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Extracurricular Activities in Secondary Schools of Washington County, Oregon

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AN ABSTRACT OF THE FIELD STUDY OF

Alan R. Martin for the Master of Science in Teaching

Date field study is presented:

May 27, 1965

Title: Extracurricular Activities in Secondary Schools of

Washington County, Oregon

Abstract approved:


(Field Study Adviser)

The objectives of this study were to, (1) review the opinions of contemporary American educators regarding activity programs in our secondary schools; (2) investigate the activity programs currently provided in the junior and senior high schools in Washington County, Oregon; and (3) offer some suggestions based upon this information. The literature in this field, although somewhat limited, except for periodicals, acquainted the reader with the general area and provided a basis for the review and study of the present practices in Washington County.

The data concerning the practices in the schools studied was obtained through a questionnaire which was personally distributed and collected. The results were tabulated on 22 tables from which a narrative synopsis of pertinent information was drawn. For example, at the junior high level, five schools engage in interscholastic sports; all eight schools have assemblies; three schools maintain a homeroom activity; all eight schools offer vocal music; and the two largest schools have more special interest clubs than any of the others. At the senior high level, all schools engage in interscholastic athletic competition; three schools have intramural sports; two schools do not have a marching band; and six schools publish more than a yearbook and newspaper.

As a result of the review of what is currently done in the secondary schools of Washington County, and viewed in the perspective gained by the study of the Literature in this field, ten suggestions that might improve the current programs in some schools are provided for the decision-making personnel of the school districts and schools of the County. The highlights of these suggestions are:

1. That each school establish criteria by which it annually evaluates its activity program.
2. That workshops be established to discuss student needs.
3. That a census of both student participation and teacher skills be taken.
4. That junior and senior high schools work closely to allow beginning skills and interests to be carried over in the advanced grades.
5. That school districts investigate programs in other geographical areas and make activity information available to those interested.
6. That schools provide a wide range of activities that may offer carry-over recreational possibilities for adult life.

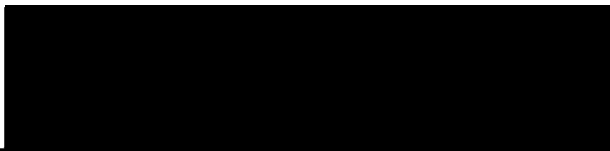
APPROVED:



Field Study Adviser



Administrative Officer, Department, Division or School



For the Graduate Council

Date field study is presented: May 27, 1965

**EXTRACURRICULAR ACTIVITIES IN SECONDARY SCHOOLS
OF WASHINGTON COUNTY, OREGON**

by

ALAN R. MARTIN

A FIELD STUDY

**Presented to the Division of Education
and the Graduate Council of Portland State College
in partial fulfillment**

of the requirements for the degree of

Master of Science in Teaching

June 1965

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A. R. M.

CHAPTER I

PURPOSE

The purpose of this study is to review the opinions and experiences of some educators regarding activity or co-curricular programs in public schools and to briefly survey the activity programs that are currently available to students in the secondary schools of an Oregon county.

The American public secondary school (junior and senior high school) has been given, by the citizens of this nation, part of the responsibility of preparing adolescent boys and girls for adult roles and for further educative experience. In attempting to accomplish these complementary tasks, the secondary schools have established certain curricular standards. Each state system of public secondary education has set its own specific requirements for promotion and graduation, but nationally our secondary schools tend to follow a general pattern. Oregon's requirements, as listed in the Guide to Secondary Education and the Guide to Junior High School Education in Oregon, are:

Graduation Requirements

The State Board of Education requires certain subjects for graduation from a standard high school. Nineteen units are now required for graduation from any standard high school in Oregon. These nineteen units shall include the following:

- 3 Units of English . . .
- 2 Units in Social Studies . . .
- 2 Units in Health Instruction and Physical Education . . .
- 1 Unit in Science
- 1 Unit in Mathematics¹

Language Arts is a required subject throughout the three years of junior high school . . .

Social Studies is a required subject in the seventh and eighth grades and is usually required locally in the ninth grade.

Mathematics is also a required subject in grades seven and eight of the junior high school . . .

Science should be a required subject for the three grades of the junior high school . . .

Health and Physical Education are included here in one group . . .

Homemaking and Industrial Arts are essential parts of the junior high school program and a minimum of one year of practical arts should be included in the curriculum of the seventh and eighth grades. These subjects are offered as electives in the ninth grade.

Music is a part of general education and is normally required for at least one semester in the seventh grade . . .

Foreign Languages should be offered in grades seven, eight, and nine . . .

Arts and Crafts is an integral part of general education and should be available to students on all grade levels . . .²

The following chart of curricular offerings for Oregon junior high schools is essentially based upon a seven-period day, but it may be adapted to a six-period day by judicious subject combinations. In this chart, the curricular areas listed . . . constitute the usual minimum basic program for each grade level.

¹State Department of Education, Guide to Secondary Education in Oregon, 1961, p. 16.

²State Department of Education, Guide to Junior High School Education in Oregon, 1963, pp. 5-6.

TABLE I
 OREGON CURRICULAR OFFERINGS BY GRADE LEVEL¹

Grade 7	Grade 8	Grade 9
Language Arts Social Studies Mathematics Science Physical Education and Health Industrial Arts and Homemaking General Music Arts and Crafts	Language Arts Social Studies Mathematics Science Physical Education and Health Industrial Arts and Homemaking	Language Arts Social Studies Mathematics Science Physical Education and Health

Beyond the specific course requirements for each grade level or for graduation, Oregon public secondary schools have expanded the learning opportunities for students by a two-fold program of elective curricular opportunities. The first part of this program includes work for which academic credit is earned, and the second part consists of those activities in which student participation is voluntary, with no academic credit. Most of the authors referred to in this study agree that activities, either as extensions of academic subjects or of a purely social or interest nature, provide opportunities for beneficial learning experiences which help accomplish the responsibilities mentioned on page 1.

