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A STUDY OF PUPIL PARTICIPATION
IN EXTRA-CLASS ACTIVITIES
IN BRATTLEBORO HIGH SCHOOL
BRATTLEBORO, VERMONT

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A STUDY OF PUPIL PARTICIPATION IN EXTRA-CLASS ACTIVITIES IN
BRATTLEBORO HIGH SCHOOL, BRATTLEBORO, VERMONT

By

Charles C. Davis

A problem presented in partial fulfillment of
the requirements for the Master of
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University of Massachusetts

1957

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CHAPTER I

THE NEED FOR A STUDY OF PARTICIPATION IN
EXTRA-CLASS ACTIVITIES

CHAPTER I

THE NEED FOR A STUDY OF PARTICIPATION IN EXTRA-CLASS ACTIVITIES

Introduction - "The chief aim of democratic education is the development of citizens for a democratic society."¹ "No system of education can be effective which does not accord with the philosophy of the country whose citizens it educates."² "The activities program is effective because it carries out in an especially vital way the objectives of present-day democratic education."³ These three statements, from a recent volume devoted to the program of secondary school activities, express the point-of-view from which this study was undertaken and the basic argument which it attempts to expound. This is not to say that there are not other reasons for the existence of the activities program, that it does not have other values, and that there are not other sound reasons why the extra-class activities of a secondary school should be available to all of the children of all groups equally, but it was from the point-of-view of the function of education in the preservation

¹Gruber, Frederick C., and Thomas, B. Beatty, Secondary School Activities, p. 22.

²Ibid., p. 17.

³Ibid., p. 22.

of the advances made thus far in the development of democracy as a way of life, and in the further development of the potential values of such a system, that the study was originally conceived.

Research in this aspect of education is in its infancy, and many of the values and benefits assigned to the activities program are as yet in the realm of opinion. Much of the current investigation is concerned with the extent to which the extra-class program has won acceptance in the school program; with the specific activities which are included in the program; the methods used in the administration of the activities; and the extent to which the school population is involved in the program. The concern of this investigation was to determine whether, in a particular school, certain defined groups participated to a greater or lesser degree than did other groups, and, in the light of the values attributed to the activities program, to speculate on the meaning of the findings in terms of certain objectives of secondary education.

The argument is simple. If the primary purpose of the school is to educate youth for life in a democracy and if the extra-class activity program provides an educationally sound method of achieving this objective, then the program and its resulting values should be available equally to all of the youth in a school. "No case can be made for the Participation in Extra-Class Activities Study if it be assumed that the job of the school is to serve principally the children of parents who are, for one reason or another, in the middle or upper

income groups. But if it be assumed.....that it is the job of the public schools to serve equally well all the children of all the people, a very compelling case can be made for this study."⁴

History of the Activities Program. Extra-class activities are not of recent origin. What is recent is the attitude that these activities are important and educationally vital parts of the school program. While names have changed with the times, many of the games and organizations now included in the activities program have existed in some form or other since early times. "The first formal beginnings of secondary education constituted a kind of activities program. Athletic exercises were educational fundamentals in Persia, Sparta, Athens, and Rome."⁵ In the medieval period, students formed guilds for mutual aid and protection which, in addition, participated in mystery, miracle, and morality plays and other activities. A number of our present school organizations have existed in some form or other for many years.⁶

Changing Attitude Toward Activities. ".....the history of school activities covers four stages of development: (1) suppression, (2) toleration, (3) use as bait, (4) use as worthy ends in themselves."⁷

⁴Hand, Harold C., How To Conduct the Participation in Extra-Class Activities Study, p. 6.

⁵Gruber, Frederick C., and Thomas B. Beatty, op. cit., p. 1.

⁶Ibid., p. 2.

⁷Shannon, J. R., The Clearing House (September 1952) p. 9.

McKown notes three stages of attitude toward activities of pupils outside the formally established classes. The early attitude was to ignore the presence of extra-class activity and to refuse to recognize or accept any responsibility for it. The second phase developed when faculties began a vigorous campaign of opposition to extra-class organizations. This attitude was noted by educators at the turn of the twentieth century. About 1920, some schoolmen began to recognize the potential values of informal activities and to capitalize on those values.⁸ While not all school people have yet reached the point of recognizing the benefits claimed for the informal atmosphere of the extra-class program, there are indications that there is a growing recognition of the importance of this area of school life. In a recent survey of attitudes of school people toward the activities program, the investigators concluded that ".....almost without exception, school administrators and teachers have a growing interest in co-curriculum activities. Furthermore, their attitude reveals not merely a tolerance or acceptance, but an active and dynamic promotion of co-curriculum activities in schools across the nation."⁹ Putting the situation somewhat differently, a writer entitled a recent article on this subject as "The Vanishing Wall Between Courses and Activities."¹⁰

⁸McKown, Harry C., Extracurricular Activities, pp. 2-4.

⁹Miller, Franklin A., NEA Journal (October 1954), pp. 408-9.

¹⁰Shannon, J. R., op. cit., p. 8.

Functions of the Activities Program in the Modern School.

The values attributed to the activities program are many. The potential benefits ascribed to a vastly expanded program in the schools are even more numerous. The state of research in this aspect of education, as noted above, is such that anything approaching scientific evaluation of the results of a well organized activities program is virtually non-existent. This does not mean that there is no evidence as to the contribution of the activities program to the overall objectives of the modern secondary school, but rather that this evidence is largely in terms of the opinions of educators. A few studies have been made concerning the relation of the extra-class activities program and the holding power of schools and to the performance of graduates in the field of citizenship.

There appears to be general agreement as to the objectives and values of the activities among those who believe in them. Tompkins declares that "the objectives of extra-class activities are similar to, and often identical with, the objectives of class activities. If any difference exists, it probably is a matter of emphasis. The following goals represent, therefore, desirable objectives in both intraclass and extraclass activities:

Individual Outcomes:

Using leisure time constructively.

Developing appreciations.

Achieving self-realization for good purposes.

Developing personal initiative and responsibility.

Learning how to conduct and participate in a meeting.

Affording opportunity for self-appraisal by an individual.

Enabling the individual and group to capitalize on his interests.

Social Outcomes:

Providing mental and physical recreation.

Gaining practice in working with others.

Developing democratic group responsibility.

Learning to practice good human relationships.

Understanding group processes.

Furthering good pupil-teacher relationships.

Increasing one's social contacts.

Civic and Ethical Outcomes:

Establishing bonds of understanding between pupils, regardless of race, creed, religion, economic status and ability.

Implementing the unifying
process essential to the
support of American ideals.

Interpreting and diversify-
ing the curriculum.

Helping youth to like school."¹¹

A similar point is held by Reavis who says that "education in the modern high school is no longer restricted to activities in the classrooms. It is generally recognized that students learn from one another in informal associations on the school grounds, in the school corridors, and on their way to and from school.....The almost innumerable activities in which the students engage outside the high school classrooms provide further opportunities for education through participation in the pursuit of common interests and purposes."¹² That this point of view is held not only by educational theorists but also by the people working in the high schools is attested by the results of a recent survey which reported that "when administrators were asked the most valuable contribution of their co-curriculum to the students and to the school, 'opportunity for practicing democratic procedures' was the answer most frequently given. Other high ranking answers were: development of leadership, insight into the nature of a social group, awareness of the need to follow when others lead

¹¹Tompkins, Ellsworth, Extraclass Activities for All Pupils,
p. 3.

¹²Reavis, William C., The High School Journal, (May 1951) p. 130.

intelligently, citizenship training, development of self-reliance, cooperation, expression, integration of the student within the group and with the school."¹³ Further investigation of the literature would, without doubt, reveal wide acceptance of these and similar objectives and values as integral to the activities program. If it is true that these values are inherent to the extra-class activities program and that the objectives of this program are quite similar to those of the intraclass program, then there is good reason to demand that extra-class activities be made available to all pupils on an equal basis.

Function of the Activities Program in Citizenship Education. Since the outline of the present problem contained the sentences quoted below, it is necessary to select for emphasis, from the values and objectives cited above, those aspects of the extra-class program which have to do with the development of competent citizens in a democracy. The outline contained the following: "There is more and more evidence that competence in citizenship implies more than academic knowledge concerning the functions and organizations of government. There is also evidence that the attitudes and skills essential to civic competence develop more rapidly in the 'extra-class' activities than in the traditional 'class activities of the school.'" The point of view here is that the good citizen is not simply the person who possesses knowledge of the political,

¹³Miller, Franklin, op. cit., pp. 408-9.

social, and economic systems in which he lives, or the knowledge of what is considered to be legal, moral and ethical behavior, but rather the person who, in addition, possesses the attitudes and habits of the good citizen. It seems doubtful that attitudes and habits of action are to be learned so much from textbooks and allied materials as from practice in real situations. In other fields requiring skills, habits, and attitudes for competence, situations for practice are arranged. In preparation for operating a motor vehicle, the pupil is not merely required to read a book, look at pictures, write reports, or perform similar tasks, but he is also required to practice at actual operation of the vehicle. In preparation for competition in athletics, the team does not merely sit in the classroom to study the rule book, important though it may be, but it practices the rules on the playing field.

If the activities program had importance in the modern school in the development of competent citizens, it is because it provides opportunities for potential citizens to practice, in situations real to them, the principles, skills, and attitudes necessary for life in a democratic society. The program is the opportunity for school people to teach the knowledge, habits, skills, and attitudes needed in later life and to teach these things in situations which are, to the learners, important and interesting in themselves. This is not to discount the need for knowledge gained in the classroom, but rather to emphasize that knowledge alone is not

enough. Many citizens of today know much about our system of government but do not choose to do their part in its operation for lack of necessary habits, skills, and attitudes. Furthermore, some citizens who possess great knowledge of the political, social, and economic systems of our country use that knowledge for their own ends rather than for the good of society.

All of our school citizens will not become doctors, lawyers, hairdressers, or unskilled laborers. All of our school citizens will become members of the adult community and, because of this, need all of the opportunities which the school provides for the development of competence as members of society. The function of the school is to see to it that pupils develop into good citizens who accept the responsibilities of life in a democratic state. If the schools are to continue to be supported by funds collected from all of the citizens of the communities, then all aspects of the programs must be made available to all of the children of all of the citizens. There can be no reason why any segment of the school program should be denied to any child because of his economic, racial, or religious background. Each pupil should be allowed to participate in all of the activities of the school to the fullest extent of his abilities and interests, and the school should make every effort to see that all pupils become involved in those aspects of the program which will best prepare them for life as adults. Furthermore, the immediate satisfactions and pleasures of the school program should be available equally to all pupils. If the situation in any school is otherwise,

then the school authorities should seek the means of altering the conditions which are responsible. Education for all American youth, including the learning associated with the extra-class program, should be the goal toward which all school people strive. In a nation in which, for years, lip service has been paid to the phrase "All men are created equal," the goal can be no other. It is the function of the Participation in Extra-Class Activities Study to determine how well a particular school approaches the ideal.

STATEMENT

CHAPTER II

STATEMENT OF THE PROBLEM AND OUTLINE OF PROCEDURE

CHAPTER II

STATEMENT OF THE PROBLEM AND OUTLINE OF PROCEDURE

The Problem Defined. This problem was concerned with an attempt to discover possible relationships between certain characteristics of pupils and the extent to which the pupils participated in the extra-class activities of the school. Specifically, the problem was to determine whether or not there was any relationship between the extent of participation and the factors of socio-economic status, sex, distance of home from the school, and grade placement.

Subjects. The subjects of this study were 678 pupils of Brattleboro High School, Brattleboro, Vermont, Grades 8-12, as of the school year 1954-1955. A description of the subjects by the factors under study is presented in Table I on page 15 and certain other information in Table XXVIII, Appendix D.

Materials. The source of information from which the study was made was a questionnaire completed by the 678 subjects. This questionnaire was based on an inventory of extra-class activities in Brattleboro High School. Both of these items, the questionnaire and the inventory, were constructed, as explained below, by methods outlined in Bulletin

TABLE I

THE PUPILS INCLUDED IN THE STUDY

| Classification | Number | Per Cent |
|---------------------------------|--------|----------|
| Socio-Economic Status of Family | | |
| Upper | 172 | 25.37 |
| Middle | 269 | 39.68 |
| Lower | 237 | 34.96 |
| Location of Home | | |
| Up to Three Miles | 452 | 66.67 |
| Three to Eight Miles | 115 | 16.96 |
| Over Eight Miles | 111 | 16.37 |
| Sex | | |
| Boys | 332 | 48.97 |
| Girls | 346 | 51.03 |
| Grade | | |
| Eight | 140 | 20.65 |
| Nine | 168 | 24.78 |
| Ten | 141 | 20.80 |
| Eleven | 123 | 18.14 |
| Twelve | 106 | 15.63 |
| Total Cases - | | 678 |

#5 of the Illinois Secondary School Curriculum Program.¹ The procedures outlined in the Bulletin, originally intended to provide an administrator and faculty with methods of studying extra-class participation, were easily adapted to the needs of a single investigator. In addition to the inventory and the questionnaire mentioned above, the Bulletin² suggested methods of analysis and presentation of data, both of which were used in the present study.

Construction of the Inventory. The first step to be taken in the study of extra-class activities was the preparation of the inventory. This inventory was designated "Schedule A: Program of Activities and Other Identifying Data," Appendix A. While the preparation of such an inventory appeared to be a relatively simple process, it soon revealed that no one in the school knew in whole of what the complete program of extra-class activities consisted. Thus the inventory became just what the term implies. Using the form suggested by the Bulletin², a trial inventory was prepared on the basis of the personal knowledge of the investigator. This trial inventory was then checked against a number of sources of information including: the lists of activities prepared by the previous graduating class for the yearbook; coaches and sponsors of various activities; the Principal; and active

¹Hand, Harold C., How to Conduct the Participation in Extra-Class Activities Study, pp. 44-62.

²Hand, Harold C., op. cit., pp. 44-53.

members of the pupil body itself. Following numerous revisions, the inventory in final form was prepared. This list of activities and organizations became the basis for the construction of the section of the questionnaire from which information concerning participation was secured.

Construction of the Questionnaire. The second step in the study was the construction of the questionnaire itself. This was identified as "Schedule B: Pupil Inventory," Appendix B. As in the case of Schedule A, the form suggested by the Illinois Bulletin³ was followed. This form consisted of two parts: the one designed to elicit information from the pupils concerning the factors of socio-economic status, location of home, sex, and grade placement; and the other designed to secure information concerning participation in the extra-class activities.

The items to be included in Section I, Personal Information presented no problems with the exception of those questions of the sub-section designed to provide the basis for grouping the pupils according to socio-economic status. The Illinois Bulletin³, published in 1949, suggested a series of seven statements which the pupils were to check if true of their parents or home situations. On the basis of the number of statements checked, the pupil was to be assigned to a socio-economic group. Since the present investigation departed from the methods of the Illinois Bulletin³ at this point, it

³Hand, Harold C., op.cit., p. 54.

is necessary to explain in detail the reasons for the divergence and the alternate procedure used in arriving at socio-economic groupings.

The statements developed by Hand and others for the Illinois Bulletin were:

- "1. I have taken paid lessons in art, music, dancing, or dramatics outside of school.
2. Our home is heated by a central heating system.
(furnace heat)
3. Our home has an electric or gas refrigerator.
4. Our home has a telephone.
5. We have a vacuum cleaner in our home.
6. My family owns an automobile for family use which is less than ten years old.
7. My father graduated from high school."⁴

Several questions concerning the validity of the above list of statements for the purpose of determining socio-economic status presented themselves at once. In the first place, were the statements local in application; were they as valid in Vermont as they were in Illinois? Department of Commerce figures for the two states indicated that the per capita personal income for the people of Illinois was about a third again as great as that for Vermonters, the former reporting for 1954 a figure of \$2,155 as compared with \$1,408 for the

⁴Hand, Harold C., op. cit., p. 55.

latter in the same year.⁵ Secondly, six years had elapsed between the writing of the Illinois Bulletin and the beginning of the present study and it seemed possible that, in a society as dynamic as that of the United States, the possession of specific items of a material nature might not long remain as valid indices of socio-economic status. Some research into the distribution of the material items mentioned in the list of questions used in the Bulletin⁶ confirmed the suspicion and cast further doubts of the validity of the statements as indicators of status. For example, between 1945 and 1953 the number of telephones in the United States increased from thirty to fifty million; automobiles from less than thirty to more than fifty million; farms with electricity from three to five million. Furthermore, the mechanical refrigerator, the subject of question 3, was present in 44.1 per cent of American homes in 1940, but by 1950 it had become a feature of 80 per cent of our kitchens.⁷ Since the Bulletin gave no indication of the bases on which the seven statements were selected as indices of status, it appeared desirable at this point to communicate with the author of the publication, Professor Hand.

Four questions concerning the seven statements were sent by letter to Hand as follows:

⁵The Conference Board, Road Map of Industry #1033

⁶Hand, Harold C., op. cit., p. 54.

⁷Information Please Almanac, 1955, p. 752.

- "1. How were the statements chosen - by what means were they validated?
2. Are the statements as valid indicators of socio-economic status in 1955 as they were in 1949?
3. If the statements are not as valid as they were in 1949, are you using different items in similar studies now being carried on in Illinois?
4. If you are using different items now, what are they?"⁸

In reply to the inquiries, the following information was received.

- "1. On the basis of Ph.D. thesis at Purdue University.
2. No I don't think so. I think the general raise in family incomes has seriously invalidated the seven statements as distinguishing items.
- 3 & 4. We have to fall back on the occupation of the parent and use the old Alba Edwards scale.
 - a. Proprietors
Professional
 - b. Clerical
Skilled
 - c. Semi-skilled
Unskilled or c. laborThese we think of as the bottom 1/3"⁹

In the face of the information received from Hand, it was decided to substitute some other means of determining the socio-economic status of the subjects. Inquiry revealed that

⁸Letter from Davis to Hand - Appendix C.

⁹Letter from Davis to Hand - Appendix C.

the whole concept of socio-economic status was rather nebulous. What evidence was found tended to confirm the information from Hand; namely, that the occupation of the parent was probably the single most valid indicator of status. "The most frequently recognized item of socio-economic background information is the occupation of the father."¹⁰ "The primary determinants of social stratification are without doubt largely economic in character. Economic conditions determine an individual's occupation, and this in turn is generally a fair index of his mode of life and educational attainments, from which again may usually be inferred the sort of people whom he would meet on equal terms, the range of individuals from among whom he would normally choose his partner in marriage and so on."¹¹ Since Alba Edwards was a population analyst who had worked for the Bureau of the Census in the development of population groupings used by that agency, it was determined to follow the pattern of occupational groupings appearing in the Statistical Abstract of the United States.¹² These groupings followed the outline suggested by Hand but provided more detailed information concerning the status of specific occupations.

¹⁰Feder, Daniel D., Encyclopedia of Educational Research, p. 1294.

¹¹Ginsberg, Morris, Encyclopedia of the Social Sciences, p. 537.

¹²U. S. Bureau of the Census, Statistical Abstract of the United States, 1954, Table 234, p. 207.

The next step was to devise a series of questions to be used in place of the original seven; a series which would give accurate and adequate information about the occupation of the parent. Question 6 (a) and 6 (b) of Section I, Schedule B were arranged to read as follows:¹³

6. (a) Check all of the following items that are true.

- _____ (1) My father works for himself.
- _____ (2) My father works for another person, company, government, etc.
- _____ (3) My mother keeps house only.
- _____ (4) My mother works regularly outside the home.
- _____ (5) I have a regular job while attending school.

(b) In the space below write the name of the occupation of your father as exactly as possible. Do not give the company for which he works, but rather his occupation as lawyer, truck driver, machine operator, etc.

If your mother works at a regular job, write the name of her occupation as exactly as possible. Do not give the name of the company for which she works, but rather her occupation as secretary, stenographer, teacher, house-keeper, etc.

The five questions of part (a) of Question 6 were included because it was thought that the information secured in that section might prove of use in the process of classifying the pupils in regard to socio-economic status on the basis of the

¹³ Appendix B.

pattern presented in the Statistical Abstract. Previous experience with registration forms of pupils had indicated that the ideas held by some youngsters in regard to the occupations of their parents were rather hazy, and, in those cases in which part (b) of Question 6 was not clearly answered, the information in part (a) did prove of value. In addition, the general picture of the school population and the picture of the three socio-economic groups in regard to the condition of employment of the parents were further clarified.

The pattern of occupational groupings, as found in the Statistical Abstract¹⁴ which was followed in this study is presented below.

Group 1 - Upper

Professional, technical, and kindred workers

Farmers and farm managers

Managers, officials, and proprietors, except farm

Group 2 - Middle

Clerical and kindred workers

Sales workers

Craftsmen, foremen, and kindred workers

Group 3 - Lower

Operatives and kindred workers

Private household workers

Service workers, except private household

Farm laborers and foremen

¹⁴U. S. Bureau of the Census, op. cit., Table 234, p. 207.

Laborers except farm and mine

The detailed lists of the specific occupations found in each of the above categories is contained in Table #238 of the Abstract and these lists proved to be very useful in the classifying process.¹⁵

Section II of Schedule B was easily constructed. The procedure involved the application of the activities on Schedule A to the format recommended by the Illinois Bulletin. In reality the questions were so arranged that there were four sections: (1) questions dealing with membership in organizations; (2) questions dealing with attendance at school events; (3) questions dealing with receipt of publications, letters, and awards; (4) questions dealing with leadership.¹⁶

The first draft of Schedule B was produced in limited numbers and administered to a small group of pupils on a trial basis. Careful note was made of the comments of members of this pilot group and of the questions which they raised concerning the procedure. On the basis of the trial administration, some minor changes were made in Schedule B before the process of reproduction in large numbers began. In addition, the information gained in the trial run was used in the preparation of directions for the administration of Schedule B.

¹⁵U. S. Bureau of the Census, op. cit., p. 209.

¹⁶Appendix B.

Administration of the Questionnaire. After the questionnaire had been completed in its final form and a sufficient number of copies for the pupils of Grades 8-12 had been prepared, arrangements were made for a time for administration. It was decided that pupils would complete the questionnaire during the homeroom period immediately following the opening of school on May 26, 1955. Prior to this date, a written list of instructions was prepared, copies of the questionnaire counted and bundled for each homeroom, and a conference held with homeroom teachers. Due to the excellent cooperation of all concerned, the completion of the questionnaire proceeded without incident.

