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51

Thesis

A STUDY OF THE EXTENT OF PARTICIPATION IN THE EXTRA-
CURRICULAR ACTIVITIES BY JUNIOR HIGH SCHOOL
STUDENTS AND THE RELATION OF SUCH ACTIVITY
TO PERSONALITY ADJUSTMENT

Submitted by

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

1951

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CHAPTER I

INTRODUCTION

Purpose of the study.-- The purpose of this study is to determine the relationship, if any, between participation in the extracurricular activities and the personality of junior high school students; in other words, the purpose is to give a "personality picture" of extracurricular participants and non-participants.

Scope of the problem.-- Four hundred eighty-seven students at the Frank Ashley Day Junior High School in Newtonville, Massachusetts, will be involved in this study.

The students will be listed in order of participation in the extracurricular activities, from those who participate the greatest to those who participate the least.

A weighted Check List of Extracurricular Activities for the current school year, prepared by the author and a selected group, consisting of six faculty members and fifty former Day Junior High School students, will be used.

In addition, the California Test of Personality, Elementary, Form A, and the Mooney Problem Check List, Junior High School Form, will be administered to the 487 students of the Day Junior High School.

A total of five personality ratings by members of the

faculty will be obtained for each student involved in this study. These personality ratings will be based upon the BEC Personality Rating Schedule.

Justification.-- It has been repeatedly stated that the primary objective of education is to prepare young people to take their places in a democratic society--in a democratic way of life--a way of thinking, feeling, acting, in regard to association of individuals and groups. Hence, it is imperative that schools focus attention on such programs as will foster the growth of such knowledges, skills, and attitudes, the total result of which will be a good citizen of a democracy. Harry Emerson Fosdick has aptly said: "Democracy is based upon the conviction that there are extraordinary possibilities in ordinary people."

Recognizing the theme of the newer education to develop the whole child, emphasis is increasingly being placed upon the extracurricular activities program, which, it is believed, in a large measure, "turns the key" for mental, physical, social, and spiritual development; it "spotlights" the individual's talents, needs, and abilities.

McKown ^{1/} states: "Extracurricular activities present a very important and challenging setting for developing the good citizen because they offer so many fine opportunities for the

1/Harry C. McKown, Extracurricular Activities, The MacMillan Company, New York, 1928, p. 12.

learning of appropriate knowledge, the establishment of desirable ideals, and the actual practice of functional habits."

Extracurricular activities play a vital role in molding a wholesome and attractive personality; they offer vast opportunities for discovering, developing, and perfecting praiseworthy attitudes and skills.

Therefore, if our secondary schools are to graduate individuals who have learned how to be free, in the larger sense, they will have to concern themselves with the development of self-discipline, self-reliance, group approval and group disapproval, with group concern regarding sensitivity of injustice and equality, with group concern regarding human motives, aspirations, discriminating appreciations, and with a wide range of human values reflected through the democratic spirit of cooperation and compromise.

In accord with the above feelings, the writer believes there is a need to better determine the relationship of participation in extracurricular activities and personality adjustment.

Procedure for the study.-- Prepare a weighted check list of the extracurricular activities now being offered at the Day Junior High School.

Administer the Check List of Extracurricular Activities to all students.

Determine the total scores obtained by each student on

the Check List of Extracurricular Activities.

Select the 27 per cent or 131 students who obtained the highest scores on this weighted check list. These students will compose the upper criterion group.

Select the 27 per cent or 131 students who obtained the lowest scores on this weighted check list. These students will compose the lower criterion group.

Administer the California Test of Personality-Elementary Form A and the Mooney Problem Check List, Junior High School Form to all students.

Score and tabulate the results of these instruments obtained by the students in the upper and lower criterion groups.

Using the BEC Personality Rating Schedule, secure five faculty ratings concerning the personality adjustment for each student in the upper and lower criterion groups. Tabulate results. Then, compute and tabulate the average score for each item rated. Determine the total average score.

Through statistical analysis, determine the significant differences in the results obtained by students in the upper and lower criterion groups. Note the findings.

CHAPTER II
REVIEW OF RESEARCH

Introduction.-- Today the major objective of education seems to be the total adjustment of each individual in a democratic society. Literature reveals that to attain this end, the newer education must be infinitely more dynamic, infinitely better suited to reality, and very much more suited to the needs and interests and abilities of young people. Washburne ^{1/} states:

"Modern concepts of education differ from traditional concepts in two important ways. They are much more comprehensive; and they attempt to apply the results of scientific research in education and related fields. They are more comprehensive in that their goal is no less than the fullest possible development of the potentialities of each person, both as an individual and as a contributing part of an organic society....It is more concerned with understanding and attitudes than with mere knowledge; it is concerned not only with the child's physical health but also with his mental and emotional health; it values discipline, but especially self-discipline."

Because a consideration of the purposes of education has occupied such a dominant place in our educational literature, it seems fitting to note the educational commissions and committees that have caused such a "change" in the objectives of American education.

1/C. W. Washburne, "Self-Expression and Discipline," The New Era (April, 1949), 30: 65.

1. The Review of Literature to Define the Major
Objectives of the Newer Education

1918--The Commission of the Reorganization of Secondary Education.-- Spears ^{1/} reports that "the purposes of the American secondary school are not new, but the proposals for attaining these goals keep shifting with the times."

Over thirty years ago, a national commission reviewed the will of the people with the now famous seven cardinal principles-- (1) health, (2) command of fundamentals, (3) worthy home-membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, (7) ethical character. ^{2/}

The above-mentioned statement of objectives by this Commission is often thought of as restricted to the secondary schools, but they were developed as "the main objectives that should guide education in a democracy. These purposes have a two-fold basis for their validity: ^{3/}

- "1. Education in the United States should be guided by a clear conception of the meaning of democracy....More explicitly, the purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for his fellow-members and of society as a whole...For the achievement of these ends democracy must place chief reliance on education...

^{1/}Harold Spears, The High School for Today, The American Book Company, Boston, Massachusetts, 1950, p. 24.

^{2/}United States Bureau of Education, Cardinal Principles of Education, Bulletin Number 35, U. S. Government Printing Office, Washington, D. C., 1918, pp. 10-11.

^{3/}Op. cit., p. 9.

2. In order to determine the main objectives that should guide education in a democracy it is necessary to analyze the activities of the individual."

Consequently, Bossing ^{1/} states that in a democracy education, "both within and without the school, should develop within each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place to shape both himself and society toward ever nobler ends." ^{1/}

1926--George S. Counts.-- George S. Counts ^{2/} graphically sets forth the place of purpose in education in the following manner:

"The end of education is to be found in neither the one period nor the other (child or adult), but rather in the growth of the power of the learner to cope with his environment--a growth which is nurtured through a direct participation in the life of the group and through a vicarious participation in the racial experience. The child should be equipped to perform many of the activities adults perform, but often on a more generous scale and according to an improved pattern. Even so, the aim is not to prepare him for adult life, but to give him a mastery over his world and to make him a guardian of the spiritual possessions of the group."

✓ 1933--The Socio-Economic Goals Committee.-- During the early thirties, when America was in the throes of a terrific depression, the National Education Association deemed it

^{1/}Nelson L. Bossing, Principles of Secondary Education, Prentice-Hall, Inc., New York, 1949, pp. 294-295.

^{2/}George S. Counts, Some Notes on the Foundations of Curriculum Making, Twenty-Sixth Yearbook of the National Society for the Study of Education Part II, Public School Publishing Company, Bloomington, Illinois, 1926, pp. 74-75.

desirable to re-explore the adequacy of our educational objectives. In 1931, the committee on Socio-Economic Goals for America was organized. Two years later the following statement of objectives, now known as the "Ten Desirable Social-Economic Goals of America" ^{1/} were presented.

1. Hereditary strength
2. Physical security
3. Participation in an evolving culture
4. An active, flexible personality
5. Suitable occupation
6. Economic security
7. Mental security
8. Equality of opportunity
9. Freedom
10. Fair play

This statement of educational goals bases its validity on the ideals of our American democracy.

1935--The Educational Policies Committee.-- This Commission, consisting of representatives of the American Association of School Administrators and other members of the National Education Association, initiated preparations of a statement of educational objectives which was released in 1938. These purposes, also, are based upon the democratic ideals cemented in the Constitution. ^{2/}

1/Committee on Socio-Economic Goals of the National Education Association, "What Are the Desirable Social-Economic Goals for America?", Journal of the National Education Association (January, 1934), 23: 6-12.

2/Educational Policies Commission, The Purposes of Education in American Democracy, National Education Association, Washington, D. C., 1948, p. 41.

"The general end of education in America at the present time is the fullest possible development of the individual within the framework of our present industrialized democratic society. The attainment of this end is to be observed in individual behavior or conduct...Ideals and values derive their entire practical importance from the behavior which results from them."

The Commission, in a unique way, has tried to determine "the desirable elements of information, skill, habit, interest, and attitude which will promote individual development and encourage democratic ways of living."^{1/}

The objectives of education of the three aforementioned committees are in common agreement in the acceptance of two criteria for the determination of the objectives of education; that is, (1) they try to determine what the implications of a democratic society are, and (2) they have analyzed the activities of the individual who functions effectively in such a society.

1942--"The Eight-Year Study" of the Progressive Education Association.-- The well-known high-school experiment called "The Eight-Year Study," was sponsored by this Association. Thirty secondary schools scattered throughout the United States were given "carte blanche" to reorganize their educational programs that the newer concepts of educational goals might be realized. Each school set up its own objectives and developed the curriculum each thought most likely to aid in

1/Op. cit., p. 42.

the realization of those objectives.

In an attempt to evaluate the relative effectiveness of these schools as compared with the more traditional types of schools, the Association set up objectives for evaluative purposes, based upon a careful study of the goals each school had structured to guide its work. Below are listed the ten objectives which the Evaluative Staff believed essentially representative of those which governed the activities of the thirty experimental schools: ^{1/}

- "1. The development of effective methods of thinking
2. The cultivation of useful habits and study skills
3. The inculcation of social attitudes
4. The acquisition of a wide range of significant interests
5. The development of increased appreciation of music, art, literature, and other aesthetic experiences
6. The development of social sensitivity
7. The development of better personal-social adjustment
8. The acquisition of important information
9. The development of physical health
10. The development of a consistent philosophy of life."

1944--Policies Committee of the National Education Association.-- This Commission coined the expression which should

1/Wilford M. Aiken, The Story of the Eight-Year Study, Harper and Brothers, New York, 1942, pp. 89-90.

permeate the climate of America's schools, "Education for All American Youth." It was here that the "Ten Imperative Educational Needs of Youth" were first presented, the ten that three years later were to be treated more fully in a Bulletin of the National Association of Secondary-School Principals.^{1/}

These "Needs" are listed as follows:

Imperative Need Number 1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

Imperative Need Number 2. All youth need to develop and maintain good physical health and physical fitness.

Imperative Need Number 3. All youth need to understand the rights and duties of a citizen of a democratic society, and to be intelligent and competent in the performance of their obligations as members of the community and citizens of the state and nation, and of the world.

Imperative Need Number 4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

Imperative Need Number 5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

Imperative Need Number 6. All youth need to understand the methods of science on human life, and the main scientific facts concerning the nature of the world and of man.

^{1/}"The Ten Imperative Needs of Youth," Bulletin of the National Association of Secondary-School Principals (March, 1947), 31: 43.

Imperative Need Number 7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

Imperative Need Number 8. All youth need to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

Imperative Need Number 9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperately with others.

Imperative Need Number 10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding."

1945--The Growth of the Ideal of "Education for Life Adjustment".-- The original Prosser Resolution ^{1/} defined the problem of general education and of universal secondary education so that they were meaningful to many persons who had never before sensed their vital importance. The re-defining of these problems has helped them to recognize the lag in the practice of secondary education and to build a willingness, if not an eagerness, to narrow the gap between theory and practice.

Life Adjustment Education is concerned with the whole individual and all the individuals...Life Adjustment assumes that the major purpose of the school is to stimulate, fortify, and modify pupil behavior that the school may more effectively

^{1/}Dan J. Hull, in Harl R. Douglass, Education for Life Adjustment, The Ronald Press Company, New York, 1950, p. 3.

promote democracy as a way of life. It believes that such behavior may be expressed in terms of attitudes, ideals, understandings, skills, and so forth, and that these should be the objectives of education...Finally, says Romine,^{1/} "Life Adjustment Education seeks to focus attention on behavior and problems and to bring to bear on these the complete resources of the school and the community, to the end that all pupils may live effectively, now and in the future, both for themselves and society, in all common areas of living."

Summary.-- There seems to be no real conflicts in the many concepts of the objectives of education. Leaders in education think of educational goals in terms of the needs of a democratic society with especial emphasis upon the immediate, vital challenges, needs, interests, abilities, of all youth.^{2/}

"These youth--all of them--are to be the heirs and trustees for all that is good or bad in our civilization. What humanity will achieve a generation hence depends largely on them and their education now.

Each of them is a human being, more precious than material goods or systems of philosophy. Not one of them is to be carelessly wasted. All of them are to be given equal opportunities to live and learn."

2. Review of Literature to Substantiate the Value of Participation in the Extracurricular Activities Program

The development of the extracurricular activities program.-- The extensive literature indicates that the

^{1/}Stephen Romine, in Harl R. Douglass, Education for Life Adjustment, The Ronald Press Company, New York, 1950, pp. 66-67.

^{2/}Harold Spears, op. cit., p. 35.

extracurricular activities program is a vital part of the total educational curriculum of the modern secondary school. Because of experimental and experiential research, educators have come to better understand the adolescent, his needs, his abilities, his interests, his challenges. Leaders in education have clearer concepts of the democratic way of life. The realization of the newer objectives enlightened the role of the extracurricular activities program in the modern secondary school, the term "curriculum" being synonymous with "experience".

Within the last three decades, the attitudes toward extracurricular activities have changed. This evolution in attitudes has been aptly described by Koos, Hughes, Hutson and Reavis:^{1/}

"In former days extracurriculum activities had no recognition from school authorities; they were in fact, suppressed. The concept of the school as an 'embryonic community life, active with the types of occupations that reflect the life of the larger society', embodying active, expressive, and self-directing factors in the educational process, had not yet been popularized among either theorists or practitioners. Rather, the school was the place for absorption of the teacher's offerings. Extracurriculum activities were useless play which stole the pupils' time from 'education'."

The attitudes of indifference or opposition on the part of educators changed to tolerance, then to assimilation, and

^{1/}Leonard V. Koos, James M. Hughes, Percival W. Hutson, William C. Reavis, Administering the Secondary School, The American Book Company, New York, 1940, p. 130.

then to acceptance. Members of the teaching profession recognized that, as Rugg ^{1/} states, "Today education is no longer conceived as a process of memorizing facts, but a process of giving children experiences that shall be of value to them in life." In the same vein, Monroe, ^{2/} in discussing the present status of these activities, writes:

"More recently, however, growth and development have been guided by the social forces and educational philosophy which are reorienting the American schools in meeting the needs both of the individual and of society in the democratic way of living.

In 1940, Trump ^{3/} made an extensive study of the extracurricular activities of a selected group of high schools of the twenty states which comprise the territory of the North Central Association of Colleges and Secondary Schools. He states:

"Extracurricular activities today are not only tolerated in schools, but in most of them are encouraged by school administrators...Many studies relative to the status of certain activities have been made from time to time by different individuals and groups....All the foregoing investigations pertinent to the status of these activities reveal the significant position of these activities in the secondary school program."

^{1/}Earle Rugg, "Special Types of Activities: Student Participation in School Government," Twenty-Fifth Yearbook of the National Society for the Study of Education. Part II, Public School Publishing Company, Bloomington, Illinois, 1926, pp. 74-75.

^{2/}Walter S. Monroe, Encyclopedia of Educational Research, The MacMillan Company, Boston, Massachusetts, 1950, p. 424.

^{3/}Lloyd J. Trump, High School Extracurriculum Activities: Their Management in Public Schools of the North Central Association, The University of Chicago Press, Chicago, Illinois, 1944, p. 162.

Kutz, ^{1/} with creativity, considers the educational program of the secondary school in the following manner:

The Educational Full-Course Dinner

"Soup course--The new function of the Homeroom, bringing a closer relationship between teacher and pupil and serving as an appetizer in school interest.

The main course--The curriculum.

The dessert--The extracurricular phase of the Educational Dinner which must take care of the wider functions cast on the school by the conditions of modern life, to give opportunities to youth beyond the more formal aspects of the curriculum."

In an investigation involving 269 secondary schools located in all but three of the states, Galen Jones ^{2/} has reported considerable changes in the status of activities from extracurriculum to curriculum. In one-third to two-fifths of the schools such activities as the newspaper, dramatics, and debate were curricularized. The activities which originated in the extracurriculum and did not change their status in the schools studied were departmental clubs, special interest clubs, and outside-agency clubs. These findings lend support to the conclusion that extracurricular activities find a place of wide-spread acceptance on the part of school workers.

Extracurricular activities defined.-- The term,

^{1/}Frederick B. Kutz, "Planning the Activity Program," School Activities (September, 1948), 20: 3-4.

^{2/}Galen Jones, Extra-Curricular Activities in Relation to the Curriculum, Bureau of Publications, Teachers College, Columbia University, New York, 1935, p. 39.

extracurricular, is most unfortunate. The literature indicates that it probably is the product of periods when activities were either ignored or openly opposed. Attempts to foster such terms as co-curriculum, semi-curriculum, inter-curriculum, or student activities have not succeeded in displacing the old terminology. Modern usage, however, is investing the term, extracurriculum, with larger meaning.^{1/}

Grizzell,^{2/} in stating the meaning of extracurriculum clarifies the "larger meaning" implied by Grayson. He asserts that the total educational offering of the school is characterized as the educational program of the school and any part of that offering appropriate to the educational needs of the individual learner is designated as the curriculum. It is the sum total of experience necessary to the development in the individual of an efficient, social personality.

Sheehan^{3/} defines them as "those activities distinct from the program of studies which provide for definite social and civic participation during regular school hours under supervision. Wilds^{4/} defines them as follows:

^{1/}Daniel F. Grayson, "Activities and the Curriculum," School Activities (May, 1948), 19: 275.

^{2/}E. D. Grizzell, American Secondary Education, Thomas Nelson and Sons, New York, 1937, pp. 120-121.

^{3/}Mary Sheehan, Extra-Curricular Activities in a Junior High School, Richard G. Badger, Boston, Massachusetts, 1927, p. 14.

^{4/}Elmer Harrison Wilds, Extra-Curricular Activities, The Century Company, New York, 1926, pp. 4-5.

"Extracurricular activities are those activities of the school that are outside the traditional curriculum that have sprung up and developed through the students' own desires and efforts, that are carried on apart from the hours of the regular school program, and that are participated in without the rewards of regular school credit."

The author continues to state that if tendencies continue, these activities one by one may become parts of the new enriched and revitalized curriculum of our schools and then the terms "Extracurricular Activities and Student Activities will be misnomers."

Briggs' ^{1/} concept of extracurricular activities is similar to that expressed by Wilds; namely, that they are those legitimate activities not provided for in the formal curriculum and that they would vary in different schools.

The aforementioned concepts are indicative (1) that there is no single crystallized interpretation of the activities program; (2) that the activities program is tailored to the individual educational program; (3) that the more recent concepts such as those of Grayson ^{2/} and Grizzell ^{3/} mirror the "whole-roundedness" of the newer education to provide those experiences necessary to develop those competencies deemed essential for effective living. It seems to the writer that the

^{1/}Thomas H. Briggs, "Extra-Curricular Activities in Junior High School, Educational Administration and Supervision (January, 1922), 8: 1-9.

^{2/}Daniel F. Grayson, op. cit., p. 10.

^{3/}E. D. Grizzell, op. cit., p. 10.

extracurricular program is no longer to be considered the "junior partner" of the school's educational program, but that it has risen to the rank of "senior partner", and in such a capacity it is a definite part of the total educational program.

Justification of the extracurricular activities.-- Based upon the assumption that the extracurriculum program is well-organized, research seems to indicate that the values derived through participation are numerous. Koos,^{1/} in his study, attempted to analyze the basic values attributed to extracurriculum participation and found that all but a single one of thirty-eight different authors mentioned training in some civic-social-moral quality or relationship. Statements recurring under this broad heading are: (1) "socialization", (2) training for social cooperation, (3) actual experience in group life, (4) training for citizenship in a democracy, and (5) training for leadership.

Dee^{2/} has revealed the values as they support the Cardinal Principles of Education.^{3/}

^{1/}Leonard V. Koos, "Analysis of the General Literature in Extra-Curricular Activities," Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II, Public School Publishing Company, Bloomington, Illinois, 1926, p. 10.

^{2/}Barbara M. Dee, "Objectives and Activities in the Extracurricular Field which Illustrate the Seven Cardinal Principles of Education," Education (June, 1929), 5: 583.

^{3/}United States Bureau of Education, Seven Cardinal Principles of Education. Bulletin No. 35, United States Government Printing Office, Washington, D. C., 1918, p. 2.

The literature seems to indicate that through group activity, founded on pupils' interests, needs, abilities, and challenges, as prescribed by the effective activities program, the values are many. Because of the wide scope in meaning involved in these generalizations, a clear-cut category of values is impossible and there is inevitable overlapping.

