter will be devoted.



## CHAPTER IV

### ANALYSIS OF INDIVIDUALS' ACTIVITIES

Variations from group tendencies appear to be assuming larger proportions as the amount of data collected increases. Such variations can be extremely important to counselors in a system which allows individual analysis to play a major part in determining eligibility for participation in extra-class activities.

A study of some of the individuals and their activities from the group of fifty-nine most active participants may bring to light some of these variations while indicating whether monopolizing tendencies exist among these active students.

Case histories will be discussed under fictitious names to avoid embarrassment to actual individuals being discussed. A sampling of the fifty-nine cases discussed as a group should be sufficient to give a general idea of monopolizing tendencies and variations from group tendencies.

Case number one. Albert Ames this semester has not only the highest number of activities and spends the most time per week but also has a grade point average of 3.8, just two points under the highest grade point average.

The normal class load for students at the C. K. McClat-

chy Senior High School is four classes plus either physical education or R.O.T.C., classes in military. With special approval from the counselor, a student may take a fifth subject if his grades are sufficiently high and his ability is such that, in the opinion of the counselor, he can maintain high standards of achievement.

Albert, throughout his six semesters of senior high school work, carried five subjects a semester in addition to R.O.T.C. His grade point average of 3.8 does not include his grade in R.O.T.C. since physical education and R.O.T.C. are not included in computing grade averages for academic work. His grade in R.O.T.C. for six semesters was A and he became, by his high senior semester, one of the high ranking officers.

Of the twelve activities in which he participated as a high senior, five involved club memberships. He was president of the Melodiers, treasurer of the California Scholarship Federation, and a member of the Mathematics Club, the Music Club, and the Saber and Chevrons Society. Five other activities involved participation in programs for the school. Albert is a talented musician and dancer and was in demand for such performances as the variety show, open house program, P. T. A. program, orchestra for senior play, and band at all football games and parades. He also served as a member of the rally committee and was on the rifle team.

In two of these activities, the rifle team and the rally committee, had he not tried out another student could have participated. Appointment to the rally committee traditionally has been a reward for interest in and participation in school activities. The R.O.T.C. has always been eager to place as high as possible in competition for the Hearst Trophy and so has selected the very best marksmen for the rifle team.

Albert's activities throughout his six semesters have been consistently of the type in which he participated as a high senior. As a low junior, he was an assistant yell leader and as a high junior he served his home room as a representative to the house of representatives. His grade point average has varied from 3.2 as a low sophomore when he participated in four activities to 4.0 as a low senior when he participated in seven activities. His grade point average as a high sophomore with seven activities, low junior with nine activities, and high junior with nine activities was 3.6.

While the major emphasis in Albert's activities was on music and dancing and the resultant entertainment features, other activities tend to round out his individual program, such as the brief venture into politics as a representative, the two semesters spent with rallies and yell leading and his four-semester accomplishment on the rifle team.

Albert deviates from the group inasmuch as his grade average remains high even though he participates in many

activities and spends more time on them than other students.

Case number two. Bill Bond is a high junior. In his fourth semester he is carrying on seven activities and spending from nine to ten hours per week on them, as much as high senior Albert. Bill's activities differ from Albert's. His interests do not lie in the field of entertainment. He is president of his class, and thus a home room representative to both the class council and house of representatives. He is a member of the service committee and also treasurer of that committee. Last semester he was on the basketball squad and this semester is trying out for the track team. He serves regularly on class committees, particularly on the junior prom committee this semester.

His grade point average has never fallen below 3.25 and is 3.4 this semester though he is participating in more activities than ever before.

His record by semesters shows participation in four activities and a grade point average of 3.75, five activities and 3.6, four activities and 3.25, and seven activities and 3.4. He has alternated from four to five subjects in each semester, four the first, five the second, four the third, and five the fourth.

He too has been consistent in the type of activity, holding his class presidency three times, council and house

member each semester and service committee member each semester. These have been varied enough to afford him many experiences and certainly to keep him in the students' eyes.

There seems little to indicate that increased activity has affected Bill's grades. He continues to maintain a respectable average regardless of number of activities or number of academic classes.

Case number three. Charles Collins is a high senior who is spending as much time per week in participation as anyone. The number of his activities, however, is four. He is a member of the election committee, serves on the staff of the school paper, and during the school year, tries out for the teams in football, basketball and track. He has letters for all three sports.