Analysis of the Questionnaire. One of the methods suggested by the Illinois Bulletin¹⁷ was a procedure for relatively rapid analysis of the information on the completed questionnaires. Essentially this process involved sorting the papers into piles on the basis of the factors by which the analysis was to be made. The information on the papers in each pile was then transferred to tabulation sheets so that once this was done, no further reference was made to the original questionnaires. The process of sorting progressed in the manner indicated below.

1. Sort into three piles on the basis of socio-economic status.
2. Sort each of the three piles on the basis of sex.

¹⁷Hand, Harold C., op. cit., p. 38.

3. Sort each of the six piles on the basis of location of the home.
4. Sort each of the piles on the basis of grade.

When the sorting was completed, there were ninety piles of questionnaires and for each of these a tabulation sheet was prepared. The process of sorting was mechanical except for the matter of status, but even in this regard there were not many serious decisions to be made. Due to incomplete information, misunderstanding of directions, and poor writing, a very few questionnaires were discarded at this point.

The second step was to record, on the tabulation sheets, the information supplied by the pupils on the questionnaires. Each tabulation sheet bore the number assigned to the group; the description of the group in terms of status, distance, sex, and grade placement; and contained the responses, in terms of numbers, of the pupils who completed the questionnaires.

The third stage of the analysis was to summarize the information contained on each of the tabulation sheets so that the tables could be posted directly. These summary sheets were really frequency distributions for each of the ninety groups into which the pupils had been divided.

Since the analysis called for the summarization of the information contained in the answers to groups of questions, and, since some tables called for holding the factor of status constant, it was necessary to prepare special frequency groupings combining the data according to specified patterns.

When the frequencies of participation had been determined in terms of the actual numbers of participations, the next step was to determine the proportions represented by the numbers in order that comparisons might be made among the several groups.

The arrangement of the data in tabular form then followed. The tables, which appear throughout the study, were the result of this process. At this point, the forms suggested by the Illinois bulletin were generally followed although, due to peculiarities of the data, some changes were made.

When the information had been arranged in tabular form, the final step was to study the data for evidence of relationships among the factors selected for study so that the questions originally posed might be partially or wholly answered.

CHAPTER III

WHO WERE THE MEMBERS OF EXTRA-CLASS ORGANIZATIONS?

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This chapter is concerned with the analysis of the responses to those questions which required the pupils to indicate the extent of their active participation in athletic teams, musical organizations, literary groups, and similar organizations. The emphasis in this chapter is on "belonging," in contrast to the "going" and "getting" of later chapters. The responses of the pupils are grouped according to the socio-economic status of the parents, the distance of the home from the school, sex, and grade placement. The analysis includes a discussion of the participation in individual activities, a summary of participation in all activities, and an arrangement of the data in such a manner as to hold the factor of socio-economic status constant.

Who Played on Interscholastic Athletic Teams? In many respects, interscholastic athletic teams are among the most important of the extra-class activities of the pupils of Brattleboro High School. More money is spent and collected in connection with these activities in the school.¹ Without doubt, the participants in this group of activities receive more attention from coaches, newspaper writers, townspeople,

¹Statement of Student Activity Society Treasurer.

and the school community than do those of any other group of organizations. The data reported here differ from those reported for other activities in that participation in these sports was limited to the boys of grades nine through twelve. These boys had the opportunity of participating in some eleven organized sports, not all of which, however, were available to them in any one school year. Since positions on these squads are competitive, it was probably to be expected that a relatively small group would claim membership.

The figures reported in Table II on page 31 indicate that 36.47 per cent of the boys reported one or more interscholastic team memberships. In other words, slightly more than one third of the boys, who made up 48.97 per cent of the population studied, or roughly one-sixth of the student body, participated in the eleven activities considered in this section. Of the boys who were active in interscholastic athletics, 15.04 per cent reported membership in one squad, 12.78 per cent to two squads, with a sudden drop to 4.51 per cent for three, and 3.01 per cent for four. A small number of boys reported belonging to more than four of the squads under consideration. The boys who were active in interscholastic athletics belonged to one or two teams, less than one in ten reported membership in more than two of these activities.

Grouping the participants according to the socio-economic status of the parent revealed that boys whose parents belonged to the upper socio-economic group participated significantly more in interscholastic athletics than did those boys whose

TABLE II

WHO PLAYED ON INTERSCHOLASTIC ATHLETIC TEAMS

| Classification | Percentages of Boys Who Reported Specified Numbers of Squad Memberships | | | | | | |
|------------------------------|---|-------|-------|-------|------|------|------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Socio-Economic Status | | | | | | | |
| Upper | 50.57 | 17.24 | 21.84 | 3.45 | 4.60 | 2.30 | ---- |
| Middle | 68.48 | 11.96 | 9.78 | 5.43 | 2.17 | 1.09 | 1.09 |
| Lower | 68.97 | 17.24 | 5.75 | 4.60 | 3.45 | ---- | ---- |
| Location of Home | | | | | | | |
| Up to Three Miles | 55.03 | 18.93 | 14.79 | 4.14 | 5.33 | 1.18 | .59 |
| Three to Eight Miles | 70.00 | 10.00 | 8.00 | 10.00 | ---- | 2.00 | ---- |
| Over Eight Miles | 82.98 | 8.51 | 8.51 | ---- | ---- | ---- | ---- |
| Sex | | | | | | | |
| Boys | 63.53 | 15.04 | 12.78 | 4.51 | 3.01 | .75 | .38 |
| Girls | ---- | ---- | ---- | ---- | ---- | ---- | ---- |
| Grade | | | | | | | |
| Eight | ---- | ---- | ---- | ---- | ---- | ---- | ---- |
| Nine | 61.45 | 19.07 | 12.05 | 3.61 | 3.61 | 1.20 | ---- |
| Ten | 64.00 | 14.67 | 14.67 | 4.00 | 1.33 | ---- | 1.33 |
| Eleven | 64.62 | 13.85 | 10.77 | 4.62 | 6.15 | ---- | ---- |
| Twelve | 65.12 | 11.63 | 13.95 | 6.98 | ---- | 2.33 | ---- |

parents were of the middle and lower groups, and that there was little difference in the extent of participation between the boys of the two lower groups. In all three groups, there was a steady dropping off in participation as the number of squad memberships increased. With the exception of those boys who reported membership in three squads, the upper socio-economic group reported a larger proportion participating in all numbers of squads. While the middle and lower groups reported essentially the same per cent participation in interscholastic sports as a whole, the middle group reported fewer one sport but more multiple sport participants than the lower groups. There was a definite tendency for the boys of the upper socio-economic group to participate more extensively in interscholastic athletics than the boys of the other two groups both as to total participation and also in regard to the per cent of the group participating in more than one sport. While the middle and lower groups did not differ significantly in regard to total participation, there was a distinct tendency for more members of the middle group to participate more extensively in multiple activities.

At first glance, the effect of distance appeared to be greater than that of socio-economic grouping on the extent to which boys took part in interscholastic athletics. Practice for these activities takes place after school and the activities themselves in the evening or Saturday. The group living within three miles of the school reported that 14.97 per cent more of its members played on interscholastic squads than did those

of the next, or three to eight mile group, and 27.95 per cent more than those of the most distant or eight plus mile group. The difference between the middle distance and far distance groups was 12.98 per cent. In regard to multiple squad memberships, the trend was not quite as clear, but those pupils who lived within the three mile limit reported greater participation in multiple sports than did those of the other two groups. This last tendency was most apparent when the three mile group was compared with the eight-plus mile group; the former reported some participation in as many as six major sports while the latter reported membership in only two of these activities. As in the case of the socio-economic breakdown, as the number of sports increased there was a dropping off of participation reported in all groups, but this was not as consistent as in the former instance. For example, the per cent of the middle distance group which reported membership in three squads was as great as the per cent which reported membership on two squads. It also happened that the middle distance group reported a larger per cent of boys as members of three squads than did the near-distance group. These differences should not obscure the main pattern of the figures which indicate that the farther a boy lived from the school, the less was the chance of his participation in interscholastic athletics.

In regard to grade placement, boys of the ninth grade reported slightly more participation in interscholastic sports than did the boys of the other grades, 38.55 per cent as compared with 34.88 per cent of the twelfth grade. The

proportions of the tenth and eleventh grades which reported participation were between those reported for the freshmen and seniors. Since these are competitive sports, the figures may reflect the tendency for the boys of the first year of eligibility to try out, and for the boys of the later years to confine their efforts to those areas in which they have demonstrated their competence. Since the total range of participation was only 3.67 per cent, not much significance can be attached to the difference. As a matter of fact, the differences in extent of participation in regard to this factor were so small as to make any pattern difficult to discern and any general conclusions hazardous other than that there were no significant differences.

In summary, the examination of Table II indicated that about one-third of the boys in grades nine through twelve participated in interscholastic athletics and that the majority of those who participated engaged in one or two sports. Boys whose parents belonged to the upper socio-economic group were more active than were the boys whose parents belonged to the middle and lower groups, both in respect to the total extent of participation and in respect to participation in multiple sports. While there was no significant difference in total participation between members of the middle and lower groups, there was a tendency for the boys of the middle group to hold more multiple squad memberships than those of the lower group. Distance of the home from school decreased the frequency with which boys were active in interscholastic athletics, and grade

placement had little or no effect on the extent of participation in these activities.

Who Played on Intramural Athletic Teams? The intramural athletic program is organized with different objectives than those of the interscholastic athletic program. The former is more closely related to the physical education program and it receives much less attention from the press, the community, and the school population than does the latter. In Brattleboro, intramural athletics are a relatively recent development due in part to the lack of suitable facilities prior to the occupancy of the present building in 1951. At the time this survey was made, there were eight sports available to the pupil population under the intramural program. Due to the organization of the school day and other factors, it was not possible for the program to be run in its entirety during school hours; some phases of it occurred in the later afternoons following the end of the regular school day. At the same time, since positions on intramural squads should not be as competitive as those on interscholastic squads, it might be expected that a larger proportion of the school population would be involved in this type of athletic program than in interscholastic sports.

Examination of Table III on page 36 showed that 20.18 per cent of the boys, or about one in five, reported one or more intramural participations, while the girls, who had no opportunity to engage in interscholastic competition, reported 34.52 per cent of their members, or a little more than one in

TABLE III

WHO PLAYED ON INTRAMURAL ATHLETIC TEAMS

| Classification | Percentages of Pupils Who Reported Specified Numbers of Squad Memberships | | | | | | |
|------------------------------|---|-------|-------|-------|------|------|------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Socio-Economic Status | | | | | | | |
| Upper | 69.19 | 19.19 | 4.65 | 4.07 | .58 | 1.16 | 1.16 |
| Middle | 71.38 | 11.90 | 8.92 | 4.46 | 2.23 | 1.12 | --- |
| Lower | 77.64 | 9.28 | 5.06 | 2.95 | 3.38 | 1.27 | .42 |
| Location of Home | | | | | | | |
| Up to Three Miles | 70.13 | 12.83 | 6.64 | 5.09 | 3.10 | 1.77 | .44 |
| Three to Eight Miles | 75.65 | 13.04 | 8.70 | 2.61 | --- | --- | --- |
| Over Eight Miles | 81.98 | 12.61 | 3.60 | --- | .90 | --- | .90 |
| Sex | | | | | | | |
| Boys | 79.82 | 10.24 | 4.22 | 3.92 | 1.51 | .30 | --- |
| Girls | 66.47 | 15.32 | 8.67 | 3.76 | 2.89 | 2.02 | .87 |
| Grade | | | | | | | |
| Eight | 60.00 | 12.14 | 10.00 | 10.71 | 5.00 | 1.43 | .71 |
| Nine | 77.38 | 13.69 | 4.76 | 1.79 | 1.19 | 1.19 | --- |
| Ten | 74.47 | 15.60 | 4.26 | 2.84 | 1.42 | .71 | .71 |
| Eleven | 74.80 | 9.76 | 7.32 | 2.44 | 3.25 | 1.63 | .81 |
| Twelve | 79.25 | 12.26 | 6.60 | .94 | --- | .94 | --- |

three, as participating in intramural athletics. For the total population studied, 27.35 per cent reported that they engaged in intramural athletics to some degree. The figures indicated further that about half of the boys who were involved in the intramural program engaged in one sport only; another quarter played on two teams; while the rest were members of three to five squads. The pattern of activity for the girls was not unlike that of the boys in this respect. In general, the girls were more active in the intramural program than the boys, and in both cases the largest proportion of participants were engaged in one sport only.

In respect to the socio-economic status of the pupils engaged in the intramural athletic program, the pattern seen in connection with interscholastic athletics existed although the trends were not nearly as definite. The greatest relative participation was again found in the group whose parents were of the upper socio-economic status. Of this upper group, 30.81 per cent engaged in one or more activities as compared with 28.42 per cent of the middle group and 22.36 per cent of the lower group. The largest proportion of each group was active in one sport only, but the members of the two lower status groups were more active participants in multiple intramural sports than were the members of the upper group. While the total participation was greater for the upper group than for the other two, and, while the extent of participation declined as status declined, the differences between the upper and middle groups were not sharply defined.

The distance factor operated in a manner similar to that observed in connection with interscholastic athletics. As in the case of socio-economic status, the differences were not as great in the situation of interscholastic sports. Of the group living within three miles of the school, 29.27 per cent participated in the program as compared with 24.35 per cent of the middle distance group and 18.02 per cent of the far distance group. The nearest group reported participation in a larger number of sports than did the other groups and this difference was greatest when the nearest group was compared with the farthest group. All groups tended to take part in the first activity about equally, the differences in total participation were due to the more extensive activity of the upper and middle groups in multiple activities. While the differences among the distance groups in relation to intramural athletics were not as great as those existing among these groups in respect to interscholastic athletics, they did exist and were due to the differences in participation in multiple activities.

In respect to grade placement, the largest difference in activity was noted between grades eight and the upper classes. The differences among the upper four grades fall within a range of 5 per cent. The members of grade eight reported 40.00 per cent participation while grade ten reported 25.53 per cent of its members as active in this group of sports. This same trend was true in respect to participation in multiple activities; the members of grade eight reported

greater participation in all numbers of sports than did the pupils of the upper four years.

The intramural program attracted more girls than boys. Among the socio-economic groups, participation varied directly with the decreasing order of status and in regard to distance it varied inversely as distance increased. Grade differences were greatest between the eighth grade and the upper four years, but otherwise the per cents of participation within grade levels were similar.

Who Belonged to Clubs? The club program at Brattleboro High School operates during the school day and afterward. Due to growing enrollment and other factors, the period of the scheduled school day originally intended for the development of a club program was absorbed by the lunch period. Some clubs are allowed infrequent meetings during the school day while others operate in late afternoons and evenings. While the number of clubs varies from year to year, the number in existence at the time of this survey was eight. A number of these club organizations are closely connected with the class work of the school, as in the case of the Future Farmers of America, and were limited in membership to the pupils taking certain courses. In this activity, therefore, there are some limitations on the freedom of the pupil to choose organizations.

Examination of Table IV on the following page showed that more girls than boys were engaged in club work. Of the girls, 43.93 per cent reported membership as compared with 24.70 per cent of the boys. While the proportion which belonged to one

TABLE IV

WHO BELONGED TO CLUBS

| Classification | Percentages of Pupils Who Reported Specified Numbers of Club Memberships | | | | |
|------------------------------|---|-------|-------|------|------|
| | 0 | 1 | 2 | 3 | 4 |
| Socio-Economic Status | | | | | |
| Upper | 54.07 | 36.05 | 6.98 | 2.33 | .58 |
| Middle | 64.31 | 24.54 | 9.29 | 1.49 | .37 |
| Lower | 74.68 | 21.52 | 2.95 | .84 | --- |
| Location of Homes | | | | | |
| Up to Three Miles | 70.35 | 20.80 | 7.08 | 1.33 | .44 |
| Three to Eight Miles | 53.91 | 37.39 | 6.96 | 1.74 | --- |
| Over Eight Miles | 56.76 | 37.84 | 3.60 | 1.80 | --- |
| Sex | | | | | |
| Boys | 75.30 | 24.10 | .30 | .30 | --- |
| Girls | 56.07 | 28.61 | 12.14 | 2.60 | .58 |
| Grade | | | | | |
| Eight | 88.57 | 7.86 | 3.57 | --- | --- |
| Nine | 77.98 | 19.64 | 2.38 | --- | --- |
| Ten | 52.48 | 41.13 | 4.26 | 2.13 | --- |
| Eleven | 60.16 | 21.14 | 14.63 | 2.44 | 1.63 |
| Twelve | 42.45 | 43.40 | 10.38 | 3.77 | --- |

club only was somewhat greater for girls than for boys, the per cent which belonged to two or more of these organizations was significantly greater. As a whole, 34.12 per cent of the pupil population belonged to one or more clubs, or little more than one in three.

The breakdown by socio-economic groups revealed the same type of pattern seen heretofore with proportionately greater activity on the part of the upper group in relation to the middle group and a similar relationship between the middle and lower groups. Of those of each group who did report participation, the largest per cent in each case belonged to one club, multiple membership accounting for a minor amount of activity.

The pattern of participation in relation to the distance of the home from the school indicated a reversal of the trend noted in the case of other activities. In this instance, many fewer of those who lived within three miles were members of clubs than were those who lived three to eight miles away, and the largest proportion was reported by the group which lived beyond the eight mile point. Of the pupils who lived within three miles of the school, 29.65 per cent belonged to clubs as compared with 46.09 per cent of the middle distance group and 45.24 per cent of the far distance group. As previously noted, the largest proportion of participants belonged to one club only; multiple memberships accounted for a minor amount of activity. This trend may have been due to the fact that a number of clubs held meetings during the hours of the regular school day.

The picture in regard to grade placement of club members was variable. The relatively small participation reported by the members of grade eight was due to lack of opportunity. Increased participation as the grade level rose was noted except for the record of grade eleven. Multiple club membership was somewhat greater in the upper grades.

In respect to the club program, the usual pattern of participation varying with socio-economic grouping was noted. The distance pattern reversed itself from that noted in connection with activities studied this far, since the pupils living nearest to the school were less active in this regard than those living at a greater distance. So far as grade placement was concerned, the pattern was not consistent. Girls were more active as joiners of clubs than were boys, and about one in three of the school population was a club member.

Who belonged to Musical Organizations? During the year under study, there were fifteen musical organizations or activities in existence. Some of these groups were active throughout the year while others were in action for short periods of time. A number of organizations met during the regular school day, i.e., band, orchestra, choir, etc., and their status was intermediate between "class" and "extra-class." These are examples of organizations which have gradually moved from "extra-class" to "class" status, but have not as yet moved the entire distance. Since part of the work of these groups was carried on after the regular school day, and since

membership was rewarded not only by credit toward graduation but also by letters, pins, and pictures in the yearbook, they were included as "extra-class" activities.

Table V on page 44 reveals that the girls again were more active participants than were the boys. Of the former, 36.42 per cent reported membership in one or more organizations as compared with 18.92 per cent of the latter. With the exception of the pupils who reported membership in five musical groups, the girls were more consistently involved in the program than were the boys. Of the total pupil population, 27.67 per cent belonged to one or more musical groups.

In respect to the socio-economic background of the pupils engaged in musical activity, the familiar pattern again emerged. Of the upper group, 40.70 per cent reported membership as compared with 24.16 per cent of the middle and 17.72 per cent of the lower group. Furthermore, the upper group reported a greater proportion of memberships in all numbers of musical activities. Contrary to the picture presented in relation to some other activities, there was more tendency for all groups to be engaged in a larger number of activities than to confine themselves to one or two.

As distance from the home to the school increased, the per cent of participation in musical activities decreased. The differences in this regard were not as large as those noted in connection with the socio-economic factor although a difference of 10.27 per cent existed between the proportions of participation of the nearest and farthest groups.

TABLE V

WHO BELONGED TO MUSICAL ORGANIZATIONS

| Classification | Percentages of Pupils Who Reported Specified Numbers of Memberships in Musical Organizations | | | | | | |
|-----------------------|--|-------|------|------|------|------|-------------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | | | More Than 6 |
| Socio-Economic Status | | | | | | | |
| Upper | 59.30 | 11.05 | 3.49 | 1.16 | 4.07 | 5.81 | 2.91 |
| Middle | 75.84 | 9.29 | 1.49 | .74 | 1.86 | .74 | 1.86 |
| Lower | 82.28 | 8.44 | 2.95 | .84 | .42 | 1.27 | 2.11 |
| | | | | | | | |
| Location of Home | | | | | | | |
| Up to Three Miles | 69.25 | 11.06 | 2.65 | 1.33 | 1.54 | 1.54 | 3.54 |
| Three to Eight Miles | 76.52 | 9.57 | 2.61 | --- | 1.74 | 3.48 | --- |
| Over Eight Miles | 79.28 | 8.11 | 2.70 | .90 | 3.60 | 3.60 | .90 |
| | | | | | | | |
| Sex | | | | | | | |
| Boys | 81.08 | 6.02 | .90 | .30 | .90 | 3.61 | 1.81 |
| Girls | 63.58 | 14.45 | 4.34 | 1.73 | 2.89 | .87 | 3.18 |
| | | | | | | | |
| Grade | | | | | | | |
| Eight | 82.86 | 13.57 | 2.14 | --- | --- | .71 | --- |
| Nine | 68.45 | 14.29 | 3.57 | 1.19 | 1.19 | 1.79 | 3.57 |
| Ten | 70.92 | 9.22 | 2.13 | 1.42 | 3.55 | 2.84 | 4.26 |
| Eleven | 65.85 | 6.50 | 4.07 | 2.44 | 2.44 | 4.07 | 3.25 |
| Twelve | 72.64 | 5.66 | .95 | --- | 2.83 | 1.89 | .94 |

Of the near group, 30.75 per cent participated as compared with 23.48 per cent of the middle group and 20.48 per cent of the far group.

Grade placement did not alter the rate of participation significantly. While the members of grade eight did not report as large a proportion of participants as did the members of the upper four classes, this is attributable to lack of opportunity. There were differences in the rates of participation reported by the grade groups, but there were no defined trends of increasing or decreasing activity as grade levels changed.