Social training and personality development.-- "Group experience is the stuff of life." This prefacing statement is made by Fedder ^{1/} and is corroborated by Melvin ^{2/} and Mossman. ^{3/} Fedder states: ^{4/}

"Individual development cannot take place in a vacuum. Group experience is its laboratory. Real education takes place as an individual participates in activities by which he is affected and which his participation affects. Through a series of experiences, the individual builds opinions and attitudes. He learns what democratic fellowship is and he practices it. As he works in groups with others in common concerns, the significance of living together is interpreted to him. Group experience develops ability for individuals to better understand themselves and to face their limitations without feeling of guilt because a knowledge of their limitations is being balanced by a sense of accomplishment and a growing consciousness of their abilities.

^{1/}Ruth Fedder, Guiding Homeroom and Club Activities, McGraw-Hill Book Company, Incorporated, New York, 1949, p. 1.

^{2/}Gordon A. Melvin, The Activity Program, Raynal and Hitchcock, New York, 1936, 268 pages.

^{3/}Lois Coffey Mossman, The Activity Concept, The MacMillan Company, New York, 1938, pp. 92-127.

^{4/}Ruth Fedder, op. cit., p. 353.

Thus they develop the ability to "take it"--a sincere welcome of criticism and an ability to give it in a friendly fashion. The group, therefore, is important psychologically, to the degree that it gives individuals opportunity, as they participate in the life of the group, to work out the ratio of pulls between the individual and the social."

Rivlin ^{1/} states that through such participation, the individual develops the ability to "see the other fellow's point of view" which some authors term toleration.

Woodrow Wilson once said that the development of the "social life is the chief end of education". By this he meant social efficiency, the fine art of living, of getting along with people. The reading indicates that these activities provide actual practice in right social action in actual situations.

Fedder's ^{2/} opening paragraph of her Preface provides "food for thought":

"Studies of occupational failures among adults reveal that men and women fail in their vocations far oftener because they fail to get along with people than because they cannot perform their job functions creditably. Leaders in business, industry, and education increasingly demand, therefore, that the education of future citizens and workers include teaching boys and girls how to be sound in mind and spirit and how to live happily with people. Lest we adults court the necessity of reclaiming and rehabilitating today's children after they have become tomorrow's failures, we dare not waste human resources by

1/Harry N. Rivlin, Teaching Adolescents in Secondary Schools, Appleton-Century-Crofts, Incorporated, New York, 1948, p. 382.

2/Ruth Fedder, op. cit., p. 353.

failing to incorporate into educational systems opportunities for boys and girls to receive training and develop skills in human relationships."

Chamberlin ^{1/} concluded in his study that students who participated in extracurricular activities were better adjusted socially than those who did not. Van Nice ^{2/} in his study concluded that the vocational adjustment of participants was superior to nonparticipants. Leaders seem to conceive the goal as personality adjustment. Melvin ^{3/} states:

"The wholeness and the balance of internal relations is preserved only when human personality is regarded as the primary goal of education. To make personality is the primary goal of both learner and teacher.....Education's goal is good men."

Shannon, ^{4/} one of the more recent specialists in the field of extracurricular activities, asserts that the great majority of students need more ways in which to "shine" and that activities are the school's best answer.

"Curricular achievement does not satisfy the thirst; it must be a second-mile activity, something which the pupils themselves initiate, emulate, and applaud. In school activities many pupils get their first taste of real success in a big way and learn they can do things society prizes."

^{1/}R. G. Chamberlin, "Extracurricular Activities and Social Adjustment," Secondary Education (October, 1937), 6: 149-152.

^{2/}Charles R. VanNice, "Extracurriculum Activities and Vocational Adjustment," Secondary Education (October, 1937), 6: 162-164.

^{3/}Gordon A. Melvin, op. cit., p. 12.

^{4/}J. R. Shannon, "School Activities and Personality Development," School Activities (May, 1949), 20: 276.

He affirms that such acclaim is not achieved by success in Latin or algebra. Dr. Sidney K. Smith,^{1/} a psychiatrist at the University of California, reports that of the first 300 students who came or were sent to him for psychiatric attention, 199, or almost an even two-thirds, were not engaged in any campus activity. Researches by Shannon add further evidence. The first studied^{2/} the post-school careers of the leaders, scholars, and a random group of pupils who had graduated during a six-year period from a single high school. These alumni had been out of school for a period of ten to fifteen years. The leaders, those who had been prominent in high-school activities, far surpassed the other groups in four out of six measures of success and equalled them in the other two. Another survey^{3/} compared highly successful graduates, average ones, and failing ones from the same college over a period of 45 years and showed that the relative success of each group was in direct proportion to their success in campus activities and not in their success in scholarship.

^{1/}Sidney K. Smith, "Psychiatry and University Men," Mental Hygiene (January, 1928), 12: 38-47.

^{2/}J. R. Shannon, "Post-School Careers of High School Leaders and High School Scholars," School Review (November, 1929), pp. 656-665.

^{3/}J. R. Shannon, "A Comparison of Highly Successful Teachers, Failing Teachers, and Average Teachers at the Time of Graduation from Indiana State Teachers College," Educational Administration and Supervision (January, 1940), 26: 43-51.

Another survey ^{1/} dealt with athletes in ten small high schools. The teachers, coaches, and principals had rated all the boys on a personality basis without knowing that comparisons would be made between groups. Athletes led in leadership, sociability, cooperation, self-control, and reliability, falling slightly behind in only agreeability. The sum scores on the six personality traits noticeably favored the athletes.

Minot W. Stout, ^{2/} principal of University High School, University of Minnesota, believes that the extracurriculum program should make an important contribution toward the fulfillment of the Ten Imperative Needs of Youth. ^{3/} He further adds:

"The activity program is most certainly an important part of the educational program of the secondary school...In the light of reason, activities exist in the schools only as a means to helping youth reach their optimum growth."

It seems apparent that leaders in education indicate that through participation in well-organized and effectively managed activities, -homeroom, student government, athletics, and interest clubs, -occurs training in successful living, which is the sum total of the individual's ability to increasingly understand himself and the society of which he is a part.

^{1/}Gerald C. Carter, and J. R. Shannon, "Adjustment and Personality Traits of Athletes and Non-Athletes," School Review (February, 1940), 48: 127-130.

^{2/}Minot W. Stout, "Managing the Activity Program," The Bulletin of the National Association of Secondary-School Principals (March, 1948), 32: 4-6.

^{3/}"The Ten Imperative Needs of Youth," Bulletin of the National Association of Secondary-School Principals (March, 1947), 31: 43.

Civic training.-- Extracurricular activities provide direct training for the duties and responsibilities of citizenship in a democracy. Reavis remarks:^{1/}

"They provide laboratory experiences in citizenship, which is needed to make effective the intellectual treatment of civic problems received in the classroom of the school. Such activities challenge the interest and enthusiasms of boys and girls of the high school age, and provide real motives for the exercise of junior citizenship responsibilities."

McKown,^{2/} a leader in the field of extracurricular activities, states:

"Training in a democracy is the best preparation for membership in it. If the school is so organized and administered that the student has opportunities and responsibilities somewhat similar in a small way to those he will have later as a grown-up citizen, he will be better able to meet and discharge these responsibilities. It is interesting to note that many boys and girls who fail in conduct during their first year at college or away from home are those whose parents watched them most anxiously at home. They had not developed self-directive abilities. These extracurricular activities allow the student gradually to assume increasing responsibility for his own direction."

Participation in extracurricular activities fosters and develops cooperation. McKown^{3/} comments:

^{1/}W. C. Reavis, "Direct Training in Citizenship Through the Participation in Community Affairs," The Twenty-Fifth Yearbook of the National Society for the Study of Education Part II, Public School Publishing Company, Bloomington, Illinois, 1926, p. 100.

^{2/}Harry C. McKown, Extracurricular Activities, The MacMillan Company, New York, 1931, p. 5.

^{3/}Ibid., p. 5.

"Cooperation is recognized as one of the most frequent demands of citizenship and yet little is done in the traditional work of the school to teach it.... Membership in a student council, athletic team or club, teaches cooperation because the student has to exercise it to retain his position and standing."

Participation in extracurricular activities fosters and develops sentiments of law and order. The above author continues:^{1/}

"The poorest discipline in the world is that which is affected through fear.... The best discipline is that which comes from within and comes because the group itself takes pride in holding up its own standards."

The homeroom organization, within recent times, has been made a vital means of promoting those skills, attitudes, and traits needed for worthy citizenship. Rugg^{2/} likens it to the "town meeting of the air" or "open forum". He affirms:

"Student participation seems to aid in developing important qualities such as responsibility, initiative, leadership, fellowship, school pride, and a respect for law and order... It reveals a sincere attempt in school procedure to make school life similar to adult life, to provide for a varied program of activities like the activities of adults, and to give pupils experiences of use to them in life. And in the opportunities inhering in student participation lies, in part, the hope of an improved American citizenship in the future."

Gerald Van Pool^{3/} refers to the Student Council as the

^{1/}Ibid., p. 6.

^{2/}Earle Rugg, op. cit., p. 137.

^{3/}Gerald M. Van Pool, "The Place of the Student Council in the School Program," The Bulletin of the National Association of Secondary School Principals (March, 1948), 32: 19.

most important student organization in the whole school for it consists of a group of students which represents them in council; it speaks for them and acts for them.

"Participation enables an individual to feel that he has a share--that he participates in the management of the school....The Student Council tries in every way possible to develop student initiative and school pride; to promote worthy citizenship training; to provide an opportunity for student self-expression; to promote the welfare of the school through better student-faculty relationships, and to interpret the school to the community."

Roemer, Allen, and Yarnell ^{1/} consider "clubs" the "melting pot" of the school for here all the children of all the people are brought together by a common interest. They learn from contacts from one another, and they learn to know, to respect, and to appreciate the contributions of each member. Writers seem to be in agreement that participation in activities affords training in leadership-followship qualities.

Terry ^{2/} defines the leader as follows:

"....one who occupies a chief or prominent place, especially one who is fitted by force of ideas, character or genius or by strength of will or by administrative ability to arouse, incite, and direct men in conduct and achievement. There is something in the leader that gives life to the others....Leadership is the universally recognized and most powerful available means of adjusting a group to its own nature. It is the factor that makes cooperation for common purposes possible."

^{1/}Joseph Roemer, Charles F. Allen and Dorothy A. Yarnell, Basic Student Activities, Silver, Burdett and Company, Boston, Massachusetts, 1935, p. 208.

^{2/}Paul W. Terry, Supervising Extra-Curricular Activities in the American Secondary School, McGraw-Hill Book Company, Inc., New York, 1930, p. 40.

The literature indicates that the qualities of leadership are closely allied to those of citizenship training. More specifically, Wilds ^{1/} enumerates this "rare human quality" thus: (1) adaptability; (2) quick, clear thinking; (3) initiative; (4) integrity; (5) self-confidence; (6) broad vision; (7) tact; (8) good judgment; (9) willingness to work; (10) unselfishness; (11) faith and patience; (12) toleration; (13) courage and conviction; (14) enthusiasm.

It is obvious to the writer that effective participation in group activities offers opportunities to develop in the individual qualities of leadership and followship--a knowing of when to assert and when to submit.

Leaders indicate that through participation interest is aroused in vocations. Dean Davis, ^{2/} Dean Emeritus of Boston University's School of Education and former president of the National Vocational Guidance Association states:

"From my personal acquaintance I can name a number of prominent newspaper men who have testified that they found themselves, and so obtained their most valuable start in life, as editors of their school paper. I can also name several men who are at the head of large and prosperous manufacturing plants who assert that they began their careers when they were business managers of their school paper or of the school athletic association. My experience as a vocational director has shown that the young men who have been prominent in the activities of the

1/Elmer Harrison Wilds, op. cit., p. 28.

2/Ibid., p. 24.

school are by far the most desirable when it comes to placing students in good positions. They know how to attack their work in cooperation with other employees; they have learned many things not found in books, but possibly of equal value."

McKown ^{1/} indicates that much personal information about pupils may be obtained from their club and other activity contacts, and through wise counseling and guidance, may be ⁱⁿ⁻_{2/}strumental in assisting with vocational choices. Wilds summarizes:

"We must avoid the misfits in industry--the square pegs in round holes. Not only do extra-curricular activities furnish opportunities for vocational training, but as instruments of vocational guidance they are even more valuable. In these activities there is an exceptional opportunity to discover the aptitude, abilities, and interests of the children, and they may be used as "tryout" devices and exploratory opportunities to even better advantage than the regular subjects of the curriculum."

Training for leisure.-- Esther M. Anderson, ^{3/} in investigating the leisure-time activities of 686 junior high school students, discovered the 65 to 70 per cent of them "wished they had something to do in their spare time." The first choice for both boys and girls was sports. The second choice for boys was work experience and for the girls, reading. The boys' third choice was hobbies and for the girls, home or fine

^{1/}Harry C. McKown, op. cit., p. 23.

^{2/}Elmer Harrison Wilds, op. cit., p. 25.

^{3/}Esther M. Anderson, "Improvements for Leisure-Time Activities Suggested by Junior High School Students," Nation's Schools, April, 1948, 41: 30-31.

arts. There was an indifferent group consisting of 6.4 per cent of the boys and 4 per cent of the girls, one out of every ten students who was willing to do "anything". The author emphasizes that these are the students who should have their latent interests developed.

Provided that the activities program is focused to meet the needs, abilities, interests, challenges of its school community, worthy leisure-time pursuits may be fostered and nurtured.

Summary of the justification of participation in the extracurricular activities.-- The American Educational Digest has given ^{1/} the following summary of the values which accrue from participation in extracurricular activities:

1. They tend to create a friendly spirit between the school and the community.
2. They foster loyal school support.
3. They increase efficiency in regular school work.
4. They increase the personal interest of teachers in pupils.
5. They develop initiative, responsibility, and cooperation.
6. They train for worthy use of leisure.
7. They create a proper background for appreciating studies.
8. They develop skills needed in actual citizenship.

1/Elmer Harrison Wilds, op. cit., p. 35.

9. They form the basis of true moral and character development.
10. They stimulate tastes and ambitions for larger life activities.

It is Grayson's ^{1/} belief that "extracurricular activities are an indispensable part of the educational program of the school and each pupil's curriculum should include those activities appropriate to his best development."

"The modern secondary school, with its functioning guidance program, assists each pupil to plan wisely his curriculum by drawing on the total educational offering, to the end that its graduates are socially competent persons who know something."

Mossman ^{2/} justifies them by saying:

"A curriculum which can put meaning and significance into the affairs of its daily life is its own justification....To build meaning and significance is to build relationships, make more connections within one's experience. Hence, a program including much of inquiring, adventuring, exploring, and experimenting is one that gives meaning and zest to life."

Lastly, Shannon, ^{3/} one of the "masters" of the extra-curriculum program, whole-heartedly justifies them, stating:

"....for they, more than formal classes, are conducive to leading pupils out in ways which make their personalities attractive....School activities have greater possibilities for molding personality than do routine class activities for the reason that they give pupils better opportunities

^{1/}Daniel F. Grayson, op. cit., p. 276.

^{2/}Lois Coffey Mossman, op. cit., p. 68.

^{3/}J. R. Shannon, "School Activities and Personality Development," School Activities (May, 1949), 20: 275.

to shine in wholesome, legitimate ways which society approves and applauds."

An attractive and wholesome personality defined.-- An "attractive and wholesome" personality, literature indicates, is the well-adjusted personality, the perfect blending of one's habits and attitudes. Fenton ^{1/} states:

"The wholesome or well-adjusted personality is one able to endure the inevitable conflicts and disturbances of daily life with a minimum of surrender or self-pity and a maximum of insight and self-control."

The following definition ^{2/} originated at the Third White House Conference on Child Health and Protection in 1929:

"A person may be said to have a harmonious and effective personality if he is able to accept himself and the conditions of his life with fairly persistent satisfaction, if he is normally acceptable to others as a companion and co-worker; and if with reasonable assurance and cheerfulness he takes his part in life with interest for himself and to society."

First, then, wholesomeness of personality "may be measured to the degree that the individual, be it child, adolescent, or adult, had mastered acceptance of self."

Fenton ^{3/} indicates that because the individual has accepted himself, there is continuity or consistency in the pattern of his personality, which means that the individual, to a

1/Norman Fenton, Mental Hygiene in School Practice, Stanford University Press, Stanford, 1948, p. 5.

2/Ibid., p. 95.

3/Ibid., p. 95.

marked degree, will be a similar person at different times and under different circumstances. This is termed by the above author as the "integration of personality" and the well-integrated person has an effective organization of his life which means that energy is not used up excessively in inner conflicts but "it is free to be directed in the life experiences of the individual".

The wholesome personality, as Kubie ^{1/} indicated, is "able to sustain deprivation and frustration without either blind and excessive anger on the one hand or paralyzing depression on the other."

Likewise, Stagner ^{2/} states that one of the components of a wholesome personality is "the ability to withstand hardships (usually called "character")." This adjustment to life is aptly expressed by Vaughn and Roth ^{3/} in the following manner:

"Adjustment to your environment doesn't mean merely a physical adjustment....Mental adjustment is just as important. The mental adjustment is known as a 'philosophy of life'....a pattern of thought, developed over a period of years, that enables the person who has it to meet whatever situations life may impose upon him through proper evaluation....philosophy of life is merely a crystallized adjustment to life."

1/Ibid., p. 97.

2/Ross Stagner, Psychology and Personality, McGraw-Hill Book Company, New York, 1932, p. 2.

3/Gwenyth Vaughn and Charles B. Roth, Effective Personality Building, McGraw-Hill Book Company, New York, 1947, p. 89-90.

The adequacy of self-acceptance is determined in part by the extent to which the individual is able to employ the objective attitude toward self.^{1/} Allport^{2/} terms it "self-objectification". He defines it thus:

"....that peculiar detachment of the mature person when he surveys his own pretensions in relation to his abilities, his present objectives in relation to objectives for himself, his own equipment with the equipment of others, and his opinion of himself in relation to the opinions others hold of him."

This capacity for self-objectification, Allport^{3/} adds, "is insight and is bound in subtle ways to the sense of humoran almost invariable possession of a cultivated and mature personality." Vaughn and Roth^{4/} in speaking of the sense of humor label it "the leavening agent" of personality. Burnham, in reference^{5/} to the sense of humor, states:

"One of the greatest acquisitions in the evolution of the human mind is the development of a sense of humor. It is so wholesome that where it does not exist, it should, if possible, be cultivated....While it is usually valuable for the health of the individual in general, it has special virtue for the mental health as what may be called, by at least a pertinent analogy, a mental disinfectant of prime value. It takes the sting out of many unpleasant situations, and makes the individual who possesses it attractive to his companions and friends. Also apparently it has a deeper and

^{1/}Norman Fenton, op. cit., p. 98.

^{2/}Gordon Allport, Personality, Henry Holt Company, New York, 1937, p. 12.

^{3/}Ibid., p. 214.

^{4/}Gwenyth Vaughn and Charles B. Roth, op. cit., p. 99.

^{5/}William H. Burnham, The Wholesome Personality, D. Appleton and Company, New York, 1932, p. 211.

wider significance in relation to one's attitude toward life and one's special task."

A second major factor of the wholesome personality, as stated in the definition as given by the Third White House Conference on Child Health and Protection in 1929, is the extent to which the individual can be an "acceptable companion and co-worker". Fenton ^{1/} calls it the capability of getting along with others, of being socially accepted. Vaughn and Roth ^{2/} state:

"The most important factor in building a personality is to build it so that it will win the favorable opinion and confidence of others.

The kind of personality we are interested in here is the kind that equips a man or a woman, that he or she, no matter what the company, can know and understand the others present, win their confidence and friendship, and be at home. This is complete social adjustment. One must have a sympathetic understanding of the other person's point of view....One must have the 'youpoint'...."

It seems to the writer this may be expressed as the capability to appreciate and respect one's fellow men and it involves the process of evaluation. Shannon ^{3/} appropriately asserts:

"The element which has most influence in producing a wholesome and attractive personality is the maintenance of a pleasing balance between one's tendency to assert and his tendency to submit--the maintenance of self-esteem."

^{1/}Norman Fenton, *op. cit.*, p. 99.

^{2/}Gwenyth Vaughn and Charles B. Roth, *op. cit.*, p. 105.

^{3/}J. R. Shannon, "School Activities and Personality Development, *School Activities*" (May, 1949), 20: 275.

Studies show that one measure of social success is vocational effectiveness. Leaders in education have found that the reason for the difference in the success of persons of similar ability and opportunity is often due to the personalities of these individuals. Instances of persons with high intelligence who have made mediocre success in life may be explained by their inadequate personalities. Among businessmen it is the quality sought after in engaging new employees. Some leaders of business put a rating as high as 85 to 90 per cent on personality, contending that aptitude for a job, training, and even experience count for only 10 to 15 per cent. ^{1/}

Thus, mastery of acceptance of self plus social acceptance results in positive integration which Burnham ^{2/} asserts is the essential characteristic of the wholesome personality. The latter noted author quotes Smuts, who describes the human personality as the most significant of all forms of integration, "the whole of all wholes". In the Report of the Commission on the Relation of Emotion to the Educative Process of the American Council on Education, Daniel Alfred Prescott, ^{3/} writes:

^{1/}Gwenyth Vaughn and Charles B. Roth, op. cit., p. 2.

^{2/}William H. Burnham, op. cit., p. 123.

^{3/}A report of the Committee on the Relation of Emotion to the Education, 1938, p. 197.

"A personality is a dynamic, functioning unity which cannot be broken up into segments susceptible of entirely separate considerations....It is not enough to measure the I.Q. We must view the whole personality functioning as a unit."

