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An evaluation of the extracurricular activities of four hundred and six Boston University School of Education students in relation to the four-year teacher training program.

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

AN EVALUATION OF THE EXTRACURRICULAR ACTIVITIES
OF FOUR HUNDRED AND SIX BOSTON UNIVERSITY SCHOOL OF EDUCATION
STUDENTS IN RELATION TO THE FOUR-YEAR
TEACHER TRAINING PROGRAM

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CHAPTER I
INTRODUCTION

The Problem.-- That the extracurricular program of our American secondary schools and colleges plays as important a part as the curricular program in education can no longer be denied. This attitude toward student activities has received its greatest impetus in the past forty years through the increasing consciousness of American educators of the educational possibilities to be found in extracurricular activities. The recent remarks of Ordway Tead, ^{1/} Chairman of the Board of Higher Education of New York City, are indicative of the sentiments currently being expressed by pedagogical experts:

"Indeed, it is hard to exaggerate the danger that we confront if all of our youngsters are allowed to believe that the development of their critical intelligence is the dominant educational requirement."

Chairman Tead is aware of a "two-sidedness" in educational aims and objectives; namely, the curricular and the extracurricular. The activities of the extracurriculum have demonstrated that they can and often do make worthy contributions to the achievement of professed educational aims.

^{1/}Ordway Tead, "The Extracurricular Challenge in Urban Universities," School and Society (April 12, 1947), 65: 258.

Tead ^{1/} continues in this vein:

"In short, we are obligated to the task of countering the too-skeptical and brittle outlook, the overintellectual approach, and too self-centeredness. And we are, therefore, committed to asking how, in the few hours that we have our students outside of the classroom, we can help to realize these more general aims."

The sentiments expressed by Tead have been similarly presented by several members of the Boston University School of Education faculty closest to the problem of guiding an extracurricular activities program at the school. They have become increasingly skeptical of the adequacy of the present program and are concerned with developing a program that will meet the needs of college students attending an urban university. This study is an attempt to answer many of the questions that have arisen pertaining to the effectiveness of the present program.

Purpose of the Study.-- The purpose of this study is to compare the extent of student participation in extracurricular activities at the Boston University School of Education with the participant factors of sex, college class, course of study, veteran and non-veteran status, commuter and non-commuter status and age groups to determine:

1. What effect such factors have on student participation?

1/Ordway Tead, op. cit., p. 258.

- 2. The total effectiveness of the extracurricular program at the School of Education as measured by participation.

Scope of the Problem.-- The study is based on the results of a two-page "Personal Activity Questionnaire" given to some five hundred School of Education students representing the 1951-1952 freshman, sophomore, junior and senior classes. The questionnaire asked for the following types of information:

- 1. Personal Data (name, address, commuting information, class, course of study, etc.)
- 2. College Sports Participated In
- 3. Other College Activities (clubs, organizations, etc.)
- 4. Full-Time and/or Part-Time Work Engaged In
- 5. Full-Time and/or Part-Time Work Engaged In During Summer Vacations
- 6. Volunteer Activities.

The study is also a further refinement of a basic study now being conducted by Mr. Leroy Hincheliff in which he seeks to tabulate and record data relating to student participation in extracurricular activities, out-of-school work programs and other information obtained from the questionnaire.

Justification.-- This study finds its justification in a number of sources. Foremost of these is the value of any problem in research which seeks to bring to light certain facts

pertaining to a program in extracurricular activities presently in use. There is no doubt value in such a study to the personnel directly responsible for the program on which the study is based. Any semblance of progress can only be made through an examination of basic structure followed by resultant change. Just as fundamental law must be altered to meet the passing of time and new societal innovations, a program in student activities must be examined periodically to discover whether or not it is meeting the needs and solving the problems of the student body it serves. In this connection, the Director of Undergraduate Studies has expressed a need for a study of the extent of participation. The results of this study will make available to him and others of the school administration some data for possible change or additions in the present program.

The scarcity of research in the field of extracurricular activities of institutions of higher learning makes this study itself a potentially valuable addition to the present literature. Few evaluations of existing programs of extracurricular activities at the college and university level have been made. By making available a sound plan in one institution, the surveying of programs in other colleges and universities may be aided.

Procedure for the Study.-- The questionnaire which forms the basic source of information in this study came about as a result of a proposal by the Boston University Student-Faculty Association and the School of Education Student Council for the

construction of an instrument that would record the student's out-of-class activities. Such a form would eventually be included in the permanent record of each full-time student at Boston University. The completed form would be of obvious interest to future employers of university graduates. In order that a revision of the present forms could be made, it was necessary to first prepare a questionnaire that would measure the types of out-of-class activities participated in by the student body. The questionnaire on which this study is based is the result of the original proposal. The items were drawn up by the school's Director of Undergraduate Studies.

The approved questionnaire was given to a number of School of Education classes to provide for an adequate representation of the three major areas of teacher preparation; namely, Elementary Education, Secondary Education and Physical Education. The third area also includes those students majoring in Health Education since it closely parallels the Physical Education curriculum.

An effort was made to provide for representation in each of the three major areas of teacher preparation. The actual number of students in each area as compared with the number of students represented in the study is as follows:

<u>Area of Teacher Preparation</u>	<u>Actual</u>	<u>Per Cent</u>	<u>Study</u>	<u>Per Cent</u>
Elementary Education.....	320	40.8	169	41.6
Secondary Education.....	206	26.3	69	17.0
Physical Education.....	<u>257</u>	<u>32.9</u>	<u>168</u>	<u>41.4</u>
Total.....	783	100.0	406	100.0

Of the entire School of Education enrollment representing full-time, undergraduate students only, a total of 424 students completed questionnaires distributed in a number of regularly scheduled classes meeting during daytime hours. Though instructions were given in each class that graduate students would not participate in the inquiry, 18 such advanced students submitted questionnaires which were later eliminated as not pertinent to the study. The total number of students of all three major areas of teacher preparation represented in this study is 406. When compared to the total full-time, undergraduate enrollment of 783 students, such a number should prove indicative of the number and variety of out-of-class activities participated in by the entire School of Education student body. However, it should be pointed out that the representation of the Secondary Education students is the lowest of the three groups.

The tabulation and analysis of data revealed by the questionnaire in this study are presented in the chapters that follow.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction.-- The value of extracurricular activities in the overall program of secondary schools and institutions of higher learning is no longer widely disputed. A survey of the available literature reveals that many of our educators have set the same values for curricular and extracurricular programs. The consensus of those educators who have taken the greatest interest in improving participation in extracurricular activities has been that such activities place a unique emphasis on training for the duties of citizenship, the development of ethical character and growth in worthwhile leisure time activities.^{1/} By cooperating in the school or college activities and by taking part in the solving of problems that affect the welfare of the group, the student attains an appreciation of the true sense and value of citizenship. Those activities that can honestly be associated by the student with his very own problems aid him in providing for equitable decisions which include the welfare of others. Such action will result

1/Galen Jones, Extra-Curricular Activities in Relation to the Curriculum, No. 667, Columbia University Contributions to Education Series, Columbia University Press, New York, 1935, p. 2.

in the building of ethical character. The leisure time activities of any well-constructed extracurricular program become in later life the basis for a carry-over of intelligent use of free time in an age that demands shorter and shorter periods of productive labor.

The extracurricular program at the Boston University School of Education has long maintained itself as an integral part of the specialized teacher-training curriculum for which this school of the university has been established. The 1951-1952 Bulletin of the School of Education re-emphasizes the importance of student activities in its overall program with the following words: "Participation in non-academic activities in the School of Education is considered an integral and most essential part of the total training of the student teacher."^{1/}

In preparing for the handling of some special phase of the extracurricular program of most modern, progressive schools, the student teacher indirectly makes use of those abilities that were originally developed as a result of student participation in college student activities. Participation in any of the organized student activities is looked upon as an overt indication of the participant's interest in the welfare of the group. In addition to such non-academic activities as the

^{1/}Boston University School of Education, Boston University Bulletin, Volume XL, May 1951, No. 6, Boston University Press, Boston, p. 19.

Elementary Education Club, the Secondary Education Club and the B.U. Educator, several chapters of nationally organized honorary societies in the field of education are recognized at the School of Education--the most prominent of which are Phi Delta Kappa and Pi Lambda Theta.

Unique in the school's non-academic program is the relationship which exists between the students majoring in Physical Education and their participation in freshman and varsity athletics representing the entire university. Facilities are provided and readily available for student participation in football, basketball, baseball, hockey, track, cross country, soccer and many of the other sports. Though the physical plant of the Boston University athletic and recreational program is not centrally located, it is within commuting distance of the central campus.

