

THE PRESENT STATUS OF "STUDENT ACTIVITIES" IN
THE HIGH SCHOOLS OF THIRD CLASS CITIES OF KANSAS.

by

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The Present Status of "Student Activities" in
The High Schools of Third Class Cities of Kansas.

Introduction.

This study undertakes to determine the present status of "student activities" in the high schools of cities of the third class in the State of Kansas. Time is devoted in connection with the school program to various student activities, which are increasing in number and probably in educational importance. How the smaller high schools of the State are meeting this situation is the problem of this study.

Throughout this thesis report the term "student activities" is used instead of extra-curricular activities, the term which is frequently used in designating high school activities. The term extra-curricular is misleading. When credit is given to participants in such activities they really become curricular.

Educational authorities seem to agree that student activities have come into the school program to stay. A growing appreciation of their value for training pupils in the practical phases of citizenship may be one of the

factors which account for this situation. Under such circumstances, the practical question for the secondary school is how to manage the activities in such a way that they will yield a full return of educational value. Many articles have been written on this subject during the past few years, and other studies in the field seem to be needed.

A part of the data in this study were collected by means of a questionnaire, a copy of which is found in the appendix, together with letter which accompanied the questionnaire. After trying out a tentative form of the questionnaire on the Education Seminar and Methods of Research groups in the University School of Education and subsequently revising it, the questionnaire was sent to the high school superintendents or principals in a third class city high school selected in each county in the State.

Related Studies.

Other investigations relating to this general field are already available. Among these are two thesis studies which have been completed at the University of Kansas. One of these pertains to a group of larger schools of this State. An investigation made by Rice E. Brown¹ dealt with high schools the enrollments of which ranged from 270 to 2036 pupils. The study reported here deals with the smaller high schools in third class cities of Kansas.

The investigation of Mr. Brown comprised three parts: A. The status, variety and control of high school activities; B. A comparison of the grades of high school students who are members of high school activities with the grades of those who are not members; and C. The method of financing student activities in the various high schools.

He found that student activities had a place in each of the 24 schools studied. The orchestra and dramatic club had the highest median percent of members of the activities to which boys and girls belonged. Of the activities to

1. Brown, Rice E., A Study of Some Scholastic and Financial Features of Student Activities in the High School. Masters Thesis, University of Kansas, 1923.

which only boys belonged the highest median percent was in athletics, and in girls activities the highest median percent was in the Y. W. C. A.

His study also indicated that some schools gave school credit for participation in student activities. Usually activity advisers were provided from the teaching staff. Students who participated in high school activities did not rank low in their regular curricular subjects. Their mean grades equalled or surpassed those of the non-participants in the same schools.

The other thesis study to which reference has been made was completed by A. M. Swanson¹ in 1922. It treated the relation between participation in extra-curricular activities and scholarship in the high schools of Kansas City, Mo. The study was based upon school achievement, mental test scores and participation in activities.

On the whole, the evidence presented in that investigation pointed to the conclusion that pupils of somewhat more than average mental ability participated

1. Swanson, A. M., The Relation Between Participation in Extra-Curricular Activities and Scholarship in the High Schools of Kansas City, Mo. Masters Thesis, University of Kansas 1922.

in the extra-curricular activities. Probably these activities provided a means of expressing themselves beyond the opportunities provided by the formal curriculum. It appeared that such participation did not affect their scholastic standing significantly.

In a study of the effects of outside work and athletics upon scholarship at the Kansas State Teachers' College of Emporia, D. A. Worcester¹ concluded that men students engaged in outside work, were enrolled in more hours and were successful in a larger percentage of the hours in which they were enrolled than those who had no outside work. They also received higher grades. The same condition prevailed with reference to the women, with the exception that those who were partially self-supporting did not enroll in quite so much work as those who did only school work. Of the three activities, school work, athletics and outside work, he concluded from his findings that school work and athletics or school work and outside work may be carried without seriously endangering one's scholarship, but that the carrying of school work, athletics and outside work very seriously affects one's scholarship, as measured by the grades secured.