Allport ^{1/} defines it as "the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment."

The following salient summary statements pertinent to the attractive and wholesome personality are given by Burnham. ^{2/}

1. "The normal healthful personality is an integrated personality.
2. The normal developing personality is characterized by a series of integrations at higher and higher levels.
3. In the individual the different mental processes are integrated to date and become the basis for broader and higher development.
4. The great means of preserving and developing the wholesome personality is attentive, coordinated activity, physical and mental.
5. The wholesome personality is characterized by normal expression of emotions and by control of emotion.
6. Involved in the preservation and development of the wholesome personality are such significant attitudes as confidence, the attitude of facing difficulties, the sense of humor, the learning attitude, and the objective attitude.
7. Integration is the most fundamental characteristic of the wholesome personality."

^{1/}Gordon Allport, op. cit., p. 48.

^{2/}William H. Burnham, op. cit., p. 216-217.

In summary, it seems to the writer that the attractive and wholesome personality is concisely, yet ably defined by Vaughn and Roth:^{1/}

"The 'best' personality is the one that enables one to find happiness, fulfill one's desires, and live contentedly with others....A balance of leadership-followership based on knowledge of his own capacity and that of his associates is conducive to the building of an effective personality."

^{1/}Gwenyth Vaughn and Charles Roth, op. cit., p. 20-21.

CHAPTER III
THE EXTRACURRICULAR ACTIVITIES PROGRAM OF THE
FRANK ASHLEY DAY JUNIOR HIGH SCHOOL

1. Introduction

Student Staff Elections.-- The following descriptions of the extracurricular activities program at the Frank Ashley Day Junior High School have been contributed by the respective teacher-sponsors. It is to be noted that in many instances, the objectives of these activities, as expressed by the teachers, are similar to the objectives of education in general, which seems to further crystallize the position of the extracurricular program in helping to develop the "whole" child.

The Student Staff members, with the exception of the Student Council representatives, are elected twice a year, in September and in January, by the homeroom members. The individuals of a given homeroom who wish to serve on the Student Council are noted. From the list of "volunteers", homeroom members elect the student, who, in their estimation, best meets the scholastic and citizenship qualifications of the school. Excluding the Student Council, each ninth grade homeroom elects five members to serve on the Student Staffs; each eighth grade homeroom elects four members to serve on the Student Staffs; each seventh grade homeroom elects three

members to serve on the Student Staffs.

The Electives.-- The Electives are open to all eighth and ninth grade students. Students state their first, second, and third preferences at the close of the school year for the following year. In so far as possible, the administration makes every effort to fulfill each student's first choice.

2. The Student Staffs

The Student Council.-- The primary aims of the Student Council are as follows:

1. To provide an opportunity for students, through their representatives, to make suggestions for improving their school.
2. To help develop student initiative and school pride.
3. To promote worthy school activities.
4. To offer opportunities for the development of worthy citizenship.
5. To help develop better student-faculty-community relationships.

As has been previously stated, one student from each of the eighteen homerooms is elected to serve on the Student Council. This past year, there were twelve girls and six boys. The officers include a president, a vice-president, and a secretary. Presidents or captains of the other Student Staffs attend all meetings of the Student Council. The weekly meetings are conducted according to parliamentary procedure. Copies of the secretary's report are prepared in the administrative office and distributed to each Council member who

reads the report at the weekly homeroom meeting.

The program of activity attempts to meet the interests and needs of the pupils. The agenda may include discussions and the "passing of action" on various items of school management such as arranging for buses to take students to and from the inter-school athletic games; it may include the consideration and the "passing of action" on better cafeteria management. Surveys are conducted to obtain pupil-opinions regarding the new time schedule which went into effect last February. Members of the Student Council assist in the organization of pupil activities. Last year, through Student Council initiative, the Canteen was established. The students wanted an approved place and time when they could "get together" socially. Thus, the Student Council made this possible.

The major values which may accrue to the participant are:

1. A better understanding of the democratic principles as practiced in their own school community.
2. The development of better personal-social relationships.
3. A better understanding and desire for worthy citizenship.

The Library Council.-- The major aim of the Library Council is to help the child become more aware of his responsibility toward his group and the school. "Helping to run" the library may be an enriching educational and social experience.

The Library Council consists of eighteen members, one from

each homeroom. Each representative is elected by members of his homeroom. To be elected to any one of the Student Staffs, one must meet the scholastic and citizenship standards of the school. The Library Council meets once a week, under the leadership of its own officers: a president, vice-president, secretary, and treasurer. Copies of the secretary's report are prepared in the administrative office and read by the Library Council member at the weekly meeting of the homeroom.

The work of the Library Council members consists of the following:

1. Charging and discharging books.
2. Cleaning and repairing books.
3. Keeping the library in order.
4. Recording and collecting fines.
5. Filing pictures and articles.
6. Selecting new books for the library.
7. Accepting complete charge of the library before and after school.

This year the members of the Library Council have visited the Boston Public Library, various other libraries in the school system, and the old village at Sturbridge.

The Library Council enjoys two socials each year, a party at Christmas time, and a staff outing in June. These are purely for "fun".

The major values which may accrue to a participant are:

1. A better understanding of the services offered by the library.
2. An increase in the knowledge, skills, and abilities necessary for the management of the library.
3. An opportunity to serve others.

The Public Relations Staff.-- The major aims of the Public Relations Staff are:

1. To provide a messenger service that will reduce classroom interruptions to a minimum (Messages are sent to the office and placed in the "Messenger's Box". Five minutes before the close of each period, the designated Public Relations member delivers such messages to the various classrooms.)
2. To provide ushers for events such as the assemblies and Parents' Visiting Days.
3. To provide student traffic leaders.

The organization consists of ten members, boys and girls. The meetings are scheduled in school time, as needed. The members of the Public Relations Staff are given personnel training; they become aware of the importance of appearance, manners, speech, and voice; in short, a greater realization of the importance of a "wholesome" personality is gained. Many opportunities are given for personal contacts, both within and without the school.

The major values which may accrue to the individual are:

1. A greater awareness of the "wholesome" personality.
2. The development of a respect for others.

The Cafeteria Staff.-- The major aims of the Cafeteria

Staff are:

1. To make the cafeteria a "good" place in which to eat.
2. To control traffic both "within" and "without" the cafeteria.

During the first half-year, the members of the Cafeteria Staff were divided into three groups to take care of (1) the Boys' Gym, (2) the First Lunch Period, and (3) the Second Lunch Period. The second-half year, because of a new time schedule, two groups were effective, one serving during the First Lunch Period and the other serving during the Second Lunch Period. The first-half-year, the Cafeteria Staff consisted of twelve students. During the second-half-year there have been sixteen members on the Cafeteria Staff. Captains and assistant-captains are elected by the members. Meetings are held when needed to solve problems which may arise in this area.

The duties performed by members of the Cafeteria Staff include:

1. Control of traffic and "noise".
2. Supervision of the "cleaning up" of any spilled food or milk.
3. The wiping of the tables after the students have left.
4. The removal of soiled trays and dishes to the kitchen.
5. The placing of clean trays in the proper location for the next lunch period.

The major values which may accrue to the Cafeteria Staff members are:

1. An opportunity to exercise initiative.
2. An opportunity to work in groups.
3. An opportunity to contribute worthy service.

The Boys' and Girls' Playground Staffs.-- The major aims of these two groups are:

1. To develop student leadership.
2. To provide opportunities for student leadership.
3. To provide experiences in group organization and participation.
4. To provide opportunities to share in school management.
5. To help develop a greater sense of responsibility toward others.

The Boys' and Girls' Playground Staffs consist of eight members each. The officers include a captain and an assistant captain. The meetings are held in school time, as needed.

The members of the Playground Staffs perform the following duties:

1. The care of playground equipment.
2. The supervision of behavior.
3. The reporting of incidents that are not consonant with school standards.
4. The giving of whistle signals for "lining up" two minutes before the end of the period.
5. The retrieving of equipment which goes out into the street.

6. The management of traffic.

The major values which may accrue to Playground Staff members are:

1. Opportunities to contribute worthy service.
2. Opportunities to develop leadership.

3. Homeroom Organization

The primary aims.-- The primary aims of the homeroom organization are:

1. To provide a school "home" for the individual with the homeroom teacher playing the role of parent-educator.
2. To provide an atmosphere in which the individual feels secure.
3. To help students become better oriented to new school experiences.

Homeroom organization.-- Two regular class periods, of forty-one minutes, are designated for homeroom group meetings. Usually, the homerooms are organized in the following manner:

1. Homeroom officers
 - a. President
 - b. Vice-president
 - c. Secretary
 - d. Treasurer
2. Committees
 - a. Housekeeping Committee
 - b. Decorating Committee
 - c. Social Committee (Others as needed)

The Weekly Homeroom Business Meeting.-- One of these two periods per week often is devoted to a business meeting which is conducted according to parliamentary procedure. Pertinent reports are given such as the secretary's report, the Student Council member's report, and the Library Council member's report. The new business might consist of a discussion by the Canteen Committee member, a problem to take back to the Student Council, or a request by the Junior Red Cross representative. Students are encouraged to bring up topics which may be of some significance to the class or school. New homeroom officers are elected in the middle of the year, or, to be exact, at the beginning of the second half of the school year, so as to give a larger number of students an opportunity to conduct and participate in meetings.

Group Guidance.-- The other period during the week, which is devoted to the homeroom, provides opportunities to discuss topics relevant to group guidance. As a result of these opportunities, the homeroom teacher helps to promote within each member the "spirit of belonging" and a feeling of being understood.

The major values.-- The values which may accrue to an individual who is a member of an effectively organized homeroom may be stated as follows:

1. Opportunities to develop as an individual and to gain status.

2. Opportunities to express and solve the problems which beset his path as he struggles to become an adult.

4. Class Organization

The class organization.-- The three classes, the seventh, the eighth, and the ninth, are organized, each with its own officers and committees.

The primary aims of class organization.-- The two primary aims for this organization are:

1. To provide opportunities for experiences in the procedures and practices of citizenship.
2. To establish and promote the feeling of class unity.

In so far as possible, the methods of electing class officers are patterned after those used in our own democratic society. In the spring, the three classes meet to discuss the reelection of officers for the following year. The respective meetings are conducted by the presidents of the three classes. Under his leadership, the qualifications for the four offices are discussed and crystallized.

The method of electing officers.-- The following is the general procedure for the election of class officers:

1. A student, who wishes to "run" for one of the four offices, gives his name to the teacher in charge of the nominations.
2. The teacher-sponsor then sends the student's name to all of the individual's teachers who indicate their approval or disapproval. This teacher evaluation is based upon citizenship and scholarship.

An individual who has three unfavorable ratings is not allowed to "run" for office.

3. A student, who has been favorably rated, is given his Nomination Paper, which must be endorsed by thirty-five students, members of his class.
4. The student, generally with the assistance of a manager, prepares his campaign through the medium of signs, posters, and special buttons or tags.
5. Three days after the class meeting, the individual returns his Nomination Paper with the required signatures to the teacher-sponsor.
6. The student now prepares his campaign speech which must have the approval of the teacher-sponsor.
7. The class rally is held. Frequently, the entire student body is invited to attend. It is customary for the president of the ninth grade to conduct the Eighth Grady Rally and the president of the eighth grade to conduct the Seventh Grade Rally.
8. The class voting takes place during the various social studies classes. Responsible students of the ninth grade act as the voting officials for the eighth grade elections and selected students of the eighth grade manage the seventh grade elections. It is to be noted that each class is under the guidance and leadership of two faculty members who supervise all the procedures involved in class organization.
9. The eighth grade votes are counted by the ninth grade officers, and the ninth grade president, through the medium of the public address system, announces the results of the election. The same procedure is followed for the seventh grade elections with selected eighth grade students acting as assistants to the faculty sponsors.

The Steering Committee.-- Each class has its own committee to conduct the class activities. It is customary to have a Steering Committee, whose chairman is appointed by the class

president, and the membership consists of a representative from each of the homerooms of that particular grade. The chief function of this committee is to decide all "business" and submit it to the class for discussion and action.

The major values.-- The major values which may accrue to a participant are:

1. Opportunities to select worthy officers.
2. Opportunities to practice parliamentary procedure.
3. Opportunities to participate in democratic ways of living.
4. Opportunities for the further development of effective personal-social attitudes and skills.

5. Athletic Activities

The Boys' Sports.-- The major aims of the athletic extra-curricular activities may be stated as follows:

1. To provide opportunities for healthy and happy living.
2. To provide opportunities for personal and social growth.
3. To develop individual skills and knowledge of the sports presented at Day Junior High School.
4. To provide recreational opportunities.
5. To provide exploratory opportunities for avocational or leisure-time activities.
6. To help develop leadership, good followership, and a greater realization of the importance of "team work".
7. To help develop initiative, responsibility, and self-control.

8. To foster and further develop good public relations.

Participation in the Boys' Sports is not limited to the boys selected because of ability and skill, but includes individuals who have demonstrated a personal-social need for such group experience. Practice is held every afternoon from two forty-five to four-thirty and the Varsity squads practice until five P.M. However, when the game schedule begins, there are only four afternoons of practice.

The Intra-mural organization provides for inter-homeroom and inter-class games.

The Varsity and Junior Varsity organization provides for inter-school and outside-city games. The seasonal games include football, basketball, and track. During the past year, the membership has been as follows:

1. 28.16 per cent participated in football.
2. 11.45 per cent participated in basketball.
3. 15.27 per cent participated in baseball.
4. 11.45 per cent participated in track.

The major values which may accrue to a participant are:

1. Opportunities to further develop a sound mind and a healthy body.
2. Opportunities for the development of good sportsmanship.
3. Opportunities for worthwhile leisure-time activities.
4. Opportunities for the practice of effective group living.

The Girls' Sports.-- The aims of the Girls' Sports are similar to those mentioned under Boys' Sports.

The schedules consist of interhomeroom and interclass games. There are three class teams which include the best players of each homeroom. Then, the Seventh Grade First, Second, and Third Teams challenge the respective eighth grade teams. The winner challenges the similarly organized teams of the ninth grade. Three afternoons are devoted to Girls' Sports, one afternoon for each grade.

The Interscholastic Program is designed to meet the needs of adolescent youth. The program includes three interschool "Sports Days", field hockey in the fall, basketball in the winter, and soft ball in the spring. The girls who achieved positions on the First, Second, and Third Teams are active participants, while those who did not succeed in making the teams, participate as student officials, - timers, scorers, messengers, and hostesses. The entire purpose of these athletics is to provide adolescents with group experiences which will develop not only the allied traits that constitute good sportsmanship, but provide "happy" social situations as well. The students learn to become "good losers" as well as "good winners" through demonstration of the social graces.

Enrollment in these "after school sports" is somewhat affected by outside lessons and home pressures. The present enrollment is as follows:

1. Grade Seven--50 per cent of the girls are engaged in the program.
2. Grade Eight--45 per cent of the girls are engaged in the program.
3. Grade Nine--35 per cent of the girls are engaged in the program.

In view of the fact that each grade has only one afternoon a week, the girls get from one and one-half to two hours of actual activity per week. This may seem quite small, but, it is to be noted that the regular class schedule gives the seventh and eighth graders three hours per week and the ninth graders have two hours of such activity per week. The Ninth Grade Physical Education Elective gives the sixteen girls who have elected it a total of six hours of physical education training per week. This group constitutes the Girls' Leader Corps. They are trained in the knowledges and skills necessary for the activities which are presented at the junior-high level so that they may act as leaders.

The major values which may accrue to participants are the same as those given under the activity, Boys' Sports.

6. Music Activities

The primary aims.-- The primary aims of the Music Activities are:

1. To make music a part of the individual's daily life.
2. To train individuals to "sing and play together" for their own enjoyment and the enjoyment of others.

The organization of the orchestra and band.-- All members join on a voluntary basis. In the fall, the orchestra and band are started with the members of the preceding year. New members are "invited" to the rehearsals and if they feel capable of "managing", they bring their instruments and "play along". When these new members join, an experienced player is assigned to guide and advise them. The teacher-conductor does not "bother" these students until they are "broken in". As a rule, the orchestra members "stay with" the organization during the entire three years. This year the orchestra has a membership of fifty-nine students. The band consists of thirty-five students. The orchestra meets twice weekly while the band meets once a week. These meetings or rehearsals are held from 8:00 A.M. to 8:50 A.M. According to a new schedule, this time is reserved for faculty meetings, rehearsals, or for remedial instructions.

Enrollment in the Boys' Glee Club.-- The Boys' Glee Club is open to all boys who wish to join, regardless of ability. Eventually, only those possessing a vital interest remain. At present, there are fifty boys enrolled. Rehearsals are held once a week.

Enrollment in the Girls' Glee Club.-- The Girls' Glee Club, likewise, is open to any eighth or ninth grade student who enjoys singing. The seventh grade girls are invited to join during the next few weeks as the teacher becomes better

acquainted with their work in the regular music classes.

Standards of achievement.-- These music groups have maintained very high standards. Many high-school selections are played by the orchestra. Each year more advanced compositions are "tackled" which challenge the members to strive for higher achievement. The orchestra learns to play many marches which are rendered as the prelude and postlude of the school assemblies. Of the classics, the repertoire includes:

1. Beethoven's Fifth Symphony.
2. Orchestral arrangements such as Rachmaninoff's and Tschaikowsky's concertos, and Bach's Arioso.

Music "in a lighter vein" includes Victor Herbert's selections, Jerome Kern's Showboat, and Loewe's Brigadoon.

The Girls' Glee Club, in a large measure, undertakes three-part arrangements. Selections include sacred music, the "classics", and semi-popular compositions. With the exception of Christmas, never are the same compositions "tackled" in successive years.

The Boys' Glee Club enjoys selections in close four-part harmony. Many so-called "problem" students find enjoyment in this activity. The repertoire includes sacred, classical, and semi-popular selections.

All the music groups participate extensively in the school assemblies, radio programs, P.T.A. meetings, Boy Scout Jamborees, F.B.I. graduation excercises, drama festivals, and at local school assemblies.

The Spring Concert.-- The Spring Concert is a "gala" affair, the climax, which brings together the best achievements of the music, drama, and physical education activities. The Concert is woven about a single theme or unit such as The Gay Nineties, An Italian Festa, The United Nations, Day Dreams, The Family Hour, Showboat, and this year, Scotch Plaids.

The major values.-- The major values which may accrue to the participant are:

1. A greater appreciation of good music.
2. Opportunities to share notable talent and achievement with others.
3. A further development of the personal-social skills.
4. Opportunities for further exploring vocational and avocational interests.

7. Assembly Activities

The primary aims.-- The aims of the assembly period are:

1. To foster school spirit.
2. To create interest in the entire program of the school.
3. To help develop the habits and attitudes of an intelligent audience.
4. To offer opportunities for sharing individual and group contributions.
5. To further enrich the student's cultural background and stimulate his thinking.
6. To help develop loyalty and a feeling of belonging to the school.
7. To offer opportunities for the development of

poise and self-confidence.

8. To provide opportunities for the recognition of special historical events or days.
9. To help develop better school, home, community relationships.

The assemblies are directed by a faculty committee whose duty it is to arrange the assembly schedule for the year. A faculty coordinator acts as a "clearing house" of all details and is responsible to the administration.

Types of program.-- The types of program include:

1. School guidance programs such as the work of the Student Staffs and programs concerned with educational and vocational information.
2. Patriotic programs
3. "School sings"
4. Quiz programs
5. Audio-visual programs
6. Student talent program
7. Athletic awards programs
8. Drama programs
9. Demonstrations of class work

The assemblies are conducted by a student chairman who is generally a member of one of the Drama Elective groups.

The major values.-- The major values which may accrue to the participant in the assembly programs are:

1. Opportunities to practice the qualities of good citizenship.
2. Opportunities to better understand the school

and its total educational program.

3. Opportunities to develop "a sense of belonging", a feeling of "my school".
4. Opportunities to gain in poise and self-confidence.

8. Club Activities

The Home Economics Club.-- The primary aims of the Home Economics Club are:

1. To "bring together" all the students who may be participating in any phase of the Home and Family Living program.
2. To acquaint the students with the varied opportunities available in the Home Economics field of work.
3. To help develop within the individuals those attitudes and skills which make for happier group living.

The officers, a president, vice-president, secretary, and treasurer, are elected by the democratic procedure of popular vote. In each homeroom, there is a Home Economics Club representative who has been elected to serve in this capacity by the girls of the homeroom. This individual is responsible for the voting within the homeroom. She dispenses the ballots, collects, and returns them to the two Executive Board members who have been selected to count the votes. It is interesting to note that there are four candidates for each office.

The Executive Board consists of the twelve candidates who failed to be elected as club officers.

Members are invited to join this club during September

and October. Upon paying the fifty-cent membership fee, an individual receives a printed membership card. There are approximately ninety-five members in the club this year.

The meetings are held on the first Thursday of each month, in the afternoon. The activities include guest speakers, fashion shows, entertainment programs, and a Tea for members of the school and parents.

The major values which may accrue to a participant are:

1. An increased knowledge of and an interest in Home Economics.
2. An opportunity to practice the knowledges and techniques acquired in the regular classroom.
3. An opportunity to practice the basic principles of parliamentary procedure.
4. An opportunity to further develop the personal-social attitudes and skills which make for effective group living.