In regard to music, less than one in three of the pupil population reported activity. The girls were more involved than were the boys and participation increased as the socio-economic groups progressed from lower to higher. Distance from the school to the home resulted in decreased activity in musical organizations, but grade placement had little effect.

Who Belonged to the Staffs of School Publications? The publications of the Brattleboro High School pupil population during the year of this investigation consisted of the Spotlight, a column of news published weekly in the Brattleboro Daily Reformer; the Dial, a magazine of literary pieces published twice during the school year; and the Colonel, the yearbook of the graduating class. Membership on the staffs of these publications was by election from the groups most closely connected with the ventures. The nature of these activities is such that it was to be expected that the total number of pupils involved would be small.

A summary of the responses to the question regarding membership on the staffs of the school publications is presented in Table VI on the next page. Less than one in ten of the pupil population held a staff position, or 8.90 per cent to be exact. Consistently following the pattern thus far established, the girls indicated a larger per cent of participation than the boys; 10.69 per cent of the former held staff positions as compared with 7.12 per cent of the latter.

The socio-economic pattern was similar to that seen in connection with activities discussed earlier. Of the upper socio-economic group, 13.95 per cent reported one or more staff positions as compared to 8.18 per cent and 3.38 per cent reported by the middle and lower groups respectively. Since there were relatively few opportunities for this type of work, it might be expected that one such position per person would suffice, but this was not the case. The members of the upper and middle socio-economic groups both reported some participations on the staffs of two publications with only the members of the lower group confining their activity to one publication.

Distance was of little importance in respect to positions on school publications. There was less than 2 per cent difference between the proportions of the nearest and farthest groups which reported activity in publications. This may have been due to the nature of the activity and the fact that much of the work could be accomplished during regular school hours.

TABLE VI
WHO BELONGED TO THE STAFFS OF SCHOOL PUBLICATIONS

| Classification | Percentages of Pupils Who Reported Specified Number of Staff Positions | | |
|-----------------------|---|-------|------|
| | 0 | 1 | 2 |
| Socio-Economic Status | | | |
| Upper | 86.05 | 12.21 | 1.74 |
| Middle | 91.82 | 7.06 | 1.12 |
| Lower | 96.62 | 3.38 | --- |
| Location of Home | | | |
| Up to Three Miles | 91.81 | 7.30 | .88 |
| Three to Eight Miles | 91.30 | 6.96 | 1.74 |
| Over Eight Miles | 93.69 | 6.31 | --- |
| Sex | | | |
| Boys | 94.88 | 4.82 | .30 |
| Girls | 89.31 | 9.25 | 1.45 |
| Grade | | | |
| Eight | 96.43 | 3.57 | --- |
| Nine | 97.62 | 2.38 | --- |
| Ten | 95.04 | 4.96 | --- |
| Eleven | 87.80 | 9.76 | 2.44 |
| Twelve | 78.30 | 18.87 | 2.83 |

The relatively greater participation of the senior and junior class groups was probably due to the fact that the officers of the Colonel were, by definition, members of the graduating class, and the tendency for the editorial positions on all publications to be awarded to those who had previous experience in the activity.

In literary activities only a small proportion of the pupil population became involved. The girls were more active than the boys and participation varied directly with socio-economic status. Distance of the home was not an important factor, but larger participation was reported by the members of the upper two classes.

Who Took Part in Forensic and Dramatic Activities?

Brattleboro High School has a growing speech and dramatic department. In many respects the situation here is similar to that in music in that the members of the public speaking classes receive academic credit for their work, out of which naturally grow the extra-class activities considered in Table VII as presented on page 49. Participation in speech contests and those dramatic events presented to the public is not limited, however, to those pupils who are members of speech classes, and the major part of the time spent in preparation for these events occurs after the close of the regular school day.

Of the total pupil population under study, 21.92 per cent, or slightly more than one in five, reported membership in one or more dramatic activity. This was somewhat less than the

TABLE VII

WHO TOOK PART IN FORENSIC AND DRAMATIC ACTIVITIES

| Classification | Percentages of Pupils Who Reported Specified Numbers of Participations | | | | | | |
|-----------------------|--|-------|------|-------|------|-----|-----|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| Socio-Economic Status | | | | | | | |
| Upper | 65.70 | 19.91 | 6.98 | 5.81 | 2.33 | --- | --- |
| Middle | 78.81 | 14.87 | 3.35 | 1.86 | .74 | .37 | --- |
| Lower | 86.08 | 8.44 | 2.11 | 2.11 | .42 | .42 | .42 |
| Location of Home | | | | | | | |
| Up to Three Miles | 74.34 | 15.04 | 5.53 | 3.32 | 1.11 | .44 | .22 |
| Three to Eight Miles | 84.35 | 12.17 | --- | 1.74 | 1.74 | --- | --- |
| Over Eight Miles | 86.49 | 9.91 | .90 | 2.70 | --- | --- | --- |
| Sex | | | | | | | |
| Boys | 81.02 | 12.65 | 3.61 | 1.51 | .60 | .30 | .30 |
| Girls | 75.14 | 15.03 | 3.76 | 4.34 | 1.45 | .29 | --- |
| Grade | | | | | | | |
| Eight | 92.86 | 7.14 | --- | --- | --- | --- | --- |
| Nine | 72.62 | 19.64 | 6.55 | 1.19 | --- | --- | --- |
| Ten | 85.82 | 9.93 | 2.13 | 1.42 | .71 | --- | --- |
| Eleven | 81.30 | 8.94 | 5.69 | 2.44 | --- | .81 | .81 |
| Twelve | 52.83 | 23.58 | 4.72 | 12.26 | 5.66 | .94 | --- |

27.67 per cent which reported activity in one or more musical organizations. Part of this difference may have been due to the fact that, during the year under study, there were only seven opportunities for dramatic activity as compared with the fifteen opportunities for musical participation.

As usual the girls reported greater participation than the boys; 24.86 per cent of the former were members of one or more dramatic organizations as compared with 18.98 per cent of the latter. While both boys and girls reported some multiple memberships, the largest per cent of both groups were engaged in one dramatic event only.

Those pupils whose parents were members of the upper socio-economic group reported both greater total participation and greater participation in multiple activities than did the pupils whose parents were members of the middle and lower groups. Exception to this statement should be made in connection with those pupils who reported five and six activities, but the per cents so reporting were so small as to be regarded as chance occurrences. The middle socio-economic group followed the pattern seen in other activities by reporting less participation than the upper group and more activity than the lower group. The differences in rates of participation, 13.00 per cent between the upper and middle groups and 7.17 per cent between the middle and lower group, were substantial. The tendency noted earlier for pupils to report participation in one rather than in several activities was again apparent in respect to the socio-economic grouping.

The large difference in participation between distance groups occurred between the near and middle distance groups. The difference between the rate of participation of the middle and far distance groups was only 1.94 per cent, so that, while the pattern of decreased activity in relation to increased distance was present, it was not as clear as in some other situations.

Among the grade groups, the seniors reported about 20.00 per cent more membership than did the freshmen, the next highest group. The relatively large proportion of activity on the part of the freshman class destroyed the pattern of increased activity as grade level rose. The rate of participation in dramatics varied from grade to grade, but was due to factors other than grade level.

While only about one in five of the school population reported participation in dramatic productions, the girls indicated a somewhat larger and the boys a somewhat smaller rate of participation than the average. Participation declined as socio-economic status fell and the effect of distance was greatest between the near and middle distance groups. Of the grade groups, the senior class reported the largest proportion of members as active in dramatics but a consistent pattern of increased activity with increased grade level did not exist.

Who Were the Members of the Student Councils? Membership in the two Student Councils of Brattleboro High School, the one for the senior group and the other for the junior group, is by election from the student bodies represented by the

respective councils. Each class nominates and elects its representatives to the councils, which then organize themselves by electing officers and adopting by-laws and regulations. These councils consider a variety of matters of interest to the school population and act as the media through which the pupils may make suggestions and take action in connection with the program of the school. In some cases, the Councils supervise extra-class activities.

Since the councils are, by definition, selected and representative groups, and, since participation in them is by election rather than by the voluntary method, it was to be expected that the membership reported would include only a minority of the total pupil population. This is born out by the data presented on page 53 in Table VIII which shows that of the group under study, only 4.57 per cent reported membership in these two organizations, and the proportions of girls and boys were only slightly different.

Larger differences in the per cents of membership reported by members of the different socio-economic groups were observed. While the over-all school average was 4.57 per cent, the members of the upper socio-economic group indicated that 8.14 per cent of their members were also members of the councils or a proportion about twice that of the school population. The middle socio-economic group had a membership on the councils which approximated that of the school itself while the lower socio-economic groups reported a membership of only 1.69 per cent or less than half the school ratio.

TABLE VIII
WHO WERE THE MEMBERS OF THE STUDENT COUNCILS?

| Classification | Per Cent Who Were Members |
|-----------------------|---------------------------|
| Socio-Economic Status | |
| Upper | 8.14 |
| Middle | 4.83 |
| Lower | 1.69 |
| Location of Home | |
| Up to Three Miles | 4.65 |
| Three to Eight Miles | 5.22 |
| Over Eight Miles | 3.60 |
| Sex | |
| Boys | 4.52 |
| Girls | 4.62 |
| Grade | |
| Eight | 7.86 |
| Nine | 2.38 |
| Ten | 2.84 |
| Eleven | 8.94 |
| Twelve | 5.66 |

The effect of living varied distances from the school did not have a consistent effect on membership in the councils. The middle distance group reported the largest proportion of members on the councils and was followed by the nearest group, while the farthest group reported the smallest proportion of members. These differences in rate of membership in the councils were not large, there being only 1.62 per cent difference between the middle and far distance groups.

The proportion of membership on the councils reported by the grade level groups was of little significance since the number of members allowed each of these groups is established by the rules of the councils. The differences which were noted were attributable to differences in class size and to the absence of members of the council at the time the survey was made.

In regard to membership on the student councils, it was apparent that boys and girls were about equally represented; that the upper socio-economic group had relatively more members than the school average and, by the same token, that the lower groups had much less representation. Grade placement figures were meaningless since the numbers of members from each of these groups is established by council by-laws.

Who Put on Parties, Dances, and Other Pupil-Directed Activities? The data reported in Table IX on page 55 were derived from a question which simply asked the pupils to indicate the number of committees of which they had been members during the year under investigation. In Brattleboro High

TABLE IX

WHO PUT ON PARTIES, DANCES, AND OTHER PUPIL-DIRECTED ACTIVITIES

| Classification | Percentages of Pupils Who Reported Specified Numbers of Committee Memberships | | | | | | | |
|------------------------------|---|-------|-------|-------|-------|-------|-------|-------------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | More Than 6 |
| Socio-Economic Status | | | | | | | | |
| Upper | 33.14 | 13.95 | 15.12 | 11.05 | 13.37 | 3.49 | 6.40 | 2.90 |
| Middle | 43.12 | 18.59 | 13.75 | 9.29 | 4.09 | 5.20 | 2.60 | 2.97 |
| Lower | 59.49 | 16.46 | 13.08 | 5.06 | 1.69 | 2.11 | .42 | 1.69 |
| Location of Home | | | | | | | | |
| Up to Three Miles | 41.15 | 18.14 | 14.82 | 8.85 | 6.42 | 4.65 | 2.88 | 3.10 |
| Three to Eight Miles | 49.57 | 16.52 | 13.04 | 6.96 | 4.35 | 3.48 | 4.35 | 1.74 |
| Over Eight Miles | 64.86 | 10.81 | 10.81 | 8.11 | 2.70 | ----- | ----- | 2.70 |
| Sex | | | | | | | | |
| Boys | 56.02 | 13.55 | 10.54 | 8.43 | 4.82 | 3.01 | 2.11 | 1.50 |
| Girls | 37.28 | 19.65 | 17.05 | 8.38 | 6.07 | 4.34 | 3.18 | 4.05 |
| Grade | | | | | | | | |
| Eight | 47.86 | 11.43 | 16.43 | 7.86 | 7.86 | 2.86 | 2.86 | 2.86 |
| Nine | 52.98 | 22.62 | 8.33 | 8.93 | 2.98 | 2.38 | 1.19 | .56 |
| Ten | 47.52 | 20.57 | 12.77 | 8.51 | 4.96 | 2.84 | ----- | 2.84 |
| Eleven | 45.53 | 13.01 | 17.07 | 7.32 | 5.69 | 5.69 | 3.25 | 2.44 |
| Twelve | 33.96 | 13.21 | 16.98 | 9.43 | 6.60 | 5.66 | 7.55 | 6.60 |

School the committee organization is used extensively in connection with the extra-class life of the school, each event being the occasion for the formation of several such groups. There is no way of knowing the total number of committees which met for various purposes through the school year under study, but there is no doubt that it was large.

Over half of the pupil population reported that they served on one or more committees during the school year. The 53.35 per cent reported was the largest proportion of pupils to be involved in any activity thusfar examined. In this connection it must, however, be noted that many of the groups were of a temporary nature and met for limited times only.

In this respect, as heretofore, the girls, with 62.72 per cent membership were more active than the boys with 43.98 per cent membership. Members of both groups tended to serve on two committees and, as the number of committees increased, there was no point at which the per cents of participation dropped sharply, there being a gradual decrease in rate of membership from one committee to more than six committees in the case of both boys and girls.

The upper socio-economic group maintained its relative position in connection with committee memberships as about 10 per cent more of its members reported participation than did members of the middle group. While the school average was 53.35 per cent, the upper group reported a membership of 66.86 per cent, the middle group approached the school average with 56.88 per cent, and the lower group fell below with a

participation rate of 40.51 per cent. As the number of committees increased, the three groups maintained their relative positions with one exception, that of five committees where the middle group reported slightly higher rate of participation than did the others.

In regard to committee work, the distance factor operated in its usual manner. Those pupils who lived nearest the school were somewhat more active than those who lived three to eight miles away who, in turn, were more active than those who lived beyond the eight mile limit. Of course, many of the committee groups were able to carry on much of their work during the regular school day; but, even so, as distance of the home from the school increased, the rate of committee membership decreased.

The seniors were the most active of the grade groups insofar as committee membership was concerned and the freshmen were the least active. The greatest difference in the rate of participation was between the seniors and the lower classes, and was due, no doubt, to the amount of senior class activity in preparation for the events of commencement week.

Committee membership accounted for greater participation on the part of the pupil population than for any other activity so far studied. This may be explained by the nature of the activity and the rather extensive use of the committee system in connection with the extra-class life of the school. As usual, the rate of participation was greater among the girls than among the boys; the upper socio-economic group led the

middle and lower groups in that order; and the committee membership varied inversely with the increased distance of the home from the school.

Who Belonged to School Service Organizations? There were nine organizations in Brattleboro High School which were considered as service organizations during the year in which the program was under investigation. These groups included the corridor patrol, office assistants, monitors, ticket takers, participants in the annual magazine drive, and others. The participation of pupils in the magazine drive may have had an undue influence on the data reported in Table X, page 59, as the act of selling one subscription during the period of the drive was considered sufficient grounds for the inclusion of the pupil as a participant in a service organization, and this may have been responsible for the high rate of activity reported in this connection.

The school-wide rate of membership in service organizations was 70.52 per cent, with the girls leading the boys 76.59 per cent to 64.46 per cent. There was a large difference in the rate of participation in one activity and the rate of participation in multiple activities. For example, 53.92 per cent of the boys reported one membership while only 10.54 per cent of them reported two or more. In respect to the girls, the difference was not as large, but it was similar with 52.31 per cent members of one organization and 24.28 per cent members of two or more. As indicated above, this may have been due to membership in the magazine drive.

TABLE X

WHO BELONGED TO SCHOOL SERVICE ORGANIZATIONS?

| Classification | Percentages of Pupils Who Reported Specified Numbers of Memberships in Service Groups | | | | | | | |
|------------------------------|---|-------|-------|-------|------|-----|-----|------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Socio-Economic Status | | | | | | | | |
| Upper | 19.77 | 55.23 | 16.86 | 7.56 | --- | --- | --- | .58 |
| Middle | 26.77 | 54.28 | 11.15 | 6.32 | 1.12 | --- | --- | .37 |
| Lower | 39.24 | 50.21 | 7.59 | 2.11 | .84 | --- | --- | --- |
| Location of Home | | | | | | | | |
| Up to Three Miles | 28.54 | 52.65 | 11.50 | 5.75 | 1.11 | --- | --- | .44 |
| Three to Eight Miles | 31.30 | 52.17 | 11.30 | 2.22 | --- | --- | --- | --- |
| Over Eight Miles | 33.33 | 53.15 | 10.81 | 2.70 | --- | --- | --- | --- |
| Sex | | | | | | | | |
| Boys | 35.54 | 53.92 | 7.83 | 2.41 | .30 | --- | --- | --- |
| Girls | 23.41 | 52.31 | 14.74 | 7.80 | 1.16 | --- | --- | --- |
| Grade | | | | | | | | |
| Eight | 28.57 | 69.29 | .71 | --- | --- | --- | --- | 1.43 |
| Nine | 32.14 | 62.50 | 4.76 | .60 | --- | --- | --- | --- |
| Ten | 30.50 | 48.23 | 15.60 | 5.67 | --- | --- | --- | --- |
| Eleven | 31.71 | 39.84 | 16.26 | 8.94 | 3.25 | --- | --- | --- |
| Twelve | 21.70 | 38.68 | 24.53 | 14.15 | .94 | --- | --- | --- |

The usual pattern persisted in respect to socio-economic grouping, although in this case, the greater difference appeared between the middle and lower groups and, while all three groups tended to be about equally involved in the first activity, participation in multiple organizations accounted for the differences reflected in total participation.

While the distance-participation relationship existed in regard to this set of activities as well as in others, the differences were not large, the greatest difference being 4.79 per cent between the rates of participation of the near and far groups. The pattern for multiple participation also showed relatively small differences between groups. In this regard, and probably because this category of activities tended to be carried on during school hours, distance did not appear to be an important factor in determining participation.

Insofar as grade placement was concerned, the senior classes again was most active. The per cent of participation for grade eight through eleven varied within 4 per cent while the difference between the rate of participation for the eighth grade and the senior class was of the order of 7 per cent. Although this difference was not large, it probably reflected the greater opportunity for service available to members of the senior class, corridor patrol, for example, being limited to members of that group.

The service category reflected the greatest rate of participation seen thusfar in the study, but it probably was not

as real as it was apparent. The girls again led the boys and the socio-economic groups maintained their relative positions. Variations in the rates of participation for distance groups were small and the figures for grade placement reflected the larger opportunities for service available to seniors.

Who Belonged to the Honor Society? The Silver B Society, Brattleboro High School's only honor group, is an organization of some thirty years history and one of which the pupil population and the alumni are extremely proud. The annual ceremony of award is an occasion of some importance, and graduates of earlier years are often on the platform to take part in the activities.

Membership in the Silver B Society is attained after the candidate has earned a specified number of points in a number of fields of endeavor. The award is usually made at the end of the junior and senior years of school life. A certain number of the points offered are the result of scholarship but, in addition, there must also be a number of points from fields of extra-class activity such as athletics, the arts, elective offices, and service groups. The honor student must be a well-rounded person and it is expected that only a few will attain this status.

Table XI on the following page shows membership in the Silver B Society according to the factors of importance in this study. The school-wide membership was slightly more than one in ten and, of these, the girls were of the majority with a reported membership of 17.36 per cent as compared with the 5.56 per cent membership of the boys. Figures for other

TABLE XI

WHO BELONGED TO THE HONOR SOCIETY?

| Classification | Per Cent Who Belonged |
|-----------------------|-----------------------|
| Socio-Economic Status | |
| Upper | 23.81 |
| Middle | 10.11 |
| Lower | 3.90 |
| Location of Home | |
| Up to Three Miles | 13.67 |
| Three to Eight Miles | 13.95 |
| Over Eight Miles | 4.26 |
| Sex | |
| Boys | 5.56 |
| Girls | 17.36 |
| Grade | |
| Eleven | 8.94 |
| Twelve | 15.09 |

activities have indicated consistently that the girls were more active participants than boys and, since membership in the Silver B Society is dependent on activity in extra-class work, it was to be expected that the girls would outrank the boys in this regard also.

From the point of view of the socio-economic status, the figures were impressive. The middle group reported a rate of membership similar to the rate reported for the school at large one in ten. The upper group, with 23.81 per cent, reported a rate of membership over twice as large as that of the middle group and about six times as great as the 3.90 per cent reported by the lower group. The Society is old enough so that the second generation of a number of families is becoming eligible for membership, and, in some instances, there undoubtedly exists considerable family pressure for the pupil to attain membership.

The differences in rates of membership among the distance groups indicate that the distance factor was most important between the middle and far distance groups. In general, the pupils who live beyond the eight mile limit have more problems of adjustment to all aspects of school life than do those pupils who live nearer than eight miles. Such problems may have been responsible for the differences reported here as well as the cumulative effect of the differences in rates of participation noted in connection with individual extra-class activities.

Membership in the Silver B Society was limited to about

one in ten of the school population with a larger proportion of girls than boys attaining the honor. The members of the upper and middle socio-economic groups reported membership equal to or larger than that of the school but the members of the lower group reported a much smaller rate of membership. Distance appeared as a factor only after the eight mile limit, the difference between the near and middle distance groups being negligible. Since the award is made only at the end of the junior and senior years, grade placement figures had little significance.

A Summary of "Who Belonged." The data reported in Table XII on page 65 were derived by counting the total responses to the questions which have been individually considered in Tables II-XI so that it could be determined to some degree whether or not it was the same pupils who reported activity in the various categories or whether membership in the activity program was general. Factors which might operate in the case of one activity might not operate in the case of another, and, by the method of combining the responses to all of the questions concerning "belonging," these special conditions should cancel out to leave a picture of "belonging" in its entirety.