He has carried four subjects each semester and has fallen below a 3.0 average only one semester. His record by semesters shows participation in one activity and a grade point average of 3.25, one activity and 3.25, one activity and 3.5, three activities and 2.75, three activities and 3.25, and four activities and 3.0.

His interest has been largely in sports. Only in recent semesters has he gone into such activities as election committee, prospector staff and graduation monitor. Most of his time for the present semester is spent on sports. The

election committee functions three times a semester and then for only a few hours at election time. Prospector staff members are in a journalism class and the majority of their work is done there.

Case number four. David Dawson is participating in almost as many activities as Albert but spends between six and seven hours per week on his ten activities. He is a high senior and this semester is a member of six clubs, the California Scholarship Federation, the Saber and Chevrons Society, and the Mathematics, Science, French and Latin clubs. He is also a member of the rifle team, a member of the yearbook staff, a member of the service committee and in the cast of the senior play.

He has been active in previous semesters on the rally, friendship and pride committees, in variety shows, as a member of the band and orchestra and at various times president, vice-president, and treasurer of the clubs to which he belongs.

His program has included five subjects each semester in addition to R.O.T.C. His grade for each semester in R.O.T.C. has been A and he is the commanding officer this semester. His academic grade point average has not been below 3.0. His record by semesters shows participation in four activities and a grade point average of 3.2, nine activities and 3.0,

thirteen activities and 3.0, twelve activities and 3.4, twelve activities and 3.0 and ten activities and 3.4.

Club activities and R.O.T.C. have occupied much of David's time, but he has varied his program to include some entertainment, some politics as a council member each semester and has offered service as chairman of the service committee and an active worker on other class and student body committees.

Participation does not seem to affect his grade average. For many of his activities he was selected because of his ability or his capacity to work. These selections were, for the most part, made by students. Other activities in which he participated have no membership limit and his participation, therefore, excluded no one.

Case number five. Edward Ellis is a high senior participating in seven activities spending between four and five hours per week on them. His activities include membership on the service committee, in the folk dancing, science, and Latin clubs. He is secretary of the Latin club and sergeant at arms for the science club. He is a council member this semester and has, in other semesters, been either a council member or member of the house of representatives. At various times he has served as usher at school shows and graduation.

Edward's grade point average has varied from 2.2 to

2.8. His record by semesters shows participation in no activities and a grade point average of 2.5, two activities and 2.8, three activities and 2.2, six activities and 2.75, six activities and 2.6, seven activities and 2.2.

Clubs have been Edward's major activity while his other activities have been in the nature of service to the school. There seems to be little relationship between the number of activities in which he participated and his grade average. In his first and fourth semester, he carried four subjects, in all the other semesters five subjects. None of his activities were competitive to the extent that his participation excluded others.

Case number six. Florence Finch is a high junior participating in five activities with an expenditure of four to five hours per week of time. Her work as a staff member on the yearbook consumes most of this time. The folk dancing, science, and Spanish club and the junior prom committee account for the rest of her extra-class time.

The staff work and the three clubs have been regular each semester; any other committee memberships have been minor. Her academic program included four subjects in the first two semesters and five subjects in the last two. Her record by semesters shows participation in five activities and a grade point average of 2.25, six activities and 2.5, five activities



and 2.0, five activities and 2.0.

Since the extra-class portion of the program has been relatively constant, the increase in number of academic classes may have something to do with the drop in grade average. There seems to be little relationship between number of activities and grade point average and insufficient evidence to warrant any conclusions about number of academic classes and grade point average.

Case number seven. Grace Graham is a high senior now participating in three activities which take between four and five hours per week of her time. Grace is editor of the year-book which occupies most of her time. Her participation as council member and in one assembly program take relatively little time.

In other semesters she has been a member of the social activities committee, the French club, mathematics club, California Scholarship Federation, and the variety show cast. She has been treasurer of her class, a council and house representative, a member of the girls' stagette committee and graduation usherette and processional girl.

Her activities have been varied and distributed over the six semesters with no more than six in any one semester. The academic program shows four subjects the first, fifth, and sixth semesters and five subjects in the other three

semesters. Her record by semesters shows participation in one activity and a grade point average of 3.75, five activities and 3.2, six activities and 3.2, six activities and 3.2, four activities and 3.2, five activities and 3.0, and three activities and 3.75.