The Boys' Chef Club.-- The primary aims of the Boys' Chef Club are as follows:

1. To give boys an opportunity to explore another field of work.
2. To acquaint boys with techniques in cooking.

This is an eighth grade elective which meets twice a week during the regular Elective periods..The club consists of twenty-five members. The boys have preferred not to have officers.

Emphasis is placed upon the meal-preparation aspect of Home Living. The boys plan, prepare, and serve simple lunches. Each period is spent in the preparation of some

particular dish or in working with pastry or dough.

Some of the special projects which have been undertaken by this group include (1) the planning, preparing, and serving of a Thanksgiving Dinner for the administrative staff, (2) the planning, preparing, and serving of luncheons for the principals of the junior high schools, and (3) occasional luncheons to which a faculty member is invited.

The major values which may accrue to a participant are:

1. A broader knowledge of a field of work.
2. A knowledge of cookery techniques essential in food preparation.
3. A greater development in the ability to work together.

The Projectors' Club.-- The primary aim of the Projectors' Club is to furnish trained pupil-operators for the various audio-visual equipment owned by the school. This equipment includes the following:

1. Two Bell & Howell Filmosound Projectors for 16mm. films.
2. One S. V. E. Tri-Purpose Projector for 35mm. and 16 mm. Kodochrome slides and for 16 mm. filmstrips.
3. One Tape Recorder.
4. One Record Player.

The Club does not have a unified organization with officers and stated meetings. In some respects, the term "Projectors' Squad" might be more appropriate than "Projectors' Club". The goal is to have at least two trained pupil-

operators in each of the classes or divisions in the school. In the seventh grade, members are selected in accordance with the following qualifications:

1. Reliability and responsibility.
2. Mechanical ability.
3. Desire to serve school.
4. Scholastic standing.

The teacher-sponsor conducts a survey of the members of the seventh grade to discover those students who may have had previous experience in this area. Prospective members are evaluated on the above-mentioned four qualifications by home-room and subject teachers.

The novice operators spend approximately three periods for training in the use of the machines. A five-minute long, practice film is used to teach them the proper manner in which to set up the machine, to arrange the screen for the showing, to arrange the dark curtains, to "thread" the film, to show the entire film, and finally, how to rewind the film.

Following the practice sessions, the new operator is given an assignment to operate with an eighth grade or ninth grade operator to assist him, if necessary. This enables the novice to become familiar with the work, and, eventually, he gains the self-confidence which comes with experience.

With trained pupil-operators, the subject teacher is free of any of the mechanical responsibilities connected with the

showing, and thus, can devote all the time to classroom instruction and the presentation of the film.

The major values which may accrue to the pupil-operator are:

1. An increase in the knowledge and skills necessary for the use of audio-visual equipment.
2. An opportunity to serve others.

9. The School Newspaper, "The Daytonian"

The primary aims.-- The primary aims of the school newspaper are:

1. To keep the school community fully informed on all important matters within the school.
2. To provide opportunities for experiences in all phases of newspaper work.
3. To further develop creative ability and to encourage high standards of workmanship.

The organization.-- The students' participation in this activity is purely on a voluntary basis. The meetings are held before and after school, principally to designate assignments. The typing is done at home by members of the Staff. The lay-out and printing is done in school time. The printing of the newspaper is done in the Graphic Arts department. The school newspaper is issued bi-monthly.

The newspaper staff includes:

1. Editor-in-chief.
2. Associate editor.
3. Editorial Staff of five members.

4. Eight staff members.
5. Sports Staff.
6. Cartoonist.
7. Lay-out and Printing Staff.

The major values.-- The major values which may accrue to the participant are:

1. A better understanding of all the essential techniques of newspaper production.
2. A growth in the personal-social relationships.
3. A growth in the special skills and abilities required in the production of a newspaper.
4. A development of greater interest in the related classroom work.

10. Junior Red Cross Activities

The Interschool Council.-- The primary aims of the Junior Red Cross Interschool Council are as follows:

1. To coordinate and integrate the Junior Red Cross program of the secondary schools of the city.
2. To furnish a medium for the exchange of ideas and reports.
3. To develop an awareness of the needs of the less fortunate people, both in America and abroad.
4. To organize a program of activity that will help meet the above-mentioned needs.

The interschool Junior Red Cross Council is composed of four representatives from the Senior High School and eight students who represent the four junior high schools in the city. These pupils are elected by the members of the Junior

Red Cross Council of each secondary school.

The meetings are held once a month in the "Barn", the Junior Red Cross headquarters, located at the rear of the Chapter House. The work of this Council is under the leadership of the Director of the Junior Red Cross program.

The five officers of the Council are: (1) a president, (2) a vice-president, (3) a secretary, (4) a treasurer, and (5) a reporter.

The Junior Red Cross Interschool Council facilitates, integrates, and coordinates the Junior Red Cross program in the five secondary schools. In short, the members initiate plans for the annual Enrollment Drive, the filling of Christmas boxes for children in foreign lands, the making of holiday favors for the veterans' hospitals, the making of toys for children at the New England Home for Crippled Children. In the past two years, an outstanding accomplishment has been the filling of a large Overseas Box with health and school supplies, costing approximately one hundred twenty dollars.

The major values which may accrue to the participant are:

1. A better understanding of the work of the Junior Red Cross.
2. A greater desire to be of service in helping people who are less fortunate.
3. Opportunities to participate in matters of social importance.
4. Opportunities to work with adult groups in the community.

5. Opportunities to meet and work with boys and girls from other schools in the city and of the Red Cross area in general.
6. A better understanding of the "one-world" concept.
7. Opportunities for the development of the personal-social attitudes.

The Day Junior Red Cross Council.-- The primary aims of the Day Junior Red Cross Council are:

1. To develop the ability to plan, organize, and execute worthwhile activities.
2. To consolidate and unify the Junior Red Cross activities within the school and Chapter.
3. To help provide an opportunity to demonstrate democratic procedures.
4. To correlate, in many instances, the work of the classroom with the Junior Red Cross program.

The Junior Red Cross Council is the newest organization within the school. It is under the direction of a teacher-sponsor. The membership consists of a representative from each homeroom as well as the two delegates to the Interschool Junior Red Cross Council, making a total of twenty students.

The Council members assume responsibility for the following:

1. Interpreting the Junior Red Cross to the student body.
2. Planning a program of activities for the school year.
3. Conducting the Enrollment Drive in the school.
4. Promoting student interest in Junior Red Cross work.

5. Arranging publicity within the school.
6. Assisting the teacher-sponsor in distributing Junior Red Cross materials and preparing outgoing projects.

The major values which may accrue to a participant are:

1. A better understanding of the peoples of the world.
2. A greater appreciation of and participation in democratic living.
3. An opportunity for growth in the ability to work with others.

11. The Electives

The Art Electives.-- The primary aims of the Art Electives are:

1. To stimulate high ideals, clear thinking, initiative, resourcefulness, cooperation, and orderliness, qualities vital to the development of character.
2. To provide opportunities for students to express themselves through the various art mediums.
3. To provide opportunities for the further development of interests, skills, and abilities in art.
4. To develop a greater understanding and appreciation for the work of others.

The Art Electives are open to the students of grades eight and nine. Each group, like all the other Elective groups in the school, meets twice a week. This year the ninth grade group consisted of four boys and nine girls, while the eighth grade group consisted of four boys and ten girls.

The type of work undertaken by these groups varies

according to group interests and abilities. Although the basic philosophy is the same, the needs vary. Some of the art experiences offered have included watercolor illustration, block printing, understanding of color (tempera paint), ingenuity problems such as store-lay-outs or stage sets for special stories or plays. Other experiences offered have included the organization and production of bulletin board displays, scenery design for the stage, using tempera paint, the construction of holiday table decorations for the Red Cross, color linoleum cuts, using cloth and printers' ink, and modeling with clay.

The major values which may accrue to the participant are:

1. A growth in the ability to work together.
2. An appreciation of the work of others.
3. A growth in the ability to evaluate one's own work and the work of others.
4. A growth in the ability to organize and to carry through an idea.
5. A better understanding of a medium appropriate to the expression of an idea.
6. The further development of technical skills..
7. An opportunity for "emotional release".

The eighth and ninth grade drama electives.-- The primary aims of the Ninth and Eighth Grade Drama Electives are:

1. To develop an understanding of and an appreciation for all phases of play production.
2. To provide opportunities for the development of self-confidence and poise.

3. To provide opportunities for the acquisition of skills in public speaking.
4. To provide opportunities for the practice of socially acceptable, audience manners.
5. To provide opportunities to participate in happy group living.
6. To provide opportunities for the discovering and cultivating of latent talents.
7. To help develop keener school unification and spirit.
8. To help develop better school, home, community relationships.

The eighth and ninth grade drama groups are under the leadership of two teacher-sponsors. Each group consists of approximately twenty students. The organization includes a student director, a student assistant-director, committees for properties, costumes, lights, make-up, and a student prompter. The plays are selected and cast on a sponsor-group basis.

Each group presents approximately four one-act plays a year. Other activities include discussions on drama and organized theatre parties. As a part of the preliminary instruction, each member has had his voice recorded and analyzed. During the course of the year, an attempt is made to give remedial instruction in this area.

The major values which may accrue to a participant are:

1. Opportunities for the development of abilities necessary for happy group living.
2. A greater realization of the importance of each individual's contribution in relation to the successful achievement of the group.

3. Opportunities for the development of the abilities for speaking.
4. Opportunities for the further development of student interests in the drama and theatre.

The Graphic Arts Electives.-- The primary aims of the Graphic Arts Electives are:

1. To provide opportunities for the exploration of industrial areas and processes.
2. To further develop understandings and appreciations of a consumer nature.
3. To provide opportunities for the development of worthwhile leisure-time activities or avocational interests.

The organization consists of two groups, an eighth grade class and a ninth grade class. Each group meets twice a week during the regularly scheduled elective periods. Approximately eighteen members are enrolled in each group.

Because of the individual nature of the activities involved, practically all work is of a "shop-project" type. Shop and equipment limitations have cast most of the activities in the following classifications:

1. Advanced letterpress printing which includes printing with movable type, half-tones, line etchings, and linotype.
 - a. Personal projects include:
 - (1) Stationery
 - (2) Cards
 - (a) Business
 - (b) Calling

- (3) Pads
 - (a) Memo pads
 - (b) Shopping lists
 - (c) Assignment pads
 - (d) Record pads

- (4) Booklets
 - (a) Address
 - (b) Autograph
 - (c) Photo

- (5) Labels
 - (a) Mailing
 - (b) Identification
 - (c) School seals
 - (d) Novelty mottoes

b. School projects

- (1) Office forms
- (2) Library forms
- (3) Tickets
- (4) Programs
- (5) Memo pads for members of the faculty
- (6) School stationery
- (7) "Daytonian", the school newspaper

2. Thermography or raised printing which is a follow-up process performed on letterpress printing which gives the type on a printed sheet a raised surface.

- a. Used on any word-printed sheet where attention-attracting qualities are desired.
 - b. Used on formal communications where an attempt is made to simulate a sheet which has been printed with engraving.
3. Block printing which includes the carving of designs, pictures, and illustrations in linoleum for printing purposes.
- a. Types of projects
 - (1) Greeting cards
 - (2) Bookplates
 - (3) Bookmarks
 - (4) Poster illustrations
 - (5) "Daytonian" illustrations
 - (6) Calendar illustrations
 - (7) Initial letters
4. Silk screen printing which is a stencil type of printing where the stencil is fastened to a piece of silk which has been stretched over a frame.
- a. Types of projects
 - (1) Designs on wood projects
 - (2) Designs on metal
 - (3) Posters
 - (4) Repeat decorations on walls
 - (5) Greeting cards
 - (6) Table coverings
 - (7) Calendars
 - (8) Program covers
 - (9) Booklet covers

The major values which may accrue to the participant are:

1. A better understanding of the importance of the Graphic Arts industry upon present civilization.
2. An increase in the knowledge of the various methods of printing.
3. An increase in the knowledge of the related "hobbies" or leisure-time activities.
4. A better understanding of the correlation between the academic subjects and industrial processes.
5. A greater knowledge of the variety of opportunities for vocational pursuits within the Graphic Arts field.

The Handcraft Elective.-- The primary aims of the Handcrafts Elective are:

1. To acquaint pupils with the various types of handcrafts.
2. To develop new skills and perfect old ones.
3. To develop avocational interests.
4. To develop a greater appreciation of the accomplishments of others.

Handcrafts is an eighth grade elective which meets twice a week at the scheduled time. This group consists entirely of girls.

A member may engage in any handcraft which interests her, such as knitting, crocheting, embroidery, or weaving. Girls are taught new techniques such as knitting with four needles.

Primarily, members of the group engage in individual projects such as the knitting of sweaters and socks, but group projects such as the making of afghans and layettes for the Junior Red Cross also are undertaken.

The major values which may accrue to a participant are:

1. An increase in the skills in one or more of the handcrafts.
2. An increased knowledge of the large field of handcrafts.
3. Opportunities to satisfactorily achieve.
4. A greater understanding of, and respect for peoples of the world who do handcrafts.
5. Opportunities for growth in personal-social relationships.

The Industrial Arts Electives.-- The primary aims of the Industrial Arts Electives are:

1. To provide opportunities for the exploration of industrial areas and processes.
2. To further develop understandings and appreciations of a consumer nature.
3. To develop worthwhile leisure-time activities or avocational interests.

Both the eighth and ninth grade groups are composed of twenty-five boys. Many of the students in the ninth grade group will enter the Newton Trade School in the fall. The students are allowed opportunities to undertake projects in either metal work or woodworking. Some of the articles made include: (1) footstools, (2) book ends, (3) end tables, (4) wall shelves, (5) knife racks, (6) lamps, (7) trays, (8) wooden bowls, and (9) copper candy dishes.

These students also engage in what is termed "school improvement" projects. Activities of this nature, which have been recently completed include: (1) wooden drapery rods for

the Home Economics rooms and the Library, the framing and adjusting of scenery painted by the art classes for the drama productions or for the Spring Concert program, the making of folding screens, the painting of bulletin boards, the making of towel racks for the Boys' Gym, the making of score boards for the athletic department, the installment of shelves, and the making of "steps" for the Library.

A group of students, under the teacher-sponsor's guidance, painted the interior of the Junior Red Cross headquarters at the Red Cross Chapter.

These students also are given experiences in the "home mechanics" type of work. This includes such projects as the repairing, painting, and refinishing of furniture, cleaning sink "traps", repairing electric irons, cords, ironing boards, and locks.

These students bring articles from home which need repairing. Some of the more recent articles included a mother's purse on which the clasp was broken and a little solder in the proper place made it useful again. Another item was a footstool with a broken leg which was repaired with the use of glue and clamps.

The major values which may accrue to the participant are:

1. A growth in the ability to perform simple repairs to goods and utilities.
2. A knowledge of the use of common tools and machinery.

3. A reasonable familiarity with the numerous possibilities of Industrial Arts activities for avocational purposes.
4. An increased ability to work well with other members of the group.

The "Let's Plan It" Elective.-- The primary aims of this elective are:

1. To foster social development and leadership.
2. To foster effective group living.
3. To organize class or school socials.

This is an eighth grade elective which meets regularly twice a week during the scheduled time. The group consists of sixteen members.

This group acts as a "leavening agent" for additional class or school-wide parties. It has been responsible for Record Hop dances on a school-wide basis. Since its inauguration two years ago, it has been responsible for the Seventh Grade Social which is given early in the fall, its aim being that these new students may become acquainted with the various members of the faculty and with one another. This group cooperates with the Parent-Teacher Association in the organization and the carrying out of plans for the all-school Hallowe'en party. In the late spring, it assists with the planning of a Tea which is given for the parents of the incoming seventh grade students. The members of this elective group also conduct their own socials such as "bowling parties" and picnics.

The major values which may accrue to a participant are:

1. Opportunities for the development of initiative.
2. Opportunities for the development of creative ability.
3. Opportunities to serve others.
4. Opportunities to be leaders as well as good followers.

12. Other Activities

Mimeographing and delivering the daily bulletin.-- The mimeographing and delivering of the daily bulletin, which is a means of imparting information to both the teachers and students, is done by a group of seven girls. Because of the responsibility involved in the performance of this work, these students are carefully selected by the assistant principal.

Radio broadcasting within the school.-- The public address system is often used for the observance of special holidays and occasions, such as National Book Week and National Education Week. It is also used as a means for stimulating interest in student affairs. Students possessing the necessary abilities for radio broadcasting are selected by the faculty members responsible for the particular activity.

Radio broadcasting over Station W C R B.-- During the past year, the Day Junior High School was asked to be responsible for a radio broadcast, one in a weekly series of "school day" programs, over radio Station W C R B. With the assistance of the musical organizations, an original dramatization,

prepared by an eighth grade English class for the observance of United Nations Day, was given.

CHAPTER IV

METHODS OF GATHERING DATA

1. Selection of Instruments

The Check List of Extracurricular Activities.-- The initial listing of the extracurricular activities was accomplished by the students of two English classes at the Day Junior High School. A typewritten copy of this last was then submitted to each teacher sponsoring an extracurricular activity, so that necessary corrections or additions might be made in the revised copy.

The writer then prepared the introductory page, containing the required space for the identification data, explanatory literature, and directions to the pupils. This was attached to the revised list. The Check List was then evaluated for clarity of expression by a group of English teachers. Necessary revisions were again made.

To obtain student reactions and suggestions, the Check List of Extracurricular Activities was administered to the writer's eighth grade homeroom. Again, the Check List was revised. This revised form was administered to three divisions, one at each junior-high-school grade level. The seventh and eighth grades consisted of heterogeneously-grouped individuals, while the ninth grade was composed of above-average,

homogeneously-grouped individuals. A fourth and final revision, based upon the suggestions given by this group of students, was made.

Each activity in the Check List was then weighted by the Advisory Committee, a group which consisted of the principal, assistant-principal, and four teachers who had been elected to serve in that capacity because of the nature of their experience. The following decisions resulted:

1. That a 25-point scale be used, $12\frac{1}{2}$ points being given for each half-year period of participation.
2. That the criteria for weighting include the following factors:
 - a. The degree of pupil responsibility required by the activity.
 - b. The degree of labor required.
 - c. The place of position of the activity in the life of the school.
3. That the major offices deserving a rating of 25 points, in accordance with the above criteria, were:
 - a. President of the ninth grade.
 - b. President of the Student Council
 - c. An officer of the Interschool Junior Red Cross Council.

Following a discussion of a thoughtful and constructive nature, each faculty member, within the next week, weighted the Check List according to the established criteria. A mean of the weights for each extracurricular activity was then

computed.

Subsequently, the Check-List of Extracurricular Activities was submitted to a selected group of 50 high school students, former prominent participants in the extracurricular activities at the Day Junior High School. After an explanation of the purpose of this study, the criteria and point-scale to be used, the students were asked to weight the extracurricular activities listed. An average weight for each extracurricular activity was then recorded. In many instances, the judgments expressed by the students, closely correlated with those of the Advisory Committee.

Finally, a mean of the weights given by the faculty and alumni for each extracurricular activity listed was determined.

The California Test of Personality, Elementary, Form A, for Grades Four through Nine.-- After careful examination and consideration of the personality tests available for the junior high school level, the California Test of Personality,^{1/} Elementary, Form A, intended for Grades four through nine, by Louis P. Thorpe, Ernest W. Tiegs, and Willis W. Clarke, was selected as the instrument through which a measure, objective as possible, of the total personality adjustment of an individual could be obtained. In addition to the total personality

^{1/}Louis P. Thorpe, Ernest W. Tiegs, and Willis W. Clark, California Test of Personality-Elementary, Form A, California Test Bureau, 5916 Hollywood Boulevard, Los Angeles 28, California, 1942.

adjustment score, the total and individual scores in the self adjustment and social adjustment phases of an individual's personality are available.

The individual scores are obtainable for Self-Reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Withdrawing Tendencies, and Nervous Symptoms, components of the Self Adjustment phase.

The individual scores are obtainable for Social Standards, Social Skills, Anti-Social Tendencies, Family Relations, School Relations, and Community Relations, components of the Social Adjustment phase.

Since the writer is in full agreement with Burnham's ^{1/} statement that mastery of acceptance of self plus social acceptance results in positive integration, which, he asserts, is the essential characteristic of the wholesome personality, and since the California Test of Personality seems to be structured in accordance with these beliefs, it was selected.

The Mooney Problem Check List, Junior High School Form, 1950 Revision.-- The Mooney Problem Check List, Junior High School Form, by Ross L. Mooney, ^{2/} was selected to help the writer determine the problem frequencies and problem areas of the students involved in this study. The Mooney Problem Check List provides for scores obtainable in the areas of Health and

^{1/}William H. Burnham, The Wholesome Personality, D. Appleton and Company, New York, New York, 1932, p. 211.

^{2/}Ross L. Mooney, Mooney Problem Check List, 1950 Revision, Psychological Corporation, 522 Fifth Avenue, New York, New York.

Physical Development, School, Home and Family, Money-Work-the Future, Boy-Girl Relations, Relations to People in General, and Self-Centered Concerns. In addition, space is provided on the Check List for pupils to express, through the free-writing technique, other problems of utmost concern to them. Since the Mooney Problem Check List offered this opportunity for self-expression, in addition to indicating the problems stated on the Check List, the writer felt that it could prove an invaluable instrument in ascertaining the total personality adjustment of the individuals involved in this study.