1. Worcester, D. A., The Effects of Outside Work and Athletics Upon Scholarship.
School & Society 18:779-80, Dec. '23.

Field of the Proposed Study.

This study is concerned with what student activities were represented in the smaller high schools of the State during the school year 1925-26. Whether these schools give credit for participation in such activities; the activities in which participants receive credit; the range of credit given, and the median amount of credit given for four years participation has been investigated. Attention was given also to what requirements are enforced upon participants; whether there is a limit to the number of activities in which a pupil may participate in one year, and whether participation in any activity is compulsory for the entire school or for groups within the school. Teachers marks were used as a basis for comparison of the school work of participants and non-participants. A comparison of the mental test scores of boys participating in athletics with boys not participating was also made.

Chapter 1.

The Present Status of Student Activities in
The Schools Studied.

As previously stated a part of the data in this study were collected by means of a questionnaire. The method of selecting the school to which the questionnaire was sent was as follows: The alphabetical list of cities of the third class supporting four year high schools, according to the Kansas Educational Directory 1925-26, was used. The first school which was listed therein in each county was the one which received the questionnaire. Having selected the schools in this way in each of the 105 counties in Kansas, the questionnaire was sent out to them, and after making a second request to several of the above schools, 83 of the schools (78 percent) thus selected returned the questionnaires filled out.

Another group of 75 questionnaires was sent out later to other high schools in third class cities, selection being made at random, 37 of the schools (41 percent) thus selected replied. No second request was made. Of the 120 questionnaires returned 116 were filled out completely enough to be used in this study. In the Kansas Educational Directory, 1925-26, 534 four-year high

schools were listed in Kansas cities of the third class, accordingly the 116 third class city schools sending in data complete enough to be used for this study was 22 percent of the high schools in the above group.

The total enrollment of the 116 schools studied was 7,825 pupils, 48 percent of which were boys and 52 percent of which were girls. The median enrollment of the 116 schools was 65 pupils. The median number of boys enrolled was 31 and the median number of girls enrolled was 34.

Table 1.

Classification of High Schools According to Type
of Organization and Facts of Enrollment.

Type of High School	Number Represented	Range of Enrollment	Mean Enrollment		
			Boys	Girls	School
City	45	21 to 141	35	38	73
Rural	54	16 to 121	30	32	62
Community	6	27 to 130	34	48	82
Consolidated	<u>11</u>	19 to 110	<u>29</u>	<u>32</u>	<u>61</u>
Totals	116		32	38	70

Table 1 shows that of the 116 high schools reporting 45 were city high schools, 54 were rural high schools, 6 were community high schools and 11 were four year high schools in operation in consolidated schools.

The range of enrollment in the city high schools was from 21 to 141 pupils with a mean enrollment of 35 boys and 38 girls or a total mean enrollment of 73 pupils. The range of enrollment in the rural high schools was from 16 to 121 pupils with a mean enrollment of 30 boys and 32 girls or a total mean enrollment of 62 pupils. In the 6 community high schools the range of enrollment was from 27 to 130 pupils with a mean enrollment of 34 boys and 48 girls or a total mean enrollment of 82 pupils. In the 11 high schools of consolidated schools the range of enrollment was from 19 to 110 pupils with a mean enrollment of 29 boys and 32 girls or a total mean enrollment of 61 pupils.

The mean enrollment for the 116 schools studied was 70 pupils (median enrollment 65 pupils). The mean number of boys enrolled in the schools studied was 32 and the mean number of girls was 38.

Table 2.

Distribution of the 116 High Schools Studied
According to Pupils Enrolled.

Enrollment	Number of Schools
140 and above	1
130-139	2
120-129	4
110-119	3
100-109	10
90-99	9
80-89	8
70-79	16
60-69	15 *
50-59	10
40-49	17
30-39	11
20-29	8
19 and below	2
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 116

* Median 65

Table 2 shows the distribution according to size of enrollment in the 116 high schools. The median enrollment is 65 pupils with an inter-quartile range between 40 and 80 pupils. The median enrollment of the schools studied was larger by 2 pupils than the median enrollment of the four year high schools in third class cities of the State.