Grace has a higher grade point average for those semesters in which she participated in fewer activities, however, those were also the semesters in which she took four academic subjects.

Case number eight. Helen Harris is a high junior participating in eight activities which consume from three to four hours per week. Helen is a member of the rally committee, the yearbook staff, the Spanish club, and the class council. She has appeared in a patriotic program and a P.T.A. program, has been an usherette at a P.T.A. card party, and served on the junior prom committee. In other semesters Helen has been a processional girl at graduation, a member of the variety show and open house cast, a member of the service committee and the folk dancing club. For three of her four semesters, she has represented her home room on the class council.

Helen has consistently carried five subjects each semester. Her record by semesters shows participation in four activities and a grade point average of 2.8, five activities

and 3.2, ten activities and 3.0, eight activities and 3.2.

Her willingness to work has involved her in participation in many activities of a service type. On the whole, however, her program has been varied and seems to have had little affect on her academic standing.

Case number nine. Isabel Irwin is a high senior and has the highest grade point average of any student in this group of fifty-nine. The last three semesters show grade averages of 4.0 and no semester is below 3.75. Her academic program has contained five classes in every semester but the first and last. Her academic record shows three B grades during her senior high school career, all the rest are A grades. Her record by semesters shows participation in one activity and a grade point average of 3.75, two activities and 3.75, four activities and 3.8, six activities and 4.0, five activities and 4.0, and six activities and 4.0. The best grades seem to be in those semesters in which there is the most participation. The difference in grade average is so slight that it seems unlikely that participation is a factor.

Isabel is at present the Latin club president and also a member of the mathematics club and the California Scholarship Federation. She is serving on the social activities committee and on the staff of the Nugget Edition, a research project published each year by the students.

In other semesters she has been in a variety show, served as usherette at graduation, been a council member and maintained membership in the three clubs.

While her interests have been academic for the most part, she has rounded out her experiences to some extent by appearing in a variety show and serving on the class council and social activities committee.

Case number ten. Joan Jensen is a high sophomore participating in seven activities consuming from two to three hours per week. Three of her activities this semester are connected with regular classes, band and a cappella. The amount of time spent outside class time in Joan's case has been rather small. She has also served on a committee for the sophomore reception, appeared in an assembly program, served on the social activities committee and as a house of representatives member.

In her low sophomore semester, she appeared in a variety show and a music program, was a council member and vice-president of her class. Her record by semesters shows participation in four activities and a grade point average of 2.25, and seven activities and 1.5.

Approval of Joan's eligibility for this semester's activities was based on her record for the previous semester. There is a definite possibility that her extra-class activities for the next semester will be curtailed because of this

semester's record though there is not sufficient evidence to indicate that participation is the cause of the lowered grade average.

Variables. The picture of participation as shown by these special cases seems to indicate that participation in extra-class activities is only one of the factors which may affect the academic standing of the student. The variety in kind and intensity of activities offered must be considered also in approving applications for participation. Variations in ability of the student applicant must not be ignored. Each individual and his activity program seems to be a separate case requiring knowledge on the part of those who counsel him of all the factors involved; those factors which may affect him as an individual, his development or his academic standing.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### I. SUMMARY

The Problem. Those responsible for the extra-class activity program in the C. K. McClatchy Senior High School feel that there is some evidence that a few students are carrying too many activities and thus excluding others from participation. If this is true, such over activity might have a detrimental effect on the scholastic standing of the active participants, might affect their health, and might have some effect on the adjustment of those overparticipating or those being excluded by them.

The problem which emerged from a discussion of these possible problems is stated thus: Are the controls of participation as they now exist in the C. K. McClatchy Senior High School adequate in terms of desirable academic achievement, physical well being, and desirable physiological and sociological growth?

Review of Literature. A review of the literature available on the subject brought to light some evidence that the value of extra-class activities is being recognized and these activities are becoming a recognized part of the

curriculum. There seems to be some agreement that controls of these activities are a proper democratic procedure and are imposed first to prevent overloading by individual students so that scholastic standing will not suffer and secondly to distribute opportunities for participation.

The types of control frequently in use include the point system, the major and minor system, the system of classifying in groups and limitation by number of activities. In these systems scholarship as a prerequisite for participation was widely used.