The B E C Personality Rating Schedule.-- The BEC Personality Rating Schedule by Philip J. Rulon, Elizabeth A. Nash, and Grace L. Woodward ^{1/} was selected because it would help provide the faculty members, involved in the personality rating of the students in the upper and lower criterion groups, with an instrument, by which, a more objective measure could be realized. For example, for each subscale in the eight principal areas, there is a five-point scale which is defined at each degree. To be more specific, in the subscale, Active Attention, in the Mental Alertness area, the accompanying five-point-scale descriptions include:

5 points - Always mentally active
and attentive in class

^{1/}Philip J. Rulon, Elizabeth A. Nash and Grace L. Woodward;
BEC Personality Rating Schedule, Harvard University Press,
Kirkland Street, Cambridge, Massachusetts, 1936.

- 4 points - Generally mentally active and attentive in class
- 3 points - Usually attends to business in class
- 2 points - Frequently inattentive in class
- 1 point - Habitually wool-gathering in class

2. Administration of Instruments

The Check List of Extracurricular Activities.-- The weighted Check List of Extracurricular Activities was administered by the writer to a total of 487 students.

As students received the Check List, which had on its cover a sketch of pupils singing the school song, they began to hum. With this encouragement, all students joined together in the singing of the school song.

The writer then explained that the Check List and two other inventories would be administered in connection with a study which she was conducting. The necessity of truthful, individual responses was stressed in order that the total group results would be reasonably valid.

The students were then requested to follow the directions on the Check List as the writer read them.

Part I consisted of the checking of activities in which an individual had participated during the school year. In Part II, the pupil could note the extracurricular activities in which he would like to have participated and the reasons

why he could not. The Check Lists were scored according to the predetermined weight.

The California Test of Personality and the Mooney Problem Check List.-- The faculty, with the approval of the administration, decided that both the California Test of Personality, Elementary Form A, Grades 4-9, and the Mooney Problem Check List, Junior High School Form, 1950 Revision, could be administered by the social studies teachers to the members of their respective classes. It was felt that this procedure would be a more natural one for the procurement of sincere, student responses.

Previous to the administering of the above-mentioned inventories, the writer met with the social studies teachers. Copies and manuals of the instruments were discussed in detail. It was suggested that each teacher follow the directions for administering each of the instruments. The importance of establishing rapport by each teacher was emphasized. Also, in order that the group results be valid, the importance of sincere, student responses was stressed.

After the two instruments had been administered, with the assistance of teachers who volunteered their services, the California Tests of Personality and the Mooney Problem Check Lists were scored.

The BEC Personality Rating Schedule.-- The BEC Personality Rating Schedule was used to secure a total of five different faculty ratings for each student in the upper and lower

criterion groups. Previous to the rating of these students, an appointment was made by the writer with each faculty member involved. At this time the BEC Personality Rating Schedule was explained.

It is to be noted that each teacher rated all students on one trait before considering the next one. The major objective of this was to reduce any "halo effect", insofar as possible.

The data of all the above-mentioned inventories was then recorded.

CHAPTER V
ANALYSIS OF DATA

1. Presentation of Test Scores

Introduction.-- The purpose of this chapter is twofold: (1) to present a description of the test results as obtained from the testing program, and (2) to present an analysis of test results in an effort to determine the relation of participation in the extracurricular activities to personality adjustment as measured by the California Test of Personality, the Mooney Problem Check List, and the faculty ratings obtained in accordance with the B E C Personality Rating Schedule.

Data obtained from the Check List of Extracurricular Activities.-- After scoring the 487 Check Lists, they were arranged in descending order, the highest score being 167 and the lowest being zero.

Table 1 presents the distribution of scores obtained on the Check List of Extracurricular Activities by 487 students.

An inspection of Table 1 reveals that the distribution is skewed positively; in other words, the scores tend to accumulate at the lower end of the score-interval scale. The greatest number of cases occur at the 20-29 score interval

Table 1. Distribution of Scores Obtained on the Check List of Extracurricular Activities by 487 Pupils

Score Interval	Number of Pupils
(1)	(2)
160-167	1
150-159	2
140-149	1
130-139	1
120-129	6
110-119	4
100-109	11
90-99	9
80-89	17
70-79	13
60-69	27
50-59	54
40-49	55
30-39	66
20-29	90
10-19	73
0-9	57
Total	487

which is low. The greatest number of students, 395, were involved in the score range of 50 through zero.

In the score range of 60 through 167, 92 students were involved.

In the lowest score range, zero through nine, 26 of the

57 cases were zeros which means that 26 out of 487 students participated in no extracurricular activity.

The median occurs in the score interval 30-39.

Table 2. Total General Distribution of Participation in the Extracurricular Activities as Indicated by the 487 Students of the Frank Ashley Day Junior High School

A c t i v i t y (1)	Number of Pupils (2)	Per Cent (3)
1. Assembly Activities.....	195	40.04
2. Boys' Sports.....	171	35.11
3. Homeroom Organization.....	142	29.15
4. Girls' Sports.....	135	27.72
5. Girls' Glee Club.....	116	23.82
6. Boys' Glee Club	70	14.37
7. Home Economics Club.....	66	13.55
8. Cafeteria Staff.....	64	13.14
9. Music Elective.....	60	12.32
10. Student Council.....	59	12.11
11. Orchestra.....	59	12.11
12. School Newspaper.....	57	11.70
13. Projectors' Club.....	44	9.05
14. Broadcasting Activities within School.....	42	8.62
15. Broadcasting over WCRB.....	41	8.42
16. Library Council.....	38	7.78
17. Art Elective.....	37	7.60
18. Junior Red Cross Councils...	37	7.60
19. Band.....	33	6.78
20. Ninth Grade Drama Elective..	28	5.75
21. Public Relations Staff.....	27	5.54
22. Eighth Grade Drama Elective.	27	5.54
23. Industrial Arts Elective....	27	5.54
24. Girls' Playground Staff.....	26	5.34
25. Eighth Grade Organization...	24	4.95
26. Graphic Arts Elective.....	24	4.95
27. Handcrafts Elective.....	21	4.31
28. Boys' Physical Education Elective.....	21	4.31
29. Girls' Physical Education Elective.....	21	4.31
30. Chefs' Club.....	20	4.11
31. Ninth Grade Organization....	18	3.69
32. "Let's Plan It" Elective....	16	3.29
33. Boys' Playground Staff.....	15	3.08
34. Clothing Elective.....	12	2.46
35. Seventh Grade Organization..	11	2.25
36. Delivering Daily Bulletins..	7	1.44
37. Pianists.....	5	1.03

The general distribution of participation in these activities showed that 195 students or 40.04 per cent have taken part in the school assemblies.

It was revealed that 142 students or 29.15 per cent have served as homeroom officers or participated on a homeroom committee.

Associated with the school newspaper were 57 students or 11.70 per cent.

It was found that 37 individuals or 7.60 per cent participated in the Junior Red Cross Councils. In grouping together the Boys' and Girls' Sports, the Boys' and Girls' Physical Education Electives, it was noted that 348 students or 71.46 per cent had participated in the extracurricular athletic activities.

The grouping of the musical activities, namely, the Girls' Glee Club, the Boys' Glee Club, the orchestra, the band, the Music Elective, and accompanists, showed that 358 students or 19.41 per cent participated in some form of musical activity.

A total of 229 students or 46.99 per cent served on the Student Staffs, namely, the Student Council, the Library Council, the Cafeteria Staff, the Public Relations Staff, the Boys' Playground Staff, or the Girls' Playground Staff.

A total of 137 students or 28.31 per cent were members of an Elective group. This is exclusive of Physical Education

and Music Electives which have been included in the aforementioned athletic and musical organizations respectively.

The membership in the Home Economics Club, the Projectors' Club, and the Chefs' Club indicated that a total of 130 students or 26.71 per cent of the students participated in these club activities.

The radio broadcasting activities, both in-school and out-of-school, were noted by 83 students or 17.04 per cent.

Participating in the combined Eighth and Ninth Drama Electives were 55 students or 11.29 per cent.

Participation in the Class Organizations was indicated by 53 students or 10.80 per cent.

The Criterion Groups.-- The current practice of using the upper and lower 27 per cent of the pupils, according to their scores, on the Check List of Extracurricular Activities resulted in the establishment of two groups, one called the upper criterion group and the other called the lower criterion group. The upper criterion group consisted of the 131 students or 27 per cent of the most active participants in the extracurricular activities. The lower criterion group consisted of the 131 students who were the least active participants in the extracurricular activities.

The Check Lists of the students in the upper criterion group and the Check Lists of the students in the lower criterion group were analyzed to determine the extent and type of

participation for each.

Table 3 presents the ten dominant activities of the upper criterion group. Table 4 presents the ten dominant activities of the lower criterion group.

Table 3. Number and Percentage of Pupils in the Ten Dominant Extracurricular Activities of the Upper Criterion Group

A c t i v i t y	Number	Per Cent
(1)	(2)	(3)
1. Assembly Activities.....	92	70.22
2. Homeroom Organization.....	70	53.44
3. Girls' Sports.....	68	51.90
4. Boys' Sports.....	53	40.45
5. Broadcasting Activities.....	51	38.93
6. Girls' Glee Club.....	51	38.93
7. Class Organization.....	43	32.82
8. Orchestra.....	37	28.24
9. Music Elective.....	34	25.95
10. Student Council.....	34	25.95

Table 4. Number and Percentage of Pupils in the Ten Dominant Extracurricular Activities of the Lower Criterion Group

A c t i v i t y	Number	Per Cent
(1)	(2)	(3)
1. Boys' Sports.....	22	16.79
2. Assembly Activities.....	19	14.50
3. Girls' Glee Club.....	15	11.45
4. Graphic Arts Elective.....	10	7.65
5. Industrial Arts Elective.....	10	7.64
6. Boys' Glee Club.....	8	6.10
7. Home Economics Club.....	7	5.34
8. Homeroom Organization.....	6	4.58
9. Cafeteria Staff.....	4	3.05
10. Projectors' Club.....	4	3.05

A careful study of the data presented in Tables 3 and 4 seems to indicate the following differences:

There appears to be a decided contrast in the amount of participation between these two groups. As one can note in Table 3, which represents the dominant activities of the most active participants, the percentages range from 70.22 to 25.19, whereas in Table 4, which represents the dominant activities of the least active participants, the percentages of participation range from 16.79 to 3.05. The lowest percentage of participation in Table 3 is 8.40 per cent higher than the top percentage of participation in Table 4.

It seems that students of the lower criterion group tend to join activities in which the responsibility rests upon the group as a whole as is shown in Table 4 where Boys' Sports, Assembly Activities, and Girls' Glee Club are the three dominant activities. Members of the lower criterion group seem to avoid those extracurricular activities which require the individual to assume considerable initiative and responsibility. As will be shown in Table 5, there is no representation from this group in the Student Council and in the Eighth and Ninth Grade Class Organizations. Only one student from this group is represented in the Public Relations Staff, Girls' Playground Staff, Seventh Grade Organization, and on the school Newspaper Staff. In other words, it may be stated that the vast majority of students elected by their peers to hold class offices

or serve on responsible class committees are individuals in the upper criterion group consisting of the most active participants. The results shown in Table 4 seem indicative of this fact.

Peer group recognition is also shown in the fact that 34 students or 25.94 per cent of the upper criterion group were elected to serve on the Student Council, the legislative student body. As has been already stated, no one from the lower criterion group was elected by his peers to serve on this staff. However, four students in the lower criterion group were elected to serve on the Cafeteria Staff. It is interesting to note that in Part II of the Check List of Extracurricular Activities, 24 students or 10.69 per cent of the lower criterion group expressed the desire to serve on one of the student staffs. The reason given for not participating was that membership was by election.

While with both criterion groups Boys' Sports seem to be dominant, it is worthy to note that 121 students or 92.37 per cent of the upper criterion group engaged in the extracurricular athletic activities. While on the other hand, only 22 students or 16.79 per cent of the students in the lower criterion group engaged in these activities. The writer noted that in Part II of the Check List of Extracurricular Activities, 42 or 32.06 per cent of the students in the lower

criterion expressed the desire to take part in Boys' Sports.

The following reasons for not participating were indicated:

- a. "Out-of-school work" was given by 9.54 per cent.
- b. "Lack of needed ability" was given by 21.43 per cent.
- c. "Home responsibilities" was given by 16.67 per cent.
- d. "Out-of-school activities" was given by 11.90 per cent.
- e. "Would interfere with school work" was given by 9.54 per cent.

As indicated in Table 2, there is a total of 59 members in the school orchestra. Of this number, 37 students or 28.24 per cent are from the upper criterion group. Expressed in another manner, it may be stated that 62.71 per cent of the total orchestra membership were individuals in the upper criterion group. The remainder of the orchestra is composed of students who are in the middle grouping, - a group which is not involved in this study. There was no representation in the orchestra from the lower criterion group.

Although Homeroom Organization appeared as a dominant activity in both Table 3 and Table 4, it is interesting to note the difference in extent of participation. From the upper criterion group, 70 students or 53.44 per cent served as homeroom officers or on homeroom committees, while only six students or 4.58 per cent of the lower criterion group served in these capacities.

Table 5 presents the number and percentage of pupils in the upper and lower criterion groups engaged in each activity constituting the total extracurricular activity program.

Table 5 will substantiate the above-mentioned differences in the extent and type of participation of the two criterion groups.

Table 5. Number and Percentage of Pupils in the Upper and Lower Criterion Groups Engaged in the Extracurricular Activities

A c t i v i t y	Upper Criterion Group		Lower Criterion Group	
	Number of Students	Per Cent	Number of Students	Per Cent
(1)	(2)	(3)	(4)	(5)
<u>I. Student Staffs</u>				
A. Student Council.....	34	25.95	0	0
B. Library Council.....	20	15.34	2	1.53
C. Public Relations Staff..	16	12.21	1	.76
D. Cafeteria Staff.....	33	25.19	4	3.05
E. Boys' Playground Staff..	9	6.87	2	1.53
F. Girls' Playground Staff.	18	13.74	1	.76
<u>II. Class Organization</u>				
A. Ninth Grade.....	15	11.45	0	0
B. Eighth Grade.....	20	15.26	0	0
C. Seventh Grade.....	7	5.34	1	.76
<u>III. Homeroom Organization.....</u>	70	53.44	6	4.58
<u>IV. Athletics</u>				
A. Boys' Sports.....	53	40.45	22	16.79
B. Girls' Sports.....	68	51.90	3	2.24

(concluded on next page)

Table 5. (concluded)

A c t i v i t y	Upper Criterion Group		Lower Criterion Group	
	Number of Students	Per Cent	Number of Students	Per Cent
(1)	(2)	(3)	(4)	(5)
V. <u>Musical Organizations</u>				
A. Girls' Glee Club.....	51	38.93	15	11.45
B. Boys' Glee Club.....	30	22.90	8	6.10
C. Orchestra.....	32	28.24	0	0
D. Band.....	25	19.08	1	.76
E. Pianists.....	4	3.05	0	0
VI. <u>Assembly Activities.....</u>	92	70.22	19	14.50
VII. <u>Clubs</u>				
A. Home Economics Club....	32	24.43	7	5.34
B. Projectors' Club.....	19	14.50	4	3.05
C. Chefs' Club.....	7	5.34	2	1.53
VIII. <u>School Newspaper.....</u>	32	24.42	1	.76
IX. <u>Junior Red Cross Councils.</u>	20	15.27	3	2.24
X. <u>Electives</u>				
A. Art.....	5	3.82	3	2.24
B. Eighth Grade Drama.....	18	13.74	2	1.53
C. Ninth Grade Drama.....	15	11.45	1	.76
D. Graphic Arts.....	9	6.87	10	7.63
E. Industrial Arts.....	3	2.29	10	7.63
F. Handcrafts.....	6	4.58	5	3.81
G. "Let's Plan It".....	8	6.10	2	1.52
H. Music.....	34	25.95	4	3.05
I. Clothing.....	4	3.05	4	3.05
XI. <u>Broadcasting Activities</u>				
A. In-school.....	23	17.56	2	1.53
B. Out-of-school.....	28	21.21	2	1.53

An inspection of Table 5 reveals the total extent and type of participation in the extracurricular activities of the

students comprising the two criterion groups.

It is interesting to note the number and percentage of students in both of the criterion groups who participated in those activities listed under Roman numerals I, II, III, and IX where participation depends upon election to offices by peers. This would seem to indicate that the lower criterion group was lacking in those personality factors which lead to election to office by peers.

Equally interesting is the fact that ten students or 7.63 per cent of the lower criterion group participated in the Graphic and Industrial Arts Electives as contrasted to nine and three students respectively in the upper criterion group. These are the only two activities in which greater participation was shown by the lower criterion group. Both of these activities are highly exploratory in nature and meet the interest of those students desiring to increase their manual skills through the making of individual projects.

Worthy of mention is the fact that students of the upper criterion group participated to a much greater degree in those musical activities requiring special training such as the orchestra and band.

The fact that there is such a great contrast in the amount of participation between the individuals in the upper

and lower criterion groups, in all the eleven sections of the Extracurricular Activities Check List, cannot be too strongly emphasized.

Data obtained from the California Test of Personality.-- Table 6 presents the distribution of total scores of the upper and lower criterion groups on the California Test of Personality.

Table 6. Distribution of Total Adjustment Scores of the Upper and Lower Criterion Groups on the California Test of Personality

S c o r e	Total Adjustment	
	Upper Criterion Group	Lower Criterion Group
(1)	(2)	(3)
139-142	3	1
133-138	14	1
127-132	22	11
121-126	17	18
115-120	22	17
109-114	13	15
103-108	15	11
97-102	11	22
91-96	5	7
85-90	4	5
79-84	4	8
73-78	0	7
67-72	0	4
61-66	0	1
55-60	0	0
49-54	1	0
43-48	0	1
37-42	0	0
31-36	0	1
24-30	0	1
Total.....	131	131

An inspection of Table 6 reveals the differences in the total adjustment area on the California Test of Personality which seem to be indicated in the scoring range of 127 through 142, wherein 39 individuals or approximately 30 per cent in the upper criterion group, as contrasted with 13 students or approximately 10 per cent in the lower criterion group, scored.

In the range of scores from 24 through 78, only one individual or seven-tenths per cent of the upper Criterion Group scored as contrasted with 15 individuals or 11.4 per cent of the lower Criterion Group.

The median score for the upper criterion group falls in the 115-120 score-interval, whereas the median score of the lower criterion group falls in the 103-108 score-interval.

Table 7 presents the range of scores in the Self-Adjustment and Social Adjustment areas of the California Test of Personality as obtained by the individuals in the upper and lower criterion groups.

From an inspection of Columns two and three of Table 7, it is apparent that considerable differences exist between the distribution of scores in the criterion groups. For example, in the top score range of 65-72 of the Self-Adjustment area there are 30 individuals in the upper criterion group in contrast to four individuals in the lower criterion group. In the Social-Adjustment area, in the top score range of 65-72,

Table 7. Distribution of Self-Adjustment and Social Adjustment Total Scores of the Upper and Lower Criterion Groups on the California Test of Personality

Score	Self-Adjustment		Social Adjustment	
	Upper Criterion Group	Lower Criterion Group	Upper Criterion Group	Lower Criterion Group
(1)	(2)	(3)	(4)	(5)
65-72.....	30	4	39	17
57-64.....	41	45	51	50
49-56.....	32	33	31	30
41-48.....	19	32	8	21
33-40.....	7	13	1	5
25-32.....	2	2	1	4
17-24.....	0	1	0	3
9-16.....	0	0	0	1
0-8.....	0	1	0	0
Totals..	131	131	131	131

there are 39 students in the upper criterion group as contrasted to 17 students in the lower criterion group.

In the Self-Adjustment area, the median of the upper criterion group falls in the 57-64 score interval as contrasted with the median score of the lower criterion group which falls in the 49-56 score interval.

In the Social Adjustment area, the median scores of the upper and lower criterion groups fall at the same score interval, 57-64. There are fourteen more students in the upper criterion group at this level as contrasted with one more student from the lower criterion.

Table 8 presents the distribution of Self-Adjustment and Social Adjustment subtest scores on the California Test of Personality.