The Oregon Revised Statutes do not grant specific permission to this state's schools to provide for activities. However, there are laws that apply to school activities. For example, State laws give permission

¹Ibid.

to schools to charge fees for educational programs that are not part of the regular school program, require drivers of school buses transporting students to or from any school sponsored activity to submit to special training and examinations, stipulate that only certified school personnel be in charge and be responsible for school sponsored programs, et cetera. Thus through a "Hamiltonian" view of the Oregon laws, the activity programs appear to be well established legally.

Since the inception of the expanded curriculum by the inclusion of elective classes and the activity program, the activity concept has changed from suppression to exploitation: suppression to the extent that activities now commonly found in many of our secondary schools were at one time not allowed on public school property or during school time, exploitation to the extent that some activities became a source of community entertainment or school finances. The majority of public secondary schools in Oregon and the United States today have some type of student activity program in their overall school curriculum, and this program generally falls somewhere between the two extremes mentioned.

In Oregon, as in all fifty states, there is a voluntary organization that oversees the interscholastic competition and other cooperative programs. The Oregon agency is called the Oregon School Activities Association. The Oregon organization is a member of the National Federation of State High School Athletic Associations. The Oregon agency's duties are spelled out in Article II, Section 1 of its constitution.

Section 1. The object of this organization shall be to protect the interests of high, junior high, and elementary schools belonging to the Association, and to regulate interscholastic activities, such as meets, contests, or tournaments that embrace schools of the State of Oregon, or sections thereof, and to provide and operate a Mutual Benefit Program for the benefit of the pupils of high, junior high, and elementary schools.¹

Activities of the organization include:

1. Examination and certification of officials.
2. Establishment of academic requirements for athletic participation in interscholastic competition.
3. Establishment of school classification based upon student population.
4. Establishment of tournaments in several activities to determine championship.
5. Enforcement of rules and regulations pertaining to interscholastic participation.

As indicated in the opening paragraph this study will present some thinking of educational leaders and will then picture the activities that are available to students in the secondary schools of an Oregon county. Finally, a few recommendations that might aid those responsible for decision-making in the public schools will be suggested.

¹Oregon School Activities Association, Constitution and By-Laws, 1964, p. 5.

CHAPTER II

LITERATURE IN THE FIELD OF SCHOOL ACTIVITIES

Books published in the field of public school activities do not appear to be as numerous as other areas of education. Only eight books of consequence could be located. Of these, two were published in the early 1930's and the rest during the seven-year period between 1952 and 1959. There are additional texts whose scope is limited to one aspect of the activity program, such as cheerleading or school publications.

The majority of current writings concerning school activities are to be found in the periodicals. A recent examination of Ulrich's Periodical Directory¹ revealed that no less than 74 titles pertaining to school activities or subjects which have activities are currently being published. This number does not include the separate articles that may appear from time to time in various journals concerned with general educative problems.

Review of the available texts about school activities was followed by investigation of current writings in the periodicals. Basic information was gathered from the texts, while the periodicals augmented and supplanted what was gained from the first sources. Periodical material had the advantage of being current whereas the basic sources

¹Eileen C. Graves, ed., Ulrich's Periodical Directory, 1963, pp. 164-179.

were at least six years old. Further information was gathered from agency publications on education, school activities, and state and federal bureaus.

The activity programs as they are found in our schools today are an innovation of the past century. Activities usually began as clubs or teams and as such received no help from the schools. As time passed and community acceptance of activities grew, the schools gave the students a place to meet and finally took over the activity and provided advisors.¹ In 1919 Columbia University Teachers College offered the first professional course in extra-curricular activities. "Dr. Elbert K. Fretwell, referred to by many as the father of the modern extra-curricular movement, taught the course."² Paraphrasing Frederick,³ the historical development of student activities has followed these five general steps:

1. Activities flourish in a settled, favored segment of society.
2. Literary and sports activities are given first official acceptance.
3. Official policy toward activities will vary from location to location. Some will suppress while others exploit.
4. Secondary schools usually follow the lead of the colleges or universities.
5. Nonpublic schools are generally further along in their development of activities than the public schools.

¹Grace Graham, "Student Activities---An Overview and Rationale," The Bulletin of the National Association of Secondary-School Principals, October, 1964, p. 4.

²Graham, p. 10.

³Robert W. Frederick, The Third Curriculum, 1959, p. 31.

It is suggested¹ that the success of the modern activity program has been due to some, if not all, of the following reasons:

1. Parents enjoyed seeing children perform.
2. Teachers enjoyed working with adolescents in informal activities.
3. Students liked activities.
4. Principals were happy because the parents, teachers, and students were happy.
5. America was becoming urban and the family could not keep the children busy.
6. Not until recent times were there many community agencies for recreation.
7. Many of the students were too old for games and too young for work.
8. Some drop outs were prevented in interest in an activity.

From the time when students wanted to engage in some activity that the school did not want or would not support, to today, when a great variety of activities are part of the secondary school's program, the general attitude of the schools and the public has changed greatly. Today, activities are not only accepted but even encouraged by people both in and out of the education profession.

Americans generally, and American students and educators specifically, have accepted the desirability of almost all kinds of student activities. That battle has been won in every type and level of educational institution.²

In recent decades activity programs have gained in status because college directors of admissions, even in prestige schools, give preference to applicants who have not only good academic records but also good records of participation in activities. Employers too are sometimes interested in the activity records of prospective employees.³

¹Graham, pp. 4-5.

²Fraderick, p. 95.

³Graham, p. 5.