Nine out of ten of the pupils in grades eight through twelve reported at least one extra-class activity membership during the year under investigation. The girls reported more memberships than the boys; 92.49 per cent of the former were members of one or more groups as compared with 88.55 per cent of the latter. The difference in activity was probably even

TABLE XII

SUMMARY OF "WHO BELONGED"
 (This combines the data of Tables II-XI inclusive)

| Classification | Percentages of Pupils Who Reported Specified Numbers of Memberships of All Types | | | | | | |
|------------------------------|--|-------|-------|-------|-------|-------|-------|
| | 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 |
| Socio-Economic Status | | | | | | | |
| Upper | 2.33 | 39.52 | 34.30 | 11.63 | 7.55 | 4.49 | 1.16 |
| Middle | 7.06 | 54.96 | 18.95 | 11.15 | 4.46 | 2.59 | .74 |
| Lower | 17.72 | 59.91 | 16.04 | 4.21 | .84 | ----- | .42 |
| Location of Home | | | | | | | |
| Up to Three Miles | 9.07 | 49.77 | 22.56 | 10.17 | 5.08 | 2.20 | 1.10 |
| Three to Eight Miles | 7.82 | 56.53 | 20.88 | 8.70 | 4.35 | 1.74 | ----- |
| Over Eight Miles | 14.41 | 60.37 | 19.82 | 3.60 | .90 | .90 | ----- |
| Sex | | | | | | | |
| Boys | 11.45 | 57.53 | 21.38 | 5.10 | 3.00 | 1.80 | ----- |
| Girls | 7.51 | 48.55 | 22.25 | 12.43 | 5.80 | 2.32 | 1.45 |
| Grade | | | | | | | |
| Eight | 10.71 | 60.00 | 22.85 | 5.71 | .71 | ----- | ----- |
| Nine | 10.71 | 58.34 | 23.81 | 5.96 | 1.19 | ----- | ----- |
| Ten | 8.51 | 54.60 | 26.24 | 4.97 | 2.13 | 2.84 | .71 |
| Eleven | 12.20 | 41.47 | 20.33 | 13.83 | 7.31 | 3.25 | 1.62 |
| Twelve | 5.66 | 44.34 | 13.21 | 16.97 | 13.21 | 4.71 | 1.88 |

greater than these figures indicate since the boys were allowed one area of participation denied to the girls, interscholastic athletics.

The cumulative effect of the greater participation of the upper socio-economic group as noted in the examinations of the data in Tables II-XI was apparent in the figures of Table XII. Of the upper group, 97.66 per cent reported one or more activities as compared with 92.94 per cent of the middle group and 82.28 per cent of the lower group. The significant difference, 15.38 per cent, was between the upper and lower groups. In regard to participation in more than one activity, the three status groups maintained their relative positions. The differences in rates of participation were particularly marked when the figures for the upper group were compared with those of the lower group for all numbers of activities.

The rates of participation for the groups which lived different distances from the school varied from activity to activity and the effect of this variation on the cumulative figures was to eliminate the pattern of decreased activity associated with increased distance. As a matter of fact, members of the middle distance group reported a higher rate of total participation than did the members of the near distance group. This fact was due to the larger rate of participation of the middle distance group in the 6-10 activity category. On the total picture, distance was a determining factor beyond the eight mile limit. Up to that point, distance

affected participation in individual activities but not on the total pattern of participation.

While the senior and sophomore class groups reported the greatest rates of participation and the junior group the least, reasons for this were not clear. Some classes have more active people than others. The relatively high rate of participation of the senior group was probably due to the relatively large numbers of opportunities for participation as noted in the discussions of individual activities. The figures for the summary do not indicate any constant pattern of increased activity as the pupils progress through school nor, at the same time, any pattern of decreased activity.

The data of Table XII confirm certain of the observations made in connection with the discussions of Tables II-XI and eliminate others. The rate of participation of the total pupil population was large, nine out of ten pupils reported some activity. The girls reported a higher rate than the boys and this may have been even larger had the totals included only those activities in which both boys and girls were involved. The socio-economic groups maintained the positions noted in a number of individual activities, and it is interesting to note that, while the differences in rates of participation varied from activity to activity, this relative position of decreased activity with lowered status did not change. In the total picture, the distance factor operated only so far as the groups which lived beyond eight miles was concerned and the constant pattern of decreased activity with

increased distance was eliminated. While the rates of participation varied from grade level to grade level, there was no constant increase or decrease of the rates as the groups proceeded through school so that the difference which existed was presumably attributable to factors other than grade placement.

Effect of Holding Socio-Economic Status Constant. One of the assumptions of this study is that the socio-economic status of the family of a pupil should not affect the extent to which the pupil participates in the extra-class life of the school. In the analyses of "belonging" made in connection with Table II-XII, two consistent patterns were noted. The first was that the girls reported a higher rate of participation than the boys in all activities in which they both took part, and, the second, that the members of the upper socio-economic group reported higher rates of participation than the middle group which, in turn, reported higher rates than the members of the lower group. The differences in rates of participation were sometimes so small as to be attributed to chance, but they were present consistently. In Table XIII which is presented on the following page, the data of Table XII have been arranged so that the factor of status is held constant in an attempt to determine whether the differences noted were due to this factor or to the other factors under consideration. If the status factor was the important one, then differences should be as large or larger in Table XIII than they were in the previous Tables, and they should tend

TABLE XIII

IN REFERENCE TO "WHO BELONGED, HOW MUCH DIFFERENCE DID LOCATION OF HOME, SEX, AND GRADE MAKE WHEN SOCIO-ECONOMIC STATUS WAS HELD CONSTANT?"
(A Refinement of the Data of Table XII)

| Classification | Percentages of Pupils Who Reported One or More Memberships in Organizations | | |
|----------------------|---|-----------|----------|
| | By Upper | By Middle | By Lower |
| Location of Home | | | |
| Up to Three Miles | 97.06 | 94.09 | 84.37 |
| Three to Eight Miles | 100.00 | 91.67 | 84.05 |
| Over Eight Miles | 96.12 | 88.57 | 71.43 |
| Sex | | | |
| Boys | 97.98 | 91.41 | 74.29 |
| Girls | 97.26 | 94.29 | 87.88 |
| Grade | | | |
| Eight | 100.00 | 89.71 | 84.62 |
| Nine | 98.00 | 90.20 | 82.09 |
| Ten | 94.87 | 93.44 | 87.18 |
| Eleven | 96.87 | 95.65 | 73.33 |
| Twelve | 100.00 | 97.67 | 84.37 |

to disappear in respect to distance, sex, and grade placement. If the differences were due to the latter three factors, then this arrangement should make them appear even larger and the differences attributed to status should tend to disappear.

Examination of Table XIII shows that in regard to all factors, sex, distance, and grade placement, the pupils of the upper socio-economic group reported higher rates of participation than those of the middle group who in turn, reported higher rates than the pupils of the lower group. In some cases, the differences were not large, but they existed.

In respect to the differences in participation between the sexes, the pattern noted in the previous discussion disappears within the upper socio-economic group since the boys of this group reported slightly more participation than did the girls. The difference here is so small as to be insignificant. Within the middle status group, the girls outranked the boys, but the participation of the girls of this group was less than that of either boys or girls of the upper group. Within the lower status group, the girls were more active and the difference is larger than within the upper two groups but, again, the more active of the sex groups within the lower status group reported less activity than the less active sex group within the next higher status group. This analysis leads to the conclusion that, in the examination of data for individual activities, some of the difference in rate of participation noted between boys and girls was in reality due to the difference in rate of participation between status

groups. The conclusion that girls were more active than boys was not true within the upper socio-economic group but was within the middle and lower groups. If it can be said that girls were more active in extra-class organizations than were boys, it must be said that this was true only within the middle and lower status groups and that all members of any status group were more active participants than all members of the next lower status group.

The analyses of Tables II-XII indicated that the farther the pupils lived from the school, the less was the rate at which they participated in extra-class activities. This was particularly so of the group which lived beyond the eight mile limit. Examination of the data of Table XIII shows a situation similar to that noted in connection with the sex factor; namely, that regardless of the distance of the home from the school, the pupils of the upper socio-economic group were more active than those of the middle group who, in turn, were more active than the pupils of the lower status group. In each case, the pupils of a socio-economic group who lived beyond the eight mile limit were more often participants than those of the next lower status group who lived nearest the school. It is true that in some cases the differences were not large and that the pattern was most clear when the members of the upper status group were compared with those of the lower status group, there being a difference of 11.75 per cent between the rates of activity of those of the upper status group who lived over eight miles from the school and those of the

lower status group who lived within three miles. Furthermore, the usual distance pattern did not hold true in the case of the upper status group, those who lived within three to eight miles participated to a greater extent than did those of the same status group who lived in the other two distance zones. Within the middle and lower status groups, the farther the pupils lived from school, the less they participated in the extra-class life. When socio-economic status is held constant, the differences attributed to that factor remain while some of the differences attributed to distance tend to disappear.

In the examination of Tables II-XII, no consistent pattern of increased or decreased activity was noted as grade placement changed. In general, the seniors have appeared to have been the most active group. In Table XIII the data show that at all grade levels the pupils of the upper socio-economic group were relatively more active than the pupils of the middle status group who were, in turn, more active than the pupils of the lower group. While no pattern of increased or decreased activity as the grade level rises can be discerned, there was decreasing rate of activity from one status level to the next lower.

The effect of arranging the data by socio-economic groups has been to show that the earlier conclusions concerning greater relative activity in the extra-class program by the girls over the boys, of the near distance groups over the far distance group were true only within socio-economic groups, and the conclusion that socio-economic background affected

the extent of participation in extra-class activities was greatly strengthened.

CHAPTER IV

WHO ATTENDED EXTRA-CLASS EVENTS?

CHAPTER IV

WHO ATTENDED EXTRA-CLASS EVENTS?

A second aspect of participation in the extra-class life of the school, that of going to events rather than belonging to the groups actively participating in the events, is examined in this chapter. The data to be analyzed are presented in a series of tables arranged in the same manner as those of Chapter III and are found at intervals throughout Chapter IV. These data consist of the frequencies of responses to a series of questions concerning attendance at games, plays, concerts, and social affairs. No attempt was made to distinguish those pupils who attended these events as observers from those who attended as participants; but, since the emphasis in Chapter III was on belonging, it may be said that the attempt in Chapter IV is to examine participation of a less active type, that of attending. While belonging to teams, committees, and other groups implies attendance at practices, rehearsals, and other meetings, the emphasis in this chapter is on attendance at performances only. All of the events under consideration in Chapter IV occurred after the regular school day had been completed. On the other hand, attendance at these events differed from participation in that attendance demanded less time on the part of the pupils than active participation. It is this aspect of extra-class life which is examined in the following pages.

Who Went to the Interscholastic Athletic Contests? The interscholastic athletic contests discussed in this section were the home games in all major sports. The total numbers of such events listed on the questionnaire was 27.¹ Examination of Table XIV as presented on page 77 shows that some pupils reported attendance at all of these events. No attempt was made to discover how many pupils attended contests which were held away from home.

As was indicated in Chapter III, in the discussion of Table II, on page 31, interscholastic athletics are an important segment of the extra-class life of the school. While participation is confined to the boys, observation of these events is open equally to members of both sexes. The girls, however, reported greater attendance than the boys. Of the former, 80.64 per cent attended one or more games as compared with 76.81 per cent of the latter. The school average was 78.72 per cent. In other words, four out of five of the pupils of the school turned out to observe the one in six who were permitted, willing, and able to engage in interscholastic athletics. As the number of events increased, the proportions of both boys and girls attending them decreased, but the rate of attendance at about half of the events offered was almost as large as the rate of attendance at 1-5 events. In other words, there was no sharp decline in attendance at games after the first few. The figures indicate a sustained attendance

¹Appendix B.

TABLE XIV

WHO WENT TO INTERSCHOLASTIC ATHLETIC CONTESTS?

| Classification | Percentages of Pupils Who Reported Games Attended | | | | | | Numbers of Home | | | |
|------------------------------|---|-------|-------|-------|-------|-------|-----------------|--|--|--|
| | 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | | | |
| Socio-Economic Status | | | | | | | | | | |
| Upper | 12.21 | 18.02 | 14.39 | 25.01 | 18.03 | 7.56 | 4.07 | | | |
| Middle | 20.07 | 20.85 | 16.72 | 19.33 | 15.24 | 4.46 | 2.97 | | | |
| Lower | 28.27 | 23.63 | 18.15 | 13.08 | 10.54 | 4.64 | 1.69 | | | |
| Location of Home | | | | | | | | | | |
| Up to Three Miles | 16.37 | 18.59 | 16.37 | 19.90 | 18.58 | 6.63 | 3.53 | | | |
| Three to Eight Miles | 20.00 | 23.49 | 17.40 | 25.23 | 8.70 | 3.48 | 1.74 | | | |
| Over Eight Miles | 42.34 | 25.23 | 18.19 | 9.00 | 2.70 | 1.80 | .90 | | | |
| Sex | | | | | | | | | | |
| Boys | 23.19 | 18.07 | 15.06 | 16.56 | 15.96 | 6.31 | 4.81 | | | |
| Girls | 19.36 | 23.12 | 18.79 | 20.81 | 12.72 | 4.34 | .87 | | | |
| Grade | | | | | | | | | | |
| Eight | 28.57 | 22.85 | 20.72 | 15.95 | 6.42 | 2.85 | 2.14 | | | |
| Nine | 18.45 | 23.80 | 13.10 | 16.67 | 17.26 | 5.36 | 5.36 | | | |
| Ten | 18.44 | 26.95 | 15.61 | 17.73 | 15.61 | 4.26 | 1.42 | | | |
| Eleven | 20.33 | 11.38 | 21.14 | 22.77 | 11.38 | 11.39 | 1.63 | | | |
| Twelve | 19.18 | 16.03 | 15.09 | 21.70 | 21.68 | 2.82 | 2.83 | | | |

at athletic contests on the part of those who were interested in them.

The distance of the home from the school had some effect on the number of games attended. It must be realized that practically all games were held in the evening, late afternoon, or on Saturday. The pupils who lived within three miles of the school reported 83.63 per cent of their members as having attended one or more events and this group was followed closely by the pupils who lived within three to eight miles of the school who reported 80.00 per cent of their members in attendance. The greater effect of distance on attendance is seen in the case of the group living beyond the eight mile limit as this group reported only 57.57 per cent of its membership in attendance at one or more athletic contests. Of this last, or far distance group, about half reported attendance at 1-5 events and the majority attended no more than 10 events. In contrast to this, the members of the near and middle distance groups reported proportionately greater total attendance with larger proportions of their members at more than half the games played.

The differences in attendance among the grade groups fell into no clear pattern. The members of grade eight reported less attendance than members of the other grades, both as to presence at one game and at multiple events. The differences in rates of attendance among the classes to which competition was open were very small.

In general, about four out of five of the pupil population reported some attendance at interscholastic athletic events with the girls reporting somewhat greater attendance than the boys. The socio-economic pattern for attendance followed that for participation as seen in connection with Table II, while distance had its greatest effect after the eight mile limit was reached. With somewhat less attendance on the part of the members of grade eight than on the part of members of the other class groups, grade placement figures indicated very little difference in attendance at this class of events.

Who Went to Dramatic, Forensic, and Musical Productions or Contests? The second category of events which pupils of the school may attend during the hours when school is not in session are those concerned with music, oratory, and dramatics. During the period of time under investigation, there were ten such events, and the record of attendance is reported in Table XV on page 80. Participation in these activities was described in the analyses of Tables V and VII. In regard to participation, in music about one in four of the pupils were members of the groups while in dramatics the proportion was about one in five.

The proportion of the girls who reported going to one or more of the events of this section was 17.68 per cent greater than the proportion of boys who so reported. Specifically, 87.86 per cent of the girls as compared with 70.18 per cent of the boys attended one or more events. The largest

TABLE XV

WHO WENT TO DRAMATIC, FORENSIC, AND MUSICAL PRODUCTIONS?

| Classification | Percentages of Pupils Who Reported Specified Numbers of Events Attended | | | | | | | | |
|------------------------------|---|-------|-------|-------|-------|-------|------|-------|-------------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | More Than 7 |
| Socio-Economic Status | | | | | | | | | |
| Upper | 13.37 | 12.31 | 8.72 | 13.37 | 11.63 | 9.88 | 7.56 | 9.30 | 13.95 |
| Middle | 17.84 | 13.38 | 14.13 | 11.15 | 13.01 | 8.92 | 5.95 | 8.18 | 7.43 |
| Lower | 29.54 | 17.30 | 13.50 | 13.92 | 9.70 | 5.91 | 2.11 | 4.64 | 3.38 |
| Location of Home | | | | | | | | | |
| Up to Three Miles | 17.48 | 10.18 | 11.95 | 14.16 | 14.16 | 8.63 | 4.20 | 8.63 | 10.62 |
| Three to Eight Miles | 20.00 | 25.22 | 13.04 | 7.83 | 6.96 | 10.43 | 7.83 | 4.35 | 4.35 |
| Over Eight Miles | 35.14 | 20.72 | 14.41 | 11.71 | 5.41 | 3.60 | 5.41 | 1.80 | 1.80 |
| Sex | | | | | | | | | |
| Boys | 29.82 | 17.17 | 12.35 | 10.54 | 10.24 | 6.02 | 3.01 | 5.12 | 5.72 |
| Girls | 12.14 | 11.85 | 12.72 | 14.74 | 12.72 | 10.12 | 6.94 | 8.38 | 10.41 |
| Grade | | | | | | | | | |
| Eight | 26.43 | 19.29 | 16.43 | 12.86 | 12.14 | 8.57 | 2.86 | .71 | .71 |
| Nine | 17.26 | 14.88 | 14.28 | 14.88 | 13.09 | 7.74 | 3.57 | 5.95 | 8.33 |
| Ten | 16.31 | 13.48 | 14.18 | 16.31 | 12.77 | 7.80 | 7.80 | 5.67 | 5.68 |
| Eleven | 22.76 | 9.76 | 8.13 | 8.13 | 8.94 | 6.50 | 7.32 | 11.38 | 17.08 |
| Twelve | 22.64 | 14.15 | 7.55 | 9.43 | 9.43 | 10.38 | 3.77 | 12.26 | 10.38 |

group of boys who did go to this type of activity attended only one, whereupon the size of the group attending began to drop at once as the number of events increased. In the case of the girls, the proportion attending increased as the number of events increased from one to three before the dropping off began. As a whole, 79.02 per cent of the school population reported attendance at one or more events which is approximately the same proportion as attended athletic events. Relatively fewer boys and more girls attended musical events than athletic performances even though the all school rate was approximately the same for both.

Within the socio-economic groups the pattern of attendance at musical and dramatic performances was similar to that observed in other cases. The larger difference in rate of attendance was between the middle and lower status groups. The pupils of the lower group had a greater tendency to go to one event only, their rate of attendance dropped off sharply as the number of events increased, whereas members of the middle and upper groups reported as large or larger attendance at three and four events as at one. Not only did a larger proportion of the two upper groups go to at least one event, but relatively more of them attended multiple performances.

As in connection with athletic contests, the effect of distance was greatest after the eight mile mark. With less than 3 per cent difference in over-all rate of attendance between the near and middle distance groups, the far distance group reported 15.14 per cent less attendance than did the

middle group. In addition, the far distance group tended to have less participation at multiple events than did the other two distance groups.

The figures concerning grade placement offered no consistent patterns of relationship between growing maturity and increased attendance at musical and dramatic events. It was true that the members of grade eight again reported relatively less attendance than the members of the upper classes, but the proportion of attendance tended to drop from the freshman through senior years. Of the juniors and seniors who did attend this type of activity, a much greater proportion attended multiple events than did their friends of the lower grades.

In respect to dramatics and allied productions, about four out of five of the pupils of the school reported attendance at one or more events with the girls more actively interested than the boys. The overall picture of attendance at this type of activity was approximately the same as that for interscholastic athletic contests. The upper and middle socio-economic groups reported relatively greater attendance than the lower status group and distance had its greatest effect on the attendance of those pupils who lived beyond the eight mile limit.

Who Went to Social Functions? The social events of Brattleboro High School, as distinguished from other extra-class events, consist of dances organized and operated by the pupils through the committee system. In the extra-class

activity program, such events are justified not only as opportunities for recreation but as occasions for learning proper social conduct. Unlike academic class situations, no credit is given or marks awarded to pupils for their performances at these events other than the infrequent negative judgments which deny the individual the privilege of future attendance. These activities differ from the previous two "going" categories in that attendance implies some activity on the part of all pupils; that, while there are some wall-flowers, the intent is not to go to watch others but to take some part in the proceedings. As such, these events are, in character, between "participation" and "attending" events.

In spite of the fact that it might be expected that equal numbers of boys and girls would attend dances, it was found that more girls than boys reported attendance at these events. Of the girls, 72.25 per cent indicated one or more dances attended while 66.57 per cent of the boys so indicated. The school average was 69.41 per cent. The majority of the pupils who reported any attendance were present at three or four of the eleven dances held during the year.

Approximately 18 per cent fewer of the lower socio-economic group attended one or more dances than did the upper status group. In this connection, it might be argued that the need of the lower status group for this type of experience is greater than that of the upper group. The usual pattern of rate of attendance declining as status declined was found in the proportions of the groups in attendance at these events.