There is some evidence that neither the number of activities nor the number of hours spent per week on activities had any direct effect on scholastic standing. There is some evidence that the more intelligent students tend to participate in more activities without any noticeable affect on their scholastic standing.

There is little to show any relationship between health, adjustment, and participation. Positive correlations have been found for both comparisons.

The Present Program. Most of the extra-class activities require the student to show eligibility either on an eligibility list or an election petition. These pass through the hands of the activity sponsor, the counselor, the school nurse, the offices in which records are kept, the vice-prin-

principal in charge of counselling, the vice-principal in charge of instruction, and the principal. All activities require good citizenship and most of them a C average. Some clubs, minor activities and athletics have lower scholastic requirements, passing grades are sufficient.

All students receive a physical examination by the school physician on entering the school. Athletes are required to take an additional physical examination before participating. All injuries are reported immediately. For those requiring medical attention, the student is excluded for a minimum of five days from participation and must have a physician's approval to resume the activity.

Activities held on school nights such as rehearsals and club meetings must be over by nine-thirty or ten. Night rehearsals are held to a minimum. School dances close at twelve midnight. Long athletic trips are held to a minimum of one or two a season and are scheduled only on weekends.

Student Data. The questionnaire return was 87.2 per cent or 1,449 students. Of these, 32 per cent had not taken part in any senior high school extra-class activity. Fifty-one of these 465 students were high seniors.

Of the 333 high seniors returning questionnaires, 200 were non-participants as low sophomores. This number has been reduced to one hundred ten as high seniors, a decrease from



60 per cent non-participation to 33.3 per cent. Some participants are consistent, participating every semester. Others vary from semester to semester.

The median number of activities participated in by the present high seniors as sophomores, both low and high, was one. For the other four semesters, the median number was two.

The picture of participation for the present classes shows the high seniors with 66.7 per cent participation and a median of two activities, the low seniors with 67.8 per cent participation and a median of one activity, the high juniors with 56.5 per cent participation and a median of two activities, the low juniors with 48.4 per cent participation and a median of two activities, the high sophomores with 40 per cent participation and a median of two activities, and the low sophomores with 35.7 per cent participation and a median of one activity.

The median amount of time spent per week on activities by classes is in hours per week between low sophomores, one and two; high sophomores, two and three; low juniors, one and two; high juniors, zero and one; low seniors, zero and one; high seniors, one and two.

Special Group of Active Participants. This group includes 214 students who have either participated in six or more activities or spent more than three hours per week on

them or both. Of this group, 155 are exclusively athletic leaving the group for special study 59 in number. A comparison of time spent and number of activities for this semester participated in by these 59 students shows a positive correlation of .363. A comparison of number of activities and grade point average shows a positive correlation of .162. A comparison of time spent on activities and grade point average shows a positive correlation of .167.

The median grade point average for this group was in the interval 2.96-3.10, approximately a B average. An analysis of these individual cases shows a varied combination of grade average, number of activities and time spent. There are students with scholastic averages above 3.0 and a number of activities from seven to twelve and hours per week from six to ten. There are students whose grade averages range from 2.0 to 1.5 whose number of activities range from seven down to one and whose time spent ranges from five down to one hour per week. There seems to be no relationship between participation and scholastic standing regardless of types of activities involved.

The majority of these active participants are good students; only twelve having grade point averages below 2.5 and only two below 2.0, a C average. 2

None of these students have ever been rejected for participation for health reasons.

Data from Other High Schools. Eighty of the ninety-four questionnaires sent out were returned, an 85.1 per cent return. Sixty-one or 76 per cent have some method of control, fourteen or 24 per cent do not. Two of these fourteen contemplate establishing controls.

Preventing monopolizing, preventing individual overloading, and encouraging participation were the major reasons given for control. Point systems, major and minor systems, satisfactory citizenship and scholarship or scholarship alone and individual counselling were the methods of control most favored. Some used combinations of these systems. Forty-four per cent think their system is very successful, 43 per cent moderately successful and 13 per cent inadequate.

Among the problems listed, nine schools complained of not enough participation, one that the school was too large to reach everyone, eleven schools felt they had no problems.

## II. CONCLUSIONS

The low positive correlations between number of activities and grade point average and hours per week spent on activities and grade point average leads to the conclusion that participation in extra-class activities does not appear to have any appreciable effect on scholastic achievement.