What reasons can be offered for inclusion and maintenance of activities in the modern American school? Aside from the specific values mentioned in Chapter III, there are results inherent in the activity program which are of such benefit that more can be gained by having the activities as part of the school program than by not having the activities. Many specific reasons can be offered,¹ but perhaps the best are to be found in Yon's article concerning the contribution of school activities. Yon feels that school activities help bring about:

1. Better rapport between the teacher and student.
2. A feeling of trust and understanding between the teacher and student.
3. Informal meeting between the teacher and student.
[and to:]
4. Broaden the horizons of the students.
5. Lead to fuller development of the student.²

The success of the modern activity program has not been won without a price. It has been the experience of many schools that, in the climb from obscurity to recognition, activities can be over-emphasized to the point of exploitation.³ This is particularly true

¹See Graham, pp. 2 and 10; Frederick, p. 49; Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools, 1931, p. 4; and Franklin A. Miller, James H. Moyer, and Robert B. Patrick, Planning Student Activities, 1956, p. 49.

²John F. Yon, "What do Activities Contribute?," School Activities, September, 1963, p. 21.

³Pitfalls of specific activities are described in Chapter III. Specific reference is made here to the perfection sometimes demanded in dramatic and musical presentations and the emphasis upon winning rather than participation sometimes found in competitive athletics.

of activities which have appeal to many spectators. It is especially true when the local community, whose interest in the schools is understandably great, makes unreasonable demands upon the schools. As Graham points out,

We also regard community interest in the school as useful because the school depends upon the community for financial support. Again this interest is not an unmixed blessing because the activity program may be distorted by the desire to furnish good entertainment for local citizens rather than good education for young people.¹

Additionally, authors in the field of student activities have difficulty in defining those supplemental school programs termed activities. As Miller, Moyer, and Patrick state, "An empirical definition is difficult to phrase and is usually very unsatisfactory,"² Elbert Fretwell said, "Extra-curricular activities may be defined as those legitimate activities of the school not otherwise provided for."³ The difficulty in drafting an adequate definition lies in the fact that one definition will simply not do the required task. Actually two definitions come closer to describing the scope of the topic. First, there is the definition of the student activities which are ". . . those school activities voluntarily engaged in by students, which have the approval of and are sponsored by the faculty and which do not carry credit toward promotion or graduation."⁴ [author's italics] As

¹Graham, p. 2.

²Miller, Moyer, and Patrick, p. 3.

³Fretwell, p. 6.

⁴Fraderick, p. 6.

distinguished from formal academic classes, these activities are student centered (students are responsible for planning), have less formal structure, earn no academic credit, and give greater attention to personal and social guidance. The second definition would include the curriculum activities which are a direct extension of a formal classroom course which grants academic credit, but would expressly exclude courses required by school regulations and the class-required activities.

This study of the planned activity experiences provided for children in secondary schools of an Oregon county will review both the school sponsored activity programs which do not provide academic credit and those activity-type programs or courses which are elective.

CHAPTER III

LITERATURE IN THE FIELD OF SCHOOL ACTIVITIES (continued)

VALUES AND DANGERS OF ACTIVITIES

The values of education and the values of activities as listed in most of the references reveal a close relationship. This is not surprising, for we cannot assume or expect that they would differ and be under the same sponsorship, nor can we assume that a school administrator would list differing goals for two programs under his supervision. "Objectives of Secondary Education," as suggested by Miller, Moyer, and Patrick, might well serve as objectives for activity programs.

1. To Develop Good Citizens . . .
2. To Enable Pupils to Communicate Adequately . . .
3. To Prepare Pupils for Economic Efficiency . . .
4. To Develop Healthy Minds in Healthy Bodies . . .
5. To Prepare Pupils for Family Life . . .
6. To Direct the Pupil's Use of Leisure Time . . .
7. To Develop Social Competency . . .
8. To Develop a Set of Moral and Ethical Values . . .
9. To Discover Special Interests and Capacities . . .
10. To Develop Creative Self-expression . . .¹

As was emphasized earlier, (pages 9 and 10), community factors may pose problems of pressure upon the school to establish, maintain, or aid an educationally unsound program, one with heavy emphasis on spectator

¹Miller, Moyer, and Patrick, pp. 42-48.

activities rather than on participation activities. As Unruh pointed out in his analysis of an evaluation of football versus photography, in which photography offered more educational opportunity:

Too often decisions are not made on an impartial, objective point of view. Community pressures and traditions have often determined whether or not an activity should be initiated or retained. That this is not good for the educational advancement of the institution is clearly demonstrated in this experiment.¹

As a summary to the values of activities and criteria for the selection of these activities, Unruh and Mock offer the following guidelines for selecting activities:

1. The activity must provide optimum educational value.
2. The activity must satisfy student needs.
3. The activity must be socially acceptable.
4. The activity must serve and promote democratic ideals.
5. The activity should have carry over value.
6. The activity must not be excessively costly either to the student or to the school.²

1. Student need.
2. Principal knows needs and leads selection.
3. Size of the school.
4. Number of available sponsors.
5. Most of the faculty should be willing to cooperate prior to institution of the program.³

Any school district making decisions regarding educational opportunities needs to consider both the values and dangers, or pitfalls, that are inherent in any program. McKown, in his book, Extracurricular Activities,⁴ has provided the major portion of the following checklist

¹Adolph Unruh, "Improving Extra-Class Activities," School Activities, January, 1964, p. 143.

²Unruh, p. 142.

³Albert Mock, A Manual of Student Activities, 1952, p. 9.

⁴Harry C. McKown, Extracurricular Activities, 1956.

that includes eleven categories of activities frequently found in schools. Authors who have written similar works support and amplify the items of the checklist.

Athletics. Interscholastic competitive sports, intramural competition, mass group games, small group games, individual sports and games, informal activities, and managers.