Table 3 lists the different activities that are found in the schools studied. The number of schools having the activities reported and the percent of schools reporting each are indicated.

Table 3.

Frequency of Certain Activities in the 116 Schools Studied.

Activities Found In the Schools Studied	Number of Schools Having the Activity	Percent of Schools Having the Activity.
Boys Basket Ball	110	95
Senior Class Play	99	85
Junior Class Play	89	77
Girls Basket Ball	87	76
Girls Glee Club	87	76
Boys Track	82	71
Boys Glee Club	68	59
High School Operetta	65	56
Chorus	65	56
Football	64	55
Athletic Association	62	53
Girls Quartet	48	41
Boys Quartet	46	39
Orchestra	44	38
Debate	43	37
High School Play	43	37
Girls Reserve	38	33
Boys Tennis	38	33
Girls Tennis	31	28
School Paper	24	21
Literary Society	24	21
Hi-Y	23	21
Girls Track	6	5
High School Annual	6	5
Athletic Clubs	6	5

Baseball	5	4
Physical Training	4	3
Student Council	3	2.5
Campfire Girls	3	2.5
Y. W. C. A.	2	2
Agriculture Club	2	2
Commercial Club	2	2
Spelling Club	2	2
Civics Club	2	2
Band	2	2
Boys Scouts	1	1
Picture Show	1	1
Home Economics Club	1	1
Music Club	1	1
Activity Board	1	1
Dramatic Art Club	1	1
Manual Training Club	1	1
Pen and Ink Club	1	1
Cafeteria	1	1
Student Librarians	1	1
TOTAL (45)		

From this table it will be seen that athletics, music, and the junior and senior plays are the activities found most often in these smaller high schools.

In the activities for boys basket ball heads the list, with 95 percent of the schools having this activity. Of the activities for girls basket ball also heads the list, being represented in 76 percent of the schools. Of the activities open to both boys and girls, and organized primarily to boost athletic teams or to sell season tickets for athletic contests, athletic associations existed in 53 percent of the schools.

Girls glee clubs were organized in more schools than

were boys glee clubs. The same was true of boys and girls quartets. Of the musical organizations open to both boys and girls, the high school operetta and chorus were found in 56 percent of the schools. A high school orchestra was reported in 38 percent of the schools.

Senior and junior class plays were reported in 85 percent and 77 percent of the schools respectively. Thirty-seven percent of the schools had debating and 21 percent literary societies. The girls reserve was organized in 33 percent of the schools and the Hi-Y in 11 percent.

"Extra-curricular activities should have their foundations, in most instances, in the curricular activities and should help to motivate them," according to C. R. Foster¹, yet only 8 percent of the schools studied had any activities listed having their foundations in curricular activities.

Table 4 gives the number of schools offering school credit for participation in different activities and shows the percentage of the schools which gave some school

1. Foster, Chas. R., Extra-Curricular Activities in the High School, Johnson Publishing Co., Richmond, Va.

credit to each activity. School credit as used in this study means units or parts of units that apply toward graduation.

Table 4.

Frequency with which School Credit is Given in the Schools Sponsoring Certain Activities.

Activities	Number of Schools Having the Activity	Number of Schools Giving School Credit	Percent of Schools Giving School Credit
ATHLETICS:			
Boys Basket Ball	110	26	24
Girls Basket Ball	87	23	26
Boys Track	82	19	23
Football	64	18	28
Boys Tennis	38	5	13
Girls Tennis	31	4	13
Girls Track	6	2	33
Baseball	5	1	20
Physical Training	4	4	100
MUSIC:			
Girls Glee Club	87	68	78
Boys Glee Club.	68	55	81
H. S. Operetta	65	7	11
Chorus	65	42	65
Girls Quartet	48	21	44
Boys quartet	46	23	50
Orchestra	44	29	66
Band	2	0	0
LITERARY:			
Senior Class Play	99	7	7
Junior Class Play	89	5	6
Debate	43	16	40
H. S. Play	43	3	7