It would seem that the program of control at the C. K. McClatchy Senior High School is such that students are not

allowed to participate to the detriment of their scholastic standing. Students whose scholastic standing is high can and do participate in more extra-class activities.

Within the limits set for the problem there seems to be no evidence that students are participating to the detriment of their health. The eligibility method of approval would seem to restrain those whose health might be affected from participation which might be injurious to them.

The number of extra-class activities in which the more zealous participants engage to the exclusion of others is small and when considered in relation to the large number of non-participants probably has little affect on their lack of participation.

A more thorough scrutiny of the participation of some of those in the fifty-nine cases studied might profitably be made for the benefit of the individuals involved.

The method of control used at the C. K. McClatchy Senior High School seems to contain the ingredients for success. A conscientious application of this method by those responsible for the program seems likely to hold monopolizing to a minimum, protect the health of those who should avoid strenuous activity and restrain those who would participate to the detriment of their scholastic achievement.

### III. SUGGESTIONS FOR FURTHER STUDY

While new students may be expected to participate in fewer extra-class activities than those who have become oriented to their surroundings, the 465 non-participating students who comprise one third of the 1,449 students reporting seems large. A study of these individual cases especially the high seniors who have not participated in any activity during their senior high school years to determine if possible the reasons for non-participation might offer some suggestions for encouraging further participation or for adjusting the extra-class activity program, to the needs of these students.

If there is any basis for the belief by some authorities that a kind of natural selection or control exists based on the ability of students successfully to attack and accomplish additional tasks, a study of intelligence as related to participation might throw more light on this phase of the extra-class activity program.

There seems to be some evidence that those in mid-term classes participate less than those in June classes. A study might profitably be made to determine what significance membership in a mid-term class has for participation in student activities.

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APPENDIX

APPENDIX A

C. K. McCLATCHY SENIOR HIGH SCHOOL

ENROLLMENT

<u>Class</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
High Senior	159	217	376
Low Senior	67	63	130
High Junior	184	201	385
Low Junior	87	77	164
High Sophomore	241	212	453
Low Sophomore	85	67	152
Continuation	20	7	27
W. P. Continuation	1	-	1
Illness Absence	2	1	3
	<u>846</u>	<u>845</u>	<u>1691</u>

APPENDIX B

C. K. McCLATCHY SENIOR HIGH SCHOOL

Petition for Nomination to Student Body Office for the \_\_\_\_\_  
Term

\*Be sure you have the following school sponsors and officers sign this blank first before submitting to students for signatures:

\_\_\_\_\_  
Student Body Sponsor \_\_\_\_\_  
Book Clerk  
\_\_\_\_\_  
Registrar \_\_\_\_\_  
Attendance Secretary  
\_\_\_\_\_  
Comptroller \_\_\_\_\_  
Counselor  
\_\_\_\_\_  
Vice-Principals \_\_\_\_\_  
Principal \_\_\_\_\_

Note: Candidates should have a C average in studies and satisfactory citizenship. Fifty signatures are required on petitions for student body offices. We, the undersigned students of the C. K. McClatchy Senior High School, not having signed any other petitions for this office, hereby nominate:

for the office of \_\_\_\_\_

- |     |     |
|-----|-----|
| 1.  | 26. |
| 2.  | 27. |
| 3.  | 28. |
| 4.  | 29. |
| 5.  | 30. |
| 6.  | 31. |
| 7.  | 32. |
| 8.  | 33. |
| 9.  | 34. |
| 10. | 35. |
| 11. | 36. |
| 12. | 37. |
| 13. | 38. |
| 14. | 39. |
| 15. | 40. |
| 16. | 41. |
| 17. | 42. |
| 18. | 43. |
| 19. | 44. |
| 20. | 45. |
| 21. | 46. |
| 22. | 47. |
| 23. | 48. |
| 24. | 49. |
| 25. | 50. |

C. K. McCLATCHY SENIOR HIGH SCHOOL

PETITION FOR NOMINATION  
TO CLASS OFFICE

95

Twenty-five signatures are required on all class office petitions.

\*Be sure you have the following school sponsors and officers sign this blank first before submitting to students for signature.

\_\_\_\_\_ Book Clerk  
\_\_\_\_\_ Class Sponsor  
\_\_\_\_\_ Registrar  
\_\_\_\_\_ Attendance Secretary  
\_\_\_\_\_ Comptroller  
\_\_\_\_\_ Counselor  
\_\_\_\_\_ Vice-Principals  
\_\_\_\_\_ Principal

NOTE: Candidates should have a C average in studies and satisfactory citizenship.