TABLE XVI

WHO WENT TO SOCIAL FUNCTIONS?

| Classification | Percentages of Pupils Who Reported Specified Numbers of Social Events Attended | | | | | | | | |
|------------------------------|--|-------|-------|-------|-------|-------|-------|------|------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Socio-Economic Status | | | | | | | | | |
| Upper | 21.51 | 18.60 | 15.12 | 11.05 | 10.47 | 10.47 | 5.81 | 4.65 | 2.33 |
| Middle | 28.62 | 15.99 | 14.13 | 16.73 | 6.69 | 9.29 | 5.95 | .74 | 1.86 |
| Lower | 39.24 | 19.83 | 13.50 | 12.66 | 6.75 | 4.22 | .42 | 2.53 | .84 |
| Location of Home | | | | | | | | | |
| Up to Three Miles | 25.00 | 15.27 | 15.04 | 17.26 | 8.85 | 9.29 | 4.42 | 2.88 | 1.99 |
| Three to Eight Miles | 35.65 | 20.00 | 11.30 | 7.83 | 6.96 | 3.48 | 2.61 | .87 | --- |
| Over Eight Miles | 47.75 | 25.23 | 14.41 | 3.60 | 2.70 | 2.70 | 2.70 | --- | .90 |
| Sex | | | | | | | | | |
| Boys | 33.43 | 12.35 | 13.25 | 13.86 | 10.84 | 7.83 | 3.31 | 3.31 | 1.81 |
| Girls | 27.75 | 22.83 | 15.32 | 14.16 | 5.78 | 7.51 | 3.76 | 1.45 | 1.45 |
| Grade | | | | | | | | | |
| Eight | 22.14 | 15.00 | 21.43 | 32.86 | 6.43 | 1.43 | .71 | --- | --- |
| Nine | 26.79 | 20.83 | 13.69 | 15.48 | 8.33 | 7.74 | 4.17 | 2.38 | .60 |
| Ten | 34.04 | 20.57 | 10.64 | 6.38 | 7.09 | 12.77 | 2.84 | 2.84 | 2.84 |
| Eleven | 37.40 | 11.38 | 13.01 | 6.50 | 11.38 | 12.20 | 3.25 | 3.25 | 1.63 |
| Twelve | 34.91 | 19.81 | 12.26 | 5.66 | 4.72 | 4.72 | 10.38 | 3.77 | 3.77 |

Since these occasions, as well as athletic and dramatic events, demand the payment of an admission charge and other costs, a ready, but not necessarily true, explanation is that the lower groups could not afford to attend dances. Not only was the total attendance of the upper group larger than that of the other two groups, but the members of this upper group attended more multiple events in this category than did the members of the other two status groups. The drop-off, in the case of the lower group, as the number of events increased began after the first event; that of the middle group after the third dance; and that of the upper group after the sixth social occasion.

The difference in attendance between the pupils of the near distance and the middle distance group was about the same as the difference between the middle and far distance groups. These differences were about 12 and 15 per cent respectively. Attendance at multiple dances was greater proportionately for the near group than for either the middle or far distance groups.

The grade placement figures indicated a slight trend toward increased attendance at dances as the pupils mature. The pupils of the eighth and ninth grades reported much less attendance than the pupils of grades ten, eleven, and twelve.

In respect to dances, about seven out of ten pupils reported attendance at one or more events with the girls slightly more active than the boys. There was a marked difference in the rates of attendance between the upper and

lower socio-economic groups and this was true also between the near and far distance groups. Grade placement figures showed some slight tendency for pupils of the upper three years to attend more events than for the pupils of the eighth and ninth grades.

A Summary of "Who" Went. This section of the report, and Table XVII, page 87, bear the same relation to Chapter IV as the discussion of Table XII bears to Chapter III. The data of Table XVII were derived by counting the total responses to the questions which, counted individually, were recorded in Tables XIV-XVI. This summarizing makes possible the examination of the whole aspect of "going" rather than only one section and presumably some of the factors at work in the case of a single activity may be cancelled out by factors which operate in an opposite manner in the case of another activity. As a result, some of the tendencies noted in the discussions of Tables XIV-XVI appear less clearly while others become more distinct.

The proportion of the population under study which reported attendance at one or more events throughout the year was 92.71 per cent. This is very close to the same proportion which reported participation in one or more events as noted in the summary of Chapter III. In both cases, the proportion is of the order of nine out of ten of the pupil population. Again the girls, who reported 95.66 per cent of their number as having attended one or more events, outranked the boys who reported 89.76 per cent of their number as present

TABLE XVII

A SUMMARY OF "WHO WENT"
 (This combines the data of Tables XIV, XV, and XVI)

| Classification | Percentages of Pupils Who Reported Numbers of Events Attended | | | | | | More than 31 | |
|------------------------------|---|-------|-------|-------|-------|-------|--------------|-------|
| | 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | | 26-30 |
| Socio-Economic Status | | | | | | | | |
| Upper | 2.91 | 15.12 | 11.05 | 13.38 | 16.29 | 14.54 | 11.04 | 15.69 |
| Middle | 6.32 | 20.82 | 13.01 | 17.85 | 11.15 | 15.24 | 7.06 | 8.56 |
| Lower | 10.97 | 27.86 | 16.46 | 17.73 | 8.86 | 8.02 | 5.47 | 4.63 |
| Location of Home | | | | | | | | |
| Up to Three Miles | 4.65 | 16.81 | 13.04 | 17.70 | 11.51 | 14.83 | 9.74 | 11.71 |
| Three to Eight Miles | 5.09 | 27.84 | 13.05 | 16.53 | 14.79 | 12.18 | 3.48 | 6.09 |
| Over Eight Miles | 18.02 | 36.04 | 17.12 | 12.60 | 9.00 | 3.60 | 2.70 | .90 |
| Sex | | | | | | | | |
| Boys | 10.24 | 20.48 | 12.96 | 15.35 | 10.23 | 12.65 | 6.93 | 11.12 |
| Girls | 4.34 | 23.11 | 14.45 | 18.20 | 12.42 | 12.14 | 8.38 | 6.96 |
| Grade | | | | | | | | |
| Eight | 7.86 | 31.42 | 14.28 | 20.71 | 10.00 | 9.99 | 2.13 | 3.57 |
| Nine | 4.17 | 20.84 | 19.06 | 12.50 | 9.52 | 14.29 | 10.12 | 9.52 |
| Ten | 9.22 | 18.45 | 12.78 | 19.86 | 15.61 | 11.36 | 3.55 | 9.23 |
| Eleven | 7.32 | 17.89 | 8.13 | 18.71 | 10.57 | 13.82 | 11.38 | 12.20 |
| Twelve | 7.55 | 18.87 | 12.27 | 12.26 | 13.21 | 13.20 | 11.32 | 11.31 |

once or more times. While these proportions are slightly higher than those reported for active participation, the differences do not seem large enough to warrant any conclusion that participation was less than attendance on the part of the population studied.

The per cents of attendance for the three status groups reflect the cumulative effects of the patterns noted in the examination of Tables XIV-XVI. Of the upper group 97.09 per cent reported attendance at one or more events as compared with 93.68 per cent of the middle group and 89.03 per cent of the lower group. The upper group also had a larger proportion of its members in attendance at multiple events than did the other two groups.

Unlike the situation described in the summary of Chapter III, the pattern for attendance in relation to the distance of the home from the school retained the appearance noted in connection with the analysis of individual Tables, i.e., that as the distance from school increased there was a decrease in the proportion of attendance. Similar to the situation reported in the summary of Chapter III, the greater difference in attendance between distance groups occurred after the eight mile limit was reached.

The grade placement figures again gave no evidence of a pattern of increased activity as grade level rose. The total differences among class groups were not large, the difference between the group which reported greatest attendance and the group which reported least attendance was approximately 5 per cent.

In regard to the attendance of pupils at the events of the extra-class program, the girls were again more active than boys and the extent of activity varied directly with socio-economic status. While participation varied inversely with increased distance of home from school, the larger difference occurred after the eight mile limit. There were only small differences in rates of attendance among grade groups and no consistent pattern was discernable.

Effect of Holding Socio-Economic Status Constant. Table XVIII on the following page presents the data of Chapter IV in the same manner as Table XIII did for the data of Chapter III, i.e., the total responses to the questions of "who goes" have been arranged according to the socio-economic status of the pupils in an attempt to hold this factor constant and to see what the effect of the other factors under consideration are when this is done.

The girls of each status group reported a larger proportion of their members in attendance at school events than did the boys of the same status group and the girls of each status group likewise reported greater relative attendance than the girls of the next lower status group. In a similar manner, the proportion of attendance on the part of the boys declined as status declined. Unlike the situation described in connection with Table XIII, the boys of the upper and middle socio-economic groups did not report higher rates of attendance than the girls of the next lower status groups. For example, the girls of the middle status group, with 97.87 per

TABLE XVIII

IN REFERENCE TO "WHO WENT," HOW MUCH DIFFERENCE DID LOCATION OF HOME, SEX, AND GRADE MAKE WHEN SOCIO-ECONOMIC STATUS WAS HELD CONSTANT?
(A refinement of the data of Table XVII)

| Classification | Per Cent of Pupils Who Reported Attendance at One or More Functions | | |
|----------------------|---|-----------|----------|
| | By Upper | By Middle | By Lower |
| Location of Home | | | |
| Up to Three Miles | 100.00 | 95.70 | 92.02 |
| Three to Eight Miles | 100.00 | 89.58 | 93.75 |
| Over Eight Miles | 85.29 | 88.57 | 73.81 |
| Sex | | | |
| Boys | 95.96 | 89.06 | 84.76 |
| Girls | 98.64 | 97.87 | 91.67 |
| Grade | | | |
| Eight | 100.00 | 91.18 | 90.38 |
| Nine | 96.00 | 100.00 | 92.54 |
| Ten | 94.87 | 95.08 | 80.48 |
| Eleven | 100.00 | 91.30 | 88.90 |
| Twelve | 96.77 | 90.70 | 90.62 |

cent in attendance, outranked the boys of the upper group who reported 95.96 per cent attendance. A similar pattern existed between the girls of the lower group and the boys of the middle group; the former reported 91.67 per cent in attendance as compared with 89.06 per cent of the latter. If the proportions of the upper status group are compared with those of the lower group it is possible to say that the boys of the upper group reported a larger per cent of attendance than did the girls of the lower group, but the rather neat pattern seen in Table XIII does not exist in Table XVIII. The differences in per cents are small; the total range between the highest proportion of attendance reported, that of the upper status girls, and the lowest proportion of attendance, that of the lower status boys was about 14 per cent. Because the number of cases in some of these groups were small, not too much significance can be placed on small percentage differences. However, in the case of Table XIII a pattern was present which does not exist in connection with Table XVIII. Attendance varied with socio-economic classes and also between the sexes and if the difference between the status groups is large enough it tended to counterbalance the effect of the sex difference. In other words, the girls were more active than the boys within all socio-economic groups and each socio-economic group as a whole was more active than the next lower group, but the girls of each socio-economic group reported more activity than the boys of the next higher status group. Holding status constant tended to weaken the differences in

activity attributed to sex differences but it did not eliminate it entirely.

Several times during the analyses of the Tables included in Chapter IV, the observation has been made that distance affected attendance more strongly after the eight mile mark than before. This trend is born out in the data of Table XVIII. As in the case of the sex differences, the neat pattern of Table XIII does not appear in Table XVIII, the relatively low rate of attendance of the upper status group who lived beyond the eight mile limit radically altering the pattern. Furthermore, the lower group who lived three to eight miles from the school reported greater relative attendance than did the middle status group which lived the same distance. In this regard, holding socio-economic status constant did not eliminate the distance factor to the extent noted in connection with Table XIII. Even when the figures for the upper status group were compared with those of the lower status group, the effect of distance did not altogether disappear since the upper status group which lived over eight miles reported less relative attendance than the lower status group which lived within three miles. In this connection it is concluded that while socio-economic grouping had an effect on attendance at school functions, distance from the home to school was relatively as strong particularly in respect to those pupils who lived beyond the eight mile limit. The explanation for this situation may be in the fact that all of the events of this Chapter occurred after the regular school

day while some of the opportunities for participation occurred during the regular school day.

The figures for grade placement present a mixed picture with no general patterns of attendance in relation to grade level emerging except that in all cases the pupils of the upper status group reported relatively larger attendance than did those of the lower group and the pupils of the middle group showed a similar, but less clear, relationship to the lower group. The differences between the upper and middle status groups were sometimes in one direction and sometimes in the other, and there was no discernable pattern of increasing or decreasing attendance from lower to higher grade levels.

In respect to attendance at school functions, the effect of socio-economic status was not as clear as it was in connection with participation. The tendency for girls to out attend boys remained relatively strong. The differences presumably due to status were more apparent when the extreme groups, i.e., the upper and lower were compared. A similar situation was seen when the figures for distance were examined, the differences between extremes of status and extremes of distance following the general patterns but not consistently. The effect of distance on attendance was greater after the eight mile limit than before. Grade placement figures indicated no patterns as such other than the fact that the lower socio-economic group always reported less relative attendance than the upper group.

The effect of holding status constant was not to eliminate the differences presumably due to sex and distance in regard to attendance at school events to the extent that was true in the case of participation. Both distance differences and sex differences remained relatively strong in respect to attendance at extra-class events.

CHAPTER V

WHO ACQUIRED THE MATERIAL REMINDERS OF
THE EXTRA-CLASS PROGRAM?

CHAPTER V

WHO ACQUIRED THE MATERIAL REMINDERS OF THE EXTRA-CLASS PROGRAM?

The third aspect of participation in the extra-class life of the school, that of receiving the tangible objects associated with organizations and events is discussed in this chapter. These objects consist of such items as rings, pins, letters, publications, etc. For purposes of this study, such objects are divided into two groups, the one consisting of those which the pupil may acquire as he wishes, such as school publications, and the other consisting of those which the pupil receives as a reward for participation in an activity, such as the school letter. The pupil may decide for himself whether or not to join the Student Activity Society, or to purchase the Dial and Colonel, but he has relatively little to say concerning his receipt of letters, scrolls, pins, or citations as rewards for excellence in some phase of the extra-class program. All of these items have in common that they are connected with the extra-class life of the school and are tangible reminders of that phase of school experience.

Who Acquired School Publications? Data regarding the purchase of the school publications, the Dial and the Colonel are contained in Table XIX as presented on page 97. The Dial is a magazine devoted to the writings of the members of the

TABLE XIX

WHO ACQUIRED SCHOOL PUBLICATIONS?

| Classification | Per Cent Who Reported Acquisition | |
|------------------------------|-----------------------------------|---------|
| | Dial | Colonel |
| Socio-Economic Status | | |
| Upper | 81.98 | 93.60 |
| Middle | 71.00 | 78.07 |
| Lower | 65.82 | 73.84 |
| Location of Home | | |
| Up to Three Miles | 69.47 | 80.53 |
| Three to Eight Miles | 71.30 | 81.74 |
| Over Eight Miles | 74.77 | 79.28 |
| Sex | | |
| Boys | 65.66 | 75.30 |
| Girls | 78.90 | 86.42 |
| Grade | | |
| Eight | 47.86 | 52.86 |
| Nine | 70.83 | 80.36 |
| Ten | 69.50 | 85.11 |
| Eleven | 79.67 | 90.24 |
| Twelve | 100.00 | 100.00 |

school and appears from once to three times during the school year. The Colonel is the yearbook of the graduating class and is published by that group at the close of the year. Both of these publications are included in the benefits to be acquired by membership in the Student Activity Society although both may be purchased by pupils who do not choose to become members of that Society.

The data of Table XIX indicate that relatively more girls than boys acquired the two publications under discussion. In each instance, the differences between these groups was of the order of 10 per cent. On a school-wide basis, about seven out of ten acquired the Dial and eight out of ten the Colonel.

In respect to both publications, there was a definite tendency for the acquisition to be related to socio-economic status since relatively more members of the upper group purchased the publications than did those of the middle group, which, in turn, indicated that a larger proportion of its members acquired the books than did those of the lower group. In each socio-economic group, the Colonel was more popular than the Dial.

Distance did not bear much relationship to the purchase of school publications. In the case of the Dial the trend was opposite to that usually apparent since the pupils who lived the greatest distance from the school reported the largest proportion of purchase and were followed in this respect by the middle distance group. In respect to the Colonel, the

tendency was in the opposite direction but, in either case, the differences in per cent of acquisition were very small.

For the first time in the examination of the figures for grade placement, there appeared a tendency for the pupils of the upper grade levels to be consistently more active than those of the lower groups. As the grade level rose from eight through twelve, the proportion of the groups which reported acquisition of the publications increased. Between some of these grade groups the differences were not great but between the pupils of grades eight and nine, there was a noticeable increase and the differences between these two groups and the pupils of grade twelve were particularly large.

The acquisition of the school publications was greater by the upper socio-economic groups than by the lower. Distance did not affect the rate of purchase of these items. The girls were more interested than the boys and there was an increase in the rate of purchase as the pupils progressed from one grade level to the next.

Who Acquired SAS Tickets, School Rings, and Club Pins.

The figures concerning the purchase of SAS tickets, school rings, and club pins are contained in Table XX as presented on page 100. The question in respect to Student Activity Society tickets was simply whether or not the pupils had purchased them during the year under investigation and this was also true of the inquiry concerning club pins. In regard to school rings, an element of intent was introduced since these rings are not usually made available to pupils until they have

TABLE XX

WHO ACQUIRED (A) SAS TICKETS (B) SCHOOL RINGS AND (C) CLUB PINS

| Classification | Per Cent Who Reported Acquisition | | | |
|-----------------------|-----------------------------------|--------------|-----------------------|--|
| | SAS Tickets | School Rings | One or More Club Pins | |
| Socio-Economic Status | | | | |
| Upper | 79.07 | 62.79 | 27.33 | |
| Middle | 66.54 | 69.88 | 17.47 | |
| Lower | 57.38 | 65.82 | 8.86 | |
| Location of Home | | | | |
| Up to Three Miles | 66.15 | 65.04 | 15.27 | |
| Three to Eight Miles | 63.48 | 63.48 | 22.61 | |
| Over Eight Miles | 72.07 | 65.77 | 18.02 | |
| Sex | | | | |
| Boys | 60.24 | 57.53 | 15.36 | |
| Girls | 72.54 | 71.97 | 18.50 | |
| Grade | | | | |
| Eight | 43.57 | 42.14 | 5.00 | |
| Nine | 66.07 | 69.05 | 10.71 | |
| Ten | 60.99 | 73.05 | 27.36 | |
| Eleven | 71.54 | 81.30 | 24.39 | |
| Twelve | 99.06 | 58.49 | 19.81 | |

reached grade eleven, and, for this reason, the figures concerning this item must not be interpreted to mean that the pupils who indicated acquisition had actually made the purchase. SAS membership is urged on the pupils both by the administration and by pupil organizations, and the dues from this source are used to underwrite extra-class activities. Membership in the Society has certain advantages in terms of lower admission fees at school events, receipt of school publications and other privileges.

Two thirds of the pupil population under investigation reported membership in the Student Activity Society. The girls reported more than seven out of ten and the boys six out of ten as members. A very similar pattern existed in regard to school rings with an overall proportion of 64.75 per cent having reported possession or intent to possess, and again the girls, with 71.97 per cent, outranked the boys with 57.53 per cent. Only a relatively small group of pupils reported the possession of club pins, about one in six of the pupil population, with the girls slightly more acquisitive than the boys. In the latter connection, it is interesting to note that a much larger proportion of the pupils indicated membership in clubs than reported possession of pins; 34.21 per cent reported membership as compared with 16.93 per cent which reported the possession of pins. In other words, about half of the club members acquired the tangible symbols of membership. This was probably due to the policies of the club organizations toward the purchase of these items.

Insofar as SAS tickets and club pins were concerned, the proportions which reported possession declined as the socio-economic status declined. The differences in rates of acquisition were relatively large particularly between the upper and lower groups. So far as the possession of school rings was concerned, this pattern did not hold and the differences which did exist were not substantial. The middle socio-economic group reported the largest relative number possessing or intending to possess rings and the upper group reported the smallest proportion. If there is an explanation of this situation, it may be found in the figures of Table XXII which reported the data concerning awards. The purchase of a ring by the members of the lower socio-economic groups may, in some manner, tend to equalize the fact that the members of the upper group received more of the tangible reminders of extra-class participation. This, of course, is speculation. In regard to SAS tickets and club pins, the pattern reflected the greater activity of the upper two groups in the whole extra-class program of the school.

There was no consistent pattern of relationship between distance of the home from school and the purchase of the three items under consideration. In respect to the purchase of SAS tickets, it was a bit surprising to find that the group which lived beyond the eight mile limit reported the largest proportion of members in the Society, particularly as this group was presumably less able to attend events and participate in the extra-class activities. So far as SAS tickets and school

rings were concerned, the middle distance group was the least inclined to purchase, but for some reason or other, this same group reported the largest proportion of its members in possession of club pins. In all cases, the differences in rates of acquisition reported in connection with distance were small and not very significant.

The senior class reported the largest proportion of its members as purchasers of SAS tickets and this group was followed by the members of the junior class. There was a slight tendency for the rate of membership to increase as the classes approached the end of their school days. There was no such pattern in respect to school rings or club pins except that in both instances the members of grade eight reported substantially less acquisition than did their older colleagues. This last effect was, in all probability, due to less opportunity for the members of grade eight to participate in the extra-class program.

The data of Table XX shows the girls more active in the acquisition of SAS tickets, school rings, and club pins than the boys. The upper socio-economic group reported relatively more members of the SAS than the middle group which likewise reported greater participation than did the lower group. The same pattern was present in respect to club pins. The figures for school rings show no tendency for the upper group to out-purchase the lower group. Distance was not decisive in regard to these items; a reversal of the usual pattern was noted in connection with SAS membership. There was some tendency for

pupils to increase the purchase of SAS tickets as they progressed through school; but, in regard to rings and pins, the the members of grade eight bought substantially less than did the members of the upper classes.

Who Received Awards Made by Teachers and Administrators?

The data of Table XXI, page 105, concerning the awards made by teachers and administrators at the end of the school year might have been included with the data of Table XXII on page 109 which concern the award of letters, pins, etc., as rewards for outstanding and faithful performance in connection with some extra-class activity. The data of both Tables have in common the fact that they concern awards, the difference being that those reported in Table XXII are more objectively given since they depend on participation in a specified number of contests for a certain period of time, or the holding of positions of responsibility within organizations for a period of time. The awards made by teachers are the results of somewhat more subjective judgments, this being particularly true of the Tyler Award. The data of both Tables XXI and XXII differ from that of Tables XIX and XX in that the pupils themselves do not have the entire choice as to acquisition of the items which are tangible reminders of their activity as a school citizen.