Benefits

Helps good physical development
 Aids in becoming a team member
 Develops good sportsmanship
 Promotes school spirit
 Provides publicity for the school
 Refreshes the spirit, mind, and body
 Promotes interest in post-high school activities

Pitfalls

Takes time away from other activities and classes
 Becomes a source of physical injuries
 (In addition to the above pitfalls, the following are listed primarily against interscholastic competition.)
 Emphasizes crowd pleasing
 Becomes a money-making venture
 Benefits few students
 Expensive in terms of time and money
 Becomes a source of emotional injuries
 Emphasizes overspecialization
 Equates "success" with winning
 Promotes professionalism and commercialism
 Overemphasizes coach's role
 Develops poor sportsmanship
 Breeds unhealthy rivalry
 Benefits only boys

Assemblies. Talks by individuals, groups (from within and outside the school), entertainment of a musical or a dramatic nature, forums, special days, and other like functions.

Benefits

- Unify the school
- Bring together and educate in common knowledge, rules and attitudes
- Encourage and augment student work
- Instill desired ideals and virtues
- Widen and deepen student interests
- Encourage worthy use of leisure time
- Help develop and aesthetic sense in the students
- Publicly recognize worth-while achievement
- Develop self-expression
- Promote correct audience habits
- Bring the community and the school together

Pitfalls

- Emphasize perfection in performance
- Assembly becomes a morality lecture
- May detract from classtime

Homeroom**Benefits**

- Lets the teacher know the child
- Provides a period of guidance
- Handles routine work
- Develops class pride

Pitfalls

- Becomes a formal class
- Becomes too informal
- Copies other programs
- Bound to a plan
- No evaluation planned for

Music-Drama-Speech. Chorus, glee clubs, small vocal groups, band, orchestra, class plays, debating, oratory, speeches, and similar functions.

Benefits

- Self expression
- Clear enunciation
- Develop confidence and poise
- Intellectual and cultural gains
- Appreciation of thoughts, feelings, and standards of others
- Management of the stage and people involved
- Raises dramatic standards (as opposed to "thrill" movies, etc.)
- Help guide personal growth
- Utilizes many school departments.

Pitfalls

Crowd-pleasing emphasis
 Those in need of the benefits may not receive them
 Those who receive the benefits may not need them
 Activity is too highly specialized
 Emphasis on "success"
 Too few students participate

Publications. School paper, magazines, annual, handbook, and other such publications. Includes the activities of all concerned including reporting, composing, editing, managing, and the like.

Benefits

Unifies the school
 Promotes school spirit
 Encourages desirable school activities
 Codifies and influences student opinion
 Publicizes accurate information about the school
 Allows for student expression of opinion
 Allows for self expression and creativity
 Develops accuracy, tact, cooperation, tolerance, responsibility, initiative, and leadership
 Promotes friendly relations among schools
 Records school history
 Advertises the school.

Pitfalls (concerns mostly school magazines)

Some literature is not worthy of publishing
 Content is sometimes uninteresting to students
 Organization is sometimes uninteresting to the students
 Humor is largely taken from other publications
 Editorials are sometimes sermons and moralizings of no real value
 Too few students participate
 Represents only a small part of the school
 Expensive in terms of time and money

Scholarship. Honor roll, honor society, and other groups giving recognition for scholastic achievements.

Benefits

Gives recognition for effort and achievement
 National recognition for achievement

Pitfalls

Very slender margin for recognition
 Emphasis on grades rather than learning

Service and Welfare. Promote clean-up, fix-up days, perform helpful duties around the school and community, help students and visitors around the school, perform needed duties.

Benefits

- Help maintain order in the school
- Develop school pride
- Direct students' energies into useful endeavors
- Show concern for the needs of others
- Serve the community

Pitfalls

- Engage in "busy work"
- Not many participate willingly

Social. Dances, parties, mixers, picnics, dinners, banquets, graduations, incidental meetings in the school and other such activities.

Benefits

- Develops important social skills
- Provides healthful and beneficial amusement
- Helps motivate school life and work
- Prepares students for adult roles socially
- Helps promote healthy heterosexual contacts

Pitfalls

- Easily dominated by a clique
- Students in need of benefits often do not attend
- Assume importance in the adolescent mind out of proportion

Special Interest Clubs. Subject oriented clubs (science,

mathematics, language, commercial and the like) and all

miscellaneous clubs (camera, auto, stamp, hiking, and the like).

Benefits

- Deepens and widens interests
- Develops important social skills, habits, and attitudes
- Enriches and motivates class work
- Encourages work in areas of deep interest

Pitfalls

- Club may be vocational in purposes
- Students may spend a disproportionate amount of time in the club
- Club may be too oriented to class work

Student Government. Student councils, associations, committees, monitors, guards, class governments, and the like.

Benefits

- Prepare students for life in a democracy
- Help the student to be self directive
- Show the importance of social cooperation
- Increase student interest in the school
- Help develop school morale
- Support law and order
- Develop abilities and qualities
- Help supervise, organize and manage school activities
- Be representative in the total school
- Make extracurricular work more efficient

Pitfalls

- Members often elected on the basis of popularity, not ability
- Becomes an administrative rubber stamp
- Threatens the staff and administration
- Does not represent the will of the students

Trips. Field trips, excursions, and other activities away from the school.

Benefits

- Helps students to become better acquainted with the community
- Enriches and supplants the curriculum
- Satisfies the youthful need to "go"

Pitfalls

- Expensive in terms of time away from school
- Sometimes poorly planned

The total activity program of the school may have an effect greater than that which touches the students only. It is suggested¹ that the activity program can help not only the student, but curriculum, the school administration and the community as well. The benefits to the students have been outlined above. Possible benefits to the other three areas mentioned are outlined below:

¹Miller, Moyer, and Patrick, pp. 13-19.

Contributions to Curriculum Improvement

1. Supplant or enrich classroom experiences.
2. To explore new learning experiences which may ultimately be incorporated into the curriculum.
3. To provide additional opportunity for individual and group guidance.
4. To motivate classroom instruction.

Contributions to More Effective School Administration

1. To foster more effective teamwork between students, faculty, and administrative supervisory personnel.
2. To integrate more closely the several divisions of the school system.
3. To provide less restricted opportunities designed to assist youth in the worth-while utilization of their spare time.
4. To enable teachers to better understand the forces that motivate pupils to react as they do to many of the problematic situations with which they are confronted.