Origin and Development of Extracurricular Activities.--

Participation in extracurricular activities is by no means a new development since evidences of debating societies, dramatics, music and athletics are to be found in ancient literature. Far from being a creation of modern education, student activities were long ago an accepted adjunct to the Lyceum of Aristotle and the gymnasia of Athens. A study of the earliest origins of extracurricular activities reveals that such activities have long had a firm foundation in the historical past. The impact of foreign education, particularly that of European

origin, has had a tremendous carry-over into that of American colleges and universities. As a contributing factor in American education, European practices have added much to our own self-styled programs in extracurricular activities.

Harry C. McKown describes three well defined periods in the development of extracurricular activities. There are no definite chronological dates for these periods since they vary from institution to institution. However, it may be concluded that extracurricular activities began to appear in the last quarter of the 19th Century.^{1/} The first period is seen by McKown^{2/} as a stage of development when:

"The teacher considered his job that of classroom instruction and this usually meant lecturing. He recognized and accepted no responsibility for what the students did outside of his own narrow subject."

The social and physical lives of the students away from the classroom were shunned by the teacher as a matter incompatible with the "stuff" of the curriculum. Such an atmosphere created a spirit of promotion and organization in those students who felt a need for worthwhile extracurricular activities. The implications of this early movement led to a virtual

^{1/}Ruth Strang, Group Activities in College and Secondary School, Harper and Brothers Publishers, New York, 1941, p. 32.

^{2/}Harry C. McKown, Extra-Curricular Activities, The MacMillan Company, New York, 1937, p. 2.

"two-sided" program on every campus. That with which the faculty concerned itself most became the curriculum, and in a like manner, that program in which the students found greatest solace became the extracurriculum.

The second period began with an increasing demonstration of faculty resentment for those activities that resulted in a lessening of student concern for the main program of studies. College faculty members concluded that scholarship and attention to school work were being neglected. To meet this new threat to the time honored virtues of scholarship, administrators and professors began a campaign of opposition. The force of this opposition is still being met today.

The evolution of varying attitudes toward extracurricular activities is succinctly described by Koos and others:^{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 last of the three periods came about as the result of a more enlightened faculty. Together with the administra-

^{1/}Leonard V. Koos, et al, Administering the Secondary School, The American Book Company, New York, 1940, p. 130.

tors, they began to recognize the merit of student activities. Such activities were no longer the "off-hour" gyrations of adolescent students but an integral part of the educative process within the confines of college society. A demand arose that extracurricular activities be capitalized on rather than opposed as detrimental to true scholarship. Non-academic activities are now generally accepted as part of the basic curriculum. Dean Milton Loomis ^{1/} of the New York University School of Education states: "It is our firm belief that scholastic success is not hindered but aided by reasonable and intelligent participation in the student activity program." The major portion of student activities at the New York University School of Education are carried on at the Students Building which serves as a social and recreational center for the large number of students who commute from within the metropolitan area of New York City. ^{2/} As a further proof of the acceptance of extracurricular activities by most colleges and universities, Merle Prunty, ^{3/} writing in the Junior College

^{1/}Quoted in Jesse J. Dossick, "The Student-Activities Program: Training for Democratic Living," Journal of Educational Sociology (October, 1948), 22: 149.

^{2/}Ibid., p. 148.

^{3/}Merle Prunty, "A Comprehensive Program of Extra-Class Activities for American Colleges," Junior College Journal (December, 1948), 19:203-204.

Journal, says:

"A bi-polar concept of education has been accepted on these campuses by administrators who insist that fruitful educational values and vitalities are current in extra-class activities; that extra-class activities are not to be left to wholly unregulated and spontaneous student impulses, completely disassociated from the class program, but that they should constitute an instructional area of the college co-ordinate with all other divisions of the curriculum and that mutually helpful and stimulating personal relationships should exist between faculty and students in directing both the in-class and the out-of-class life of the college."

Thus, it would seem as though the attitude of administrators and educators alike has evolved through the stages of opposition, indifference, tolerance and now practically universal acceptance.

Defining Extracurricular Activities.-- Extracurricular activities are becoming increasingly difficult to define because of the wide distribution of responsibility among teachers and administrators for their promotion and organization. McKown ^{1/} admirably describes the complexity of the extracurricular program when he states:

"...many full-time professional directors of activities are employed; schoolrooms, time, equipment, and materials are provided; their relationships with the regular curriculum are many and vital; credit for participation is allowed, and in some instances is required; and recognitions of all sorts are given."

This same complexity has left educators at a loss to give a clear and all inclusive definition of extracurricular acti-

1/Harry C. McKown, op. cit., p. 4.

vities. In a study by Galen Jones, ^{1/} the problem of establishing a "clear-cut, precise definition" is met by distinguishing between extracurricular and curricular. The same idea is aptly presented in the Report of the Sub-Committee on Extra-Curricular Activities of the North Central Association of Colleges and Secondary Schools: ^{2/}

"Finally, a word should be said about the failure of the sub-committee to define the term 'extra-curricular' or to distinguish between 'extra-curricular' and 'curricular.' It did not seem likely to serve any practical end to do either of these things in this report. The sub-committee has accepted the implications of 'extra-curricular' as the term is commonly used by school people. In this usage, it refers to the more or less organized school doings of pupils outside the classroom. These doings are not the same in different schools, nor is the line between classroom activity and extra-curricular activity drawn in the same way from school to school or from year to year in the same school. The sub-committee defends no thesis as to what shall be or shall not be regarded as extra-curricular."

Eventhough a reasonably acceptable antithesis between the terms extracurricular and curricular may be made, most experts on the subject fail to apply a definiteness to extracurricular activities since to do so might exclude those activities which fall within the category of being motivated principally by the students as opposed to those which receive their impetus from

^{1/}Galen Jones, op. cit., p. 3.

^{2/}"Report of the Sub-Committee on Extra-Curricular Activities," North Central Association Quarterly (March, 1929), 3: 452.

the faculty and administration. The use of the category in which student activities are motivated by the student body would, in the past, have been appropriate in defining the term. The present status of extracurricular activities necessitates the inclusion of both the student initiated activities and the faculty initiated activities. Jones ^{1/} gives insight into the type of program supervised by faculty members by reporting:

"Thus, debate, school plays, literary societies, school papers, musical clubs, even athletics, through association with the academic work of the school, are credited toward the student's graduation or promotion, and are carefully supervised and checked by members of the faculty."

The many varying designations given to student activities and the development of the term, extracurricular, itself have both evolved in an atmosphere of complexity. Some of the more prominent designations have been inter-curriculum, co-curriculum, semi-curricular, student activities, curricularized activities, extraclass and many others. Of all the terms suggested, extracurricular has maintained itself from its earliest origins in a period when student activities were openly opposed by both faculty and administration. However, the term, extracurriculum, is receiving more and more attention as a designation having a larger meaning. ^{2/} This larger

^{1/}Galen Jones, op. cit., p. 5.

^{2/}Daniel F. Grayson, "Activities and the Curriculum," School Activities (May, 1948), 19: 275.

meaning is somewhat further clarified by E. D. Grizzell ^{1/} when he argues that the total educational offering of the school is characterized as the educational program of the school and thus all parts of it must be designated as the curriculum when they add to the educational needs of the individual learner. McKown ^{2/} further strengthens this idea when he states:

"....these activities are becoming 'curricularized'--in some schools they have already become so to such an extent that the administrators boast that they 'have no extra-curricular activities'...."

Drawing from the many sources in the literature, the authors of this study have found it virtually impossible to arrive at a composite definition based on all those offered. It therefore becomes necessary to present several of the more popularly accepted definitions as discovered in the literature on this subject. Mary Sheehan ^{3/} defines extra-curricular activities as: "....those activities distinct from the program of studies which provide for definite social and civic participation during regular school hours under supervision."

^{1/}E. D. Grizzell, American Secondary Education, Thomas Nelson and Sons, New York, 1938, pp. 120-121.

^{2/}Harry C. McKown, op. cit., p. 5.

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

Wilds ^{1/} follows the same pattern by saying:

"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."