We, the undersigned students of the C. K. McClatchy Senior High School, not having signed any other petition for this office, hereby nominate

\_\_\_\_\_ for the office of  
\_\_\_\_\_ for \_\_\_\_\_  
Term

- |     |     |
|-----|-----|
| 1.  | 13. |
| 2.  | 14. |
| 3.  | 15. |
| 4.  | 16. |
| 5.  | 17. |
| 6.  | 18. |
| 7.  | 19. |
| 8.  | 20. |
| 9.  | 21. |
| 10. | 22. |
| 11. | 23. |
| 12. | 24. |
|     | 25. |

PETITION FOR NOMINATION OF CANDIDATE  
FOR MEMBER OF THE HOUSE OF REPRESENTATIVES  
ASSOCIATED STUDENTS  
O. K. McCLATCHY SENIOR HIGH SCHOOL

I, \_\_\_\_\_, desire to place my name in nomination for Member of the House of Representatives of the Associated Students, from the home room of \_\_\_\_\_.

The following, including three of my present classroom teachers, will vouch by their signatures that I am conscientious and dependable:

- |          |                               |
|----------|-------------------------------|
| 1. _____ | 4. _____<br>Home Room Teacher |
| 2. _____ | 5. _____<br>Counselor         |
| 3. _____ |                               |

We, the undersigned members of the home room of the candidate whose name appears on this petition do hereby nominate him (or her) for representative from our home room.

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

This petition is to be returned to the home room teacher by \_\_\_\_\_.

C. K. McCLATCHY SENIOR HIGH SCHOOL  
PETITION FOR NOMINATION OF CANDIDATE  
FOR CLASS COUNCIL

I, \_\_\_\_\_, desire to place my name in nomination for representative to class council from the home room of \_\_\_\_\_.

The following, including three of my present classroom teachers, will vouch by their signatures that I am conscientious and dependable:

- |          |                               |
|----------|-------------------------------|
| 1. _____ | 4. _____<br>Counselor         |
| 2. _____ | 5. _____<br>Home Room Teacher |
| 3. _____ | 6. _____<br>Class Director    |

\*\*\*\*\*

We, the undersigned, who are members of the above home room, have not signed any other petition for home room representative.

- |    |    |
|----|----|
| 1. | 3. |
| 2. | 4. |
| 5. |    |

This petition is to be returned to the home room teacher by \_\_\_\_\_.



# ELIGIBILITY LIST

It is desired that the following students take part in the indicated activity if they meet with the requirements set up by the school. All lists must be submitted *ten days* before activity opens.

Activity ----- Date submitted -----  
Teacher in charge ----- Date due -----

This list is to be submitted first to the vice-principal's office. The list will then be signed and passed on *in the order in which the columns are listed*. No office should keep it longer than a day. The counselor will return it to the vice-principal.

Student (Names to be given in alphabetical order by person submitting list; last name first)	Counselor <b>Home Room Teacher</b> (To be filled in by person submitting list)	Medical M.D.'s O.K. as indicated by nurse: (C.I.F. lists only)	Scholarship (To be checked by registrar C.I.F. lists only)	Book Record Clear (Librarian and text book clerk both check)	Attendance (Attendance Clerk check)	Comptroller's Record clear	Deficiencies (Counselors indicate)	Last Grades Received (Counselors give average)	Citizenship (To be checked by counselor)	Comments (For Counselors)	Principal's Approval
Date received by each office											



## APPENDIX C

### C. K. McCLATCHY SENIOR HIGH SCHOOL

#### Instructions to Teachers:

Please have each student in your class fill out one of these questionnaires. Each questionnaire should be filled out as completely and as accurately as possible.

The major activities in which students take part have been listed. If students have engaged in other activities for which there appears to be no place on the questionnaire, will you have them list them at the bottom of Page 2? These additional activities may include such things as band and drill team participation at games, music festivals or other outside music performances, outside speaking engagements for contests, and R. O. T. C. parades and drills. If, however, the outside activity is part of the student's duties as an officer or member of an organization, the activity should be listed under that heading on the questionnaire.

Where possible, the hours spent on these activities should be listed on a per-week basis. If, however, the student is unable because of the nature of the activity to indicate the number of hours spent per week, he may put down the number of hours spent per month or per semester but should make a note to that effect on the questionnaire.