TABLE 8. DISTRIBUTION OF SELF-ADJUSTMENT AND SOCIAL ADJUSTMENT SUBTEST SCORES ON THE CALIFORNIA TEST OF PERSONALITY

SCORES	SELF ADJUSTMENT SUBTEST												SOCIAL ADJUSTMENT SUBTEST											
	SELF-RELIANCE		SENSE OF PERSONAL WORTH		SENSE OF PERSONAL FREEDOM		FEELING OF BELONGING		WITHDRAWING TENDENCIES		NERVOUS SYMPTOMS		SOCIAL STANDARDS		SOCIAL SKILLS		ANTI-SOCIAL TENDENCIES		FAMILY RELATIONS		SCHOOL RELATIONS		COMMUNITY RELATIONS	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
12	8	1	24	9	45	29	51	30	18	12	26	18	30	27	15	5	44	27	35	34	8	8	40	18
11	11	4	22	10	36	42	36	33	23	13	30	18	48	37	21	11	35	30	41	31	32	9	27	33
10	14	10	21	12	23	21	17	21	15	16	21	23	26	20	31	18	18	17	24	19	15	15	33	34
9	32	20	20	22	8	17	12	23	18	16	22	21	14	21	28	33	13	23	8	11	32	18	14	15
8	22	34	11	23	9	9	8	8	12	19	12	13	5	13	17	17	9	15	8	7	18	22	8	10
7	18	27	14	15	6	6	3	7	16	14	5	14	6	6	8	20	4	8	5	11	14	22	2	8
6	20	19	8	12	0	3	1	3	8	9	9	10	1	3	6	10	4	4	4	5	5	12	4	3
5	5	12	5	13	1	1	0	1	6	10	2	6	0	3	2	8	0	2	2	5	4	8	2	1
4	1	2	5	8	3	1	0	3	2	9	1	3	1	0	2	4	1	1	2	0	3	9	0	2
3	0	3	0	3	0	0	1	0	8	6	2	1	0	0	0	4	0	0	1	2	0	2	0	2
2	0	0	1	3	0	0	1	0	4	2	1	1	0	0	0	0	1	1	1	1	0	1	0	0
1	0	0	0	0	0	0	0	1	0	4	0	0	0	1	0	1	1	0	0	1	0	1	0	0
0	0	0	0	1	0	2	1	1	1	2	0	3	0	0	1	1	1	3	0	4	0	4	1	5
TOTALS	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131

A= UPPER CRITERION GROUP

B= LOWER CRITERION GROUP

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An inspection of Table 8 reveals apparent differences between the upper criterion group and the lower criterion group. At the score level of 12, significant differences between the upper and lower criterion groups may be seen in all the areas of the Self-Adjustment phase of the California Test of Personality, namely:

1. Self-Reliance
2. Sense of Personal Worth
3. Sense of Personal Freedom
4. Feeling of Belonging
5. Withdrawing Tendencies
6. Nervous Symptoms

Apparent differences in the highest obtainable score of 12 may be noted in the following subtests in the Social Adjustment area:

1. Social Skills
2. Anti-Social Tendencies
3. Community Relations

Data obtained from the Mooney Problem Check List.-- Table 9 presents the distribution of the total scores of the students in the upper and lower criterion groups on the Mooney Problem Check List.

In the Mooney Problem Check List, the highest possible total score is zero, indicating the lack of problems.

In Table 9 it can be seen that the only significant

Table 9. Distribution of the Total Scores of the Students in the Upper and Lower Criterion Groups on the Mooney Problem Check List

S c o r e s	T o t a l P r o b l e m s	
	Upper Criterion Group	Lower Criterion Group
	(1)	(2)
0-5	26	13
6-10	21	28
11-15	20	20
16-20	17	16
21-25	3	6
26-30	9	13
31-35	5	10
36-40	7	6
41-45	8	3
46-50	3	5
51-55	5	2
56-60	1	2
61-65	3	1
66-70	1	2
71-75	0	0
76-80	1	2
81-85	0	0
86-90	0	1
91-95	0	0
96-100	0	1
101-105	0	0
106-110	0	0
111-115	0	0
116-120	1	0
Total.....	131	131

difference between the upper and lower criterion groups exists in the 0-5 score range wherein there are 26 of the upper criterion groups noted as contrasted with 13 in the lower criterion group.

There are relatively no significant differences between the upper and lower criterion groups in the score range of 6-120.

Table 10 presents the distribution of scores in the seven problem areas in the Mooney Problem Check List of the students in the upper and lower criterion groups.

TABLE 10. DISTRIBUTION OF THE PROBLEM-AREA SCORES OF THE STUDENTS IN THE UPPER AND LOWER CRITERION GROUPS ON THE MOONEY PROBLEM CHECK LIST

SCORES	TOTAL PROBLEMS													
	HEALTH & PHYSICAL DEVELOPMENT		SCHOOL		HOME AND FAMILY		MONEY, WORK, THE FUTURE		BOY AND GIRL RELATIONS		RELATIONS TO PEOPLE IN GENERAL		SELF-CENTERED CONCERNS	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
0	34	24	14	9	61	59	44	31	49	55	45	37	37	30
1	32	28	15	10	23	17	20	19	24	19	28	18	20	24
2	19	24	8	13	12	11	12	21	11	11	12	19	24	18
3	12	17	15	20	6	8	7	15	8	7	15	18	15	13
4	7	6	9	12	6	13	8	11	10	14	12	9	4	8
5	10	10	13	12	7	6	8	9	6	8	5	10	5	9
6	10	6	8	9	5	4	10	7	5	4	4	6	6	9
7	1	5	9	6	1	5	2	8	4	4	3	1	7	2
8	1	1	7	6	3	2	7	1	2	2	1	4	1	5
9	2	6	5	7	1	2	2	2	2	1	4	0	3	3
10	1	1	5	7	2	2	3	2	2	2	0	3	0	2
11	0	1	3	4	0	2	3	1	4	0	1	0	2	1
12	0	1	4	1	1	0	0	2	2	1	0	2	1	2
13	0	0	2	2	1	0	2	2	1	1	0	1	1	1
14	1	1	2	1	0	0	1	0	0	1	0	1	0	2
15	0	0	0	4	1	0	1	0	0	1	0	1	1	0
16	1	0	4	0	1	0	0	0	0	0	0	1	0	0
17	0	0	3	3	0	0	1	0	0	0	0	0	1	1
18	0	0	0	2	0	0	0	0	0	0	0	0	0	0
19	0	0	1	0	0	0	0	0	0	0	0	0	0	0
20	0	0	1	1	0	0	0	0	0	0	0	0	0	1
21	0	0	2	2	0	0	0	0	1	0	1	0	0	0
22	0	0	1	0	0	0	0	0	0	0	0	0	1	0
TOTALS	131	131	131	131	131	131	131	131	131	131	131	131	131	131

A=UPPER CRITERION GROUP

B=LOWER CRITERION GROUP

An inspection of Table 10 reveals that the relatively significant differences between the upper and lower criterion groups occur in the areas of Relations to People in General and Self-Centered Concerns. It is interesting to note that, in many instances, the lower criterion group reports less problems than the upper criterion group in these two areas.

Data obtained from the teacher ratings in accordance with the B E C Personality Rating Schedule.-- Table 11 presents the distribution of the scores obtained by the students in the upper and lower criterion groups from the teacher ratings in accordance with the B E C Personality Rating Schedule.

Marked differences can be seen in the faculty ratings in the top score areas of five and four in favor of the upper criterion group. Marked differences are also apparent in the lowest scoring areas of one and two, while there are less apparent, significant differences in the score area of three.

2. Analysis of Test Results

Method of analysis of data.-- It was decided to test the significance of differences in the distribution of subtest and total scores of the upper and lower criterion groups in the three instruments used to determine personality adjustment in this study, the California Test of Personality, the Mooney Problem Check List and the B E C Personality Rating Schedule, through the use of the significance ratio technique.^{1/} The

^{1/}E. F. Lindquist, A First Course in Statistics, Houghton Mifflin Co., Boston, 1942, pp. 130-132.

TABLE 11. DISTRIBUTION OF SCORES OBTAINED BY STUDENTS IN UPPER AND LOWER CRITERION GROUPS FROM TEACHER RATINGS IN ACCORDANCE WITH THE B.E.C. PERSONALITY RATING SCHEDULE

SCORE	TOTAL AVERAGE		FACULTY RATINGS															
	A	B	MENTAL ALERTNESS		INITIATIVE		DEPENDABILITY		COOPERATIVE-NESS		JUDGMENT		PERSONAL IMPRESSION		COURTESY		HEALTH	
5	13	0	16	0	10	0	15	3	15	1	11	2	27	5	22	10	21	0
4	60	25	47	19	42	8	53	33	48	27	47	21	65	35	63	43	77	40
3	49	68	57	60	63	53	45	51	50	64	62	63	38	77	33	49	32	87
2	9	36	10	43	14	53	15	33	16	33	11	33	1	14	10	19	1	4
1	0	2	1	9	2	17	3	11	2	6	0	12	0	0	3	10	0	0
TOTALS	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131	131

A= UPPER CRITERION GROUP

B= LOWER CRITERION GROUP

TABLE 12. MEANS AND STANDARD ERROR OF MEANS, DIFFERENCES AND STANDARD ERROR OF DIFFERENCES BETWEEN MEANS, AND SIGNIFICANCE RATIOS FOR THE TOTAL SCORES AND SUBTEST SCORES IN THE CALIFORNIA TEST OF PERSONALITY FOR THE UPPER AND LOWER CRITERION GROUPS

NAME OF TEST OR SUBTEST	MEAN UPPER CRITERION GROUP	MEAN LOWER CRITERION GROUP	DIFFERENCE	STANDARD ERROR OF DIFFERENCE	SIGNIFICANCE RATIO
TOTAL SCORE	115.94 ± 1.35	105.09 ± 1.73	10.85	2.20	4.94**
SELF-ADJUSTMENT	56.53 ± .81	51.18 ± .86	5.35	1.19	4.49**
SELF-RELIANCE	8.36 ± .16	7.49 ± .15	.87	.22	3.87**
SENSE OF PERSONAL WORTH	9.16 ± .20	7.74 ± .22	1.42	.30	4.67**
SENSE OF PERSONAL FREEDOM	10.45 ± .15	10.03 ± .18	.42	.24	1.74
FEELING OF BELONGING	10.58 ± .16	9.77 ± .20	.81	.26	3.18**
WITHDRAWING TENDENCIES	8.52 ± .25	7.63 ± .26	.89	.37	2.39*
NERVOUS SYMPTOMS	9.58 ± .19	8.71 ± .23	.87	.30	2.86**
SOCIAL ADJUSTMENT	59.33 ± .67	53.77 ± .99	5.56	1.20	4.62**
SOCIAL STANDARDS	10.42 ± .13	9.92 ± .16	.50	.21	2.33*
SOCIAL SKILLS	9.30 ± .17	8.10 ± .19	1.20	.26	4.54**
ANTI-SOCIAL TENDENCIES	10.23 ± .19	9.51 ± .22	.72	.29	2.46*
FAMILY RELATIONS	10.14 ± .18	9.40 ± .26	.74	.31	2.32*
SCHOOL RELATIONS	9.00 ± .18	7.51 ± .24	1.49	.30	4.92**
COMMUNITY RELATIONS	10.26 ± .16	9.36 ± .23	.90	.28	3.11**

* SIGNIFICANT AT .05 LEVEL

** SIGNIFICANT AT .01 LEVEL

significance ratio is the ratio between an obtained difference and its estimated standard error.

In this study, the aforementioned technique was applied as follows: first, the means and standard error of the means for each area of the three measures of personality adjustment were determined for the upper criterion group and the lower criterion group; second, the differences between the corresponding pairs of means for the two criterion groups, the standard error of these differences, and the significance ratios, commonly called critical ratios, were determined. The magnitudes of these significant ratios were compared with the minimum values required for significance at the .05 and the .01 levels.

Analysis of results of California Test of Personality.-- Table 12 presents the means and standard error of the means, differences and standard error of differences between means, and significance ratios for the California Test of Personality for the upper and lower criterion groups.

An inspection of Table 12 reveals significant differences in test scores in favor of the upper criterion group in all but one of the parts of the California Test of Personality.

Differences in favor of the upper criterion group, significant at the .01 level, are indicated in the Total Adjustment score, and the two major-area scores, Self-Adjustment and

Social Adjustment.

Similar differences, significant at the same level of significance, are indicated for the following minor area scores: Self-Reliance, Sense of Personal Worth, Feeling of Belonging and Nervous Symptoms in the Self-Adjustment area; similar significant differences are found in Social Skills, School Relations, and Community Relations in the Social Adjustment area.

Minor areas which produced differences in favor of the upper criterion group, significant at the .05 level include Withdrawing Tendencies, Social Standards, Anti-Social Tendencies, and Family Relations.

One minor area, Sense of Personal Freedom, failed to produce significant differences between the two criterion groups.

Analysis of results of the Mooney Problem Check List.-- Table 13 presents the means and standard error of the means, differences and standard error of the differences between means, and significance ratios for the Mooney Problem Check List.

The results presented in Table 13 are somewhat surprising in view of the results of the California Test of Personality presented in Table 12.

It may be noticed that significant differences between

TABLE 13. MEANS AND STANDARD ERROR OF MEANS, DIFFERENCES AND STANDARD ERROR OF DIFFERENCES BETWEEN MEANS, AND SIGNIFICANCE RATIOS FOR THE TOTAL SCORES AND PROBLEM AREAS IN THE MOONEY PROBLEM CHECK LIST FOR THE UPPER AND LOWER CRITERION GROUPS

NAME OF TEST OR PROBLEM AREA	MEAN UPPER CRITERION GROUP	MEAN LOWER CRITERION GROUP	DIFFERENCE	STANDARD ERROR OF DIFFERENCE	SIGNIFICANCE RATIO
TOTAL SCORE	21.47 \pm 1.74	22.77 \pm 1.67	1.30	2.43	.54
HEALTH AND PHYSICAL DEVELOPMENT	2.41 \pm .24	2.90 \pm .26	.49	.36	1.36
SCHOOL	5.95 \pm .46	6.00 \pm .43	.05	.20	.25
HOME AND FAMILY	2.06 \pm .28	2.13 \pm .24	.07	.27	.25
MONEY, WORK, THE FUTURE	3.20 \pm .33	3.05 \pm .27	.15	.43	.34
BOY AND GIRL RELATIONS	2.70 \pm .32	2.35 \pm .28	.35	.43	.81
RELATIONS TO PEOPLE IN GENERAL	2.22 \pm .26	2.92 \pm .30	.70	.39	1.78
SELF-CENTERED CONCERNS	5.12 \pm .27	3.38 \pm .34	1.74	.43	4.04**

** SIGNIFICANT AT .01 LEVEL

the two criterion groups occurred in only one problem area, Self-Centered Concerns. This difference, significant at the .01 level was in favor of the lower criterion group. In other words, the lower criterion group, or the individuals who participated the least in the extracurricular activities, are significantly less concerned with self-centered problems than are the students who participated the most in the extracurricular activities. This finding seems to be diametrically opposed to the finding in the Self-Adjustment area of the California Test of Personality.

Analysis of results of the faculty ratings as indicated on the B E C Personality Rating Schedule.-- Table 14 presents the means and standard error of the means, differences and standard error of differences between means, and significance ratios for the faculty ratings as indicated on the B E C Personality Rating Schedule for the upper and lower criterion groups.

All areas of the B E C Personality Rating Schedule produced highly significant differences at or beyond the .01 level between the two criterion groups; that is, the students who participated the most in the extracurricular activities were rated, on the average, much higher by the faculty than were the students in the lower criterion group, in those areas included in this personality rating scale.

It is interesting to note that the greatest difference

TABLE 14. MEANS AND STANDARD ERROR OF MEANS, DIFFERENCES AND STANDARD ERROR OF DIFFERENCES BETWEEN MEANS, AND SIGNIFICANCE RATIOS FOR THE TOTAL SCORES AND SUBTEST SCORES IN THE BEC PERSONALITY RATING SCHEDULE

NAME OF TEST OR SUBTEST	MEAN UPPER CRITERION GROUP	MEAN LOWER CRITERION GROUP	DIFFERENCE	STANDARD ERROR OF DIFFERENCE	SIGNIFICANCE RATIO
TOTAL SCORE	3.54 \pm .05	2.84 \pm .05	.70	.08	8.88**
MENTAL ALERTNESS	3.45 \pm .07	2.65 \pm .07	.80	.10	8.00**
INITIATIVE	3.32 \pm .06	2.39 \pm .06	.93	.09	10.32**
DEPENDABILITY	3.49 \pm .07	2.83 \pm .08	.66	.11	6.00**
COOPERATIVENESS	3.48 \pm .07	2.86 \pm .07	.62	.10	6.20**
JUDGMENT	3.42 \pm .06	2.68 \pm .06	.74	.09	8.23**
PERSONAL IMPRESSION	3.83 \pm .06	3.24 \pm .06	.59	.09	6.56**
COURTESY	3.65 \pm .07	3.22 \pm .08	.43	.11	3.91**
HEALTH	3.89 \pm .05	3.31 \pm .03	.58	.07	8.28**

** SIGNIFICANT AT .01 LEVEL

between the two criterion groups occurred in the area of Initiative, and that the least difference occurred in the area of Courtesy.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

1. Restatement of the Problem

Purpose of the study.-- The purpose of this study was to determine, at the junior high level, the extent of participation in the extracurricular activities and the relation of such participation to personality adjustment.

Summary of procedure.-- The procedure followed in this study constituted a logical treatment of the problem:

1. Preparing a weighted Check List of the Extracurricular Activities offered at the Frank Ashley Day Junior High School, Newtonville, Massachusetts.
2. Administering the weighted Check List to 487 students at the Day Junior High School.
3. Determining the upper and lower criterion groups based upon the 27 per cent highest and the 27 per cent lowest scores obtained on the weighted Check List of Extracurricular Activities.
4. Administering the California Test of Personality, Elementary, Form A, Grades Four through Nine, to all 487 junior high school students.
5. Scoring the California Tests of Personality for all students in the upper and lower criterion groups.
6. Administering the Mooney Problem Check List, Junior High School Form, 1950 Revision, to all 487 junior high school students.
7. Scoring the Mooney Problem Check Lists for all students in the upper and lower criterion groups.

8. Securing five different faculty ratings for each student in the upper and lower criterion groups based upon the B E C Personality Rating Schedule.
9. Tabulating the results of all instruments used.
10. Making tables which were suitable for presenting the results obtained by the upper and lower criterion groups in the many areas of the California Test of Personality, the Mooney Problem Check List, and the B E C Personality Rating Schedule.
11. Finding the significance of differences, through statistical analysis, between the results obtained by the upper and lower criterion groups.
12. Evaluating the results obtained.

2. Conclusions

General finding.-- An analysis of the results obtained by the upper and lower criterion groups on the California Tests of Personality and the five different faculty ratings based on the B E C Personality Rating Schedules indicate that there is a relationship between the extent of participation in extracurricular activities and personality adjustment.

The California Test of Personality.-- The analysis of the results of the California Test of Personality reveals significant differences in the test scores in favor of the upper criterion group in all but one of the subtests.

Differences in favor of the upper criterion group, significant at the .01 level, are indicated in the Total Adjustment score, and in the two major area scores, Self-Adjustment

and Social Adjustment.

Similar differences, significant at the same level of significance, are indicated for the following subtest scores: Self-Reliance, Sense of Personal Worth, Feeling of Belonging, and Nervous Symptoms in the Self-Adjustment area; similar significant differences were found in Social Skills, School Relations, and Community Relations in the Social Adjustment area.

Subtest areas which produced differences in favor of the upper criterion group at the .05 level include Withdrawing Tendencies, Social Standard, Anti-Social Tendencies, and Family Relations.

One subtest, Sense of Personal Freedom, failed to produce significant differences.

The Mooney Problem Check List.-- The analysis of the results obtained on the Mooney Problem Check List indicates slight relationship between participation in the extracurricular activities and problems of students.

Significant differences between the two criterion groups occurred in only one area, Self-Centered Concerns. This difference, significant at the .01 level, was in favor of the lower criterion group. In other words, the lower criterion group, or, the individuals who participated the least in the extracurricular activities are significantly less concerned with self-centered problems than are the students who

participated the most in the extracurricular activities. This finding seems to be diametrically opposed to the finding in the Self-Adjustment area of the California Test of Personality.

The faculty ratings as indicated on the B E C Personality Schedule.-- The analysis of the results of the faculty ratings as indicated on the B E C Personality Rating Schedule produced highly significant differences at or beyond the .01 level between the upper and lower criterion groups. In other words, the upper criterion group, or, the students who participated the most in the extracurricular activities were rated, on the average, much higher by the faculty than were the students in the lower criterion group.

The greatest difference between the two criterion groups occurred in the area of Initiative. The least difference occurred in the area of Courtesy.

The results indicate that the students of the upper criterion group do have considerable "drive" which affected the high rating in Initiative, and, furthermore, that this "drive" tended to lower the ratings in the area of Courtesy.

The above assumptions are reinforced by the results of the Mooney Problem Check List, when it is considered that these students in the upper criterion group were found to have considerably more self-centered problems than did those students of the lower criterion group.

Limitations.-- The results as shown by the California Test of Personality are somewhat limited in that the validity and objectivity of personality tests are, at their best, still questionable.

While five different faculty members rated each student involved in this study, not the same five faculty members rated all students. The degree of subjectivity as opposed to objectivity on the personality ratings given by the faculty members may prove a limiting factor.

The number of selective extracurricular activities, such as Student Staffs and orchestra, are comparatively greater than the number of non-selective activities, such as interest clubs which would be available to all those who wish to participate. Since individuals in the lower criterion group have indicated that they participate in activities which are not on a selective basis, is not the nature of the extracurricular activities program of the Day Junior High School somewhat of a limiting factor in the personality adjustment of these individuals?

3. Suggestions for Further Research

Survey of student interests.-- In order that the extracurricular activities program of the Day Junior High School might be broader in scope and prove more attractive to its entire student body, a survey of student interests might be conducted to determine the kinds of interest clubs which would

meet student needs.

Relation of type of extracurricular activity to personality adjustment.-- It would seem of value to conduct a study, on the junior high school level, to determine the types of extracurricular activities which contribute the most to personality adjustment.

Investigation of relation of personality adjustment to scope of extracurricular activities offered by a school.-- To further establish the relationship of the extent of participation in the extracurricular activities, and the relation of such activity to personality adjustment, a correlation of the personality adjustment of students in a junior high school offering a wide variety of extracurricular activities might be made with that of students in a junior high school offering a very limited number of extracurricular activities.

Study of the extracurricular activities of "disciplinary problem" students.-- It might be of value to conduct a research study to determine the extent and nature of participation in the extracurricular activities program by students who are considered "disciplinary problems".

