

## INFORMATION TO USERS

The most advanced technology has been used to photograph and reproduce this manuscript from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book. These are also available as one exposure on a standard 35mm slide or as a 17" x 23" black and white photographic print for an additional charge.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

# U·M·I

University Microfilms International  
A Bell & Howell Information Company  
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA  
313/761-4700 800/521-0600



**Order Number 9008318**

**The relationship of school size and the socio-economic status,  
ethnic origin, gender, and employment status of students on  
extent of participation involvement in student activities in  
selected North Carolina high schools**

**Cockman, Daniel Atlas, Ed.D.**

**The University of North Carolina at Greensboro, 1989**

**U·M·I**  
300 N. Zeeb Rd.  
Ann Arbor, MI 48106



THE RELATIONSHIP OF SCHOOL SIZE AND THE SOCIO-ECONOMIC STATUS,  
ETHNIC ORIGIN, GENDER, AND EMPLOYMENT STATUS OF STUDENTS ON  
EXTENT OF PARTICIPATION INVOLVEMENT IN STUDENT ACTIVITIES  
IN SELECTED NORTH CAROLINA HIGH SCHOOLS.

by

Daniel A. Cockman

A Dissertation Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education.

Greensboro  
1989

Approved by

  
Dissertation Advisor

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

Dissertation Advisor

Joseph E. England

Committee Members

Paul Lindsay  
Bill Hester  
Tim Nguyen

June 27, 1989  
Date of Acceptance of Committee

June 27, 1989  
Date of Final Oral Examination

COCKMAN, DANIEL A., Ed.D. *The Relationship of School Size and the Socio-Economic Status, Ethnic Origin, Gender, and Employment Status of Students on Extent of Participation Involvement in Student Activities in Selected North Carolina High Schools.* (1989) Directed by: Dr. Joseph E. Bryson. 185 pp.

The purpose of this study was to determine participation patterns in student activities in selected North Carolina public high schools and to examine factors influencing participation and leadership. Both quantitative and qualitative methods were used to collect data for the study. The quantitative methods included a Student Activity Survey Inventory administered to 372 students from the eight selected high schools. Principals and activity sponsors at these high schools were interviewed using a structured questionnaire. The qualitative methodology involved a historical review including school records, the principals' monthly reports, school yearbooks, Southern Association accreditation reports, and the North Carolina Public Schools Annual Report.

Following are findings based on the data collected and analyzed for the study:

1. The students in the study averaged participating in 4.768 student activities during high school.
2. The students in the study averaged holding .786 leadership positions in student activities during high school.
3. The students in the sample averaged participating in .923 athletic activities during high school.
4. Students from small schools participated in more student activities than students from large schools. Students in the small schools averaged 5.934 activities while those from larger schools averaged 4.98 activities.
5. 75.5% of the students worked either full or part-time, the average number of hours worked was 21.8 per week. Employment seemed to curtail participation in activities for many students. 51.2% of the employed students responded that they felt employment influenced their participation in student activities.

6. Females averaged 5.5 activities per student; males averaged 4.0 activities per student.

7. Females averaged 1.04 leadership positions per student; males averaged .51 leadership positions. Females were found to be more active in participation and leadership positions in student activities than were males.

8. Whites averaged 5.0 activities per student, American Indians 4.23 activities per student, and Blacks 3.8 activities per student. Leadership roles averaged .78 for Whites, .88 for American Indians and .74 for Blacks.

9. The "Lower" socio-economic class students averaged participating in 2.4 activities during high school; "Working" class students averaged 4.4 activities; "Middle" class students averaged 5.4 activities; and "Upper Middle" class students averaged 5.7 activities.

10. The students in the study reported that they averaged about 9.6 hours per month participating in student activities.

These findings provide information which should help North Carolina high school principals to evaluate and enhance the student activities program in their respective schools. Previous research has also indicated that participation in student activities correlates positively with success in later life and with positive feelings toward school, therefore, principals must find ways to provide equitable participation for the diverse groups of students that make up the total school population.



## TABLE OF CONTENTS

	Page
APPROVAL PAGE.....	ii
CHAPTER	
I. INTRODUCTION.....	1
II. REVIEW OF RELATED LITERATURE.....	11
III. METHODOLOGY.....	56
IV. THE STUDENT ACTIVITIES PROGRAM IN SELECTED NORTH CAROLINA HIGH SCHOOLS .....	75
V. RESULTS OF ANALYSIS DATA.....	125
VI. SUMMARY AND CONCLUSIONS .....	140
BIBLIOGRAPHY.....	147
YEARBOOKS.....	152
TABLE OF CASES.....	153
APPENDIX A. Student Activities Survey .....	155
APPENDIX B. Student Activities Survey (Principal Survey).....	159
APPENDIX C. Student Activities Survey (Sponsors Survey) .....	161
APPENDIX D. Athletic Expenses 1987-88 at Central Davidson High School.....	162
APPENDIX E. Athletic Program Income 1987-88 at Central Davidson High School ..	163
APPENDIX F. Descriptive Statistics for the Sample.....	165
APPENDIX G. Descriptive Statistics for Employed Students.....	166
APPENDIX H. Descriptive Statistics for Non-employed Students .....	167
APPENDIX I. Descriptive Statistics for Lower SES Sample.....	168
APPENDIX J. Descriptive Statistics for Working SES Sample.....	169