Contributions to the Community

1. To promote better school and community relations.
2. To encourage greater community interest in and support of the school.¹

¹Ibid.

CHAPTER IV

LIMITATIONS OF THE STUDY

For this study secondary schools include all separately organized public secondary schools in Washington County, Oregon, that are established for the specific purpose of housing, training and otherwise educating adolescent boys and girls. This term is used to include those schools commonly referred to as junior high schools and senior high schools. The grade levels included in this definition are the 7th through the 12th. The definition is so drafted as to comply with the requirements for such schools as set forth by the Oregon State Department of Education through its official publications.

The senior or terminal high schools chosen for this study were taken from a list of Washington County high schools compiled by the Oregon State Department of Education. The schools are:

Banks
Beaverton
Forest Grove
Gaston
Hillsboro
Sherwood
Sunset
Tigard¹

¹State Department of Education, 1964-65 Oregon School Directory, 1964, pp. 53-55.

The junior high schools selected for this study were taken from the same source as the high schools. The schools are:

East Hillsboro
Fowler
Highland Park
Lincoln
Meadow Park
Poynter
Tuality
Whitford¹

The school activities reviewed in these schools are those programs that can be classified under the two-fold definition given on pages 10 and 11: school activities engaged in voluntarily by the students and activities of non-required classes.

¹Ibid.

CHAPTER V

FIELD INVESTIGATION

This chapter represents the compilation of the information gained through the investigation of student activities of secondary schools in Washington County.

Because of the wide range of student population in these schools, the questionnaire (Appendix) had to be designed so it could be used as effectively in schools of approximately one hundred students as it could in schools of approximately two thousand and at the same time sample a broad spectrum of activities. The questionnaire was also designed to be used in a personal interview. This was done for two reasons: (1) returns of 100% were assured, and (2) interpretations of terminology and procedure were made "on the spot" in order to keep misunderstanding at a minimum.

After the questionnaire was designed, each school was contacted and an appointment was requested with either the principal or his representative. During the initial interview the purposes of the study and the interpretation of the testing instrument were discussed and explained. The questionnaire was then left with the school administrator with the request that the desired information be compiled and recorded at his convenience. After the elapse of about one week's time the questionnaires were gathered for the most part by another personal visit. Each

school contacted in the survey returned the completed form.

The compiled data, organized in 22 tables, pictures the extra-curricular activities in which the young people from these schools presently engage. The data is organized by type and title of activity in the levels of schools (junior and senior high). Factors limiting participation in each of the activities and whether or not academic credit is earned are included in the product.

The findings represented in the following tables are coded to the key below. Tables II through XII picture the student activity programs found in the junior high schools of Washington County, and Tables XIII through XXIII provide the data for the senior high schools.

KEY TO TABLES

Schools

Symbol	School Name	Student Population	Grade Levels
	(junior high schools)		
a	Lincoln Junior High	298	7-8
b	Twality Junior High	373	7-8-9
c	Highland Park Junior High	376	7
d	Fowler Junior High	441	7-8-9
e	East Hillsboro Junior High	676	7-8-9
f	Poynter Junior High	780	7-8-9
g	Whitford Intermediate	928	7-8
h	Meadow Park	993	7-8
	(senior high schools)		
1	Gaston	113	9-10-11-12
2	Banks	233	9-10-11-12
3	Sherwood	304	9-10-11-12
4	Tigard	737	10-11-12
5	Forest Grove	872	9-10-11-12
6	Hillsboro	1,299	10-11-12
7	Sunset	1,888	9-10-11-12
8	Beaverton	2,232	9-10-11-12

Participation Factors

Symbol	Participation Factors
+	Boys only
0	Girls only
&	Boys and girls
\$	Money necessary for participation
#	Prerequisite other than money
*	Academic credit earned in activity

TABLE II
JUNIOR HIGH ATHLETICS

Activity Title	a	b	c	d	e	f	g	h
Interscholastic								
Football (flag)	+\$#	+\$		+	+\$#	+\$		
Basketball	+\$#	+\$		+	+\$#	+\$		
Track and Field	+\$#	+\$		+	&#	+\$		
Baseball	+\$#	+\$		+	+\$#	+\$		
Wrestling		+\$		+	+\$#	+\$		
Swimming		&#		&				
Tennis		&#						
Golf		+\$						
Intramural								
Football (flag)		+	+			+\$	+\$#	+
Basketball	&	&	&		&	&#	&#	&
Softball	&		&			&#	&#	&
Track and Field	&	+	&	0	0	+\$	&#	+
Volleyball	&	&			&	&#		
Soccer	&		&				&#	
Wrestling					+		+\$#	
Hockey (field)			&				&#	
Weightlifting								+
Dodgeball			&					
Volley-Tennis			0					
Bounceball			0					
Tennis							&#	
Informal Athletics								
Badminton		&	&				0	&
Ping Pong	&	&	&		&*		&	&
Tumbling	&	&	&	&	&*	&#		&
Volleyball		&	&	0	&*	&#	&	&
Archery					&*	&#		
Deck Tennis							0	
Tennis	&							
Trampoline	&							
Horse Shoes	+							
Shuffleboard		&						
2-Square		&						
Playday					0			&

TABLE III
JUNIOR HIGH ASSEMBLIES

Activity Title	a	b	c	d	e	f	g	h
Assemblies	&	&	&	&	&	&	&	&
Science Fair		&						

TABLE IV
JUNIOR HIGH HOMEROOM

Activity Title	a	b	c	d	e	f	g	h
Homeroom			&*				&	&*

TABLE V
JUNIOR HIGH MUSIC-DRAMA-SPEECH

Activity Title	a	b	c	d	e	f	g	h
Music								
Vocal								
Chorus	&*	&*	&*	&	&*	&	&	&*
Small Group	&*					0		&*
Choir				&	&*			
Instrumental								
Marching Band							&	
Concert Band	&*	&*	&*	&		&		&*
Orchestra			&*				&	&*
Pep Band						&		
Dance Band	&*							
String Group							&	
Stage Band					&			
Drama								
Club	&		&			&	&	&
Class Plays					&*			
Speech								
Public Speaking	&*			&	&*	&		&*
Speech		&*						
Debate	&*				&			