A closer examination of the above definitions reveals a difference of opinion as to recognition of such activities for actual credit toward graduation. Wilds ^{2/} specifically states: "...without the rewards of regular school credit." In a previous quotation of material from Galen Jones, ^{3/} the factor of "credit" toward the student's graduation or promotion...." is significant in light of the trend to allow for specific school credits. The implication here is that such activities are becoming integral portions of the modern, enriched curriculum with the specificity of the terms, extracurricular activities and student activities, no longer apparent. Perhaps the foremost definition of extracurricular activities for the purposes of this study is that of E. K. Fretwell: ^{4/}

^{1/}Elmer H. Wilds, Extra-Curricular Activities, The Century Company, New York, 1926, pp. 4-5.

^{2/}Ibid., p. 5.

^{3/}Galen Jones, op. cit., p. 5.

^{4/}E. K. Fretwell, Extra-Curricular Activities in Secondary Schools, Houghton Mifflin Company, Boston, 1931, p. 6.

"Extra-curricular activities may be defined as those legitimate activities of the school not otherwise provided for. It is recognized that an activity may be curricular in one school and extra-curricular in another, and the reverse. There are many examples, such as debating, dramatics, school publications. Likewise, within a single growing school there are changes from year to year in respect to what is and what is not curricular."

From an evaluation of the aforementioned concepts and citations, a number of basic conclusions may be drawn regarding the definition of extracurricular activities. They are:

1. That extreme difficulty is met in attempting to arrive at an all inclusive term for extracurricular activities.
2. That there can be no single interpretation of an activities program which "fits" the program of all schools and colleges.
3. Finally, that there is a need for more specific determinants in deciding what is and what is not extracurricular in nature.

However, for the purposes of this study, extracurricular activities will be recognized as activities having the following characteristics:

1. An activity that is fully approved and sponsored by the university.
2. An activity in which faculty leadership is provided by the university.

3. An activity whose membership is limited to Boston University students only.
4. An activity which takes place outside of class hours.

CHAPTER III
ANALYSIS OF DATA

Introduction.-- The purpose of this chapter is twofold: (1) to present a description of the information as obtained from the questionnaire, and (2) to present an analysis of the data in an effort to compare the extent of student participation in extracurricular activities at the Boston University School of Education, student participation in volunteer activities apart from the university and student employment during the academic year with the participant factors of sex, college class, course of study, veteran and non-veteran status, commuter and non-commuter status and age groups.

One of the purposes of the first 10 tables is to adequately describe the population of this study.

Commuters and Non-Commuters in the Three Major Areas of Teacher Preparation.-- Table 1 presents the number and per cent of commuters and non-commuters in the three major areas of teacher preparation within the School of Education; namely, Elementary Education, Secondary Education and Physical Education.

In each area the per cent of commuters is at least 70.8 per cent of the total number. The total figures indicate

that of the 406 included in the population of the study 297 or 73.2 per cent are commuters and 109 or 26.8 per cent are non-commuters. The total numbers and percentages of commuters and non-commuters compare favorably with each individual number and per cent.

Table 1. Number and Per Cent of Commuters and Non-Commuters in the Three Major Areas of Teacher Preparation

Teacher Preparation Area	No. of Com.	% of Com.	No. of Non-Com.	% of Non-Com.
(1)	(2)	(3)	(4)	(5)
1. Elementary Education..	126	74.6	43	25.4
2. Secondary Education...	52	75.4	17	24.6
3. Physical Education....	119	70.8	49	29.2
Total.....	297	73.2	109	26.8

Table 2 represents the number and per cent of commuters and non-commuters in the Elementary Education area by sex.

In this study the term, commuter, designates those students who have indicated on the questionnaire that they utilize some means of transportation between their place of residence and classes at the School of Education. The term, non-commuter, designates those students who have indicated on the questionnaire that the location of their residence does not require the use of motorized transportation. In the case of the Elementary Education males, 82.6 per cent are commuters

Table 2. Number and Per Cent of Commuters and Non-Commuters in Elementary Education by Sex

Elementary Education	Male	Per Cent	Female	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters.....	38	82.6	88	71.5
2. Non-Commuters.....	8	17.4	35	28.5

and 17.4 per cent are non-commuters. Of the females, 71.5 per cent are commuters and 28.5 per cent are non-commuters. The number of females in Elementary Education exceeds the number of males by 77.

Table 3 represents the number and per cent of commuters and non-commuters in Secondary Education by sex.

In the Secondary Education population, 79.1 per cent of the males are commuters and 20.9 per cent are non-commuters. Of the female total, 69.2 per cent are commuters and 30.8 per cent are non-commuters. The number of male Secondary

Table 3. Number and Per Cent of Commuters and Non-Commuters in Secondary Education by Sex

Secondary Education	Male	Per Cent	Female	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters.....	34	79.1	18	69.2
2. Non-Commuters.....	9	20.9	8	30.8

Education students exceeds the number of female students by 17.

Table 4 presents the number and per cent of commuters and non-commuters in the Physical Education area by sex.

Three female Health Education students are included in this sample. In the Physical Education area, 70.3 per cent of the male population are commuters and 29.7 per cent are non-commuters. It is interesting to note that in Tables 2, 3 and 4 the per cent of non-commuters does not exceed 30.8 per cent of the total number of students in any area.

Table 4. Number and Per Cent of Commuters and Non-Commuters in Physical Education by Sex

Physical Education	Male	Per Cent	Female	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters.....	116	70.3	3	100.0
2. Non-Commuters.....	49	29.7	0	0

Veterans and Non-Veterans in the Three Major Areas of Teacher Preparation.-- Table 5 presents the number and per cent of veterans and non-veterans in the Elementary Education area by sex.

This table indicates that 65.2 per cent of the male Elementary Education students are veterans and 34.8 per cent are non-veterans. 95.1 per cent of the female students are non-veterans and only 4.9 per cent are veterans. The number

of females in this area exceeds the number of males by 77.

Table 5. Number and Per Cent of Veterans and Non-Veterans in Elementary Education by Sex

Elementary Education	Male	Per Cent	Female	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Veterans.....	30	65.2	6	4.9
2. Non-Veterans.....	16	34.8	117	95.1

Table 6 indicates the number and per cent of veterans and non-veterans in the Secondary Education area by sex.

The per cent of male veterans in the Secondary Education area is 51.2 per cent of the total. 48.8 per cent of the males are non-veterans. The entire female population in this area, 26, is non-veteran.

Table 6. Number and Per Cent of Veterans and Non-Veterans in Secondary Education by Sex

Secondary Education	Male	Per Cent	Female	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Veterans.....	22	51.2	0	0
2. Non-Veterans.....	21	48.8	26	100.0

Table 7 presents the number and per cent of veterans and non-veterans in the Physical Education area by sex.

Of the male population in the Physical Education area,

62 or 37.6 per cent are veteran. One hundred and three or 62.4 per cent are non-veteran. It should be noted that only in Table 7, representing the Physical Education area, does the number of non-veterans exceed the number of veterans. In this case the number of non-veterans exceeds the number of veterans by 41, that is 24.8 per cent. Again, the reader is cautioned against drawing any conclusions from the data representing female Physical Education students since the sample is not entirely indicative of the total population in this category.

Table 7. Number and Per Cent of Veterans and Non-Veterans in Physical Education by Sex

Physical Education	Male	Per Cent	Female	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Veterans.....	62	37.6	1	33.3
2. Non-Veterans....	103	62.4	2	66.7

Male and Female Students in the Three Major Areas of Teacher Preparation.-- Table 8 presents the number and per cent of male and female students in Elementary Education by age groups.

Of the Elementary Education male population, 80.4 per cent are over 22 years of age and 19.6 per cent are under 22 years of age. One hundred and five or 85.4 per cent of the female total for this area is under 22 years of age with only

14.6 per cent over 22 years of age. This fact seems to indicate that the female population enters college at an earlier age than the male population.

Table 8. Number and Per Cent of Male and Female Students in Elementary Education by Age Groups

Elementary Education	Male	Per Cent	Female	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Under Twenty-Two...	9	19.6	105	85.4
2. Twenty-Two Years and Over.....	37	80.4	18	14.6

Table 9 presents the number and per cent of male and female students in the Secondary Education area by age groups.

This table indicates that 11 or 25.6 per cent of the male students in this group are under 22 years of age and 20 or 76.9 per cent of the females in this group are under 22 years of age whereas only six or 23.1 per cent are over

Table 9. Number and Per Cent of Male and Female Students in Secondary Education by Age Groups

Secondary Education	Male	Per Cent	Female	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Under Twenty-Two...	11	25.6	20	76.9
2. Twenty-Two Years and Over.....	32	74.4	6	23.1

22 years of age. It should be noted here also that the higher percentage of female students is composed of that group under 22 years of age. However, in the male group the opposite of this is true.

Table 10 presents the number and per cent of male and female students in the Physical Education area by age groups.