A relatively small proportion of the pupil population reported the receipt of the Tyler Award or the Balfour Medal. The Tyler award was received by 3.96 per cent of the pupils. Each member of the teaching staff is entitled to make one

TABLE XXI

WHO RECEIVED AWARDS MADE BY TEACHERS AND/OR ADMINISTRATORS?

| Classification | Per Cent of Pupils Who Reported Receipt | |
|-----------------------|---|---------------|
| | Tyler Award | Balfour Medal |
| Socio-Economic Status | | |
| Upper | 3.49 | 9.30 |
| Middle | 4.83 | 6.32 |
| Lower | 2.53 | 4.22 |
| Location of Home | | |
| Up to Three Miles | 3.31 | 7.08 |
| Three to Eight Miles | 2.61 | 8.70 |
| Over Eight Miles | 6.31 | .90 |
| Sex | | |
| Boys | 3.61 | 5.12 |
| Girls | 3.76 | 7.51 |
| Grade | | |
| Eight | 0.00 | 2.14 |
| Nine | 1.19 | 5.95 |
| Ten | 2.84 | 7.80 |
| Eleven | 7.31 | 7.32 |
| Twelve | 9.44 | 9.43 |

award under the terms of the will of a donor who provided funds for the purpose. The specifications are broad and the award is made for a variety of reasons. There appeared no tendency to reward pupils according to socio-economic status, nor did distance have any consistent effect. There was a trend toward making the award to members of the upper classes, the proportions of the grade groups which reported receipt of the award increased steadily from grade nine through grade twelve. The members of grade eight are not eligible to receive this item. The relatively large difference in the rate of receipt reported by the members of the group living beyond the eight mile limit may reflect an attempt of the teachers to do something for the boys and girls who come from the rural areas. The difference in the proportions of boys and girls who reported this award was very small and of no significance. This was one of the few places where the boys reported practically the same proportion as the girls.

The patterns for the receipt of the Balfour Medals conform more nearly to those noticed in connection with other activities. There was some relation between socio-economic status and the receipt of these medals; the proportions decreased steadily as status decreased. Twice as large a proportion of the upper group reported receipt of this item as did the lower group. This may be explained by the fact that the specifications for this award are more rigid than those for the Tyler Award and are more closely related to the class life of the school. Distance was a decisive factor after the

eight mile mark, but the differences between the three-mile and the three-to-eight-mile groups were negligible. There was a tendency for the proportion of awards to increase as the groups matured.

The proportion of the school population which received the two awards was relatively small. The Tyler Award was received by 3.69 per cent of the pupils and the Balfour Medals by 6.32 per cent. This, of course, was due largely to the relatively small number of awards available. So far as the Tyler Award was concerned, socio-economic grouping, distance and sex made little difference; the only trend noted was that the members of the upper classes reported larger per cents of receipt than did the lower grade groups. The patterns for the Balfour Medals reflected the larger participation of the upper status group and the effect of distance was greater beyond the eight mile mark. The girls were more active than the boys and the proportions of pupils reporting receipt of the medals rose as the grade levels approached the end of school experience.

Who Received Letters and Similar Awards? Participation in interscholastic athletics, the band, and some other groups, is rewarded by the receipt of the school letter, "B," pins or stars in place of multiple letters in the same activity, and, in some instances, jackets for distinguished performance in a given area of activity. The only control which an individual pupil has over the receipt of such awards is the decision to participate in the activities and the development

of a high degree of skill in participation. The figures for these awards theoretically reflect the figures for participation and leadership in these activities.

The data of Table XXII as presented on page 109 indicate that about one in five of the pupil population received one or more letters or similar awards in the year under study. For the first time in the analysis of participation in extra-class activities, the girls, with 12.43 per cent, reported less activity than the boys with 31.02 per cent. This situation is, of course, attributable to the fact that the girls were denied an area of activity open to the boys and the fact that this particular area accounts for the major part of the awards made in this category. The trend noted was not only true in regard to the total situation but also in regard to the receipt of multiple awards, the proportion of girls being less than the boys in the cases of each number of awards.

The pupils of the upper status group reported a larger proportion of their members as having received letters than those of the middle group who, in turn, reported a larger proportion of receipt than the members of the lower group. The difference was particularly great when the members of the upper group were compared with those of the lower group. There was some tendency for members of the upper group to report more multiple awards than for those of the two lower groups.

The distance factor operated in the overall pattern but the differences between the near and middle distance groups

TABLE XXII
WHO RECEIVED LETTERS AND SIMILAR AWARDS

| Classification | Percentages of Pupils Who Reported Receiving Specified Numbers of Awards | | | | | | |
|------------------------------|--|-------|------|------|------|------|------------------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 More Than 6 |
| Socio-Economic Status | | | | | | | |
| Upper | 71.51 | 12.79 | 7.56 | 2.91 | 1.74 | 1.16 | 1.74 |
| Middle | 74.72 | 15.24 | 4.46 | 2.23 | 1.12 | .74 | .74 |
| Lower | 87.76 | 4.64 | 3.80 | .84 | 1.69 | ---- | 1.26 |
| Location of Home | | | | | | | |
| Up to Three Miles | 75.88 | 12.61 | 5.31 | 2.21 | 1.33 | .44 | 1.11 |
| Three to Eight Miles | 76.52 | 9.57 | 6.09 | 1.74 | 3.48 | 1.74 | .87 |
| Over Eight Miles | 90.99 | 5.41 | 2.70 | .90 | ---- | ---- | ---- |
| Sex | | | | | | | |
| Boys | 68.98 | 15.66 | 7.23 | 2.11 | 2.41 | .90 | 1.80 |
| Girls | 87.57 | 6.36 | 2.89 | 1.73 | .58 | .29 | ---- |
| Grade | | | | | | | |
| Eight | 86.43 | 12.86 | ---- | .71 | ---- | ---- | ---- |
| Nine | 85.12 | 9.52 | 4.76 | .60 | ---- | ---- | ---- |
| Ten | 75.18 | 12.77 | 7.80 | 1.42 | .71 | .71 | ---- |
| Eleven | 74.80 | 9.94 | 5.69 | 2.44 | 2.44 | 1.63 | 2.43 |
| Twelve | 66.04 | 10.38 | 7.55 | 5.66 | 4.72 | .94 | 2.83 |

was not large. The significant difference was between the members of both the near and middle distance groups as compared with the members of the far distance group. This confirmed the observation that distance tended to be most effective as a bar to participation after the eight mile mark was reached. In regard to multiple awards, a similar situation was noted; namely, that relatively fewer of the pupils of the distant group received multiple awards than did the members of the near and middle distance groups.

The figures for grade placement indicated that the proportion of each class which reported receipt of letters rose as the grade level rose. About 20 per cent more members of the senior class received letters than did the members of grade eight, but this again was attributable to the fact of greater opportunity for participation on the part of the seniors. The group nearest to the seniors in this respect was the junior class which reported about 10 per cent less letters than did the senior group.

While one in five of the pupil population reported the receipt of letters or similar awards for participation in some phase of the extra-class program, the boys reported significantly more awards than did the girls. The pattern of a direct relationship between the proportion of awards and the status groups was present, the difference being particularly noticeable when the upper and lower groups were compared. Distance operated most significantly when the eight mile limit was reached and there was a trend for the upper classes

to report larger proportions of receipt than for the lower grade groups.

A Summary of "Who Acquired the Material Reminders." The data of Table XXIII, page 112, were derived by computing the total responses to the questions from which Tables XIX-XXII were computed. This data, then, represents the total picture of "getting" and includes publications, SAS membership, school rings, club pins, awards by teachers, and letters awards. In such a summary, the tendencies present in the case of a single item may be counteracted by opposite tendencies present in other individual items.

Some objects associated with the extra-class life of the school were received by 91.85 per cent of the pupils or by about nine out of ten. This figure compares with the proportion which reported some degree of participation and the proportion which reported some attendance. As usual, the girls reported slightly greater activity in this respect than the boys; 93.64 per cent of the girls reported the receipt of one or more items as compared with 90.06 per cent of the boys who so reported. It must be noted that this was true in spite of the fact that the girls were denied an area of activity which was open to the boys, that of interscholastic athletics.

Participation among socio-economic groups presented the pattern noted in many other instances, the higher the status the greater the proportion of participation. The larger difference in respect to "getting" occurred between the upper and middle status groups. The proportion of each group which

TABLE XXIII

SUMMARY OF "WHO ACQUIRED THE MATERIAL REMINDERS OF THE EXTRA-CLASS PROGRAM"
 (This Combines the Data of Tables XIX, XX, XXI, and XXII)

| Classification | Per Cent of Pupils Who Reported Receipt of Specified Numbers of Things | | | | | | | | | |
|-----------------------|--|-------|-------|-------|-------|-------|------|------|-------------|--|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | More Than 7 | |
| Socio-Economic Status | | | | | | | | | | |
| Upper | 2.91 | 6.98 | 5.81 | 15.70 | 31.40 | 15.70 | 8.72 | 3.49 | 9.29 | |
| Middle | 9.67 | 12.27 | 7.06 | 12.64 | 30.11 | 14.13 | 5.20 | 3.72 | 5.19 | |
| Lower | 10.13 | 13.50 | 10.13 | 19.83 | 32.49 | 5.49 | 4.22 | 1.69 | 2.53 | |
| Location of Home | | | | | | | | | | |
| Up to Three Miles | 8.85 | 11.06 | 7.96 | 15.27 | 31.42 | 11.73 | 5.53 | 2.43 | 5.74 | |
| Three to Eight Miles | 6.96 | 13.04 | 5.22 | 16.52 | 26.96 | 11.30 | 8.70 | 4.35 | 6.96 | |
| Over Eight Miles | 9.01 | 8.11 | 10.81 | 17.12 | 36.04 | 10.81 | 3.60 | 3.60 | .90 | |
| Sex | | | | | | | | | | |
| Boys | 9.94 | 14.76 | 8.13 | 15.66 | 24.10 | 11.45 | 6.02 | 3.01 | 6.92 | |
| Girls | 6.36 | 8.09 | 7.51 | 16.18 | 38.15 | 11.56 | 5.49 | 2.89 | 3.76 | |
| Grade | | | | | | | | | | |
| Eight | 27.14 | 21.43 | 5.00 | 20.71 | 19.29 | 3.57 | 2.14 | ---- | .71 | |
| Nine | 5.36 | 13.10 | 11.31 | 14.88 | 39.88 | 11.90 | 2.98 | ---- | .60 | |
| Ten | 4.26 | 11.35 | 10.64 | 13.48 | 28.37 | 14.89 | 8.51 | 4.96 | 3.55 | |
| Eleven | 1.63 | 7.32 | 9.76 | 11.38 | 30.89 | 14.63 | 8.13 | 3.25 | 13.00 | |
| Twelve | ---- | ---- | ---- | 19.81 | 37.74 | 13.21 | 8.49 | 8.49 | 12.24 | |

reported "getting" were quite similar to the proportion which reported "going," but different from the proportion which reported "belonging" since, in connection with "belonging" the lower group reported much less activity than it did in respect to "going" and "getting." In terms of multiple items there was a tendency for the upper two groups to report higher proportions in receipt of more than three items and for the lower group to report fewer items after the receipt of four. In other words, the upper status groups received more awards in general and also more multiple awards in proportion to their numbers than did the lower status group.

The differences attributable to distance did not present a constant pattern of relationship as the proportion of the middle distance group which reported receipt of one or more items was larger than that of the near distance group as well as that of the far distance group. The total difference in this respect was only 2 per cent while the differences among socio-economic groups was of the order of 8 per cent.

Grade placement figures indicated a relationship between the grade level and the proportion of pupils who reported receipt of the things associated with the extra-class life of the school. Members of grade eight reported that 27.14 per cent received none of the items under study, while the next high grade group, nine, reported a sharply different figure of 5.26 per cent. The proportion of the classes which reported no "getting" declined as the grade level rose to the point at which all of the members of grade twelve reported

the receipt of at least three of the objects included. In each case, those who did report the receipt of the objects tended to receive four of them, the proportion who reported the receipt of this number was approximately as large or larger than the proportion which reported the receipt of any other number.

Nine out of ten of the pupil population reported the receipt of one or more of the objects associated with the extra-class life of the school. The girls reported a slightly larger proportion of their members in receipt of these objects than did the boys, and the upper status group a larger proportion than the middle group which, in turn, reported only a slightly larger proportion than the lower group. The distance factor did not operate as there were only slight differences between groups. There was a definite tendency for the proportion of receipt to increase as the grade level rose, both in respect to the total picture and the receipt of multiple objects.

Effect of Holding Socio-Economic Status Constant. The data of Table XXIII are arranged in Table XXIV, on page 115, in such a manner as to hold the factor of status constant. If the differences observed in the analysis of Table XXIII were due to this factor and not to those of sex, distance, and grade placement, they should disappear from those areas in Table XXIV and show up only as the three status levels are compared.

TABLE XXIV
 IN REFERENCE TO "WHO ACQUIRED MATERIAL REMINDERS," HOW MUCH DIFFERENCE DID
 LOCATION OF HOME, SEX, AND GRADE MAKE WHEN SOCIO-ECONOMIC
 STATUS WAS HELD CONSTANT

| Classification | Per Cents of Pupils Who Reported Receipt of One or More of the Items Listed in Tables XIX, XX, XI, and XII | | |
|----------------------|---|-----------|----------|
| | By Upper | By Middle | By Lower |
| Location of Home | | | |
| Up to Three Miles | 100.00 | 89.25 | 87.73 |
| Three to Eight Miles | 91.43 | 91.67 | 96.87 |
| Over Eight Miles | 94.12 | 91.43 | 88.10 |
| Sex | | | |
| Boys | 94.95 | 87.50 | 88.57 |
| Girls | 100.00 | 92.91 | 90.91 |
| Grade | | | |
| Eight | 80.00 | 70.59 | 73.08 |
| Nine | 98.00 | 94.12 | 92.54 |
| Ten | 100.00 | 96.72 | 90.24 |
| Eleven | 100.00 | 97.83 | 97.78 |
| Twelve | 100.00 | 100.00 | 100.00 |

The differences attributed to the sex factor did not disappear entirely when socio-economic status was held constant although some of the differences were so small as to be negligible. The girls in each status group reported a larger proportion of members in receipt of one or more objects than did the girls of the next lower status group, but a similar relationship did not exist among the boys of the status groups since the proportions for the middle and lower groups were about the same. Within each status group, the girls had a larger proportion of members in receipt of objects than did the boys. If the upper status group was compared with the middle and the lower status groups, then status differences were relatively strong as compared with sex differences; but between the middle and lower status groups this was not so since the girls, the more active sex group of the lower status, reported larger participation than the boys or less active sex group of middle status. This pattern of "getting" when status was constant was more like that seen in connection with "going" than in connection with "belonging." While the differences attributed to status remained when total status groups were compared, sex differences were also to be seen.

In respect to "getting" it was noted in the analysis of Table XXIII that the factor of distance did not operate to prevent pupils from acquiring the objects associated with the extra-class life of the school. Holding status constant confirmed this conclusion. In the upper status group a larger

proportion of those pupils who lived beyond the eight mile limit reported receipt of one or more objects than did the upper status group who lived within three miles of the school. Within the middle status group, the proportions of the three-to-eight mile and the over-eight mile groups were approximately the same; and within the lower status group the middle distance pupils reported a larger proportion of recipients than either the far or near distance groups. Further than this, the proportion of the lower middle-distance group which reported receipt of the objects was larger than the proportions of the middle distance groups within either the upper or middle status categories which so reported. This last pattern cast some doubt on the notion that status exerted an undue influence on "getting." In the summary of "belonging," the distance factor tended to disappear when status was held constant but the differences within status groups remained. In the similar analysis of "going," both the distance and status patterns could be seen although neither was strong. In the present analysis of "getting" the effect of holding status constant was to tend to eliminate both distance and status as factors.

Within grade levels, the upper socio-economic group reported as great or greater proportions of its members as "getting" than did the other two status groups. At the same time, within each group, the effect of grade level remained strong and there was no tendency for members of the upper socio-economic group to "outget" the members of the middle

group at all levels, or for the members of the middle group to outrank the members of the lower group at any grade level.

The effect of holding status constant was not to eliminate the differences presumed due to the other factors in respect to "getting." The picture in this regard resembled that of "going" more than that of "belonging." At the same time, and in spite of exceptions, the figures indicated that socio-economic status was of some importance in respect to the distribution of the objects associated with the extra-class life of the school.

CHAPTER VI

WHO WERE THE LEADERS IN THE EXTRA-CLASS PROGRAM?

CHAPTER VI

WHO WERE THE LEADERS IN THE EXTRA-CLASS PROGRAM?

The fourth and final aspect of participation in the extra-class life of the school is considered in this chapter in which the responses to the questions concerning leadership are examined. Pupils completing the questionnaire were requested to indicate the organizations in which they held office as President, Editor, Captain, or other, and also to indicate the number of committees of which they had been chairman. The tabulations of the responses to these questions are contained in Table XXV shown on page 121 and the breakdown of this data in such a way as to hold socio-economic status constant is found in Table XXVI on page

Who Were The Leaders in the Extra-Class Program. Due to the fact that there is no possible way of determining the number of committees in operation during the year under investigation, it is likewise impossible to indicate the largest number of leadership positions to which an individual pupil could claim occupation. In arranging the tabulations, however, it was found that more than six such positions for any one person was relatively unusual, less than two out of a hundred claiming to serve in more than this number of leadership positions. It is safe to say that the majority of such leadership positions were attained through election by members of the groups concerned.

TABLE XXV
WHO WERE THE LEADERS IN THE EXTRA-CLASS PROGRAM?

| Classification | Percentages of Pupils Who Reported Numbers of Positions of Leadership | | | | | | | |
|-----------------------|---|-------|-------|------|------|------|------|-------------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | More Than 6 |
| Socio-Economic Status | | | | | | | | |
| Upper | 50.58 | 22.67 | 13.95 | 5.23 | 3.48 | 2.33 | .58 | 1.16 |
| Middle | 67.29 | 18.59 | 5.95 | 2.60 | 2.97 | .74 | .74 | 1.11 |
| Lower | 80.17 | 15.19 | 2.53 | 1.69 | .42 | --- | --- | --- |
| Location of Home | | | | | | | | |
| Up to Three Miles | 65.04 | 19.91 | 7.30 | 3.10 | 2.21 | 1.11 | .66 | 1.66 |
| Three to Eight Miles | 67.83 | 15.65 | 6.96 | 3.48 | 4.35 | .87 | --- | .87 |
| Over Eight Miles | 77.48 | 15.32 | 4.50 | 1.80 | --- | --- | --- | .90 |
| Sex | | | | | | | | |
| Boys | 71.69 | 16.57 | 6.02 | 2.71 | 1.20 | 1.20 | --- | .60 |
| Girls | 64.16 | 19.94 | 7.23 | 3.18 | 3.18 | .58 | .87 | .87 |
| Grade | | | | | | | | |
| Eight | 73.57 | 14.29 | 7.14 | 1.43 | 1.43 | .71 | .71 | .71 |
| Nine | 76.19 | 13.10 | 4.76 | 3.57 | 2.38 | --- | --- | --- |
| Ten | 68.09 | 20.57 | 6.38 | .71 | 2.84 | .71 | --- | .71 |
| Eleven | 57.72 | 26.83 | 8.49 | 3.25 | 1.63 | 1.63 | 1.63 | .81 |
| Twelve | 54.49 | 19.81 | 8.49 | 6.60 | 2.83 | 1.89 | --- | 1.88 |

Approximately one in three of the pupil population reported serving as leader of some group during the period under investigation. As usual the girls outranked the boys since the former group reported 7.53 per cent more of its members as leaders than did the latter. In this connection, it must again be remembered that the number of positions of leadership open to boys was larger than those open to girls since the latter group were denied activity in interscholastic athletics. Of the proportion of each sex group which reported some position of leadership, by far the largest group reported one position only; the groups who reported two, three, four, and more positions were substantially smaller.

The upper socio-economic group reported a per cent of participation as leaders which was almost 20 per cent larger than the school average of 32.08 per cent, while the middle status group reported practically the same proportion as the school-at-large. The lower status group had about .10 per cent less leaders than the middle group and 30 per cent less than the upper group. As the number of leadership positions increased, the upper status group consistently reported higher proportions of its members than did the other status groups.

As the distance of the home from the school increased, so number of people who reported positions of leadership decreased. The difference in per cent reported between the near and far groups was 12.44 which is a much smaller difference than that reported between the upper and lower status groups. While the pupils who lived within three miles of the school

tended to report more positions of leadership than the pupils of the other two distance groups, the trend was neither consistent nor clearly marked.

The figures for grade placement indicate a tendency for leadership to be assigned to the upper grade pupils. This is not surprising. The slightly higher rate of leadership reported by the members of grade eight in relation to the pupils of grade nine may be explained by the fact that the members of the latter class tend to compete in this respect with the members of the three upper classes, while the members of grade eight compete only with members of grade seven.

A larger proportion of girls reported leadership positions than did boys, but the significant differences were to be observed in the figures for status groups which showed differences of 30 per cent between the upper and lower groups. As distance of home from school increased, there was a constant decrease in the proportions of leadership positions reported; but these differences were not as large as those reported in connection with status. A definite tendency for upper classmen to report a larger relative participation in regard to leadership was also noted.

Effect of Holding Socio-Economic Status Constant. The data presented in Table XXVI, page 124, show the data of Table XXV so arranged as to hold the factor of socio-economic status constant. The purpose of this procedure is to see whether or not the differences observed in connection with the other factors under study are in part due to differences

TABLE XXVI

IN REFERENCE TO WHO WERE LEADERS, HOW MUCH DIFFERENCE DID LOCATION OF HOME, SEX,
AND GRADE MAKE WHEN SOCIO-ECONOMIC STATUS WAS HELD CONSTANT?
(A refinement of the data in Table XXV)

| Classification | Percentages of Pupils Who Reported One or More Positions of Leadership | | |
|----------------------|--|-----------|----------|
| | By Upper | By Middle | By Lower |
| Location of Home | | | |
| Up to Three Miles | 54.37 | 33.87 | 23.99 |
| Three to Eight Miles | 54.29 | 31.25 | 9.37 |
| Over Eight Miles | 29.41 | 26.47 | 11.90 |
| Sex | | | |
| Boys | 43.43 | 27.34 | 15.24 |
| Girls | 54.79 | 37.59 | 23.48 |
| Grade | | | |
| Eight | 55.00 | 24.47 | 15.38 |
| Nine | 40.00 | 25.49 | 10.45 |
| Ten | 48.72 | 29.51 | 19.51 |
| Eleven | 50.00 | 43.48 | 35.56 |
| Twelve | 54.84 | 44.19 | 25.00 |

in status. Examination of the data of previous chapters where this had also been done has produced varying results. The differences due to distance and other factors tended to disappear more completely in connection with the data of Table XIII which was concerned with "belonging" than they did in connection with Tables XVIII and XXIV which concerned "going" and "getting" respectively. Since leadership is closely related to "belonging" it might be expected that the situation in the case of Table XXV would be similar to that for Table XIII.