TABLE VI
JUNIOR HIGH PUBLICATIONS

Activity Title	a	b	c	d	e	f	g	h
Yearbook		&		&				
Newspaper	&*	&*	&*	&	&*	&	&	&
Student Handbook					&	&	&	
Student Directory		&		&				

TABLE VII
JUNIOR HIGH SCHOLARSHIP

Activity Title	a	b	c	d	e	f	g	h
National Honor Society		&		&				
Honor Roll	&		&*	&	&#	&		&*

TABLE VIII
JUNIOR HIGH SERVICE AND WELFARE

Activity Title	a	b	c	d	e	f	g	h
Officer Club				&				
Cheerleaders	0	0		0	0#	0		
Ushers				+				
Library	&				&*		&	
Projectionists	+	&	&*		+			&*
School Store		&	&*		0		&	&*
Pep Club		0						
Service Club		&						
Letterman Club		+						

TABLE IX
JUNIOR HIGH SOCIAL

Activity Title	a	b	c	d	e	f	g	h
Dances	&#	&		&	&	&	&	&
Receptions				&		&		
Parties	&	&		&			&	&
Picnics	&			&				
Dinners					&			
Banquets					&			

TABLE X

JUNIOR HIGH STUDENT GOVERNMENT

Activity Title	a	b	c	d	e	f	g	h
Student Council	&\$/**	&	&*	&	&	&	&/	&*
Class Officers	&\$/**	&	&*	&	&			
Student Court	&\$/**	&	&*	&				

TABLE XI

JUNIOR HIGH TRIPS

Activity Title	a	b	c	d	e	f	g	h
Trips		&		&	&		&*	
Excursions				&				

TABLE XII
JUNIOR HIGH SPECIAL INTEREST GROUPS

Activity Title	a	b	c	d	e	f	g	h
Creative Writing							&	&
Special Improvement								&
Shorthand								O
Study Skills								&
Spanish	&		&*				&	
French			&*					
German								&
Latin				&				
Science	&*	&	&*		&§		&	&
Photography			&				&	&
Art	&		&*	&			&	&*
Crafts	&§*		&					
Leathercraft							&	
Mechanical Drawing			+				&	&
Sewing			&					O
Embroidery								O
Knitting	&*						&	O
Hunter Safety			&					+
Aviation								&
Personal Grooming								O
Electronics/Radio			+				&	+
Penmanship								&
Italic Lettering								&
Careers								&
Music Study								&
Taxidermy								&
Models							&	
Stamps							&	
Coins							&	
Mosaic							&	
Chess							&	
Red Cross					&		&	
Home Economics	&							
Square Dancing	&*							
Shop					&			
Sculpturing								&
Water Painting								&
FFA					+			

TABLE XIII
SENIOR HIGH ATHLETICS

Activity Title	1	2	3	4	5	6	7	8
Interscholastic								
Football	+\$	+\$	+/*	+	+\$	+	+\$	+\$
Basketball	+\$	+\$	&#	+	+\$	+	+\$	+\$
Track and Field	+\$	&\$	+*	+	+\$	+	&\$	+\$
Baseball	+\$	+\$	+*	+	+\$	+	+\$	+\$
Wrestling		+\$	+*	+	+\$	+		+\$
Tennis				&	&\$	&		&\$
Golf				+	+\$	+		&\$
Swimming				&			&\$	&\$
Volleyball			O#					
Softball			O#					
Cross Country					+\$	+		
Ski Racing							&\$	&\$
Rifle								+
Intramural								
Football			+					
Basketball	&		&			&		
Softball	O		&			&		
Track and Field	O		&					
Volleyball						&		
Informal Athletics								
Badminton	&*		&	&		&		
Ping Pong	&*		&	&				
Archery			&	O				
Tumbling	&*		&	O	&			
Volleyball	&*	O	&	&				
Golf			&				&	
Ski Club				&		&\$	&\$	&
Swimming			&	&				
Rifle							&	
Weightlifting								+
Playday	O					O		
Athletic Assn.		O\$#		O	O\$	O\$		

TABLE XIV

SENIOR HIGH ASSEMBLIES

Activity Title	1	2	3	4	5	6	7	8
Assemblies	&	&		&	&	&	&	&
Pageants	&			&				
Carnivals	&		&					
Science Fair		&					&	
National Assemblies		&						
Forum			&					
Assembly Council						&		
Mock Convention							&	

TABLE XV

SENIOR HIGH HOMEROOM

Activity Title	1	2	3	4	5	6	7	8
Homeroom	&				&			

TABLE XVI
SENIOR HIGH MUSIC-DRAMA-SPEECH

Activity Title	1	2	3	4	5	6	7	8
Music								
Vocal								
Chorus	&*	&*	&*	&	&*	&*	&*	&
Small Group	0		&*	&	&	&	&	&
Choir				&		&*	&*	&
Girl's Glee					0*			
Instrumental								
Marching Band	&*			&*	(&*) ¹	(&*)	&#/*	&
Concert Band	&*	&*	&*	&	(&*)	(&*)	&#/*	&
Orchestra							&*	&
Pep Band	&		+	&	&	&	&	&
Dance Band	&			+	&	&	&	&
String Group							&	
Small Ensemble							&	
Drama								
Club				&	&		&	&
Class Play	&	&	&	&	&	&	&	
Stage Craft				&	&		&	
Thespians	&				&#	&#	&	&
Speech								
Public Speaking	&*		&*	&	&*	&	&	&
Debate	&				&*	&	&	&
Speech Club						&#	&#	
Forensics		&#					&#	&

TABLE XVII
SENIOR HIGH SCHOLARSHIP

Activity Title	1	2	3	4	5	6	7	8
National Honor Society	&#	&#/#	&#	&	&#	&#/#	&#	&#
Honor Roll	&#	&#	&#	&	&#	&#		&#
Honorable Mention			&#					
Runner up			&#					

¹The parenthesis indicate that the "Concert Band" and the "Marching Band" are functions of the same group.