This table demonstrates that 75 or 45.5 per cent of the male students in the Physical Education area are under 22 years of age and that 90 or 54.5 per cent are over 22 years of age. The three female students included in the group are all 22 years of age and older.

Table 10. Number and Per Cent of Male and Female Students in Physical Education by Age Groups

Physical Education	Male	Per Cent	Female	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Under Twenty-Two....	75	45.5	0	0
2. Twenty-Two Years and Over.....	90	54.5	3	100.0

Participation in College Sports Activities by Class Groups.-- Table 11 presents the number and per cent of Elementary Education students who are participants and non-participants in college sports activities according to class groups. In this study a participant in college sports activities is a student who engages in at least one phase of the school

athletic program. A non-participant is a student who does not engage in the school athletic program.

Table 11. Number and Per Cent of Elementary Education Student Participants and Non-Participants in College Sports Activities by Class Groups

Elementary Education	No. of Part.	Per Cent	No. of Non-Part.	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters				
Freshman.....	0	0	17	100.0
Sophomore.....	1	3.6	27	96.4
Junior.....	8	12.1	58	87.9
Senior.....	2	13.3	13	86.7
Total	11	8.7	115	91.3
2. Non-Commuters				
Freshman.....	0	0	8	100.0
Sophomore.....	0	0	6	100.0
Junior.....	2	7.7	24	92.3
Senior.....	0	0	3	100.0
Total	2	4.7	41	95.3

Table 11 indicates that 11 or 8.7 per cent of the commuters in the Elementary Education area are participants in sports activities and 115 or 91.3 per cent are non-participants. In the non-commuter group two or 4.7 per cent are participants in sports activities and 41 or 95.3 per cent are non-participants. It should be noted here that although the percentage of non-participants is high for both commuters and non-commuters, the higher of the two is the latter.

Table 12 presents the number and per cent of Secondary Education students who are participants and non-participants in college sports activities according to class groups.

Table 12. Number and Per Cent of Secondary Education Student Participants and Non-Participants in College Sports Activities by Class Groups

Secondary Education	No. of Part.	Per Cent	No. of Non-Part.	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters				
Freshman.....	1	14.3	6	85.7
Sophomore.....	0	0	0	0
Junior.....	1	25.0	3	75.0
Senior.....	4	9.8	37	90.2
Total.....	6	11.5	46	88.5
2. Non-Commuters				
Freshman.....	3	60.0	2	40.0
Sophomore.....	0	0	0	0
Junior.....	0	0	0	0
Senior.....	3	25.0	9	75.0
Total.....	6	35.0	11	65.0

Of the group who are commuters in the Secondary Education area, only six or 11.5 per cent of that group are participants. The non-participants number 46 or 88.5 per cent of the group. Of the Secondary Education group who are non-commuters, six or 35.0 per cent of the group are participants whereas 11 or 65.0 per cent of the group are non-participants.

It is interesting to note that in all cases presented in

Tables 11 and 12 the number of non-participants exceeds the number of participants. There are also more commuters than non-commuters who participate in college sports activities.

Table 13 presents the number and per cent of students in the Physical Education area who are participants and non-participants in college sports activities according to class groups.

Table 13. Number and Per Cent of Physical Education Student Participants and Non-Participants in College Sports Activities by Class Groups

Physical Education	No. of Part.	Per Cent	No. of Non-Part.	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters				
Freshman.....	2	11.8	15	88.2
Sophomore.....	14	67.0	7	33.0
Junior.....	33	66.0	17	34.0
Senior.....	19	61.3	12	38.7
Total.....	68	57.1	51	42.9
2. Non-Commuters				
Freshman.....	11	100.0	0	0
Sophomore.....	10	83.3	2	16.7
Junior.....	14	93.3	1	6.7
Senior.....	10	90.0	1	9.1
Total.....	45	91.8	4	8.2

Of the commuter group, the participants number 68 or 57.1 per cent of the group. The non-participants number 51 or 42.9 per cent of the total group. Of the non-commuter group of

Physical Education students, 45 or 91.8 per cent of the group are participants whereas only four or 8.2 per cent of the group are non-participants. This would seem to indicate that the non-commuter group is favored in the extent of participation because of their proximity to the university campus.

It should be noted here that in the commuter group of Physical Education students participation is considerably lower in the freshman class than in any of the other three classes. Furthermore, a comparison of Tables 11 and 12 with Table 13 indicates that only in the area of Physical Education does the number of participants in sports activities exceed the number of non-participants.

Participation in College Club Activities by Class Groups.

Table 14 presents the number and per cent of Elementary Education students who are participants and non-participants in club activities according to class groups. In this study a participant in club activities is a student who engages in at least one of the club activities made available to Boston University students. A non-participant in college club activities in this study is a student who does not engage in any of the schools' club activities.

Of the commuters in the Elementary Education area, 93 or 73.8 per cent of the group are participants and 33 or 26.2 per cent of the group are non-participants in club activities. Of the non-commuters, 35 or 81.4 per cent of the group are participants and eight or 18.6 per cent are non-participants.

Table 14. Number and Per Cent of Elementary Education Student Participants and Non-Participants in Club Activities by Class Groups

Elementary Education	No. of Part.	Per Cent	No. of Non-Part.	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters				
Freshman.....	10	58.8	7	41.2
Sophomore.....	20	71.4	8	28.6
Junior.....	52	78.8	14	21.2
Senior.....	11	73.3	4	26.7
Total.....	93	73.8	33	26.2
2. Non-Commuters				
Freshman.....	7	87.5	1	12.5
Sophomore.....	6	100.0	0	0
Junior.....	20	76.9	6	23.1
Senior.....	2	66.7	1	33.3
Total.....	35	81.4	8	18.6

Table 15 presents the number and per cent of Secondary Education students who are participants or non-participants in college club activities according to class groups.

Of the commuter group, 37 or 71.2 per cent of the total number are participants and 15 or 28.8 per cent are non-participants. Of the non-commuter group, 14 or 82.4 per cent of the total are participants and three or 17.6 per cent of the total are non-participants.

It should be noted here that in Tables 14 and 15 which represent the Elementary and Secondary areas of teacher

preparation neither the commuter groups nor the non-commuter groups have participant percentages below 71.1 per cent of the total for the group.

Table 15. Number and Per Cent of Secondary Education Student Participants and Non-Participants in Club Activities by Class Groups

Secondary Education (1)	No. of Part. (2)	Per Cent (3)	No. of Non-Part. (4)	Per Cent (5)
1. Commuters				
Freshman.....	4	57.1	3	42.9
Sophomore.....	0	0	0	0
Junior.....	4	100.0	0	0
Senior.....	29	70.7	12	29.3
Total.....	37	71.2	15	28.8
2. Non-Commuters				
Freshman.....	3	60.0	2	40.0
Sophomore.....	0	0	0	0
Junior.....	0	0	0	0
Senior.....	11	91.7	1	8.3
Total.....	14	82.4	3	17.6

Table 16 presents the number and per cent of Physical Education students who are participants and non-participants in club activities according to class groups.

Of the commuter population in the Physical Education area, 60 or 50.4 per cent of the group are participants and 59 or 49.6 per cent are non-participants. Of the non-commuter group, 25 or 51.0 per cent of the total are participants and 24 or

49.0 per cent of the group are non-participants.

Table 16 further indicates that in the area of Physical Education the difference between the per cent of participants and the per cent of non-participants is less than that in the other two areas.

Table 16. Number and Per Cent of Physical Education Student Participants and Non-Participants in Club Activities by Class Groups

Physical Education	No. of Part.	Per Cent	No. of Non-Part.	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters				
Freshman.....	2	11.8	15	88.2
Sophomore.....	12	57.1	9	42.9
Junior.....	32	64.0	18	36.0
Senior.....	14	45.2	17	54.8
Total.....	60	50.4	59	49.6
2. Non-Commuters				
Freshman.....	3	27.3	8	72.7
Sophomore.....	4	33.3	8	66.7
Junior.....	11	73.3	4	26.7
Senior.....	7	63.6	4	36.4
Total.....	25	51.0	24	49.0

Student Employment During the Academic Year.-- Table 17 presents the number and per cent of Elementary Education students, commuters and non-commuters, who work full-time and/or part-time during the academic year according to class groups. The data treated here also includes the number and per cent of

non-workers, commuters and non-commuters, according to class groups. In this study the term, worker, applies to a student who engages in some type of work for which he receives compensation.