APPENDIX



"HERE'S TO FRANK A. DAY!"

Junior High, we sing thy praises,
 True to thee we'll stand,
 Every voice thy name upraises,
 Best in all the land.

Cheer for Newton, cheer for Newton,
 Cheer the Blue and Gray,
 Here's to you, our Junior High School,
 Here's to Frank A. Day!

In our sports and in our studies,
 Raise the standard high,
 Each for all and all together,
 Lift it to the sky.

Cheer for Newton, cheer for Newton,
 Cheer the Blue and Gray,
 Here's to you, our Junior High School,
 Here's to Frank A. Day!

THE EXTRACURRICULUM ACTIVITY PROGRAM OF THE FRANK ASHLEY DAY JUNIOR HIGH SCHOOL
 NEWTONVILLE, MASSACHUSETTS

A CHECK LIST

NAME _____ DATE _____

DIVISION _____ HOMEROOM _____

To the Boys and Girls:

A study is being made of the Extracurricular Activities Program of our school. We are interested in discovering the activities in which you have participated since the beginning of this school year, September, 1950.

The term extracurricular is used to describe those activities such as athletics, assembly activities, music organizations, student staffs, clubs, and the activities in which you engage during the elective periods. They may be called the "a la carte" offerings of the educational program. To a large measure, they are the activities in which you are interested, and thus, elect or join.

PART I

Following is a list of all the extracurricular activities offered to the students of the Frank Ashley Day Junior High School.

1. Read each item carefully.
 If you participated in an activity the first half of the school year, place a check mark (✓) beside the activity in the first column.
2. If you are now participating in the activity, place a check mark (✓) beside the activity in the second column.
3. If you have participated in the activity during the entire school year, there will be two (2) check marks, one in Column I and another in Column II.
4. Note the following sample as your teacher explains it:

HOMEROOM ORGANIZATION	First Half Year	Second Half Year
President of the Homeroom _____		
Vice-President of the Homeroom _____		✓
Secretary of the Homeroom _____		
Treasurer of the Homeroom _____		
Chairman of a Homeroom Committee _____	✓	
Member of a Homeroom Committee _____		

5. Now turn to the next page, read each item and check carefully and thoughtfully.

-2-

THE EXTRACURRICULAR ACTIVITIES OFFERED AT THE FRANK ASHLEY DAY

WEIGHTS

I. STUDENT GOVERNMENTA. STUDENT COUNCIL

	ADVISORY COMMITTEE	ALUMNI	AVERAGE
1. President of the Student Council	25	25	25
2. Vice-President of the Student Council	20	20	20
3. Secretary of the Student Council	22	22	22
4. Member of the Student Council	15	18	17
5. Canteen Committee (This includes those who are not required to attend committee meetings.)	10	10	10

B. LIBRARY COUNCIL

1. President of the Library Council	20	23	22
2. Vice-President of the Library Council	16	21	19
3. Secretary of the Library Council	18	20	19
4. Treasurer of the Library Council	16	17	17
5. Member of the Library Council	14	15	15

C. PUBLIC RELATIONS STAFF

1. Captain of the Public Relations Staff	18	23	21
2. Assistant-Captain of the Public Relations Staff	14	20	17
3. Usher	14	10	12
4. Traffic	14	10	12
5. Messenger	12	15	14

D. CAFETERIA STAFF

1. Captain of the Cafeteria Staff	20	23	22
2. Assistant-Captain of the Cafeteria Staff	16	21	19
3. Member of the Cafeteria Staff	14	20	17

E. BOYS' PLAYGROUND STAFF

1. Captain of the Boys' Playground Staff	20	23	22
2. Assistant-Captain of the Boys' Playground Staff	16	20	18
3. Member of the Boys' Playground Staff	14	20	17

F. GIRLS' PLAYGROUND STAFF

1. Captain of the Girls' Playground Staff	20	23	22
2. Assistant-Captain of the Girls' Playground Staff	16	21	19
3. Member of the Girls' Playground Staff	14	20	17

THE EXTRACURRICULAR ACTIVITIES OFFERED AT THE FRANK ASHLEY DAY

WEIGHTS

II. CLASS ORGANIZATIONNINTH GRADE ORGANIZATION

	ADVISORY COMMITTEE	ALUMNI	AVERAGE
1. President of the Ninth Grade	25	25	25
2. Vice-President of the Ninth Grade	20	23	22
3. Secretary of the Ninth Grade	18	23	21
4. Treasurer of the Ninth Grade	16	23	20
5. Chairman of a Ninth Grade Committee	15	15	15
6. Member of a Ninth Grade Committee	8	8	8

EIGHTH GRADE ORGANIZATION

1. President of the Eighth Grade	20	20	20
2. Vice-President of the Eighth Grade	15	18	17
3. Secretary of the Eighth Grade	14	18	16
4. Treasurer of the Eighth Grade	12	18	15
5. Chairman of an Eighth Grade Committee	10	10	10
6. Member of an Eighth Grade Committee	8	6	7

SEVENTH GRADE ORGANIZATION

1. President of the Seventh Grade	20	20	20
2. Vice-President of the Seventh Grade	15	18	17
3. Secretary of the Seventh Grade	14	18	16
4. Treasurer of the Seventh Grade	12	18	15
5. Chairman of a Seventh Grade Committee	10	10	10
6. Member of a Seventh Grade Committee	8	6	7

III. HOMEROOM ORGANIZATION

1. President of the Homeroom	14	12	13
2. Vice-President of the Homeroom	10	10	10
3. Secretary of the Homeroom	12	10	11
4. Treasurer of the Homeroom	9	10	10
5. Chairman of a Homeroom Committee	7	8	8
6. Member of a Homeroom Committee	5	6	6

IV. BOYS' SPORTS

1. Captain of the Varsity Football Team	15	12	14
2. Captain of the Varsity Basketball Team	15	12	14
3. Captain of the Varsity Baseball Team	15	12	14
4. Captain of the Junior Varsity Football Team	12	10	11
5. Captain of the Junior Varsity Basketball Team	12	10	11
6. Captain of the Junior Varsity Baseball Team	12	10	11
7. Captain of the Homeroom Football Team	8	8	8
8. Captain of the Homeroom Basketball Team	8	8	8
9. Captain of the Homeroom Baseball Team	8	8	8

IV. BOYS' SPORTS (CONT.)

	ADVISORY COMMITTEE	ALUMNI	AVERAGE
10. Varsity Football Player	10	11	11
11. Varsity Basketball Player	10	11	11
12. Varsity Baseball Player	10	11	11
13. Junior Varsity Football Player	8	9	9
14. Junior Varsity Basketball Player	8	9	9
15. Junior Varsity Baseball Player	8	9	9
16. Intramural Football Player	5	7	6
17. Intramural Basketball Player	5	7	6
18. Intramural Baseball Player	5	7	6
19. Intramural Volleyball Player	5	7	6
20. Intramural Managers	7	6	7
21. Varsity and Junior Varsity Managers	12	4	8
22. Boys' Leader Corps	8	5	7

GIRLS' SPORTS

1. Field Hockey	8	9	9
2. Basketball	8	9	9
3. Homeroom Captain of Basketball	8	9	9
4. Baseball	8	9	9
5. Girls' Leader Corps	8	5	7
6. Class Parties--Gym Elective Group	5	10	8

V. MUSIC ACTIVITIES

1. Member of the Girls' Glee Club	10	10	10
2. Member of the Boys' Glee Club	10	10	10
3. Member of the Orchestra	15	12	14
4. Member of the Band	12	12	12
5. Pianist for the Orchestra or Glee Clubs	12	8	10

VI. ASSEMBLY ACTIVITIES

1. Chairman of an Assembly	8	6	7
2. Participation in planning an Assembly	6	6	6
3. Speaking in an Assembly	6	5	6
4. Singing a Solo in an Assembly	8	5	7
5. Participation in small-group singing in an Assembly	5	4	5
6. Small-group playing (musical instrument) in an Assembly	5	4	5
7. Playing a musical instrument as a Solo Number	8	6	7
8. Back-stage worker for an Assembly Program	5	5	5
9. Solo Acting or Dancing for an Assembly Program	6	5	6

VII. CLUB ACTIVITIES

HOME ECONOMICS CLUB

1. President of the Home Economics Club	12	8	10
2. Vice-President of the Home Economics Club	10	7	9
3. Secretary of the Home Economics Club	10	7	9
4. Treasurer of the Home Economics Club	10	7	9
5. Board Member of the Home Economics Club	10	5	8
6. Homeroom Representative	6	5	6
7. Member of the Home Economics Club	4	4	4

PROJECTORS' CLUB

1. Member of the Projectors' Club _____

ADVISORY COMMITTEE	ALUMNI	AVERAGE
8	8	8

CHEFS' CLUB

1. Member of the Chefs' Club _____

8	5	7
---	---	---

VIII. SCHOOL NEWSPAPER--"THE DAYTONIAN"

1. Editor-in-Chief _____

20	20	20
----	----	----

2. Associate Editor _____

16	18	17
----	----	----

3. Editorial Staff Member _____

8	12	10
---	----	----

4. Staff Member _____

15	15	15
----	----	----

5. Sports Staff Member _____

12	15	14
----	----	----

6. Homeroom Reporter _____

8	10	9
---	----	---

7. Cartoonist _____

6	10	8
---	----	---

8. Layout and Printing _____

15	12	14
----	----	----

IX. JUNIOR RED CROSS ACTIVITIES

INTERSCHOOL COUNCIL

1. Officer of the Interschool Council _____

25	25	25
----	----	----

2. Member of the Interschool Council _____

20	20	20
----	----	----

THE DAY JUNIOR RED CROSS COUNCIL

1. Officer of the Day Junior Red Cross Council _____

18	18	18
----	----	----

2. Member of the Day Junior Red Cross Council _____

12	14	13
----	----	----

X. ELECTIVES

1. Member of the Art Elective Group _____

10	10	10
----	----	----

2. Member of the Eighth Grade Drama Group _____

10	10	10
----	----	----

3. Member of the Graphic Arts Elective _____

10	10	10
----	----	----

4. Member of the Handcrafts Elective _____

10	10	10
----	----	----

5. Member of the Industrial Arts Elective _____

10	10	10
----	----	----

6. Member of the "Let's Plan It" Elective _____

10	10	10
----	----	----

7. Member of the Music Elective _____

10	10	10
----	----	----

8. Member of the Ninth ^{Drama} Grade Elective _____

10	10	10
----	----	----

9. Member of Clothing Elective _____

10	10	10
----	----	----

10. Member of Physical Education Elective _____

10	10	10
----	----	----

X. OTHER ACTIVITIES

1. Delivering the Daily Bulletin _____

10	5	8
----	---	---

2. Radio Broadcasting within the School _____

5	6	6
---	---	---

3. Radio Broadcasting over WCRB _____

10	5	8
----	---	---

ACTIVITIES YOU WOULD LIKE TO JOIN

This section of the Check List concerns the activities in which you are NOT participating at the present time, but, in which you WOULD LIKE to participate. For some reason, you cannot do so. As you see, there are three columns and three steps.

Step I: Follow the directions at the top of Column I as your teacher reads them to you.

Step II: Now go to Column III and read with your teacher the twelve possible reasons for NOT taking part in an activity. If you have other reasons than those listed, you may add them beside the blank spaces numbered 13, 14, 15, 16.

Step III: Now, in Column II, list the NUMBER of the reason or reasons for NOT participating in an activity or activities.

Try to do this as thoughtfully and carefully as you can.

<p>COLUMN I IN THIS COLUMN LIST THE ACTIVITIES IN WHICH YOU WOULD LIKE TO TAKE PART, BUT, FOR SOME REASON, CANNOT DO SO</p>	<p>COLUMN II LIST THE NUMBER(S) OF THE REASON(S) FOR NOT PARTICIPATING</p>	<p>COLUMN III REASONS FOR NOT TAKING PART</p>
<p><u>Sample:</u> Boys' Sports</p>	<p>2</p>	<p>1. Would interfere with school work. 2. Lack time for it because of out-of-school work.</p>
<p>1.</p>		<p>3. Lack time for it because of out-of-school activities.</p>
<p>2.</p>		<p>4. Lack time for it because of home responsibilities.</p>
<p>3.</p>		<p>5. Physical condition.</p>
<p>4.</p>		<p>6. Advised not to join by counselor or homeroom teacher.</p>
<p>5.</p>		<p>7. Advised not to join by coach or sponsor.</p>
		<p>8. Advised not to join by some other faculty member.</p>
		<p>9. Lack needed ability.</p>
		<p>10. Membership is by election.</p>
		<p>11. Does not offer a program of interest to me.</p>
		<p>12. The activity is too "cliquey".</p>
		<p>13. _____</p>
		<p>14. _____</p>
		<p>15. _____</p>
		<p>16. _____</p>

CALIFORNIA TEST OF PERSONALITY—ELEMENTARY, FORM A
 A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT

Devised by Louis P. Thorpe, Ernest W. Tiegs, and Willis W. Clark

Name.....Grade.....Sex: Boy-Girl

School.....Age.....Birthday.....

Teacher.....Date.....

COMPONENTS

COMPONENTS	Possi- ble Score	Pupil's Score	Per- cent- ile Rank	PERCENTILE										
				(Chart pupil's percentile rank here)										
				1	10	20	30	40	50	60	70	80	90	99
1. Self Adjustment	72	_____	_____											
A. Self-reliance	12	_____	_____											
B. Sense of Personal Worth .	12	_____	_____											
C. Sense of Personal Freedom .	12	_____	_____											
D. Feeling of Belonging . . .	12	_____	_____											
E. Withdrawing Tendencies .	12	_____	_____											
(Freedom from)														
F. Nervous Symptoms	12	_____	_____											
(Freedom from)														
2. Social Adjustment	72	_____	_____											
A. Social Standards	12	_____	_____											
B. Social Skills	12	_____	_____											
C. Anti-social Tendencies . .	12	_____	_____											
(Freedom from)														
D. Family Relations	12	_____	_____											
E. School Relations	12	_____	_____											
F. Community Relations . . .	12	_____	_____											
TOTAL ADJUSTMENT	144	_____	_____											

On the next pages are more questions. The answers are not right or wrong, but show what you think, how you feel, or what you do about things. Go right on from one page to another until you have finished all of them.

After each of the following questions, make a circle around the YES or NO. For example, if you have a dog at home make a circle around the YES. Do the other A. Do you have a dog at home? YES NO B. Can you ride a bicycle? YES NO

INSTRUCTIONS TO PUPILS

INTERESTS AND ACTIVITIES

First look at each thing in this test. Make a circle around the L for each thing that you like or would very much like to do. Then make a circle around the D for things you really do.

- | | | |
|--------------------------|---------------------------|----------------------------------|
| 1. LD Play the radio | 27. LD Collect coins | 51. LD Go to church |
| 2. LD Read stories | 28. LD Collect autographs | 52. LD Go to Sunday School |
| 3. LD Go to movies | 29. LD Collect pictures | 53. LD Belong to a club |
| 4. LD Study reading | 30. LD Cut out pictures | 54. LD Belong to YMCA
or YWCA |
| 5. LD Study arithmetic | 31. LD Practice writing | 55. LD Go to parks |
| 6. LD Study history | 32. LD Sew | 56. LD Go to a carnival |
| 7. LD Study science | 33. LD Knit | 57. LD Go to a circus |
| 8. LD Study spelling | 34. LD Make boats | 58. LD Sing in a chorus |
| 9. LD Study geography | 35. LD Make airplanes | 59. LD Sing in a glee club |
| 10. LD Study trees | 36. LD Use building toys | 60. LD Belong to a gang |
| 11. LD Study birds | 37. LD Work with tools | 61. LD Play ping pong |
| 12. LD Study animals | 38. LD Make a garden | 62. LD Play croquet |
| 13. LD Study butterflies | 39. LD Play on sandpiles | 63. LD Play ball |
| 14. LD Draw | 40. LD Play with pets | 64. LD Play tennis |
| 15. LD Paint | 41. LD Visit rivers | 65. LD Go hunting |
| 16. LD Model | 42. LD Go fishing | 66. LD Go hiking with a
group |
| 17. LD Design | 43. LD Climb | 67. LD Play in a band |
| 18. LD Sing | 44. LD Skate | 68. LD Play in an orchestra |
| 19. LD Play piano | 45. LD Ride a bicycle | 69. LD Go to a church social |
| 20. LD Make a scrapbook | | 70. LD Go to a party |
| 21. LD Keep a diary | | 71. LD Go to a dance |
| 22. LD Write | 46. LD Ride a horse | 72. LD Be officer of a club |
| 23. LD Speak pieces | 47. LD Play cards | 73. LD Belong to Scouts |
| 24. LD Play a harmonica | 48. LD Play dominoes | 74. LD Go camping |
| 25. LD Take pictures | 49. LD Play checkers | |
| 26. LD Collect stamps | 50. LD Play chess | |

SECTION 1 A

1. Would you rather plan your own work than to have some one else plan it for you? YES NO
2. Do you usually apologize when you are wrong? YES NO
3. When you have some free time, do you usually ask your parents or teachers what to do? YES NO
4. When someone tries to cheat you, do you usually try to stop him? YES NO
5. Is it easy for you to recite or talk in class? YES NO
6. Do you like to meet new people or introduce them to others? YES NO
7. Do you usually go to bed on time, even when you wish to stay up? YES NO
8. Is it hard to do your work when someone blames you for something? YES NO
9. Do you usually eat food that is good for you, even if you do not like it? YES NO
10. Do your parents or teachers usually need to tell you to do your work? YES NO
11. Do you get excited when things go wrong? YES NO
12. Do you usually keep at your work until it is done? YES NO

Score Section 1 A.....

SECTION 1 B

13. Do your friends generally think that your ideas are good? YES NO
14. Do most of your friends and classmates think you are bright? YES NO
15. Are your friends and classmates usually interested in the things you do? YES NO
16. Do you wish that your father (or mother) had a better job? YES NO
17. Do your classmates seem to think that you are not a good friend? YES NO
18. Do your friends and classmates often want to help you? YES NO
19. Are you sometimes cheated when you trade things? YES NO
20. Do your classmates and friends usually feel that they know more than you do? YES NO
21. Do your folks seem to think that you are doing well? YES NO
22. Can you do most of the things you try? YES NO
23. Do people often think that you cannot do things very well? YES NO
24. Do people often do nice things for you? YES NO

Score Section 1 B.....

SECTION 1 C

25. May you usually choose your own friends? YES NO
26. Are you allowed enough time to play? YES NO
27. Do others usually decide to which parties you may go? YES NO
28. May you usually bring your friends home when you want to? YES NO
29. May you usually do what you want to during your spare time? YES NO
30. Do you have a chance to see many new things? YES NO
31. Do your folks often stop you from going around with your friends? YES NO
32. Are you allowed to do most of of the things you want to? YES NO
33. Are you given some spending money? YES NO
34. Do your folks stop you from taking short walks with your friends? YES NO
35. Are you punished for lots of little things? YES NO
36. Do you feel that your folks boss you too much? YES NO

Score Section 1 C.....

SECTION 1 D

37. Do pets and animals make friends with you easily? YES NO
38. Are you proud of your school? YES NO
39. Do your classmates think you cannot do well in school? YES NO
40. Are you as well and strong as most boys and girls? YES NO
41. Are your cousins, aunts, uncles, or grandparents as nice as those of most of your friends? YES NO
42. Are the members of your family usually good to you? YES NO
43. Do you often think that nobody likes you? YES NO
44. Do you feel that most of your classmates are glad that you are a member of the class? YES NO
45. Do you have just a few friends? YES NO
46. Do you often wish you had some other parents? YES NO
47. Are you sorry you live in the place you do? YES NO
48. Do your friends have better times at home than you do? YES NO

Score Section 1 D.....

SECTION 1 E

49. Have people often been so unfair that you gave up? YES NO
50. Do you often think of many things that are dangerous? YES NO
51. Do you often meet people who are so mean that you hate them? YES NO
52. Are you often greatly discouraged about many things that are important to you? YES NO
53. Do your friends or your work often make you worry? YES NO
54. Is your work often so hard that you stop trying? YES NO
55. Are people often so unkind or unfair that it makes you feel bad? YES NO
56. Do your friends or classmates often say or do things that hurt your feelings? YES NO
57. Do people often try to cheat you or do mean things to you? YES NO
58. Are you often with people who have so little interest in you that you feel lonesome? YES NO
59. Are your studies or your life so dull that you often think about many other things? YES NO
60. Are people often mean or unfair to you? YES NO

Score Section 1 E.....

SECTION 1 F

61. Do you often have sneezing spells? YES NO
62. Do you often have bad dreams? YES NO
63. Do you bite your fingernails often? YES NO
64. Does it usually take you a long time to go to sleep at night? YES NO
65. Does your head ache often? YES NO
66. Do you often find you are not hungry at meal time? YES NO
67. Do you take cold easily? YES NO
68. Do you often feel tired in the forenoon? YES NO
69. Do you often tap with your fingers on a table or desk? YES NO
70. Do you often feel sick at your stomach? YES NO
71. Do you often have dizzy spells? YES NO
72. Do your eyes hurt you often? YES NO

Score Section 1 F.....