TABLE XVIII
SENIOR HIGH PUBLICATIONS

Activity Title	1	2	3	4	5	6	7	8
Yearbook	&*	&#**	&	&	&*	&*	&	&
Newspaper	&#**	&#**	&	&	&*	&*	&	&
Student Handbook	&		&		&#	&	&	&
Student Directory							&	&
Quill and Scroll					&#	&		&#
Student Magazine							&	

TABLE XIX
SENIOR HIGH SERVICE AND WELFARE

Activity Title	1	2	3	4	5	6	7	8
Officer Club					&*	&		&
Cheerleaders	O#	O\$	O#	&	&\$	O\$	&	&\$
Ushers	&	&	0		+		&	0
Big Sisters					0			
Library	&	&\$	0		&*			
Projectionists	+		+		+#	+#		
Student Store			&			&*	&	
Girl's League			0	0	O\$	O\$	0	
Boy's League				+		+\$	+	
Rally/Pep/Boosters	O\$#		0	0	O\$	O\$	0	
Lettermen	+#	+#	+#	+		+#	+	+#

TABLE XX
SENIOR HIGH SOCIAL

Activity Title	1	2	3	4	5	6	7	8
Dances	&	&&	&	&	&&	&&	&	&
Receptions	&				&		&	0
Parties	&		&		&		&	&
Dinners			&	&		&&		&
Banquets	&		&	&	&&	&&	&	&
Class Night		&						
Senior Day	&	&			&			
Senior Trip		&					&	
Baccalaureate	&	&	&	&	&	&	&	&
Graduation	&	&&	&	&	&	&	&	&
Senior Bass							&	&
Junior Prom						&&		
Junior-Senior Prom		&						

TABLE XXI
SENIOR HIGH SPECIAL INTEREST

Activity Title	1	2	3	4	5	6	7	8
Foreign Language					&			
Spanish						&\$		&#
French				&				&#
German						&\$		&#
Russian								&#
Latin						&\$	&	
Science	&	&\$#		&	&			&
History							&	
Current Events								&
International								
Relations			&	&	&	&\$		&
Electronics/Radio			&	&		&\$	&	&
Chess						&\$	&	&
Future Business								
Leaders								&#
Future Nurses								&
Future Teachers				&		&\$	&	&
Y-Teen/Hi-Deb						0\$		0
Junior Red Cross				&	&\$	&	&	&
Conservation							&	
Art				&	&		&	
FHA		0\$#			0		0	
Junior Achievement							&	
Future Medical							&	
Fire Club						+		
Stamp						&\$		
Coin						&\$		
Photography	&			&		&\$		
FFA		+\$#	+#		+	+#		
Rifle Club					+\$			
Horsemanship					&#			
Hi-Y				0	+\$			
Bible Club					&			
Distributive Education					&*			
Dancing			0	0		&\$		
Boy Scouts		+\$						

TABLE XXII
SENIOR HIGH TRIPS

Activity Title	1	2	3	4	5	6	7	8
Trips	&	&	&	&	&*	&*	&	

TABLE XXIII
SENIOR HIGH STUDENT GOVERNMENT

Activity Title	1	2	3	4	5	6	7	8
Class Officers	&#	&	&#	&	&	&	&	&#
Student Council	&#	&	&#	&	&	&#	&*	&#
Room Representative's Council								&#
Inter Club Council							&	
Senate							&	
Election Board						&		
Evaluation Committee						&		

CHAPTER VI

SYNOPSIS OF FIELD INVESTIGATION

The purpose of this chapter is to present a concise review of some of the statistical data presented in the foregoing pages. The material is organized in the same way as the tables. That is, a discussion of the junior high activities, arranged in the same order as the tables, is presented first. This is followed by a discussion of the senior high activities arranged in the same manner. All references are made to the activities by their titles as they appear in the tables.

Junior High Athletics

Three schools (two of these are the largest junior high schools in the study) do not participate in any interscholastic athletic competition. The other five schools maintain an interscholastic program, mainly for boys, which usually requires some financial investment. One school offers an extensive interscholastic program and a very limited intramural or informal athletic program. Team and other highly organized sports dominate over individual and informally structured activities.

Junior High Assemblies

All Washington County junior high schools offer a program of assemblies to their students.

Junior High Homeroom

Three of the eight junior high schools offer the "Homeroom" activity. The two largest schools feel that the "Homeroom" experience is valuable enough to have the activity in their program.

Junior High Music-Drama-Speech

The number of "Vocal Music" opportunities neither increases nor decreases according to school size. The same is true with "Instrumental Music." Activities in "Drama" are scattered; no chance for this type of experience is found in two of the schools studied. "Speech" activities are also scattered. Two schools do not offer "Speech." However, each junior high school does offer at least one activity in either "Speech" or "Drama." The overall picture of this activity area shows that, generally, an increase in school size does not necessarily mean an increase in the variety of the activities offered.

Junior High Publications

The activities in this field are generally evenly distributed with the smaller schools varying in the opportunities offered. All of the schools provide for some newspaper type of activity; half issue academic credit for this work.

Junior High Scholarship

All schools save one maintain some type of scholarship recognition activity. The majority (six) of the schools use their own "Honor Roll" system, while two of the schools maintain association with a national organization.

Junior High Service and Welfare

The smaller schools offer more opportunities, generally, than the larger ones. Five schools each offer activities for "Cheerleaders," "Projectionists," and "School Store" personnel. Notice that girls only are allowed to participate in "Cheerleading." The schools that do not participate in interscholastic athletic competition also do not have "Cheerleaders."