School Paper	24	10	42
Literary Society	24	2	8
H. S. Annual	6	0	0
CLUBS:			
Athletic Association	62	2	3
Girls Reserves	38	4	11
Hi-Y	23	2	9
Athletic Clubs	6	0	0
Student Council	3	0	0
Campfire Girls	3	0	0
Y. W. C. A.	2	0	0
Agriculture Club	2	0	0
Commercial Club	2	0	0
Spelling Club	2	0	0
Civics Club	2	0	0
Boy Scouts	1	0	0
Home Economics Club	1	0	0
Music Club	1	0	0
Activity Board	1	0	0
Dramatic Art Club	1	0	0
Manual Training Club	1	0	0
Pen and Ink Club	1	0	0
MISCELLANEOUS:			
Picture Show	1	1	100
Cafeteria	1	1	100
Student Librarians	1	1	100

More schools gave school credit for work in music than for work in any other activity. Eighty-one percent of the schools gave school credit in boys glee club, and other percents vary from 78 percent in girls glee club to 44 percent in girls quartet.

Twenty-six schools did not offer any credit for participation in these activities, and 14 schools stated that the maximum amount which would be applied toward graduation was 1 unit, and that this unit might be obtained

in one or several different activities. In the other schools the maximum amount of credit applicable toward graduation was not stated.

The range of school credit given for four years participation in the different activities varied from $\frac{1}{4}$ to 2 units in those schools giving credit for participation, and the median amount of credit obtainable in these schools for 4 years participation in all activities was 1 unit.

In answer to the question: What is required in the way of grades, or what other requirements are enforced upon participants in high school activities some information is provided in Table 5.

Table 5.

The Percent of Schools, of the Schools Studied,
Having Grade or Other Requirements for
Participation in Activities.

Total Schools Reporting	Percent of Schools Having Grade or Other Requirements	No Requirements Stated
116	78%	22%
Rules Governing Participation of Students		Number of Schools Reporting.
1.	Rules of the Kansas State High School Athletic Association Governing Athletics, but no Requirements for Other Activities	22
2.	Rules of the Kansas State High School Athletic Association Governing All Activities	8
3.	Passing grades in three subjects. (Range of passing grades from 70 to 100 percent.)	44
4.	Not below the average of the Class	4
5.	Passing grades in four or all Subjects Carried	10
6.	Satisfactory to Sponsor	2
7.	No requirements stated	<u>26</u>
		<u>116</u>

Ninety (77 percent) of the schools reporting had eligibility rules which, so far as grades for athletic competition are concerned, equaled or surpassed the eligibility rule of the Kansas State High School Athletic Association¹.

In 8 schools as shown in the table the eligibility rule of the above Association governed all activities. In 6 cases one does not know the value of the rule, and in 26 cases no requirement was stated, though 12 of the schools being members of the Kansas State High School Athletic Association, it seems reasonable to believe that they abide by the rules of the Association while competing in the different forms of athletics.

Whether schools of this type are doing anything in the way of limiting the number of activities in which a pupil may participate at one time is shown in Table 6.

1. The Kansas State High School Athletic Association rule referred to say, so far as grades are concerned, "In order to be eligible to compete in athletics one must have done passing work in at least three subjects the whole of the preceeding semester and be doing passing work in three or more subjects at the time of participation."

Table 6.

Distribution of Schools Showing Limitation
in Number of Activities in Which a Pupil
May Participate at One Time.

Participation Limited by Rule	Not Limited	question Not Answered	Total
21	89	6	116

- 1 school limited participation to 1 activity at a time.
- 6 schools limited participation to 2 activities at a time.
- 3 schools limited participation to 3 activities at a time.
- 1 school limited participation by consulting the teacher.
- 10 schools limited participation but stated no rules.

The extent to which 21 of these schools limited the number of activities in which a pupil might participate is shown in the above table. Eleven of the schools stated the rule by which they limited participation, while 10 of the schools stated they limited participation but gave no rules. Eighty-nine of the school did not report any limitation in the number of activities in which a pupil might participate at one time. Six schools did not answer the question.