The arrangement of the data for socio-economic groups did not eliminate the tendency for girls to outrank the boys in leadership entirely but a tendency for this to happen was seen. Within each socio-economic group, the girls maintained their relative position, but in the comparison of the status groups, this relative superiority all but disappeared. For example, the boys of the upper status group reported a larger per cent of members as leaders than did the girls of the middle status group and a similar situation existed between the boys of the middle group and the girls of the lower group. What appeared in the total picture, as reported in the discussion of Table XXIV as a disposition on the part of the girls to outrank the boys, was in part attributable to differences in status.

In all of the distance groups, the members of the status groups reported a larger relative participation than did those of the next lower status group. However, it must be noted

that the distance factor was not entirely cancelled since the members of the upper status group who lived beyond the eight mile mark reported a slightly smaller rate of leadership participation than did the members of the middle status group who lived within three miles of the school. The difficulty with many of these differences is that they are so small as to raise questions of significance regardless of the trend which they indicate. It is impossible to attach much more significance to this difference between the far-distant-upper-status group and the near-distance-middle group than if the difference were in the opposite direction. The overall tendency must not be overlooked, and it can be said that holding the status factor constant decidedly weakened the conclusion that distance was a decisive factor in participation in this aspect. In addition, these figures of Table XXV give more strength to the notion that the distance factor was of more importance after the eight mile limit than before.

The members of the higher status groups at each grade level reported a higher proportion of leaders than the members of the next lower status group. The upper group of grade eight reported significantly more members as leaders than did members of that grade in the other two status groups and, because of this, it cannot be said that leadership positions increased as the grade levels rose. This effect was noted in the discussion of Table XXIV and was there attributed to the fact that members of the eighth grade are the senior members of their group.

The effect of arranging the data concerning leadership according to status has been to eliminate to a large extent the overall view that distance and sex are, of themselves, deciding factors in participation as leaders. Socio-economic status appeared to be a much stronger force in the selection of leaders than any other factor at work.

CHAPTER VII

SUMMARY AND CONCLUSIONS

CHAPTER VII

SUMMARY AND CONCLUSIONS

The preceding four chapters of this report were devoted to discussions of four aspects of participation in the extra-class activities program of Brattleboro High School. Individual activities were examined in terms of the four factors under investigation and conclusions regarding the extent of participation by members of the status, distance, sex, and grade groups were made. The purpose of this chapter is to present a general summary of the overall findings and to draw conclusions concerning the total pattern of participation.

The data of this study reflected the reported proportions of pupils who engaged in extra-class activities within predetermined groups. These data gave a sound basis for the conclusion that the proportions differed from group to group as the characteristics varied. Thus it has been concluded that, in regard to interscholastic athletics, the boys whose parents were of the upper status group participated to a greater degree than did boys whose parents were of the middle and lower groups. Again, it was noted that girls reported a larger proportion as members of school service organizations than did boys. Unless there were serious errors in sampling, which seems unlikely since the number of cases was about 85 per cent of the total school population, these conclusions

were sound. An aspect of speculation entered the situation when it was suggested that the factor under discussion was the cause of the variance in rates of participation from group to group. This was true of the statement that "distance affected participation," or that "status affected participation," and yet these conclusions were logical. Even more speculation entered the discussion when a further step was taken and additional characteristics thought to be inherent to members of a group were postulated; when some cause or other was advanced for the variation in the participation rates. The conclusions based on the data were simply that members of groups having certain defined characteristics reported greater or lesser rates of participation in specified activities and fields of activity than did groups having other characteristics. It cannot be denied that the implication that the characteristic had some effect on rate of participation was also present. In respect to the individual pupil, the findings should be interpreted to mean that the chances of his participation, because of the possession of the characteristic, were greater or lesser and not that he was barred from, or automatically a member of, an activity because of the possession of the characteristic.

The next step in this report is to examine each of the four factors, status, distance, sex, and grade placement, in relation to the four aspects of participation, membership, attendance, acquisition of material reminders, and leadership to determine the general patterns of participation in the extra-class life of the school.

Summary. In respect to membership in organizations, attendance at extra-class events, and acquisition of the material reminders of this aspect of school experience, about nine out of ten pupils reported some participation. It must be remembered that this proportion represents only the minimum participation in each of the three general categories and the actual involvement of many of the pupils was undoubtedly of the minimum amount. Of those pupils who reported involvement in activities, a much smaller proportion were leaders. No computation of this proportion was possible, but of the whole population studied, about one-third reported at least one leadership position. Again, this statistic must be qualified to the extent that it probably reflects the minimum leadership activity on the part of those who acted as captains, chairmen, etc.

In all aspects of participation, the greatest and probably most significant variations were found among the groups of different socio-economic background. The rates of participation, with two exceptions, varied directly from the upper status group to the lower. From activity to activity and from aspect to aspect, the relative proportions of the three groups varied but, with the exceptions of the purchase of school rings and the receipt of the Tyler Award, the upper group always reported larger participation than the middle group which, in turn, always reported larger relative participation than the lower group. The rate of participation of the middle group was sometimes nearer to that of the upper group,

as in the case of attendance at dramatic productions, and at other times it was nearer to that of the lower group, as in the case of participation in interscholastic athletics. The pattern in regard to status was most clearly seen when the rates of participation for the upper group were compared with those of the lower group. In these cases, the mean difference in the rates of membership were of the order of 17 per cent; for attendance, 16 per cent; for acquisition, 13 per cent; and for leadership, 29 per cent. The differences in rates of participation among the three groups were generally most distinct in connection with membership and leadership and somewhat less clear in regard to attendance and acquisition. The persistence with which the differences in rates of participation among the status groups appeared appeared gave strength to the conclusion that these were, indeed, significant differences. Furthermore, the effect of holding status constant was to show, in the case of membership, that some of the differences originally ascribed to the other factors were, in reality, due to differences in status. A similar situation was revealed in respect to leadership, an aspect of participation closely related to membership. In the instances of attendance and acquisition the effect of holding status constant was not to eliminate the other factors to the degree true of membership and leadership, but neither did this procedure eliminate entirely the differences presumably due to differences in status.

In all aspects of the extra-class program which were open to both groups, the girls reported larger rates of participation than did the boys. While these rates differed from less than one per cent, in the case of the Student Councils, to more than 19 per cent, in the case of club membership, they were always in the same direction. In the aspect of active participation, the girls maintained a higher rate in spite of the fact that interscholastic athletics were denied them and this fact in turn should be taken into consideration when the figures for awards are examined.

The pupils who lived greater distances from school reported less participation in general than the pupils who lived nearer the school. The distance factor was most important in regard to attendance at school functions and least important in regard to the acquisition of the reminders of the extra-class program. The general statement must be further modified in regard to the aspect of attendance as the differences between the group living nearest the school and the middle distance group averaged only 5 per cent while the mean difference between the rates for the near and far distance groups were of the order of 22 per cent. In those organizations in which work could be done during the hours of the regular school day, i.e., clubs, publications, councils, etc., the pattern of participation in relation to distance reversed itself and distance differences became negligible. In the total picture of belonging to organizations, the average rate of participation of the members of the near

distance group was about 10 per cent greater than that of the pupils of the far distance group. A similar relationship existed in regard to leadership. In regard to the aspect of acquisition, distance differences all but disappeared the total difference being of the order of 2 per cent. Furthermore, the pattern of less participation as distance increased also disappeared since the proportion of the middle distance group which reported the receipt of one or more items was larger than that of the near distance group as well as that of the far distance group.

The rates of participation in the extra-class life of the school were somewhat greater in the upper classes than in the lower classes. There were, however, numerous exceptions and, in only three instances, all of them cases of acquisition, was there a constant increase in rates of participation from grade eight through grade twelve. On the other hand, participation in interscholastic athletics decreased slightly from grade eight through twelve. When the members of the senior class were compared with the members of grade eight, there were only three instances when the proportion of the former which reported participation was less than that of the latter. There was a tendency for the rate of participation to decline between grades eight and nine and again between grades ten and eleven. There was a noticeable increase in activity on the part of the members of the senior class, but this has been explained earlier as probably due to the stepped-up activity on the part of the senior group in

connection with the activities of commencement week. In Brattleboro High School, the senior class is the only class group which is organized to carry on much work; other class organizations are allowed only a minimum of activity. Grade placement differences were not consistent and were probably due to factors other than that of grade level.

Conclusions. The over-all rate of participation in the extra-class program at Brattleboro High School was high. However, this conclusion must be modified considerably in the light of the fact that the proportion of nine out of ten pupils as involved in membership, attendance, and acquisition represents only the minimum participation. Further study would undoubtedly reveal that effective participation was true of a somewhat smaller proportion of the student body. The rates of participation among the status groups also suggest that the 10 per cent who reported no involvement with the program may be the group which most needs the values inherent in the extra-class program.

Variations in rates of participation were greatest and most significant among the groups of different socio-economic backgrounds. While the differences varied from activity to activity, there were only two instances in which they were not in the pattern of decreased activity as status decreased. In addition, the effect of holding status constant strengthened the conclusion insofar as the active phases of participation were concerned. Furthermore, while the differences in rates between the upper and middle groups varied almost to the

point of disappearance, the differences between the upper and lower status groups never became smaller than 13 per cent for any one aspect of participation.

Girls participated more extensively than boys in all phases of the program open to them. There were no exceptions to this conclusion but the differences varied considerably from activity to activity. Explanations for this difference in participation can probably be postulated as the tendency for girls to mature more rapidly than boys and the tendency for more boys to work outside of school.

In regard to the distance factor, it must be said that the distance of the home from the school did affect the rate of participation in the extra-class program. The greatest effect of distance, however, was seen in the group which lived beyond the eight mile limit. That this was indeed a factor was strengthened by examination of the participation in those activities which were carried on in school time and those items which could be acquired by the pupils regardless of the distance of the home. In these instances, distance ceased to be a factor, i.e., the rates of participation among the distance groups did not vary significantly nor consistently, while in the case of attendance at school functions there were large differences reported among the pupils of the distance groups.

Grade placement had little effect on the extent of participation in the extra-class program. The variations of participation among grade groups were small and seldom fell

into a consistent pattern. Whatever differences did exist among these groups were probably due to factors other than grade level.

In recapitulation, three of the four factors studied had some effect on the extent of participation in the activities program. Of the three, status, sex, and distance, the first was probably the most important from the point of view of the study. The differences presumably due to distance are easily understandable and, while the changes necessary to their elimination present some difficulties in the way of scheduling, transportation, and finance, they are at least clearly apparent. The variations in respect to sex differences are less easily understood and call for more study. The implications of the differences between the sexes are probably not as serious from the point of view of citizenship training as are those among the status groups. These latter differences call for more study and for more radical departures from the present methods of operation in the school.

Activities of the extra-class program were of importance to the pupils of the school. The data of Table XXVII, page 138, support this conclusion, and it is of particular interest to note the proportions of the three status groups reporting their greatest satisfactions in the extra-class program. In addition, more pupils of the lower group found their greatest satisfaction in unorganized activities, those areas of action which most easily lead to difficulties with the authorities

TABLE XXVII

PERCENTAGES OF PUPILS WHO CHECKED EACH OF CERTAIN TYPES OF ACTIVITIES
AS BEING MOST SATISFYING

| Classification | Type of Activity* | | | | | | Blank |
|------------------------------|-------------------|------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| Socio-Economic Status | | | | | | | |
| Upper | 55.23 | 4.65 | 6.40 | 9.30 | 12.21 | 5.81 | 6.40 |
| Middle | 42.38 | 4.46 | 11.90 | 7.80 | 15.61 | 9.67 | 8.18 |
| Lower | 29.96 | 4.22 | 13.92 | 6.33 | 16.03 | 14.77 | 14.77 |
| Location of Homes | | | | | | | |
| Up to Three Miles | 43.36 | 4.42 | 11.28 | 7.30 | 14.38 | 8.63 | 10.62 |
| Three to Eight Miles | 45.22 | 1.74 | 11.30 | 6.96 | 10.43 | 13.04 | 11.30 |
| Over Eight Miles | 27.93 | 7.21 | 10.81 | 7.21 | 25.23 | 13.51 | 8.11 |
| Sex | | | | | | | |
| Boys | 43.98 | 3.01 | 12.65 | 6.63 | 11.14 | 9.94 | 12.65 |
| Girls | 38.15 | 5.78 | 9.83 | 8.09 | 19.36 | 10.40 | 7.80 |
| Grade | | | | | | | |
| Eight | 44.29 | 2.14 | 16.43 | 7.86 | 11.43 | 5.71 | 12.14 |
| Nine | 42.86 | 7.14 | 9.52 | 10.12 | 8.93 | 8.93 | 12.50 |
| Ten | 41.13 | 4.26 | 8.51 | 9.93 | 15.60 | 12.06 | 8.51 |
| Eleven | 39.84 | 4.88 | 8.13 | 3.25 | 21.14 | 8.94 | 13.82 |
| Twelve | 34.91 | 2.83 | 14.15 | 7.55 | 19.81 | 16.98 | 3.77 |

TABLE XXVII (continued)

- * 1. Extra-class or extra-curricular activities in the school, sports, dances, clubs, etc.
2. Studying or working on school subjects.
3. Activities around the homes, such as hobbies, games, etc.
4. Activities sponsored by some non-commercial agency such as Scouts, 4-H, churches, recreation department, etc.
5. Activities planned with a group of boys and girls to go to some commercial entertainment such as public dances, movies, bowling, etc.
6. Activities in which they get together and then look around for something interesting to do.

and removal from school. In passing, it should be pointed out that all status groups were agreed that the regular academic program offered the smallest proportions their greatest satisfaction. This fact is of importance to school people and its implications are a multitude. Regardless of the attitudes of adults, the activity program apparently has more felt values for the pupils, is more real in terms of their current life, and as such probably results in more lasting learning experience than many parts of the regular school program. School authorities should capitalize on these opportunities for learning.

If there are values in the extra-class activities program, if the difference in participation among groups should not exist, and if these differences do in fact exist, then consideration should be given to possible changes in the program which would help eliminate these differences.

CHAPTER VIII

IMPLICATIONS AND RECOMMENDATIONS

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Implications. The original argument of this problem was that the extra-class activities of a school, that part of the school program which represents the fun, status, and natural interest aspects, should be available to all of the pupils of the school. In this study, special emphasis has been placed on the values of these activities in preparation for competence as citizens. The purpose of the survey was to see, in Brattleboro High School, whether or not the members of certain predetermined groups participated to a greater or lesser extent than the members of other groups. In the theoretically perfect situation, there would be no differences in extent of participation from various socio-economic sex, distance, and grade groups. Realistically it might be expected that some variations would occur but that these variations would be small and that they would form no pattern and have no consistency from activity to activity. The conclusions of this study, as outlined in Chapter VII, indicated that the theoretically perfect situation did not exist in Brattleboro High School and that the rates of participation formed patterns which suggested significant differences in participation among groups within the school. This is interpreted to mean that the experience and values of the activity program are

not equally available to all the pupils of the school. The purpose of this Chapter is to consider the implications of the conclusions and to suggest procedures which might be adopted to overcome the inequalities discovered.

If the assumptions concerning the values of the extra-class activity program, as set forth in some detail in Chapter I, are not granted, then the findings of the study are of little importance. Unless the people concerned with the results of the study have adopted the most recent of the attitudes toward extra-class activities, that of capitalization of the opportunities for learning inherent to the program, the findings are of little value. If, however, the attitude is that the extra-class activities are an important part of school life; that they constitute excellent opportunities for learning, particularly in relation to citizenship; then the findings are of considerable importance.

Because of the accident of birth in respect to socio-economic status and location of residence, some pupils have been deprived of an opportunity for learning which has been available to some of their colleagues. While the differences in extent of participation in Brattleboro High School were not as large as those reported in some schools¹, they should not exist at all. Since the study has been concerned with citizenship, it follows that some of the pupils did not have as ample opportunity to become competent in the field of

¹Hand, Harold C., Op. Cit., p. 10.

citizenship as did some others. The study of United States History is compulsory in Vermont and many other states, presumably because it is thought that the knowledge of such a subject is a necessary part of the equipment of the competent citizen. The point of view of this study is that the whole school program including, and with special emphasis upon, the extra-class activities should be regarded as an opportunity for potential citizens to practice the skills and gain the understandings and attitudes of the competent citizen. While compulsion would undoubtedly destroy many of the values of the extra-class program, as perhaps it destroys some of the values of the study of history, and for that reason should not be the policy in regard to participation, every step short of it should be taken to encourage pupils to avail themselves of the opportunities of the whole school program. If political democracy is to be preserved, then all the children of all the people should have equal opportunity for learning in the field of citizenship. In Brattleboro High School in the year 1954-1955, this was not so.

There is nowhere any suggestion that the inequalities of opportunity which existed and which presumably still exist, were in any way created deliberately. These inequalities have developed as the school program has developed partly because of the historical attitudes toward the activities program and partly because no effort has been made to eliminate them. On the other hand, once the situation has been brought to light, procedures should be adopted to alter the program in order that the inequities be eliminated.

In regard to the socio-economic factor, it may be argued that the pupils from the lower group have less ability to compete effectively in the voluntary areas of extra-class life and that those pupils of the lower group who do have the ability are able to compete regardless of the situation of birth. This is a question which demands further research, i.e., whether or not the observed differences were in fact due to lack of opportunity or lack of ability. Do fewer boys of the lower income group possess the mental and physical abilities necessary to participate effectively in interscholastic athletics than the boys of the upper status groups, or is the lower rate of participation due to an environmental situation in which the boys of this group find themselves? The present study assumed that abilities are generally distributed regardless of status and that the differences observed were due to factors of the status situation such as inability to pay for equipment, lessons, admittance to school programs, or any of a number of other economic factors. Further analysis of the differences among the children of the socio-economic groups needs to be made in an attempt to answer such questions. The status groups, as defined in this study, should be investigated further in terms of the differences in school success, aptitudes, physical abilities, and other characteristics.

If the conclusions stated above are valid, the next step is to suggest some procedures to be adopted by the school authorities and the community as means of overcoming the inequalities which apparently exist.

Education of Staff and Community. No significant changes in any aspect of a school program can be made effectively until all groups concerned with the program are convinced of the necessity of such changes. Investigation of the situation becomes the first and necessary preliminary to such changes and the adoption of a definite philosophy and goals is equally important.

The first step to be taken is the creation of a program designed to educate both the staff and the community that the extra-class program consists of activities which are necessities and not luxuries in terms of modern education. Since the community must bear the cost of such a program and since the teachers must carry out the every day operation of it, the support of both groups is vital. Such a program of education should start with study by the staff and then proceed to a program of information and persuasion for the general public.

Scheduling and Transportation. In regard to the distance factor, both the schedule of activities and the schedule of transportation should be revised to the end that the factor would be eliminated. It is undoubtedly difficult for pupils who live at a distance from the school, particularly more than eight miles away, to remain at school after the regular means of transportation has departed and still be able to reach home that night. Once home, it is again difficult for these pupils to return to the school for evening events. It must be admitted that revision of the transportation schedule could

involve an increase in cost and this is not an unimportant difficulty in a tax conscious world. In a like manner, the revision of the school day to allow a major part of the activities program to be held during the hours when the total school population is present would likewise entail increased cost and difficulty. Granted the determination of those involved and the willingness to pay for such a program, the details of such changes could be worked out.

Revision of Financing. Since it has been suggested that inability to pay for many of the items associated with the extra-class program is a basic reason for the smaller rates of participation by the lower socio-economic group, consideration should be given to a revision of the methods of financing the extra-class program. This might involve a radical departure from present methods and the use of tax funds for the purpose either in whole or in part. The same group, led by Hand, which developed the methods used in the present study, has also developed a method of studying the so-called "hidden costs" of the school program. Such a study should be undertaken in an effort to shed further light on the reasons for the differences in rates of participation among the status groups. If it is assumed that the values of the program should be available to all children, then the use of tax funds for this purpose is justified.

Director of Activities. One of the most important steps to be taken would involve the more definite organization of the extra-class program. In common with many such programs,

that of Brattleboro High School has grown with little over-all guidance and direction. Individual coaches and teachers have worked with various groups with little regard for the program as a whole. There have been neither time, energy, personnel, or funds for the supervision and effective organization of the program. In arranging for supervision and more efficient organization, care must be taken not to disturb the flexibility, informality, and pupil interest which are all important to the outcomes of the activities program.

An important move in the direction of better organization would be the appointment of a person as Director of Activities. This person should have the time available to work constantly on the problems of the whole program. While the Director should be responsible to the Principal, as is the Director of Guidance, the Assistant Principal and other administrative officers, his should be the responsibility for scheduling activities; development of standards, objectives, goals, and general regulations; creation of new activities as a constant study of needs indicates; liason among coaches and sponsors; guidance of pupils into fields of activity; constant study of the literature in the activities field; and constant research into the status of the activities program in the school itself. The creation of an advisory committee of sponsors and administrators would be an important part of this program and this group would be helpful in providing two-way communication between the Director and those people responsible for specific activities.

The Director of Activities should work closely with the Director of Guidance to the end that pupils would be encouraged to balance their program of activities as they are encouraged to balance their program of studies. For some pupils, this would mean limiting the number of activities and for others it would mean entering competition in fields in which they had little previous experience. One effect of this liason would be to increase the total rate of participation as well as to eliminate the inequalities due to status and other factors. From counselling, the guidance people would be able to provide information as to the activities needs of the pupils of the school.

Goals and Standards. The goals and standards to be developed by the Director and the advisory group should include the answers to such questions as whether or not the primary objective of the activity is to develop extreme competence on the part of a few "star performers" or to provide opportunities for as many pupils as possible to gain experience in the activity; the amount of time and money to be spent on the activity; rules and regulations for behavior at meetings and events at home and away; and many other questions which would arise in the course of a school year. These, and other items, should be developed into a well-established philosophy for the guidance of coaches, sponsors, pupils, and the public.