Please stress the fact that the number of hours spent on these activities does not include time spent in class. For instance, the time spent by the stagecrew in building scenery for the senior play during their regular class time should not be indicated. Only that time spent outside of the regular class period should be included. It is understood that the times indicated are estimates, but it is hoped that they will be reasonably accurate.

The names of clubs and the offices held should be indicated.

Participation in P. T. A. programs may be listed under assembly programs.

Participation in a variety show or senior play with the Melodiers or the orchestra makes the participant a member of the cast.

Publications Staff includes the Prospector, Nugget, and Nugget Editions.

C. K. McCLATCHY SENIOR HIGH SCHOOL

January, 1950

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Class and student body activities carried on in other than class time have an important place in the students' program. These activities at the C. K. McClatchy Senior High School have always been successful and worthwhile, and have merited the support of the students.

This questionnaire has been prepared to find out to what extent students are participating in activities, and to determine how more participation can be encouraged among those who have not yet realized the real value of such activities.

Will you fill out the questionnaire carefully and completely? Please print your name, last name first, and your class; for example, \*Low Senior. Write in all the activities in which you have taken part since you came to the C. K. McClatchy Senior High School. Opposite each of them, check the semester in which you took part thus: (X). Indicate in the last column the approximate number of hours per week you spent on that activity, exclusive of class time.

Name \_\_\_\_\_

Class \_\_\_\_\_

Activity

CHECK THE SEMESTERS IN WHICH YOU PARTICIPATED

No. of hours spent per week

Student Body Elective Office

L. Soph.	H. Soph.	L. Jr.	H. Jr.	L. Sr.	H. Sr.
----------	----------	--------	--------	--------	--------

<u>Student Body Appointed Office</u>						
<u>Class Officer</u>						
<u>Council Member</u>						
<u>House of Representatives Member</u>						
<u>Club Officer</u>						
<u>Club Member</u>						

CHECK THE SEMESTERS IN WHICH YOU PARTICIPATED

No. of hours spent per week

ACTIVITIES

	L. Soph.	H. Soph.	L. Jr.	H. Jr.	L. Sr.	H. Sr.
Athletic Teams						
Publication Staff						
Assembly Chairman						
Assembly Program						
<u>Class and Student Body Committees</u>						
<u>Public Performances</u>						
Senior Play						
Cast						
Stage Crew						
Usher						
Variety Show						
Cast						
Stage Crew						
Usher						
Open House						
Cast						
Stage Crew						
Usher						
<u>Graduation</u>						
Ushers						
Monitors						
Processional						
Band						
Color Guard						

C. K. McCLATCHY SENIOR HIGH SCHOOL

CONTROL OF SENIOR HIGH SCHOOL ACTIVITIES

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QUESTIONNAIRE

- A. What is the approximate enrollment in your school? \_\_\_\_\_.
- B. Is participation by your students in so called extra-curricular activities limited or controlled? Yes \_\_\_\_\_ No \_\_\_\_\_
1. If controlled, what is the purpose of the control?
    - a. To prevent monopolizing of activities by a few \_\_\_\_\_
    - b. To prevent students from overdoing \_\_\_\_\_
    - c. To encourage participation by more students \_\_\_\_\_
    - d. OTHER \_\_\_\_\_
  2. If controlled, what system of control is used?
    - a. Activities are designated Major or Minor and each student is limited to a definite number of each. \_\_\_\_\_
    - b. Points are allotted to each activity and a total for each student is set. \_\_\_\_\_
    - c. Satisfactory Scholastic Standing only is required for participation. \_\_\_\_\_
    - d. OTHER \_\_\_\_\_
- If possible please send a schedule of the weighting given activities and the limits set for each student.
- C. Are records of participation kept for each student?  
Yes \_\_\_\_\_ No \_\_\_\_\_
1. What kind of record of participation is kept for each student? \_\_\_\_\_
  2. How is the record maintained? \_\_\_\_\_
- D. Do you feel that your plan has been successful and accomplishes its purpose? \_\_\_\_\_
- E. In the light of your experience, how would you change your present plan if you were adopting a new one? \_\_\_\_\_

Please enclose copies of forms or other materials used in your plan of control.

Do you wish a copy of the summary of this study? \_\_\_\_\_