Of the Elementary Education students who are commuters, 84 or 66.7 per cent of the group are workers and 42 or 33.3 per cent of the total are non-workers. Of the non-commuters in this area, 19 or 44.2 per cent of the group are workers and 24 or 55.8 per cent of the total are non-workers.

Table 17. Number and Per Cent of Elementary Education Students Who Work Full-Time and/or Part-Time During the Academic Year by Class Groups and Non-Workers by Class Groups

Elementary Education (1)	No. of Workers (2)	Per Cent (3)	No. of Non-Wrks. (4)	Per Cent (5)
1. Commuters				
Freshman.....	11	64.7	6	35.3
Sophomore.....	20	71.4	8	28.6
Junior.....	44	66.7	22	33.3
Senior.....	9	60.0	6	40.0
Total.....	84	66.7	42	33.3
2. Non-Commuters				
Freshman.....	3	37.5	5	62.5
Sophomore.....	1	16.7	5	83.3
Junior.....	14	53.8	12	46.2
Senior.....	1	33.3	2	66.7
Total.....	19	44.2	24	55.8

Table 18 presents the number and per cent of Secondary Education students, commuters and non-commuters, who work full-time and/or part-time during the academic year by class groups. This table also presents the number and per cent of commuters and non-commuters who are non-workers according to class groups.

Of the Secondary Education students who are commuters, 38 or 73.1 per cent of the group are workers and 14 or 26.9 per cent of the group are non-workers. Of the non-commuters in this area, 13 or 76.5 per cent of the group are workers and four or 23.5 per cent of the group are non-workers.

Table 18. Number and Per Cent of Secondary Education Students Who Work Full-Time and/or Part-Time During the Academic Year by Class Groups and Non-Workers by Class Groups.

Secondary Education	No. of Workers	Per Cent	No. of Non-Wrks.	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters				
Freshman.....	5	71.4	2	28.6
Sophomore.....	0	0	0	0
Junior.....	3	75.0	1	25.0
Senior.....	30	73.2	11	26.8
Total.....	38	73.1	14	26.9
2. Non-Commuters				
Freshman.....	3	60.0	2	40.0
Sophomore.....	0	0	0	0
Junior.....	0	0	0	0
Senior.....	10	83.3	2	16.7
Total	13	76.5	4	23.5

Table 19 presents the number and per cent of Physical Education students, commuters and non-commuters, who work full-time and/or part-time during the academic year according to class groups. This table also presents the number and per cent of workers and non-workers, commuters and non-commuters, by class groups.

Table 19. Number and Per Cent of Physical Education Students Who Work Full-Time and/or Part-Time During the Academic Year by Class Groups and Non-Workers by Class Groups

Physical Education	No. of Workers	Per Cent	No. of Non-Wrks.	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters				
Freshman.....	15	88.2	2	11.8
Sophomore.....	21	100.0	0	0
Junior.....	43	86.0	7	14.0
Senior.....	27	87.1	4	12.9
Total.....	106	89.1	13	10.9
2. Non-Commuters				
Freshman.....	4	36.4	7	63.6
Sophomore.....	3	25.0	9	75.0
Junior.....	12	80.0	3	20.0
Senior.....	11	100.0	0	0
Total	30	61.2	19	38.8

Of the commuters, 106 or 89.1 per cent of the total are workers and 13 or 10.9 per cent of the group are non-workers. Of the non-commuter group in the Physical Education area, 30

or 61.2 per cent of the total are workers and 19 or 38.8 per cent of the group are non-workers.

It should be noted here that only in the Elementary Education non-commuter group (Table 11, Column (3)) does the per cent of workers drop below 60.0 per cent of the group. In all other cases, there is an indication of at least 60.0 per cent of the individual groups represented in the worker class.

Participation in Volunteer Activities by Class Groups.--

Table 20 presents the number and per cent of Elementary Education students who are participants and non-participants in volunteer activities as commuters or non-commuters by class groups. In this study a participant in volunteer activities is a student who engages in at least one activity of the following type: (1) Red Cross; (2) Civil Defense; (3) Church Activities; (4) Social Work or similar activity. A non-participant in volunteer activities designates a student who does not engage in any service of the type described above.

Of the Elementary Education students who are commuters, 66 or 52.4 per cent of the group participate in volunteer activities and 60 or 47.6 per cent of the group do not participate. Of the non-commuter population, 22 or 51.1 per cent of the group are participants and 21 or 48.9 per cent of the group are non-participants.

It is of interest to note that both the commuter and non-commuter groups compare favorably in total percentages.

Table 20. Number and Per Cent of Elementary Education Student Participants and Non-Participants in Volunteer Activities by Class Groups

Elementary Education	No. of Part.	Per Cent	No. of Non-Part.	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters				
Freshman.....	7	41.1	10	58.9
Sophomore.....	17	60.7	11	39.3
Junior.....	34	51.5	32	48.5
Senior.....	8	53.3	7	46.7
Total.....	66	52.4	60	47.6
2. Non-Commuters				
Freshman.....	2	25.0	6	75.0
Sophomore.....	4	66.7	2	33.3
Junior.....	15	57.7	11	42.3
Senior.....	1	33.3	2	66.7
Total.....	22	51.1	21	48.9

Table 21 presents the number and per cent of Secondary Education students who are participants and non-participants in volunteer activities and whether they are commuters or non-commuters according to class groups.

Of the total number of commuters in the Secondary Education group, 26 or 50.0 per cent of the total group are participants. Of the non-commuters, six or 35.3 per cent of the group are participants and 11 or 64.7 per cent of the group are non-participants.

It is interesting to note that the commuter group is divided equally between participants and non-participants.

Table 21. Number and Per Cent of Secondary Education Student Participants and Non-Participants in Volunteer Activities by Class Groups

Secondary Education	No. of Part.	Per Cent	No. of Non-Part.	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters				
Freshman.....	3	42.9	4	57.1
Sophomore.....	0	0	0	0
Junior.....	1	25.0	3	75.0
Senior.....	22	53.7	19	46.3
Total.....	26	50.0	26	50.0
2. Non-Commuters				
Freshman.....	0	0	5	100.0
Sophomore.....	0	0	0	0
Junior.....	0	0	0	0
Senior.....	6	50.0	6	50.0
Total.....	6	35.3	11	64.7

Table 22 presents the number and per cent of Physical Education students who are participants and non-participants in volunteer activities indicating whether they are commuters or non-commuters according to class groups.

Of the Physical Education students who are commuters, 67 or 56.3 per cent of the group are participants in volunteer activities and 52 or 43.7 per cent of the group are non-participants. Of the non-commuter group within this area, 23 or 46.9 per cent of the students are participants and 26 or 53.1 per cent are non-participants.

Table 22. Number and Per Cent of Physical Education Student Participants and Non-Participants in Volunteer Activities by Class Groups

Physical Education	No. of Part.	Per Cent	No. of Non-Part.	Per Cent
(1)	(2)	(3)	(4)	(5)
1. Commuters				
Freshman.....	4	23.5	13	76.5
Sophomore.....	11	52.4	10	47.6
Junior.....	32	64.0	18	36.0
Senior.....	20	64.5	11	35.5
Total.....	67	56.3	52	43.7
2. Non-Commuters				
Freshman.....	2	18.2	9	81.8
Sophomore.....	3	25.0	9	75.0
Junior.....	10	66.7	5	33.3
Senior.....	8	72.7	3	27.3
Total.....	23	46.9	26	53.1

Participation in Club Activities.-- Table 23 lists the club activities participated in by Elementary Education students with an indication of whether the participant is a commuter or a non-commuter. Each activity is divided into the four class groups.

The five most mentioned by the Elementary Education students as clubs participated in by them and the make-up of those clubs is as follows: Elementary Education Club, 39 commuters, eight non-commuters, 10 sophomores, 30 juniors, seven seniors; Newman Club, 26 commuters, four non-commuters, six

freshmen, five sophomores, 18 juniors, one senior; Hillel Club, 13 commuters, nine non-commuters, four freshmen, three sophomores, 14 juniors, one senior; Class and Club Officers, 17 commuters, two non-commuters, three freshmen, seven sophomores, nine juniors; and Student Councils, 14 commuters, three non-commuters, four freshmen, two sophomores, 10 juniors, one senior.

The commuter and non-commuter participation represented by columns (2) and (3) indicates that at least the 20 most mentioned college club activities are made up of commuters, in most cases by a significant majority. A comparison of column (6) with columns (4), (5) and (7) of Table 23 seems to indicate that the junior students predominate in the make-up of the various activities mentioned.