The fact that 89 of these schools did not report any limitation in the number of activities in which a pupil might participate at one time might be interpreted in a number of ways. Participation might have been limited by the small number of pupils enrolled, making it impossible to carry on some of the activities calling for a larger number of pupils. But few activities might have been organized in the school, which would automatically limit the number in which a pupil might participate. Activities might also have been loosely organized or of such a nature that they required very little time from the members. Pupils who participate in activities also have scholastic records which equal the scholastic records of the group who do not participate according to the findings of Brown¹ and Swanson². Any of the factors listed above might have made the limitation of the number of activities in which a pupil might participate unnecessary.

1. Brown, Rice E., p. 4.
2. Swanson, A. M., p. 4.

Table 7.

Number of Schools Having At Least One Activity Compulsory
For all or a Part of the School.

Number Having One of More Compulsory Activities.	Number Having No Compulsory Activities	Total Schools Reporting
22	94	116

Activities compulsory
for entire school and
the number of schools
having the activity

Activities which are
compulsory for certain
classes or groups and
the number of schools
having the activity

Activity	Schools
Ath. Ass'n	4
Chorus	4
Literary Society	4
School Paper	2
Physical Tr.	2
Operetta	1
Girls Reserve	1
Hi-Y	1
Student Council	1
Spelling Club	1

Activity	Schools
Junior Play	3
Senior Play	3
Agri. Club	1

Twenty-two schools had one or more activities
compulsory for all classes or certain classes within the

school. In four schools membership in the athletic association was compulsory. Four had chorus as a compulsory activity and four the literary society. The senior play was compulsory to members of the senior class in three schools, and the junior play was likewise compulsory to the members of the junior class in three schools.

There is probably no basis for assuming that those schools having compulsory activities do so because of an educational trend in that direction. It is possible that it is merely a matter of chance or school policy.

Ninety-four schools did not report any activities which were compulsory for the entire school or for groups within the school.

Table 8 which follows provides some information regarding the advisers of the different student activities found in the 116 high schools studied.

Table 8.

The Average Number of Classes Taught
Per Day by Advisers.

Schools Reporting	Not Reporting	Average Number of Classes Taught	
		MEDIAN	MEAN
98	18	5	4.66

Table 8 shows the average (median and mean) number of classes taught per day by the advisers of the different activities that are listed in table 3.

The median number of classes taught is 5. The mean number of classes taught is 4.66. Owing to the manner in which the question was asked there was no way of telling whether the advisership of the activities was taken care of by teachers, principals or superintendents. Doubtless the principals or superintendents, who as a rule teach fewer classes than the teachers, took care of the advisership of some of the activities and this would have a tendency to reduce the mean. The range of classes taught varied from 2 to 7 per day.

Chapter 2.

A Comparison of Teachers Marks of Participants
And Non-Participants in Athletics.

The principal or superintendent in 31 high schools in cities of the third class was asked to furnish the grades and record of activity participation of each pupil in high school during the school year 1925-26. They were assured that they would be reimbursed for any expense incurred in the sending in of same. The principals or superintendents in 24 of the 31 schools selected promised to cooperate, and specially prepared blanks and instructions for supplying the necessary data were sent.

A second request was sent after a lapse of a few weeks to those schools that had not sent in the data requested and three additional high schools sent in the necessary data. The necessary data were received from only 12 schools, with a total of 576 pupils enrolled. There were 275 boys and 301 girls.

The first analysis of the data mentioned above showed that 35 of the 275 boys and 52 of the 301 girls had taken no part in student activities while in high school. A second analysis of the data showed that of the 275 boys 172 of them

had participated in athletics while in high school and 103 of them had taken no part in athletics. One hundred eighteen of the girls had participated in some form of athletics while in high school, 183 had not. Since the number of pupils who had participated in athletics and the number who had taken no part in athletics were more nearly equal in the second analysis than in the first, Table 9 was prepared showing a comparison of the median grade of the boys and girls who had taken part in athletics and those who had taken no part in athletics in each of the schools studied.

Table 9.

The Number of Pupils and the Median Grades of
Participants and Non-Participants in Athletics.