Summation. Once the point of view has been adopted that the activities program is important in itself, that its values

are significant in the lives of all pupils, and the determination established to do something about the development of a well-rounded program, the other necessary procedures would develop as problems were encountered and solved. The mechanics of the program would necessarily be tailored to the specific situations which were encountered. All that can be done in this paper is to point out that inequalities have existed and urge that further study and action be undertaken to the end that the values of the extra-class program be made available to the children of all the people.

APPENDIX

APPENDIX A

PARTICIPATION IN EXTRA-CLASS ACTIVITIES STUDY
BRATTLEBORO HIGH SCHOOL
PROGRAM OF ACTIVITIES AND OTHER IDENTIFYING DATA

Schedule A

Section I - Activities Which Primarily Render Service to The
School

The Spotlight - Junior and Senior Editions

The Dial

The Colonel

Teachers Assistants or Secretaries

Assistants in Principal's Office

Library Assistants

Audio-visual Assistants - Projectionists, etc.

Ticket Takers

Lost and Found

Corridor Patrol

Magazine Drive

Section II - Athletics

A. Varsity Sports

Football

Basketball

Baseball

Track

Cross Country

Tennis

Skiing

APPENDIX A (Continued)

B. Junior Varsity Sports

Football

Basketball

Baseball

C. Freshman Sports

Football

D. Boys Intramurals (in addition to required P.E.)

Junior High Track

Junior High Basketball

Junior High Baseball

Senior High Track

E. Co-educational Intramurals

Tumbling

F. Girls Intramurals

Basketball

Field Hockey

Softball

Badminton

Archery

G. Clubs and/or Honorary Groups Associated with Athletics

Girls Athletic Association

Cheerleaders

Team Managers

APPENDIX A (Continued)

Section III - Interschool Contests Exclusive of Contests in
Music and Athletics

State One Act Play Contest

American Legion Oritorical Contest

Section IV - Dramatics

"Harvey"

"Heaven Can Wait"

"The Inner Willy" - "Whodunnit"

Sherman Prize Speaking Contest

Section V - Music

Band - A and B

Majorettes

Orchestra

Dance Band

Choir

Christmas Concert

Spring Concert

Solo Concert

Variety Show

Sacred Concert

New England Music Festival

New England Solo and Ensemble Festival

Vermont State Music Festival

Southern Vermont Audition Festival

Band Concert

APPENDIX A (Continued)

Section VI - Student Government

Senior High Student Council

Junior High Student Council

Class Officers

Home Room Officers

Study Hall Monitors

Section VII - Special Interest or Departmental Clubs

Future Farmers of America

Future Homemakers of America

Future Teachers of America

Alpha Epsilon

French Club

Classical Club

D.I. Club

Dramatic Workshop

Section VIII - Social Activities

Freshman Blowout

Sno-Ball

Football Dance

Barn Yard Frolic - Sophomore Dance

Jukebox Jump - Freshman Dance

New Years Dance

Junior Prom

Junior High Hallowe'en Dance

Junior High Sadie Hawkins Dance

Junior High Prom

APPENDIX A (Continued)

Section IX - Miscellaneous

Scholarship and other Awards

Silver "B"

Tyler Award

Balfour Award

Boys and Girls State

APPENDIX A (Continued)

Varsity Football Schedule - 1954

| <u>Date</u> | <u>School</u> | <u>Place Played</u> |
|--------------|-------------------------------|---------------------|
| September 18 | Springfield | Brattleboro |
| September 24 | Mt. St. Joseph | Rutland |
| October 2 | Bellows Falls | Brattleboro |
| October 9 | Windsor | Windsor |
| October 16 | Rutland | Brattleboro |
| October 23 | Adams | Adams |
| October 30 | Springfield Classical (Mass.) | Brattleboro |
| November 11 | Bennington | Bennington |

Varsity Basketball Schedule - 1954-55

| | | |
|-------------|------------------------|--------------|
| December 14 | Wilmington | Brattleboro |
| December 17 | Burlington | Brattleboro |
| December 21 | Claremont | Claremont |
| December 23 | Alumni | Brattleboro |
| December 27 | Curtis (Staten Island) | Brattleboro |
| December 30 | Hartford | Brattleboro |
| January 4 | Bellows Falls | Brattleboro |
| January 7 | Mt. St. Joseph | Rutland |
| January 11 | Windsor | Brattleboro |
| January 14 | Springfield | Springfield |
| January 18 | Rutland | Rutland |
| January 21 | Bennington | Brattleboro |
| January 25 | West Rutland | West Rutland |
| January 28 | Mt. St. Joseph | Brattleboro |

APPENDIX A (Continued)

| <u>Date</u> | <u>School</u> | <u>Place Played</u> |
|-------------|---------------|---------------------|
| February 1 | Windsor | Windsor |
| February 4 | Springfield | Brattleboro |
| February 8 | Rutland | Brattleboro |
| February 11 | Bennington | Bennington |
| February 15 | West Rutland | Brattleboro |
| February 18 | Bellows Falls | Bellows Falls |

Varsity Baseball Schedule - 1955

| | | |
|----------|-----------------|---------------|
| April 20 | Bellows Falls | Brattleboro |
| April 23 | Turners Falls | Turners Falls |
| April 27 | Vermont Academy | Brattleboro |
| April 30 | Open | |
| May 4 | Bellows Falls | Bellows Falls |
| May 7 | Adams | Adams |
| May 11 | Open | |
| May 14 | Adams | Brattleboro |
| May 18 | Springfield | Springfield |
| May 21 | Bennington | Bennington |
| May 25 | Rutland | Brattleboro |
| May 27 | Claremont | Claremont |
| May 30 | Bennington | Brattleboro |
| June 1 | Springfield | Brattleboro |
| June 3 | Claremont | Brattleboro |

APPENDIX A (Continued)

Varsity Track - 1955

| <u>Date</u> | <u>School</u> | <u>Place Played</u> |
|-------------|--------------------------|---------------------|
| April 30 | Burlington | Brattleboro |
| May 7 | Bellows Falls-Bennington | Brattleboro |
| May 14 | Springfield | Brattleboro |
| May 28 | Southern District | Brattleboro |

(Home meets only shown)

APPENDIX B

BRATTLEBORO HIGH SCHOOL

Brattleboro, Vermont

Inventory of Extra-Class Activities -

What this is all about:

The activities in which you take part outside of your regular academic subjects are often of great importance to you because they provide you with many experiences which you do not get elsewhere. We are interested in knowing more about the people who participate in extra-class activities in Brattleboro High School and also about those who do not participate so that we may have information on which to improve the extra-class activity program.

What we want you to do:

1. We would like you to answer each question carefully. Be sure you understand it before marking your paper.
2. Ask your teacher to explain any question you may not understand.
3. Make sure you answer every question.
4. Before you turn in your paper, check to make sure that you have answered all the questions.

SECTION I Personal information:

1. Your name _____
Last Name First Name Middle Initial
2. What grade are you in? (Check one)
_____ 1) Seventh
_____ 2) Eighth
_____ 3) Freshman or Ninth Grade
_____ 4) Sophomore
_____ 5) Junior
_____ 6) Senior
_____ 7) Other (Tell what)
3. Are you a boy or a girl? (Check one)
_____ 1) I am a boy.
_____ 2) I am a girl.
4. Do you live in Brattleboro or in some other town?
_____ 1) Yes, I live in Brattleboro.
_____ 2) I live in _____.
Name of Town
_____ 3) I live in Brattleboro while school is in session.

APPENDIX B (Continued)

5. How many miles do you have to travel from your home (or school residence) in order to get to school every day?
(Check one)

- 1) Less than one mile
- 2) From one to three miles
- 3) From three to eight miles
- 4) From eight to fifteen miles
- 5) Over fifteen miles

6. (a) Check all of the following items that are true.

- 1) My father works for himself.
- 2) My father works for another person, company, government, etc.
- 3) My mother keeps house only.
- 4) My mother works regularly outside of the home.
- 5) I have a regular job while attending school.

(b) 1) In the space below write the name of the occupation of your father as exactly as possible. Do not give the company for which he works but rather his occupation as lawyer, truck driver, machine operator, etc.

2) If your mother works at a regular job, write the name of her occupation as exactly as possible. Do not give the company for which she works but rather her occupation as secretary, stenographer, teacher, housekeeper, etc.

SECTION II Activities in which you participate:

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

- 1) Alpha Epsilon
- 2) Latin Club
- 3) D.I. Club
- 4) Future Farmers of America
- 5) Future Homemakers of America
- 6) Future Teachers of America
- 7) French Club
- 8) Girls Athletic Association

Write in the number of groups you have checked in Question 7. Write "0" if you have not checked any.

APPENDIX B(Continued)

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

- 1) Spotlight Staff - Senior High or Junior High
- 2) Dial Board - Editorial Staff and Production Staff
- 3) Editorial Board - Colonel

Write in the number of activities you have checked in Question 8. Write "0" if you have not checked any.

9. Please check all of the following musical groups of which you are or were or are likely to be a regular member this school year.

- 1) Band - A or B
- 2) Majorettes
- 3) Orchestra
- 4) Dance Band
- 5) Choir
- 6) Christmas Concert
- 7) Spring Concert
- 8) Solo Concert
- 9) Variety Show
- 10) New England Music Festival
- 11) New England Solo and Ensemble Festival
- 12) Vermont State Music Festival
- 13) Southern Vermont Audition Festival
- 14) Band Concert
- 15) Sacred Concert

Write in the number of groups you have checked in Question 9. Write "0" if you have not checked any.

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

- 1) Corridor Patrol
- 2) Audio-visual Assistants - projectionists, etc.
- 3) Library Assistants
- 4) Assistants in the Principal's Office
- 5) Teachers' Assistants or Secretaries
- 6) Lost and Found Department
- 7) Magazine Drive - if you sold at least one subscription
- 8) Ticket Takers
- 9) Study Hall Monitors

Write in the number of activities you have checked in Question 10. Write "0" if you have not checked any.

APPENDIX B (Continued)

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

- 1) Varsity Football Squad
- 2) Varsity Basketball Squad
- 3) Varsity Baseball Squad
- 4) Varsity Track Squad
- 5) Varsity Tennis Squad
- 6) Varsity Skiing Squad
- 7) Varsity Cross Country Squad
- 8) Junior Varsity Football Squad
- 9) Junior Varsity Basketball Squad
- 10) Junior Varsity Baseball Squad
- 11) Freshman Football Squad

Write in the number of activities you have checked in Question 11. Write "0" if you have not checked any.

12. Please check all of the following sports in which you are or have been or are likely to be a regular member of an intramural team this year. These activities are in addition to regular Physical Education Classes and in addition to sports listed in Question 11.

- 1) Baseball
- 2) Basketball
- 3) Field Hockey
- 4) Track
- 5) Tumbling - Gymnastics
- 6) Badminton
- 7) Archery
- 8) Softball

Write in the number of activities you have checked in Question 12. Write "0" if you have not checked any.

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

- 1) "Harvey"
- 2) "Heaven Can Wait"
- 3) "The Inner Willy" - "Whodunnit"
- 4) One Act Play Contest
- 5) American Legion Oratorical Contest
- 6) Sherman Prize Speaking Contest
- 7) Freshman Blowout

APPENDIX B (Continued)

_____ Write in the number of activities you have checked in Question 13. Write "0" if you have not checked any.

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

- _____ 1) An officer of your class
- _____ 2) An officer of the Student Council
- _____ 3) An officer of the Magazine Drive (Home Room Lieutenants up)
- _____ 4) A captain or co-captain of a varsity team
- _____ 5) A captain of an intramural athletic team
- _____ 6) A varsity team manager or assistant manager
- _____ 7) A cheerleader - varsity or J. V.
- _____ 8) An officer of Alpha Epsilon
- _____ 9) An officer of Latin Club
- _____ 10) An officer of the French Club
- _____ 11) An officer of the D. I. Club
- _____ 12) An officer of the Future Farmers of America
- _____ 13) An officer of the Future Homemakers of America
- _____ 14) An officer of the Future Teachers of America
- _____ 15) An officer of the Girls Athletic Association - include Home Room Representatives
- _____ 16) An officer of a Home Room

_____ Write in the number of items you have checked in Question 14. Write "0" if you have not checked any.

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

- _____ 1) Springfield football game at Brattleboro, September 18.
- _____ 2) Bellows Falls football game at Brattleboro, October 2.
- _____ 3) Rutland football game at Brattleboro, October 16.
- _____ 4) Springfield Classical (Mass.) football game at Brattleboro, October 30.
- _____ 5) Wilmington basketball game at Brattleboro, December 14.
- _____ 6) Burlington basketball game at Brattleboro, December 17.
- _____ 7) Alumni basketball game at Brattleboro, December 23.
- _____ 8) Curtis (Staten Island) basketball game at Brattleboro, December 27.
- _____ 9) Hartford (White River) basketball game at Brattleboro, December 30.

APPENDIX B (Continued)

- _____ 10) Bellows Falls basketball game at Brattleboro, January 4.
- _____ 11) Windsor basketball game at Brattleboro, January 11.
- _____ 12) Bennington basketball game at Brattleboro, January 21.
- _____ 13) Mount Saint Joseph basketball game at Brattleboro, January 28.
- _____ 14) Springfield basketball game at Brattleboro, February 4.
- _____ 15) Rutland basketball game at Brattleboro, February 11.
- _____ 16) West Rutland basketball game at Brattleboro, February 15.
- _____ 17) Bellows Falls at Brattleboro baseball game, April 20.
- _____ 18) Vermont Academy at Brattleboro baseball game, April 27.
- _____ 19) Adams at Brattleboro baseball game, May 14.
- _____ 20) Rutland at Brattleboro baseball game, May 25.
- _____ 21) Bennington at Brattleboro baseball game, May 30.
- _____ 22) Springfield at Brattleboro baseball game, June 1.
- _____ 23) Claremont at Brattleboro baseball game, June 3.
- _____ 24) Burlington at Brattleboro track meet, April 30.
- _____ 25) Bellows Falls-Bennington track meet at Brattleboro, May 7.
- _____ 26) Springfield track meet at Brattleboro, May 14.
- _____ 27) Southern District track meet at Brattleboro, May 28.

_____ Write in the number of events you have checked in Question 15. Write "0" if you have not checked any.

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

- _____ 1) Freshman Blowout
- _____ 2) Sno-Ball
- _____ 3) Football Dance
- _____ 4) Barn Yard Frolic - Sophomore
- _____ 5) Jukebox Jump - Freshman Dance
- _____ 6) New Years Dance
- _____ 7) Junior Prom
- _____ 8) Junior High Hallowe'en Dance
- _____ 9) Junior High Sadie Hawkins Dance
- _____ 10) Junior High Prom
- _____ 11) Silver B Dance

_____ Write the number of events you have checked in Question 16. Write "0" if you have not checked any.

APPENDIX B (Continued)

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

- 1) "Harvey"
- 2) "Heaven Can Wait"
- 3) "The Inner Willy" - "Who Durnit"
- 4) One Act Play Contest
- 5) Sherman Prize Speaking Contest
- 6) Variety Show
- 7) Christmas Concert
- 8) Spring Concert
- 9) Solo Concert
- 10) Band Concert

Write in the number of events you have checked in Question 17. Write "0" if you have not checked any.

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

- | | | |
|-----------------------------------|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> 1) None | <input type="checkbox"/> 5) Four | <input type="checkbox"/> 9) Eight |
| <input type="checkbox"/> 2) One | <input type="checkbox"/> 6) Five | <input type="checkbox"/> 10) If more |
| <input type="checkbox"/> 3) Two | <input type="checkbox"/> 7) Six | than 8, write in |
| <input type="checkbox"/> 4) Three | <input type="checkbox"/> 8) Seven | the number. |

19. Of how many of the committees checked in Question 18 above have you been the Chairman? (Write in the number below)

Number of chairmanships of committees. Write "0" if you were not the chairman of any committee.

20. In connection with how many, if any, of the school clubs to which you belong have you received or are you likely to receive, either by purchase or award, a club pin? (Write the number below)

Number of club pins. Write "0" if you will not receive a pin for any club.

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

- 1) Yes
- 2) No

APPENDIX B (Continued)

22. Have you been a member of either the Senior High or Junior High Student Councils this year? (Check one)

- 1) Yes
 2) No

23. Have you paid your Student Activity Society Dues for this year? (Check one)

- 1) Yes
 2) No

24. Do you expect to secure a copy of the Dial this year, either through the Student Activity Society or by purchase? (Check one)

- 1) Yes
 2) No

25. Do you expect to secure a copy of the Colonel this year, either through the Student Activity Society or by purchase. (Check one)

- 1) Yes
 2) No

26. Have you bought or do you intend to buy a school ring? (Check one)

- 1) Yes
 2) No

27. Have you ever received a Balfour pin for any activity at the end of a school year? (Check one)

- 1) Yes
 2) No

28. How many times have you received a Tyler Award at the end of a school year? (Check the number)

- 1) Once
 2) Twice
 3) Three times
 4) Four times
 5) I have never received a Tyler Award.

29. How many letters and insignia similar to letters have you received for athletics, musical activities, or other activities.

 Number of letters or similar awards.

APPENDIX B (Continued)

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

Directions: Write "1" beside the type of activity that has been most satisfactory to you.
Write "2" beside the type of activity that has been next most satisfactory to you.
Write "3" for the next
Write "4" for the next
Write "5" for the next
Write "6" for the type of activity least satisfactory to you. If activities of the type of "d" are not available to you, write "0" in that space.

- a) Extra-class or extra-curricular activities in the school, sports, dances, clubs, etc.
- b) Studying or working on your school subjects.
- c) Activities around the home, such as hobbies, games, etc.
- d) Activities sponsored by some non-commercial agency such as Scouts, 4-H, churches, recreation department, etc.
- e) Activities in which you plan with a group of boys and girls to go to some commercial entertainment such as public dances, movies, bowling, etc.
- f) Activities in which you get together with a group of boys and girls and then look around for something interesting and exciting to do.

APPENDIX C

Professor Harold C. Hand
College of Education
University of Illinois
Urbana, Illinois

Dear Professor Hand:

As a part of my program in the Graduate School at the University of Massachusetts, I am preparing to conduct a study of participation in extra-curricular activities in the High School here in Brattleboro where I teach. In this connection I have been using the Bulletin #5, How To Conduct The Participation In Extra-Class Activities Study, of the Illinois Secondary School Curriculum Program, which you edited and which I am finding to be of great value.

Since the study places considerable importance on the socio-economic background of the parents of the pupils, I am particularly interested in the seven statements of Question 6, Section I, as it is from these questions that the socio-economic status is inferred. It would be of great assistance to me if you could give me further information concerning the seven statements, namely:

1. How were the statements chosen - by what means were they validated?
2. Are the statements as valid indicators of socio-economic status in 1955 as they were in 1949?
3. If the statements are not as valid as they were in 1949, are you using different items in similar studies now being carried on in Illinois?
4. If you are using different items now, what are they?

We are struggling with the problems of increasing enrollments and the possibilities of creating union districts. While my study has no official connection with the studies which are being carried on by the duly constituted authorities, I hope I may uncover some information which will be useful to them.

I will appreciate very much any assistance which you can give me.

Very truly yours,

Charles C. Davis

APPENDIX C (Continued)

Dear Mr. Davis:

1. On basis of PhD thesis at Purdue Univ.
2. No, I don't think so. I think the general raise in family incomes has seriously invalidated the 7 statements as distinguishing items.
- 3&4. We have to fall back on the occupation of the parents and use the old Alba Edwards scale -

| | |
|-----------------------|--------------|
| Prop | |
| Prof | |
| Skilled | These we |
| Semi-skilled | think of as |
| Unskilled or C. labor | "bottom 1/3" |

Cordially

H. C. Hand

TABLE XXVIII
CERTAIN CHARACTERISTICS OF PUPILS INCLUDED IN THE STUDY

| Classification | Percentages of Pupils Reporting Characteristics Specified | | | | | | | |
|-----------------------|---|-------------------------|----------------|---------------------------|-------------|------------------|-------------------|----------------------|
| | Father Self-Employed | Father Works for Others | Mother at Home | Mother Works Outside Home | Pupil Works | One Parent Works | Both Parents Work | Neither Parent Works |
| Socio-Economic Status | | | | | | | | |
| Upper | 63.87 | 36.63 | 73.26 | 26.74 | 19.19 | 77.33 | 22.67 | --- |
| Middle | 7.81 | 90.33 | 43.87 | 51.30 | 24.91 | 52.79 | 46.84 | .37 |
| Lower | 2.11 | 91.14 | 49.79 | 46.41 | 23.21 | 56.54 | 39.24 | 4.22 |
| Location of Home | | | | | | | | |
| Up to Three Miles | 15.71 | 77.65 | 48.01 | 48.23 | 23.23 | 56.19 | 41.59 | 2.21 |
| Three to Eight Miles | 23.48 | 75.65 | 56.52 | 40.00 | 16.52 | 63.48 | 36.52 | --- |
| Over Eight Miles | 33.33 | 67.57 | 69.37 | 27.93 | 27.03 | 72.07 | 26.13 | 1.80 |
| Sex | | | | | | | | |
| Boys | 19.88 | 74.40 | 52.11 | 43.98 | 29.22 | 62.05 | 37.65 | .30 |
| Girls | 19.94 | 76.88 | 53.76 | 43.93 | 16.47 | 59.25 | 39.02 | 1.73 |
| Grade | | | | | | | | |
| Eight | 12.86 | 81.43 | 48.57 | 48.57 | 5.00 | 53.57 | 43.57 | 2.86 |
| Nine | 21.43 | 75.00 | 56.55 | 38.69 | 14.88 | 62.50 | 36.31 | 1.19 |
| Ten | 20.57 | 78.72 | 56.74 | 39.72 | 16.31 | 63.12 | 36.17 | .71 |
| Eleven | 17.07 | 79.67 | 45.53 | 49.59 | 36.59 | 54.47 | 44.72 | .81 |
| Twelve | 29.25 | 60.38 | 56.60 | 42.45 | 50.94 | 66.98 | 31.13 | 2.83 |

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Approved:

Thomas J. Quinn

Albert W. Purves

Problem Committee

Date Accepted:

July 1, 1957.