SECTION 2 A

73. When people get sick or are in trouble, is it usually their own fault? YES NO
74. Is it all right to disobey teachers if you think they are not fair to you? YES NO
75. Should only the older boys and girls be nice and friendly to new people? YES NO
76. Is it all right to take things you need if you have no money? YES NO
77. Is it necessary to thank those who have helped you? YES NO
78. Do children need to obey their fathers or mothers even when their friends tell them not to? YES NO
79. If a person finds something, does he have a right to keep it or sell it? YES NO
80. Is it all right to make fun of boys and girls who do not believe what you do? YES NO
81. Should children obey signs that tell them to stay off of other peoples' grounds? YES NO
82. Should children be nice to people they don't like? YES NO
83. Is it all right for children to cry or whine when their parents keep them home from a show? YES NO
84. Is it all right to cheat in a game when the umpire is not looking? YES NO

Score Section 2 A.....

SECTION 2 B

85. Do you like to speak or sing before other people? YES NO
86. When people make you angry do you usually keep it to yourself? YES NO
87. Do you help new pupils to talk to other children? YES NO
88. Does it make you feel angry when you lose in games at parties? YES NO
89. Is it hard for you to talk to people as soon as you meet them? YES NO
90. Do you usually help other boys and girls to have a good time? YES NO
91. Do you usually act friendly to people you do not like? YES NO
92. Do you often change your plans in order to help people? YES NO
93. Do you usually forget the names of people you meet? YES NO
94. Do you often say nice things to people when they do well? YES NO
95. Do you try games at parties even if you haven't played them before? YES NO
96. Do you talk to new children at school? YES NO

Score Section 2 B.....

SECTION 2 C

97. Do people often ask you to do such hard or foolish things that you won't do them? YES NO
98. Are the tests at school often so hard or unfair that it is all right to cheat? YES NO
99. Do you often make friends or classmates do things they don't want to? YES NO
100. Are things sometimes so bad at school that you stay away? YES NO
101. Do people often act so badly that you have to be mean or nasty to them? YES NO
102. Do you often have to make a "fuss" or "act up" to get your rights? YES NO
103. Is anyone at school so mean that you tear, or cut, or break things? YES NO
104. Is it hard to make people remember how well you can do things? YES NO
105. Is someone at home so mean that you often have to quarrel? YES NO
106. Do you sometimes need something so badly that it is all right to take it? YES NO
107. Do classmates often quarrel with you? YES NO
108. Do you like to scare or push smaller boys and girls? YES NO

Score Section 2 C.....

SECTION 2 D

109. Do you have a hard time because it seems that your folks hardly ever have enough money? YES NO
110. Do your folks seem to think that you are just as good as they are? YES NO
111. Are you unhappy because your folks do not care about the things you like? YES NO
112. When your folks make you mind are they usually nice to you about it? YES NO
113. Do your folks often claim that you are not as nice to them as you should be? YES NO
114. Do you like both of your parents about the same? YES NO
115. Does someone at home pick on you much of the time? YES NO
116. Does it seem to you that your folks at home often treat you mean? YES NO
117. Do you try to keep boys and girls away from your home because it isn't as nice as theirs? YES NO
118. Do you sometimes feel like running away from home? YES NO
119. Do you feel that no one at home loves you? YES NO
120. Have you often felt that your folks thought you would not amount to anything? YES NO

Score Section 2 D.....

SECTION 2 E

121. Do you think that the boys and girls like you as well as they should? YES NO
122. Do you think that the children would be happier if the teacher were not so strict? YES NO
123. Is it fun to do nice things for some of the other boys and girls? YES NO
124. Is school work so hard that you are afraid you will fail? YES NO
125. Do many of the children get along with the teacher much better than you do? YES NO
126. Does it seem to you that some of the teachers have it in for pupils? YES NO
127. Do your schoolmates seem to think that you are nice to them? YES NO
128. Would you like to stay home from school a lot if it were right to do so? YES NO
129. Are most of the boys and girls at school so bad that you try to stay away from them? YES NO
130. Do your classmates choose you as often as they should when they play games? YES NO
131. Do many of the other boys or girls claim that they play games fairer than you do? YES NO
132. Do the boys and girls usually treat you nice at school? YES NO

Score Section 2 E.....

SECTION 2 F

133. Do you visit many of the interesting places near where you live? YES NO
134. Do you sometimes do things to make the place in which you live look nicer? YES NO
135. Do you think there are too few interesting places near your home? YES NO
136. Do you ever help clean up things near your home? YES NO
137. Do you take good care of your own pets or help with other people's pets? YES NO
138. Do you sometimes help other people? YES NO
139. Do you try to get your friends to obey the laws? YES NO
140. Do you help children keep away from places where they might get sick? YES NO
141. Do you usually try to be nice to people who are not the same color or race as you are? YES NO
142. Is it all right to do what you please if the police are not around? YES NO
143. Does it make you glad to see the people around your house get along fine? YES NO
144. Do you dislike many of the people who live near your home? YES NO

Score Section 2 F.....

**1950
REVISION**

MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY
Bureau of Educational Research
Ohio State University

**J JUNIOR
HIGH
SCHOOL
FORM**

HPD
S
HF
MWF
BG
PG
SC
TOTAL

Age..... Date of birth..... Boy..... Girl.....

Grade in school..... Name of school.....

Name of the person to whom you are to turn in this paper.....

Your name Date.....

DIRECTIONS

This is a list of some of the problems of boys and girls. You are to pick out the problems which are troubling you.

Read the list slowly, and as you come to a problem which is troubling you, draw a line under it. For example, if you are often bothered by headaches, you would draw a line under the first item, like this, "1. Often have headaches."

When you have finished reading through the whole list and marking the problems which are troubling you, please answer the questions on Page 5.

DIRECTIONS: Read the list slowly, and as you come to a problem which troubles you, draw a line under it.

1. Often have headaches
2. Don't get enough sleep
3. Have trouble with my teeth
4. Not as healthy as I should be
5. Not getting outdoors enough
6. Getting low grades in school
7. Afraid of tests
8. Being a grade behind in school
9. Don't like to study
10. Not interested in books
11. Being an only child
12. Not living with my parents
13. Worried about someone in the family
14. Parents working too hard
15. Never having any fun with mother or dad
16. Spending money foolishly
17. Having to ask parents for money
18. Having no regular allowance
19. Family worried about money
20. Having no car in the family
21. Not allowed to use the family car
22. Not allowed to run around with the kids I like
23. Too little chance to go to parties
24. Not enough time for play and fun
25. Too little chance to do what I want to do
26. Slow in making friends
27. Bashful
28. Being left out of things
29. Never chosen as a leader
30. Wishing people liked me better
31. Being nervous
32. Taking things too seriously
33. Getting too excited
34. Being afraid of making mistakes
35. Failing in so many things I try to do
36. Too short for my age
37. Too tall for my age
38. Having poor posture
39. Poor complexion or skin trouble
40. Not good looking
41. Afraid of failing in school work
42. Trouble with arithmetic
43. Trouble with spelling or grammar
44. Slow in reading
45. Trouble with writing
46. Sickness at home
47. Death in the family
48. Mother or father not living
49. Parents separated or divorced
50. Parents not understanding me
51. Too few nice clothes
52. Wanting to earn some of my own money
53. Wanting to buy more of my own things
54. Not knowing how to buy things wisely
55. Too little spending money
56. Girls don't seem to like me
57. Boys don't seem to like me
58. Going out with the opposite sex
59. Dating
60. Not knowing how to make a date
61. Being teased
62. Being talked about
63. Feelings too easily hurt
64. Too easily led by other people
65. Picking the wrong kind of friends
66. Getting into trouble
67. Trying to stop a bad habit
68. Sometimes not being as honest as I should be
69. Giving in to temptations
70. Lacking self-control

-
71. Not eating the right food
 72. Often not hungry for my meals
 73. Overweight
 74. Underweight
 75. Missing too much school because of illness

 76. Not spending enough time in study
 77. Too much school work to do at home
 78. Can't keep my mind on my studies
 79. Worried about grades
 80. Not smart enough

 81. Being treated like a small child at home
 82. Parents favoring a brother or sister
 83. Parents making too many decisions for me
 84. Parents expecting too much of me
 85. Wanting things my parents won't give me

 86. Restless to get out of school and into a job
 87. Not knowing how to look for a job
 88. Needing to find a part-time job now
 89. Having less money than my friends have
 90. Having to work too hard for the money I get

 91. Nothing interesting to do in my spare time
 92. So often not allowed to go out at night
 93. Not allowed to have dates
 94. Wanting to know more about girls
 95. Wanting to know more about boys

 96. Wanting a more pleasing personality
 97. Being made fun of
 98. Being picked on
 99. Being treated like an outsider
 100. People finding fault with me

 101. Not having as much fun as other kids have
 102. Worrying
 103. Having bad dreams
 104. Lacking self-confidence
 105. Sometimes wishing I'd never been born

 106. Often have a sore throat
 107. Catch a good many colds
 108. Often get sick
 109. Often have pains in my stomach
 110. Afraid I may need an operation

 111. Don't like school
 112. School is too strict
 113. So often feel restless in classes
 114. Not getting along with a teacher
 115. Teachers not practicing what they preach

 116. Being criticized by my parents
 117. Parents not liking my friends
 118. Parents not trusting me
 119. Parents old-fashioned in their ideas
 120. Unable to discuss certain problems at home

 121. Choosing best subjects to take next term
 122. Deciding what to take in high school
 123. Wanting advice on what to do after high school
 124. Wanting to know more about college
 125. Wanting to know more about trades

 126. No place to entertain friends
 127. Ill at ease at social affairs
 128. Trouble in keeping a conversation going
 129. Not sure of my social etiquette
 130. Not sure about proper sex behavior

 131. Awkward in meeting people
 132. Wanting to be more like other people
 133. Feeling nobody understands me
 134. Missing someone very much
 135. Feeling nobody likes me

 136. Being careless
 137. Daydreaming
 138. Forgetting things
 139. Being lazy
 140. Not taking some things seriously enough
-

- | | |
|--------------------------------------------------|-----------------------------------------------------|
| 141. Can't hear well | 176. Nose or sinus trouble |
| 142. Can't talk plainly | 177. Trouble with my feet |
| 143. Trouble with my eyes | 178. Not being as strong as some other kids |
| 144. Smoking | 179. Too clumsy and awkward |
| 145. Getting tired easily | 180. Bothered by a physical handicap |
| 146. Textbooks hard to understand | 181. Dull classes |
| 147. Trouble with oral reports | 182. Too little freedom in classes |
| 148. Trouble with written reports | 183. Not enough discussion in classes |
| 149. Poor memory | 184. Not interested in certain subjects |
| 150. Afraid to speak up in class | 185. Made to take subjects I don't like |
| 151. Family quarrels | 186. Clash of opinions between me and my parents |
| 152. Not getting along with a brother or sister | 187. Talking back to my parents |
| 153. Not telling parents everything | 188. Mother |
| 154. Wanting more freedom at home | 189. Father |
| 155. Wanting to live in a different neighborhood | 190. Wanting to run away from home |
| 156. Needing a job during vacations | 191. Afraid of the future |
| 157. Needing to know my vocational abilities | 192. Not knowing what I really want |
| 158. Needing to decide on an occupation | 193. Concerned about military service |
| 159. Needing to know more about occupations | 194. Wondering if I'll ever get married |
| 160. Wondering if I've chosen the right vocation | 195. Wondering what becomes of people when they die |
| 161. Not knowing what to do on a date | 196. Learning how to dance |
| 162. Girl friend | 197. Keeping myself neat and looking nice |
| 163. Boy friend | 198. Thinking too much about the opposite sex |
| 164. Deciding whether I'm in love | 199. Wanting more information about sex matters |
| 165. Deciding whether to go steady | 200. Embarrassed by talk about sex |
| 166. Getting into arguments | 201. Being jealous |
| 167. Getting into fights | 202. Disliking someone |
| 168. Losing my temper | 203. Being disliked by someone |
| 169. Being stubborn | 204. Keeping away from kids I don't like |
| 170. Hurting people's feelings | 205. No one to tell my troubles to |
| 171. Feeling ashamed of something I've done | 206. Sometimes lying without meaning to |
| 172. Being punished for something I didn't do | 207. Can't forget some mistakes I've made |
| 173. Swearing, dirty stories | 208. Can't make up my mind about things |
| 174. Thinking about heaven and hell | 209. Afraid to try new things by myself |
| 175. Afraid God is going to punish me | 210. Finding it hard to talk about my troubles |

DIRECTIONS: When you have finished marking the problems which are troubling you, answer the questions on page 5.

HF
S
HF
MWF
BG
PG
SC
TOTAL

QUESTIONS

1. What problems are troubling you most? Write about two or three of these if you care to.
2. Would you like to spend more time in school in trying to do something about some of your problems?
3. Would you like to talk to someone about some of your problems?

B E C

Personality Rating Schedule

Prepared by PHILLIP J. RULON, Harvard Graduate School of Education, ELIZABETH A. NASH, Roxbury (Mass.) Memorial High School (Girls), and GRACE L. WOODWARD, Waltham (Mass.) High Schools. *Prepared under the direction of the BUSINESS EDUCATION COUNCIL:* Chairman, J. R. JACKMAN, The Kendall Company; Secretary, H. E. COWAN, Dedham (Mass.) High School; General Adviser, F. G. NICHOLS, Harvard Graduate School of Education. The Business Education Council represents the National Office Management Association and the Eastern Commercial Teachers Association.

SEE INSTRUCTION SHEET

Name of Pupil Birth Date
MONTH DAY YEAR

School School Grade Sex

City State

Teacher School Subject

Ratings based on an acquaintance of..... days, weeks, months, years (encircle one)

Signature of Rater Date

Remarks

.....

.....

SUMMARY SCALES

	5	4	3	2	1	0	SCORE
I Mental Alertness							[]
II Initiative							[]
III Dependability							[]
IV Coöperativeness							[]
V Judgment							[]
VI Personal Impression							[]
VII Courtesy							[]
VIII Health							[]
FINAL SUMMARY							[]

I. MENTAL ALERTNESS

	5	4	3	2	1	0
1. Grasp of Instructions	Grasps instructions almost instantly and with unerring accuracy	Understands instructions very readily	Follows ordinary instructions satisfactorily	May misunderstand instructions unless amplified	Fails to understand instructions even after repetition or amplification	
2. Profit from Mistakes	Never makes the same mistake twice	Is quick to profit from mistakes	Avoids repetition of serious mistakes	Is slow to profit from mistakes	Makes same mistakes over and over	
3. Active Attention	Always mentally active and attentive in class	Generally mentally active and attentive in class	Usually attends to business in class	Frequently inattentive in class	Habitually wool-gathering in class	
4. Intellectual Curiosity	Constantly seeks information above and beyond point reached in class	Frequently seeks information in excess of that required in class	Occasionally interested in finding out about allied material which is not required	Seldom interested in phases of the subject not covered by assignment	Exhibits no interest in any material beyond the actual assignment	

II. INITIATIVE

	5	4	3	2	1	0
1. Self-Instigated Activity	Habitually attempts work well beyond the required minimum	Often attempts work beyond the required minimum	Sometimes attempts work beyond the required minimum	Usually attempts little work beyond the required minimum	Very rarely attempts work beyond the required minimum	
2. Assignment Preference	Much prefers very general, rather than specific assignments	Likes to work on general assignments	Willing to work on general assignments	Prefers specific rather than general assignments	Much prefers specific and detailed directions	
3. Voluntary Contributions	Always volunteers to contribute to classwork	Makes frequent voluntary contributions to classwork	Sometimes volunteers contributions to classwork	Offers contributions to classwork only when urged	Seldom offers any contribution even when urged	
4. School Leadership	Seeks positions of leadership in school activities	Likes to lead in school activities	Willing to lead in school activities if asked	Usually avoids positions of leadership in school activities	Refuses positions of leadership in school activities	

III. DEPENDABILITY

	5	4	3	2	1	0
1. Trustworthiness	Steadfastly honest, truthful, and reliable at all times	Can regularly be relied upon with confidence	Exhibits only infrequent and very minor lapses from complete reliability	Well-intentioned, but might succumb to strong temptation	Needs to be watched. Cannot be trusted implicitly	
2. Persistence	Exceedingly persistent. Voluntarily bends every energy to finish task	Unusually persistent. Seldom deterred by difficulties	Fairly persistent. Ordinarily finishes a task before leaving it	Tends to leave difficult tasks unfinished unless encouraged to continue	Easily deterred by obstacles. Often gives up even if urged to continue	

III. DEFENDABILITY (cont'd)

	5	4	3	2	1	0
3. Punctuality	Unvaryingly punctual in completing assignments and in keeping appointments	Seldom avoidably late with assignments or appointments	Normally is reasonably prompt	Not always careful as to promptness	Frequently late and careless with assignments and appointments	
4. Obedience to Rules	Invariably adheres to all school rules and regulations	Is conscientious in adhering closely to school rules and regulations	Usually adheres to the spirit of all important regulations	Occasionally guilty of an infraction of school or classroom rules	Frequently guilty of serious infractions of school rules	

IV. COÖPERATIVENESS

	5	4	3	2	1	0
1. Group Work	Works actively and harmoniously with others in all group enterprises	Works decidedly well with others in most group enterprises	Gets along satisfactorily with others in group enterprises	Not a good team worker	Often conspicuous for poor teamwork	
2. Effect on Group	Markedly strengthens morale of any group of which he is a member	Is generally a beneficial influence on group morale	Has little noticeable effect on group morale	Occasionally has a subversive influence on group morale	Is definitely injurious to group morale	
3. Altruism	Invariably conducts self so as to further best interests of group	Generally sets welfare of group above any selfish interest	Usually subordinates selfish interests to important needs of group	Sometimes sets selfish interests above welfare of group	Is noticeably self-centered, even at expense of group welfare	
4. Receptivity to Suggestions	Invariably welcomes suggestions for improvement from any source	Is usually receptive toward any suggestions for improvement	Generally accepts direct suggestions for improvement	Sometimes unresponsive toward suggestions for improvement	Is generally unresponsive to suggestions	

V. JUDGMENT

	5	4	3	2	1	0
1. Sense of Values	Is unflinching keen of insight in distinguishing the important from the unimportant in classwork	Generally distinguishes the important from the unimportant in classwork even when confusion might be easy	Distinguishes satisfactorily between the important and the unimportant in classwork	Occasionally confuses the important with the unimportant in classwork	Commonly neglects crucial issues in classwork through attention to the unimportant	
2. Deliberativeness	Always considers carefully all aspects of problem situation before proposing solution	Usually considers all important aspects of problem situation before proposing solution	Seldom proposes solution to important problem situation without some preliminary analysis	Sometimes proposes solutions to problem situations without any preliminary analysis	Is constantly jumping at conclusions	
3. Tact	Extremely gifted in discerning the best thing to do or say when dealing with others; never gives any offense	Usually says or does the suitable thing when dealing with others	Only rarely gives any offense through ill-considered speech or action	Sometimes says or does the wrong thing when dealing with others	Frequently gives offense through lack of discernment in speech or action	
4. Worth of Opinions	His opinion invariably sought by colleagues in deliberative assemblies	His opinion usually valued by colleagues in deliberative assemblies	His views generally accorded a courteous reception	His opinion not generally sought by colleagues	His opinions accorded little esteem in deliberative meetings	

VI. PERSONAL IMPRESSION

	5	4	3	2	1	0
1. Neatness and Cleanliness	Always extremely clean and neat as to both person and attire	Usually very neat and clean	Generally conforms to ordinary standards of neatness and cleanliness	Sometimes negligent as to neatness or cleanliness of person or attire	Frequently careless and sometimes slovenly as to neatness and cleanliness	
2. Prepossession	Makes outstandingly good impression by his posture, gait, and general carriage	Posture, gait, and general carriage all definitely good	No noticeable shortcoming in posture, gait, or general carriage	Posture, gait, or general carriage not above criticism	Posture, gait, or general carriage leaves much to be desired	
3. Taste in Attire	Invariably clothed and groomed in the best of taste	Usually clothed and groomed in entire appropriateness and good taste	Generally avoids offending against good taste in grooming or attire	Occasionally offends by poor taste in clothes or grooming	Frequently offends against good taste in either grooming or dress	
4. Speech	Both diction and voice modulation such as always to create very favorable impression	Diction and voice modulation both definitely pleasing	Diction and voice modulation generally entirely acceptable	Diction sometimes faulty or voice modulation unpleasant	Speech creates unfavorable impression through seriously faulty diction or distinctly unpleasant voice	

VII. COURTESY

	5	4	3	2	1	0
1. Consideration	Constantly shows helpful consideration of other people in many small ways	Generally thoughtful and considerate of other people	Generally not inconsiderate	Occasionally self-centered or inconsiderate	Generally thoughtless and self-centered; occasionally actively unkind	
2. Manners	Manners invariably demonstrate natural grace and refinement	Generally refined and well-mannered	Generally polite and respectful	Only rarely impolite or disrespectful	Manners often somewhat crude; sometimes definitely offensive	
3. Deportment	Attention, order, and general deportment in class invariably excellent	Deportment usually very good	Deportment generally satisfactory	Deportment occasionally unsatisfactory	Deportment frequently unsatisfactory	

VIII. HEALTH

	5	4	3	2	1	0
1. Illness vs. Wellness	Robust health; practically never ill	Good health; rarely absent from school on account of illness	Adequate health; days lost due to sickness not above average	Health only fair; absences due to illness not infrequent	Frail and delicate; ill health often interrupts schooling	
2. Stamina	Tireless and full of energy, even after a long day	Energetic and vigorous, but effort not always sustained	Capable of fairly sustained effort, especially if fresh	Has periods of sustained effort, but tires fairly easily	Has little stamina for sustained effort, even when fresh	

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