School	Number of Pupils				Median Grades			
	Boys Part.	Boys Non- Part.	Girls Part.	Girls Non- Part.	BOYS Part.	Non- Part.	GIRLS Part.	Non- Part.
A.	7	2	12	6	84	81	87	89
B.	19	16	0	26	88	81.5	--	85
C.	6	4	7	7	85.5	81	86	81
D.	13	15	6	17	84	86	83	83.5
E.	6	2	7	3	84.5	90.5	89	84
F.	22	10	13	14	84.5	83	88	84.5
G.	28	9	20	31	84.5	83	90	87
H.	16	7	6	23	84	81	90	87
I.	18	14	12	16	84	84	88	85.5
J.	10	10	10	10	88.5	87	87.5	87
K.	17	2	9	8	84	83.5	87	87
L.	10	11	16	22	83	80	88	84
<hr/>								
12	172	103	118	183	84.2	83	88	85.2

The average (mean) grade for the subjects taken in high school by each pupil was obtained. The median of the mean grades thus obtained was used to show the relative standing of the participants and non-participants in each school.

The twelve third class city high schools studied comprised the following types of schools; 8 rural high schools, 2 city high schools and two high schools of consolidated schools. These schools are widely scattered over the State and are found in 11 different counties.

The total enrollment of the 12 schools studied is 576 pupils, 275 of which are boys and 301 girls. Sixty-three percent of the boys had participated in one or more forms of athletics while 37 percent had taken no part in athletics; 39 percent of the girls had participated in some form of athletics, 61 percent had not.

Of the 12 schools studied all had basket ball for both boys and girls, excepting one (B) which had no form of athletics for girls. One school had girls track and one had hockey. Football, basket ball, baseball and track were all represented among the athletics for boys.

The median grade of the boys who participated in athletics equaled or exceeded the median grade of the non-participants in 10 of the 12 schools. The median grade

of the boys who took no part in athletics exceeded the median grade of the participants in 2 schools.

The average (median) grade of the boys in the participating group, exceeded by 1.2 percent the median grade of the boys in the non-participating group.

The median grade of the girl participants equaled or exceeded the median grade of the non-participants in 9 schools. The median grade of the non-participants exceeded the median grade of the participants in 2 schools. One school did not have any form of athletics for girls.

The average (median) grade of the girls in the participating group exceeded by 2.8 percent the median grade of the girls in the non-participating group.

From the evidence found in the limited number of schools studied, showing the relative standing of the participating and non-participating groups in athletics, it would seem that those pupils who take part in athletics make grades equal or superior to the grades of those pupils who do not participate in athletics.

Chapter 3.

A Comparison of the Intelligence Test Scores of Boys Participating and Not Participating in Athletics.

The third chapter of this study deals with the intelligence of boys who have participated in athletics in comparison with boys who have taken no part in athletics. In some schools mental test results were already available. These included the Terman Group Test of Mental Ability or the Otis Self-Administering Test of Mental Ability. Both tests had been given during the school years 1922-23, 1923-24, and 1924-25 under the direction of the University Bureau of School Service. The scores made on these tests were recorded in the office of the Bureau of School Service at the University of Kansas. It was from this source that the intelligence test scores of the boys in the high schools studied were obtained.

The school athletic records of the boys in 48 third class city high schools in which these tests had been given were sought from the schools concerned. Thirty-seven of the schools had given the Terman test and 11 the Otis test. A letter and some 3 by 5 blank forms were sent to each of the 48 schools. The letter designated in which class or classes the boys enrolled were to fill out the

blank forms. Twenty-four of the 37 schools for which test records on the Terman test were available sent the data requested. Four replied that they had no boys in the classes designated.

The records of participants and non-participants in athletics were obtained for those boys in school during the school year 1925-26. Thus if a test was given during the school year 1922-23, the only group having taken the test that would be in school at the present time would be seniors. In that case, the senior boys were asked to fill out a blank with their record as participant or non-participant in athletics while in high school. The superintendent or principal was asked to check this blank when it had been filled out by the boy. It called for the following information.

Name of school.
Name of student.
Record of athletic participation,
if a participant.
Number of years in each sport.

The 11 schools whose students had taken the Otis Self-Administering Test of Mental Ability were asked to furnish similar data. Five schools, two of which were in cities of the second class, complied. When the records of Participation or non-participation in athletics of these boys were received, they were checked against the record sheets of the test scores on file and only the reports

of pupils for whom intelligence test scores were available were used.