Table 23. List of Club Activities Participated In by Elementary Education Students and Frequency of Mention by Class Groups

Activity	Com.	Non-Com.	F	S	J	S
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Elementary Education Club.....	39	8	0	10	30	7
2. Newman Club.....	26	4	6	5	18	1
3. Hillel Club.....	13	9	4	3	14	1
4. Class and Club Officers.....	17	2	3	7	9	0
5. Student Councils.....	14	3	4	2	10	1
6. Boosters Club.....	9	6	5	2	8	0
7. Omega Service Club...	8	6	0	5	9	0

(continued on next page)

Table 23. (continued)

Activity	Com.	Non-Com.	F	S	J	S
(1)	(2)	(3)	(4)	(5)	(6)	(7)
8. Christian Association	12	1	0	6	7	0
9. B.U. Educator.....	10	2	4	4	4	0
10. Drama Club.....	11	0	0	3	7	1
11. Alpha Gamma Delta....	6	2	3	1	4	0
12. Alpha Sigma Alpha....	6	1	0	2	4	1
13. Psychology Club.....	5	2	0	2	4	1
14. Kappa Delta Phi.....	6	0	1	2	0	3
15. Pan Hellenic Council.	5	1	0	0	6	0
16. Wesley Club.....	5	1	1	2	3	0
17. Scarlet Key.....	4	1	0	0	5	0
18. Phi Sigma Sigma.....	4	0	0	1	2	1
19. Brotherhood Council..	2	1	0	0	3	0
20. Kappa Kappa Gamma....	1	2	1	0	1	1
21. Pi Lambda Theta.....	2	1	0	0	0	3
22. Scabbard and Blade...	2	1	0	0	2	1
23. Theta Phi Alpha.....	2	1	1	1	1	0
24. Alpha Epsilon Phi....	2	0	0	1	1	0
25. Alpha Psi Omega.....	2	0	0	0	2	0
26. B.U. Armenian Club...	2	0	0	0	2	0
27. B.U. Chapel Choir....	2	0	0	0	2	0
28. B.U. News.....	2	0	0	0	2	0
29. B.U. Student-Faculty Association.....	2	0	0	1	1	0
30. Delta Delta Delta....	2	0	0	0	2	0
31. Glee Club.....	1	1	0	0	2	0
32. Greek Orthodox Club..	1	1	2	0	0	0
33. Modern Dance Club....	2	0	0	0	0	2
34. Outing Club.....	2	0	0	0	2	0
35. Sigma Kappa.....	1	1	1	0	1	0
36. Alpha Sigma Alpha....	1	0	1	0	0	0
37. Black Masque.....	1	0	0	0	1	0
38. B.U. Chorus.....	1	0	0	0	1	0
39. Catholic Council.....	1	0	0	0	1	0
40. Christian Science Association.....	1	0	0	1	0	0
41. Civil Defense.....	0	1	1	0	0	0
42. Creative Writing Club	1	0	0	0	1	0
43. Episcopal Club.....	1	0	0	0	1	0
44. Film Society.....	1	0	0	0	1	0
45. Health Education Club	1	0	0	0	0	1

(concluded on next page)

Table 23. (concluded)

Activity	Com.	Non-Com.	F	S	J	S
46. Hellenic Club.....	0	1	1	0	0	0
47. Italian Club.....	1	0	1	0	0	0
48. Library Club.....	1	0	0	0	0	1
49. Light Opera Association.....	0	1	0	1	0	0
50. Myles Standish Student Government.....	0	1	0	0	1	0
51. Owls Club.....	1	0	0	1	0	0
52. Pi Lambda Sigma.....	1	0	0	0	1	0
53. Religious Club.....	1	0	1	0	0	0
54. The Beacon.....	1	0	0	0	1	0
55. Womens Athletic Association.....	0	1	0	0	1	0

Table 24 lists the college club activities participated in by Secondary Education students indicating whether the participant is a commuter or a non-commuter and also the student class groups.

The five most mentioned college activities designated by the Secondary Education students as clubs participated in by them and the make-up of those clubs is as follows: Newman Club, seven commuters, four non-commuters, two freshmen, one junior, eight seniors; Secondary Education Club, three commuters, five non-commuters, eight seniors; Class and Club Officers, three commuters, three non-commuters, six seniors; Student Councils, five commuters, one non-commuter, one junior, five seniors; and the Drama Club, one commuter, four non-commuters, two freshmen, one junior, two seniors.

Table 24. List of Club Activities Participated In by Secondary Education Students and Frequency of Mention by Class Groups

Activity	Com.	Non-Com.	F	S	J	S
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Newman Club.....	7	4	2	0	1	8
2. Secondary Education Club.....	3	5	0	0	0	8
3. Class and Club Officers.....	3	3	0	0	0	6
4. Student Councils.....	5	1	0	0	1	5
5. Drama Club.....	1	4	2	0	1	2
6. French Club.....	3	2	0	0	0	5
7. Scarlet Key.....	4	1	0	0	0	5
8. Business Education Club.....	3	1	0	0	0	4
9. Christian Association	3	1	0	0	0	4
10. Gamma Delta.....	4	0	0	0	1	3
11. Pi Omega Pi.....	2	2	0	0	0	4
12. B.U. History Club....	3	0	0	0	1	2
13. B.U. Hub.....	3	0	0	0	0	3
14. Delta Delta Delta....	3	0	0	0	0	3
15. Hillel Club.....	3	0	0	0	0	3
16. Kappa Delta Phi.....	3	0	0	0	1	2
17. Sigma Kappa.....	3	0	0	0	1	2
18. Boosters Club.....	2	0	2	0	0	0
19. B.U. Educator.....	2	0	1	0	0	1
20. English Club.....	1	1	0	0	0	2
21. Gershwin Theatre... Workshop.....	1	1	0	0	0	2
22. Kappa Kappa Gamma....	1	1	0	0	0	2
23. Pi Beta Phi.....	1	1	2	0	0	0
24. Psychology Club.....	1	1	0	0	0	2
25. Spanish Club.....	0	2	0	0	0	2
26. Theta Phi Alpha.....	2	0	1	0	0	1
27. Wesley Club.....	1	1	0	0	0	2
28. Alpha Psi Omega.....	0	1	0	0	0	1
29. Bio-Chemistry Club...	1	0	0	0	1	0
30. Brotherhood Council..	0	1	0	0	0	1
31. B.U. Band.....	1	0	0	0	1	0
32. B.U. News.....	0	1	0	0	0	1
33. Canterbury Club.....	1	0	0	0	0	1
34. Catholic Council.....	0	1	0	0	0	1
35. Chapel Choir.....	1	0	0	0	0	1

(concluded on next page)

Table 24. (concluded)

Activity	Com.	Non-Com.	F	S	J	S
(1)	(2)	(3)	(4)	(5)	(6)	(7)
36. Debating Club.....	1	0	0	0	0	1
37. Gamma Phi Beta.....	0	1	0	0	0	1
38. Glee Club.....	1	0	0	0	0	1
39. Greek Orthodox Club..	1	1	0	0	0	1
40. Human Biology Association.....	1	0	0	0	0	1
41. Human Relations Club.	1	0	0	0	0	1
42. Mathematics Club.....	0	1	0	0	0	1
43. Pan Hellenic Council.	1	0	0	0	0	1
44. Physics Club.....	0	1	0	0	0	1
45. Photography Club.....	1	0	0	0	0	1
46. Pi Gamma Mu.....	1	0	0	0	0	1
47. Pi Theta Delta.....	0	1	0	0	0	1
48. Political Club.....	1	0	0	0	1	0
49. Religious Club.....	1	0	0	0	0	1
50. Republican Club.....	0	1	0	0	0	1
51. Scabbard and Blade...	1	0	0	0	0	1
52. Sigma Phi Epsilon....	0	1	0	0	0	1
53. Unity Club.....	1	0	0	0	0	1
54. Wesleyan Club.....	0	1	0	0	0	1

Table 25 lists the college club activities participated in by Physical Education students indicating whether the participant is a commuter or a non-commuter and also the student class groups.

The five most mentioned college activities indicated by the Physical Education students as clubs participated in by them and the make-up of those clubs is as follows: Phi Epsilon Kappa, 22 commuters, six non-commuters, three sophomores, 16 juniors, nine seniors; Newman Club, 19 commuters, eight non-commuters, one freshman, five sophomores, 14 juniors, seven

seniors; Student Councils, 11 commuters, four non-commuters, two freshmen, 10 juniors, three seniors; Class and Club Officers, 10 commuters, three non-commuters, one freshman, six juniors, six seniors; and the Health Education Club, seven commuters, two non-commuters, three sophomores, five juniors, one senior.