Junior High Social

"Dances" and "Parties" are the most frequently listed social activities. One school lists no social activities at all, while seven hold "Dances" and five engage in "Parties." There are no restrictions in the social activities on the basis of sex.

Junior High Student Government

The smaller schools offer more activities in this area than the larger ones. Thus, in the area of leadership training and democratic responsibility, opportunities are more readily available in the smaller schools. All of the investigated junior high schools maintain a "Student Council" and five have a "Class Officers" organization.

Junior High Trips

Trips and excursions are utilized in fifty percent of the Washington County junior high schools.

Junior High Special Interest Groups

In this category the large schools dominate the variety of offerings. One school offers no special interest activities, another offers one, another offers three and yet another offers only four. The two most

frequently sponsored clubs are "Science" and "Art;" both are sponsored in five schools. The vast majority of these activities are open to both boys and girls.

Senior High Athletics

The interscholastic program is extensive. Predictably, the larger schools offer a greater variety of activities and a great majority of these activities are for boys only. However, there are some activities for girls at this level.

Only three schools offer an intramural program and the informal activities are scattered. Some schools offer an extensive informal program while others have few activities. Whereas the boys dominate the interscholastic activities, the girls are given the greater share of the informal athletic opportunities. Sports which require some extensive personal investment of money (skiing, rifle practice, and golf) are found mainly in the larger schools.

The overall picture appears, as in the case of the junior high school activities, to favor the team and other highly organized athletic experiences. Generally, the number of offerings does not increase with the size of the school except in the competitive interscholastic sports.

Senior High Assemblies

All of the high schools questioned offer some sort of assembly-type program. Most of the high schools (six) offer more than one assembly activity.

Senior High Homeroom

Only two of the high schools maintain a "Homeroom" activity.

Senior High Music-Drama-Speech

In "Music," "Drama," and "Speech" the trend is: The larger the school, the greater the number of activities offered. This is especially true in the area of instrumental music.

All of the schools operate one or more vocal music activities; the "Chorus," which gives opportunities to both boys and girls, is to be found in each of the schools sampled. Six of the eight schools grant academic credit for this activity and half of the schools allow academic credit to be earned for one other vocal music experience.

Again, as in the case of vocal music, instrumental music is represented in each of the schools by a common title---"Band." This may be either "Marching" or "Concert" or sometimes both. Further, this activity is used to earn academic credit in six of the eight schools investigated, in fact, they are the very same schools that do this in the vocal music area. Seven of these eight schools offer more than one instrumental music activity; one school offers as many as seven such opportunities. Only the two largest schools offer "Orchestra," but seven offer "Pep Band" and five have an organized "Dance Band."

In drama activities, all of the Washington County high schools have some offering. Seven of the schools presented "Class Plays" and five have organized "Thespians" clubs. None of the schools reported that participation in these activities earns academic credit.

All of the sampled high schools offer some speech activity. Most of the schools (seven) use "Public Speaking" as their main speech activity and five of these institutions hold a "Debate" activity. Few of the speech activities earn academic credit.

Senior High Scholarship

The "National Honor Society" scholarship activity is found in all of the high schools and the "Honor Roll" is found in seven of the schools. One school has four activities classified as scholarship in nature.

Senior High Publications

The publications activities are represented in all of the schools by both the "Yearbook" and the "Newspaper" with half of the schools allowing academic credit to be earned for such participation. Six out of eight of these schools also published a "Student Handbook." In contrast with the junior high schools, the high schools publish a "Student Directory" in only two cases, while the younger school group do so in three instances. In both communities, this activity is engaged in by the larger schools. Generally, the larger the school, the greater the variety of opportunities offered.

Senior High Service and Welfare

The service clubs and welfare groups appear to be organized for participation by girls or boys alone on a larger scale than in any other activity group except for athletics. Such activities as "Lettermen," "Boy's League," and "Projectionists" are instituted for the boys, while the girls' activities include "Rally/Pep/Boosters," "Girl's League," and "Big Sisters." Most of the schools have one or more of these activities. Only one activity in this group is found in all the schools--- "Cheerleading." Also, in half of the schools the activity is open to girls only; in the other half (mainly the larger institutions) either boys or girls may participate.

Perhaps the most complex set of participation factors is found in the group of "Ushers." Six schools offer this opportunity. In three of these, both boys and girls may attend, in two only girls may participate, and in the last school to offer this opportunity, only boys may take part.

Senior High Social

An examination of the tabulations of this study indicates that in terms of variety of activities, those of a social nature are the most evenly distributed throughout the schools. All of the schools offer "Dances" (informal), "Baccalaureate," and "Graduation." A majority of the questioned schools hold "Parties" and "Banquets" for their students. Half of the schools in the study offer "Formal Dances," "Dinners," and/or "Receptions."

Senior High Special Interest Groups

What was true in the junior high schools is also true in the high schools---the schools of a larger population offer more special interest activities than smaller schools. The most frequently offered activities are "Science," "International Relations," "Radio/Electronics," and "Junior Red Cross." Few of these activities are limited to participation by boys or girls only.

Senior High Trips

Seven of the eight questioned schools participate in "Trips."

Senior High Student Government

All of these schools maintain at least two government activities---"Class Officers" and "Student Council." The three largest schools add one or two more such activities.

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APPENDIX

QUESTIONNAIRE USED IN THIS STUDY

Washington County Secondary School Activities Questionnaire

Name of School _____

Location _____

Number of Students, by grade level

7th _____

8th _____

9th _____

10th _____

11th _____

12th _____

Total _____ for school

Limiting Factors -- Please check (✓) if applicable

Special Interest Clubs	Class Year							Academic Credit Given	Prerequisites	
	Boy	Girl	7	8	9	10	11		12	\$ Amt.
Activity Title										