The following record for 363 boys forms the basis for any conclusions that may be reached in this chapter of this study.

1. 363 cases involved, distributed among 29 schools.
2. 252 boys who have participated in athletics.
3. 111 boys who have taken no part in athletics.
4. 363 intelligence test scores.

202 on the Terman Group Test.

163 on the Otis Self-Administering Test.

5. Test scores and participation or non-participation record available for Freshmen, Sophomores and Juniors.

In order to get the scores on a comparable basis for the two tests and the three classes taking one or the other of the tests, the scores of all the pupils in the different classes on both tests were arranged in a frequency distribution. They were then divided into deciles, and the participants or non-participants in athletics located according to their intelligence test scores in the proper decile. The results of such a

division are given in the following tables. Decile division 1 represents the highest division of the scale, 2 the next highest, 3 the third highest, etc.

Table 10.

Boys as Participants in Athletics Located According to Decile Division in Mental Tests.

Decile Division	TERMAN TEST			OTIS TEST			TOTAL # PART.	PER-CENT PART.
	Fresh -men	Sopho -more	Jun-ior	Fresh -men	Sopho -more	Jun-ior		
1	9	5	1	5	3	1	24	10 9.5
2	10	6	1	4	1	2	24	10 9.5
3	11	6	0	4	3	0	24	10 9.5
4	9	5	2	2	5	2	25	10
5	9	3	1	6	5	2	26	10
6	10	4	2	6	5	3	30	12
7	12	6	2	2	3	1	26	10
8	9	5	2	3	2	3	24	10
9	9	3	1	2	3	2	20	8
10	<u>12</u>	<u>6</u>	<u>1</u>	<u>4</u>	<u>5</u>	<u>1</u>	<u>29</u>	<u>12</u>
Totals	100	49	13	38	35	17	252	(102-

Table 11.

Boys as Non-Participants in Athletics Located According
to Decile Division in Mental Tests.

Decile Division	TERMAN TEST			OTIS TEST			TOTAL NUMBER NON PART.	PER- CENT NON PART.
	Fresh -men	Sopho -more	Jun- ior	Fresh -men	Sopho -more	Jun- ior		
1	4	1	0	1	4	1	11	10
2	3	0	0	2	6	0	11	10
3	2	0	0	2	4	3	11	10
4	4	1	0	5	2	1	13	12
5	3	3	1	1	2	1	11	10
6	2	1	0	1	3	0	7	6
7	1	0	0	4	4	2	11	10
8	4	1	0	4	5	0	13	12
9	4	3	1	4	4	0	16	14
10	<u>1</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>6</u>	<u>5</u>
Totals	28	10	2	26	36	9	111	99+

Table 10 shows the number of boy participants in athletics in the freshmen, sophomore and junior classes, located according to the scores made on the mental tests into the decile in which the scores fall. Table 11 shows similar facts for non-participants.

The total number of participants and non-participants in each decile is also shown in Tables 10 and 11, respectively. After ascertaining the total number of pupils in the participating or non-participating group in each decile, the percent that this number was of the total number was of the total number in the participating or non-participating group was also obtained, and is also shown in Tables 10 and 11.

From Tables 10 and 11 you will see that the percent of boys in both the participating and non-participating groups, respectively, that fall into the different decile divisions is practically the same. In the ninth decile there is a slightly larger percent of non-participants and in the tenth decile there is a slightly larger percent of participants.

The percent of the total number of freshmen, sophomore and junior participants and non-participants in each decile division was also found. An analysis was then made to discover any wide variations in the percent of participants

and non-participants in each decile for each class. The total percent of participants and non-participants in the three highest and three lowest deciles for each class was obtained. The result of this analysis showed that the percent of participants in the three highest and three lowest deciles for the freshmen and sophomore classes was practically the same. In the junior class 50 percent more of the participants were in the three lower deciles than the three highest. The percent of non-participants in the three highest and three lowest deciles for the freshmen and sophomore classes were about the same. In the junior class 46 percent more of the non-participants are in the three highest than the three lowest deciles. The wide variation that was found in the participating and non-participating pupils in the junior class is doubtless due to the small number of pupils in this class. In the second decile in the non-participating group, the third in the participating group and the eighth in the non-participating group the junior class had no scores of pupils taking the test, and 1 pupil in either of these deciles would have made the total percent of pupils in the three upper and three lower deciles practically the same. Thus the variation in the different deciles in the participating and non-participating groups for the classes is of very little significance.