Table 25. List of Club Activities Participated In by Physical Education Students and Frequency of Mention by Class Groups

Activity	Com.	Non-Com.	F	S	J	S
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Phi Epsilon Kappa.....	22	6	0	3	16	9
2. Newman Club.....	19	8	1	5	14	7
3. Student Councils.....	11	4	2	0	10	3
4. Class and Club Officers.....	10	3	1	0	6	6
5. Health Education Club	7	2	0	3	5	1
6. Varsity Club.....	5	4	0	0	7	2
7. Kappa Delta Phi.....	4	4	1	0	3	4
8. Scarlet Key.....	3	4	1	0	2	4
9. B.U. Educator.....	2	0	0	1	1	0
10. Lambda Chi Alpha.....	1	1	1	0	1	0
11. Beta Chi Sigma.....	0	1	0	0	1	0
12. Boosters Club.....	0	1	1	0	0	0
13. B.U. News.....	1	0	1	0	0	0
14. Brotherhood Council..	0	1	0	0	1	0
15. Christian Association	1	0	0	0	1	0
16. Drama Club.....	0	1	0	1	0	0
17. B.U. Hub.....	1	0	0	0	0	1
18. Outing Club.....	0	1	0	0	1	0
19. Photography Club.....	1	0	0	0	1	0
20. Sigma Phi Epsilon....	0	1	0	0	1	0
21. Spanish Club.....	0	1	0	0	1	0
22. Theta Kappa Phi.....	1	0	0	0	0	1
23. Zeta Psi.....	1	0	0	0	0	1

In the five most mentioned activities participated in by Physical Education students, it is interesting to note that the number of commuters participating in those clubs is in excess of the number of non-commuter participants. A comparison of column (6) with columns (4), (5) and (7) indicates that the participants in the activities listed are predominantly junior class students.

It is also interesting to note that Table 23 lists 55 different activities participated in by Elementary Education students and Table 24 lists 54 different activities participated in by Secondary Education students. However, Table 25 lists only 23 different activities participated in by the Physical Education group.

Employment Activities During the Academic Year.-- Table 26 presents the commuters and non-commuters in Elementary Education who work during the academic year by the number of weeks per year and the number of hours per week that they work.

Of the commuters in the Elementary Education area, 13 students work between one and 10 weeks per year, 16 students work between 10 and 20 weeks per year, four students work between 20 and 30 weeks per year and 51 students work between 30 and 40 weeks per year. Of these students, 23 work between one and 10 hours per week, 30 work between 10 and 20 hours per week, 16 work between 20 and 30 hours per week and 15 work

between 30 and 40 hours per week.

Table 26. Number of Elementary Education Students Who Work During the Academic Year by Weeks per Year and Hours per Week by Class Groups

Elementary Education (1)	Weeks per Year				Hours per Week			
	1-10 (2)	10-20 (3)	20-30 (4)	30-40 (5)	1-10 (6)	10-20 (7)	20-30 (8)	30-40 (9)
1. Commuters								
Freshman...	0	1	0	10	3	4	1	3
Sophomore...	1	4	2	13	5	9	5	1
Junior.....	9	11	2	22	10	16	9	9
Senior.....	3	0	0	6	5	1	1	2
Total....	13	16	4	51	23	30	16	15
2. Non-Commuters								
Freshman...	1	1	0	1	1	1	1	0
Sophomore...	0	0	0	0	0	0	0	0
Junior.....	9	2	1	3	3	9	1	2
Senior.....	0	0	0	1	0	1	0	0
Total....	10	3	1	5	4	11	2	2

Of the non-commuters in the Elementary Education area, 10 students work between one and 10 weeks per year, three students work between 10 and 20 weeks per year, one student works between 20 and 30 weeks per year, and five students work between 30 and 40 weeks per year.

Of this same group, four students work between one and 10 hours per week, 11 students work between 10 and 20 hours per week, two students work between 20 and 30 hours per week and two students work between 30 and 40 hours per week.

Table 26 reveals that the largest number of commuters, 51, who work are employed during the entire academic year. The table further indicates that the largest number of commuters who work are engaged between 10 and 20 hours per week. Over two-thirds of this total group of working commuters are engaged in their work under 20 hours per week. However, 15 students are employed between 30 and 40 hours per week.

Table 27 presents the commuters and non-commuters in Secondary Education by class who work during the academic year by the number of weeks per year and the number of hours per week that they work.

Table 27. Number of Secondary Education Students Who Work During the Academic Year by Weeks per Year and Hours per Week by Class Groups

Secondary Education	Weeks per Year				Hours per Week			
	1-10	10-20	20-30	30-40	1-10	10-20	20-30	30-40
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. Commuters								
Freshman...	1	2	0	4	1	3	1	2
Sophomore..	0	0	0	0	0	0	0	0
Junior.....	1	1	0	1	1	1	1	0
Senior.....	4	4	2	18	7	9	8	4
Total.....	6	7	2	23	9	13	10	6
2. Non-Commuters								
Freshman...	0	1	0	0	0	1	0	0
Sophomore..	0	0	0	0	0	0	0	0
Junior.....	0	0	0	0	0	0	0	0
Senior.....	2	3	0	7	5	4	1	2
Total.....	2	4	0	7	5	5	1	2

Of the commuter group in the Secondary Education area, six students work between one and 10 weeks per year, seven students work between 10 and 20 weeks per year, two students work between 20 and 30 weeks per year and 23 students work during the entire academic year. Of this same group, nine students work between one and 10 hours per week, 13 students work between 10 and 20 hours per week, 10 students work between 20 and 30 hours per week and six students work between 30 and 40 hours per week.

Of the non-commuter group of students, two work between one and 10 weeks per year, four work between 10 and 20 weeks per year and seven work during the entire academic year. Of this same group, five work between one and 10 hours per week, five work between 10 and 20 hours per week, one works between 20 and 30 hours per week and two work between 30 and 40 hours per week.

Table 27 indicates that of the working commuters in this area, the largest number, 23, work during the entire academic year. Furthermore, of the students who work, all but six work under 30 hours per week.

Table 28 presents the commuters and non-commuters in the Physical Education area by class who work during the academic year by the number of weeks per year and the number of hours per week that they work.

Of the commuter group in Physical Education, 16 students

work between one and 10 weeks per year, 23 students work between 10 and 20 weeks per year, 16 students work between 20 and 30 weeks per year and 51 students work during the entire academic year. Of this same group, 27 students work between one and 10 hours per week, 26 students work between 10 and 20 hours per week, 26 students work between 20 and 30 hours per week and 27 students work between 30 and 40 hours per week.

Table 28. Number of Physical Education Students Who Work During the Academic Year by Weeks per Year and Hours per Week by Class Groups

Physical Education (1)	Weeks per Year				Hours per Week			
	1-10 (2)	10-20 (3)	20-30 (4)	30-40 (5)	1-10 (6)	10-20 (7)	20-30 (8)	30-40 (9)
1. Commuters								
Freshman...	3	3	3	6	6	4	3	2
Sophomore...	6	3	1	10	4	5	4	7
Junior.....	5	10	7	22	13	10	11	10
Senior.....	2	7	5	13	4	7	8	8
Total....	16	23	16	51	27	26	26	27
2. Non-Commuters								
Freshman...	1	0	0	2	1	2	0	0
Sophomore..	1	0	2	2	2	1	0	2
Junior.....	5	3	1	2	1	5	2	3
Senior.....	1	3	2	5	2	4	4	1
Total....	8	6	5	11	6	12	6	6

In the non-commuter group of Physical Education students, eight work between one and 10 weeks per year, six work between 10 and 20 weeks per year, five work between 20 and 30 weeks per

year and 11 work during the entire academic year. Of this same group of non-commuters, six work between one and 10 hours per week, 12 work between 10 and 20 hours per week, six work between 20 and 30 hours per week and six work between 30 and 40 hours per week.

Table 28 indicates that the largest group of workers in the commuter group, 51, are engaged during the entire academic year. Twenty-seven of the students in this area are employed between 30 and 40 hours per week. Of the non-commuters in this group, the largest number, 11, are employed during the entire academic year. Two-thirds of these students are employed under 20 hours per week. Six are employed between 30 and 40 hours per week.

Summary of Analysis of Data.-- In summarizing the data which appears in the 28 tables of this study, it must be re-emphasized that the basic purpose of the foregoing material was to present an adequate description of the information revealed by the questionnaire and to further present a treatment of the data in an effort to compare the extent of student participation in extracurricular activities at the Boston University School of Education, student participation in volunteer activities apart from the university and student employment during the academic year with the participant factors already mentioned.