From the evidence found in the schools studied in this chapter it would seem that the boys who participated in athletics and the boys who took no part in athletics were practically equal in mental ability.

Summary.

Student activities had a place in each of the 116 schools studied.

Of the 45 activities represented in the schools studied, the 10 activities most often represented are as follows; boys basket ball, senior class play, junior class play, girls basket ball, girls glee club, boys track, boys glee club, high school operetta, chorus and football.

More of the schools studied gave school credit for work in music than for work in any other activity. Twenty-two percent of the schools studied did not offer school credit for participation in any activities.

Seventy-eight percent of the schools studied enforced grade or other requirements upon participants in certain or all activities.

Very little is being done to limit the number of activities in which a pupil may participate at one time. Eighty-nine schools of the schools studied reported no limitations.

Few schools had activities compulsory to the entire school or to groups within the school. Ninety-four of the 116 schools studied reported no compulsory activities.

The median number of classes taught by the advisers was five.

The pupils who take part in athletics make grades equal or superior to the grades of those pupils who do not take part in athletics.

The boys who participated in athletics and the boys who took no part in athletics were practically equal in mental ability.

Appendix.

Copy of Questionnaire Used in Collecting Data for
Chapter 1 of this Study.

That the problem of "Student Activities" is presenting difficulties in the Kansas High Schools there is no doubt, however, some believe that the situation is worse in the smaller than in the larger high schools. More facts are needed in order to reach a satisfactory solution of this problem. I am making a study of the facts in the situation, and ask your help in the solution of this problem by answering fully the following questions relating to student activities in your high school for the school year 1925-26, and returning same to me in the inclosed self-addressed, stamped envelope. The material will be used in a purely impersonal way and will be treated as strictly confidential.

L. L. Thompson.

1.	Name of your high school _____	Total pupils enrolled in H. S. _____	
		No. of Boys _____	No. of Girls _____
2.	In the following list, check (✓) the activities you have in your high school during the school year 1925-26.	3. Indicate the number of students who participate in each activity	4. State the total amount of school credit--Use 16 units as a basis for Grad. --that can be obtained in each activity.
		Boys	Girls
()	Football	_____	_____
()	Basketball	_____	_____
()	Track	_____	_____
()	Tennis	_____	_____
()	Athletic Ass'n	_____	_____
()	Literary Society	_____	_____
()	Girls Reserve	_____	_____
()	Y. W. C. A.	_____	_____
()	Hi-Y	_____	_____
()	Glee Club	_____	_____
()	quartet	_____	_____
()	Chorus	_____	_____
()	Orchestra	_____	_____
()	School Paper	_____	_____
()	Debate	_____	_____
()	H. S. Annual	_____	_____

Copy of the Letter Which Accompanied the Questionnaire.

1314 Tennessee Street,
Lawrence, Kansas,
February 17, 1926.

My dear Sir:

With the sanction of the School of Education of the University of Kansas, I am making a study of certain aspects of "Student Activities" in the smaller high schools of Kansas. Your most earnest cooperation is desired in carrying out this investigation, and I shall be very greatly pleased if you, with the help of your activity advisers when necessary, will fill out the questionnaire herewith submitted, which calls for information for the school year 1925-26.

I would especially appreciate your courtesy if this questionnaire could be filled out and returned to me at once in the inclosed self-addressed, stamped envelope.

I shall, of course, submit a summary of the results of my findings to those who contribute to this study, and will treat all material collected in a confidential and impersonal way.

Thanking you most cordially for your cooperation, I beg to remain

Yours very truly,

L. L. Thompson,
1314 Tenn. St.,
Lawrence, Kans.

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