Tables 1 through 10 were presented in an effort to ad-

equately describe the population involved in the study. Each of the classifications representing the participant factors of sex, college class, veteran and non-veteran status, commuter and non-commuter status and age groups was given separate treatment in tables devoted to the three major areas of teacher preparation at the School of Education; namely, Elementary Education, Secondary Education and Physical Education with a small number of Health Education students included in the latter group.

Beginning with Table 11 and concluded in Table 22, an attempt was made to present the number and percentage of students in the three major areas of teacher preparation who participate and the number and percentage of students who do not participate in the following informational items of the "Personal Activity Questionnaire:" (1) College Sports Activities; (2) College Club Activities; (3) Student Employment During the Academic Year; and (4) Volunteer Activities.

Tables 23 through 28 were constructed to provide for a further breakdown of student participation in club activities and employment during the academic year. In Tables 23, 24 and 25, each activity mentioned at least once in the questionnaire was listed with an indication of commuter and non-commuter status and class group. The remaining tables provide for a like treatment of employment activities with an indication of those students who worked during the academic year by the number

of weeks per year and the number of hours per week.

A restatement of the problem with conclusions and suggestions for further research are presented in the concluding chapter.

CHAPTER IV

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

1. Restatement of the Problem

Purpose of the Study.-- The purpose of this study was to compare the extent of student participation in extracurricular activities at the Boston University School of Education with the participant factors of sex, college class, course of study, veteran and non-veteran status, commuter and non-commuter status and age groups to determine:

1. What effect such factors have on student participation?
2. The total effectiveness of the extracurricular program at the School of Education as measured by participation.

Scope of the Problem.-- The basis for this study was found in the results of a two-page "Personal Activity Questionnaire" completed by each of the 406 students representing the 1951-1952 freshman, sophomore, junior and senior classes at the School of Education. The number of students participating in this study is considered to be a significant sampling of the entire 783 undergraduate, full-time student enrollees at the School of Education.

The following types of information contained in the ques-

tionnaire were fully scrutinized and made use of:

- 1. Personal Data (name, address, commuting information, class, course of study, etc.)
- 2. College Sports Participated In
- 3. Other College Activities (clubs, organizations, etc.)
- 4. Full-Time and/or Part-Time Work Engaged In
- 5. Full-Time and/or Part-Time Work Engaged In During Summer Vacations
- 6. Volunteer Activities.

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

- 1. Administering the questionnaire to an adequate sampling of the three major areas of teacher preparation; namely, Elementary Education, Secondary Education and Physical Education.
- 2. Providing for representation of all four class groups in each of the three areas.
- 3. Tabulating the results of all the various types of information revealed by the questionnaire.
- 4. Preparing tables which were suitable for presenting the most outstanding features of the questionnaire and indicative of the basic purpose of the study.

5. Evaluating the results obtained.

2. Conclusions

The following conclusions are suggested with the full realization that the findings revealed by the study are applicable only to the population studied with a possible further application to the entire student body of the Boston University School of Education in view of the significant number used in this study:

1. This study reveals that females tend to participate more than males in extracurricular activities.

Sex

Male	254	Average Participation	1.9
Female	152	Average Participation	2.5

2. In general, participation in extracurricular activities increases with each succeeding class from freshman to senior.

Class

Freshman	65	Average Participation	1.5
Sophomore	67	Average Participation	2.1
Junior	161	Average Participation	2.3
Senior	113	Average Participation	2.4

3. The extent of participation is not dependent on the particular area of teacher preparation. However, the data reveal that Secondary Education students seem to participate more than students in either of the two other groups. Again, it

should be mentioned that the Secondary Education group is the one with the least number of students.

Course of Study

Elementary Education	169	Average Participation	2.1
Secondary Education	69	Average Participation	2.5
Physical Education	168	Average Participation	2.1

4. The study reveals that the non-veteran group seems to participate to a greater extent than the veteran group. This may reflect the fact that the veteran group includes the older students.

Veteran Status

Veteran	121	Average Participation	1.6
Non-veteran	285	Average Participation	2.3

5. In general, the non-commuter group participates more than the commuter group.

Commuter Status

Commuter	297	Average Participation	2.0
Non-commuter	109	Average Participation	2.5

6. The study reveals that students under 22 years of age tend to participate more than students over 22 years of age.

Age Group Status

Under 22	220	Average Participation	2.5
Over 22	186	Average Participation	1.7

7. In the college sports activities, it is concluded that the students in the Physical Education area

participate more than the students in the other two areas which have been considered in this study. It is significant to mention also that the students in the Elementary and Secondary Education areas are mostly non-participants in college sports activities.

8. The data reveal that the students in the Physical Education area are mostly non-participants in college club activities. Over two-thirds of the total number of students in the Elementary and Secondary curricula are participants.
9. Volunteer activities are participated in by approximately fifty per cent of the total population included in the study.

3. Suggestions for Further Research

Survey of Student Interests.-- To provide for a program of extracurricular activities of broader scope and attraction to the entire student body at the Boston University School of Education, a survey of student interests may be made to measure the types of interest clubs in greatest demand and capable of meeting the needs of a teacher-training institution.

Study of the Relationship between Scholarship and Active Participation in Extracurricular Activities.-- In keeping with the current trend of studies that attempt to measure a relation-

ship between scholarship and participation in extracurricular activities, the authors recommend the undertaking of such a study.

Investigation of the Extracurricular Activity Program at One of the Other Schools of the University.-- An investigation, similar to the one presented here, at one of the other schools of Boston University would prove of value in comparing the extent of participation in both schools with the participant factors provided for in this study.

APPENDIX

BOSTON UNIVERSITY
SCHOOL OF EDUCATION
332 BAY STATE ROAD
BOSTON 15, MASSACHUSETTS

63

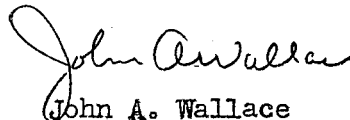
To All Students:

During the past year the Boston University Student-Faculty Assembly and the School of Education Student Council have proposed that the permanent record of each full-time student at Boston University be expanded to include not only academic record, as at present, but also information on out-of-class activities which might be of interest to future employers of our graduates.

Before a permanent revision of our present forms can be made, it is essential that we have a more complete picture of the kinds of out-of-class activities you give your time to. That is the purpose of the attached questionnaire. From the information which you are being asked to give on the next two pages, we expect to be able to prepare record forms on which all students' activities can be annually summarized. It is hoped that such a form can be ready in time for use next academic year.

The information which you give us on this questionnaire will be kept completely confidential. It will be used only for tabulation purposes. We may find, for example, that under question B, where we ask for hours per week, so many of you are unable to specify an accurate figure that that column is worthless. Or we might discover that question E covers so many divergent possibilities that it should be broken up into separate questions. We do feel, however, that after we have examined your completed questionnaires, we will be much better able to prepare a permanent record form.

After you have completed the questionnaire, we hope you will feel free to indicate in the space at the bottom of this page any suggestions you may have for its improvement. Its ultimate function will be to provide others with a more complete picture of your college career in all its many aspects. Thanks for your co-operation.



John A. Wallace
Director of Undergraduate Studies

C. LIST PART-TIME AND/OR FULL-TIME WORK ENGAGED IN DURING THE ACADEMIC YEAR SINCE ENTERING BOSTON UNIVERSITY

WEEKS PER YEAR HOURS PER WEEK EARNINGS PER WEEK

	WEEKS PER YEAR	HOURS PER WEEK	EARNINGS PER WEEK

D. LIST PART-TIME AND/OR FULL-TIME WORK ENGAGED IN DURING SUMMER VACATIONS SINCE ENTERING BOSTON UNIVERSITY

WEEKS PER YEAR HOURS PER WEEK EARNINGS PER WEEK

	WEEKS PER YEAR	HOURS PER WEEK	EARNINGS PER WEEK

E. LIST VOLUNTEER ACTIVITIES SINCE ENTERING BOSTON UNIVERSITY (Red Cross, civil defense, church activities, social work, etc.)

HOURS PER WEEK

	HOURS PER WEEK

F. LIST YEARS YOU ATTENDED INTERSESSION OR SUMMER SESSION

DID YOU ENTER BOSTON UNIVERSITY AS A (check one)
 Freshman
 Sophomore Transfer
 Junior Transfer
 Senior Transfer

Year	Intersession	Summer Session

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