APPENDIX K. Descriptive Statistics for Middle SES Sample.....	170
APPENDIX L. Descriptive Statistics for Upper/Middle SES Sample.....	171
APPENDIX M. Descriptive Statistics for Black Students in the Sample.....	172
APPENDIX N. Descriptive Statistics for White Students in the Sample.....	173
APPENDIX O. Descriptive Statistics for American Indian Students in the Sample.....	174
APPENDIX P. Descriptive Statistics for Asian Students in the Sample.....	175
APPENDIX Q. Descriptive Statistics for the Females in the Sample.....	176
APPENDIX R. Descriptive Statistics for the Males in the Sample.....	177
APPENDIX S. Descriptive Statistics for Orrum High School.....	178
APPENDIX T. Descriptive Statistics for Denton High School.....	179
APPENDIX U. Descriptive Statistics for Southwestern Randolph High School.....	180
APPENDIX V. Descriptive Statistics for Lexington High School.....	181
APPENDIX W. Descriptive Statistics for Ragsdale High School.....	182
APPENDIX X. Descriptive Statistics for Central Davidson High School.....	183
APPENDIX Y. Descriptive Statistics for Grimsley High School.....	184
APPENDIX Z. Descriptive Statistics for Lumberton High School.....	185

## CHAPTER I INTRODUCTION

### The Concept and General Problem

The modern comprehensive high school offers a diverse range of educational experiences; however, the school's objectives cannot be met solely through the formal curriculum. The student activities program is one of the major alternatives in place in the high school to fulfill those objectives not adequately served by the regular curriculum.<sup>1</sup>

For more than 70 years, a variety of student activities programs has helped to meet the educational, recreational, social, and emotional needs of students. A study by the American College Testing Service (ACT) found involvement in student activities to be the most relevant factor in predicting success in a career after college. Involvement in student activities was found to be a more important factor in predicting success than the attainment of high grades in high school, in college or high scores on the American College Test.<sup>2</sup> Evidence suggests that student activities play a highly significant role in the total development of the student.

In a similar study, the College Entrance Examination Board's Scholastic Aptitude Test (SAT) was examined for its accuracy in predicting how successful a person might be in a chosen career upon graduation from college. The study substantiates that there is virtually no correlation between high scores on the SAT and career success after college. The study found that the best predictor of creativity in mature life was a person's

---

<sup>1</sup> National Study of School Evaluation, Evaluative Criteria for the Evaluation of Secondary Schools, fifth edition, 1978, p. 257.

<sup>2</sup> Wayne Jennings and Joe Nathan, "Startling/Disturbing Research on School Program Effectiveness", Phi Delta Kappan, March, 1977, p. 589.

performance during youth, in independent self-sustained ventures. Those youngsters who were active in extracurricular activities were most likely to be successful in later life.<sup>3</sup>

Purdy, in a 1971 study of 8,811 high school graduates and dropouts of ten high schools in Ohio over a six-year period, found that more than half the graduates reported that their most valuable experience in high school was involvement in extracurricular activities.<sup>4</sup> The study verified the significance of student activities for most students.

The public high school has long been the major institution in the United States with the task of promoting harmony among diverse ethnic, religious and socio-economic groups. The high school student activities program is in place at least partially to help facilitate these goals. The student activities program serves a variety of functions: the athletic and varsity sports programs help to unify the school and community; civic clubs, student government, and leadership organizations teach participatory skills and leadership. All the student activities enhance each student's sense of belonging to the school body and to the community.

As the American society has evolved, the high school has been required to play an even more significant role in the lives of many young people. Emile Durkheim, psychologist, points out in Moral Education that the social roles of the family have become more specialized and less effective as an agency of socialization.<sup>5</sup> To fill this void, the high school has taken a more salient role in the socialization process. Durkheim observes that the school society more closely resembles the society of adults than that of the family, and that the school is more impersonal and concerned with rules and schedules. By

---

<sup>3</sup> Jennings and Nathan, p. 589.

<sup>4</sup> Ralph D. Purdy, A Critical Look at the High School by Former Students, p. 63.

<sup>5</sup> Emile Durkheim, Moral Education, p. 149.

respecting school rules, the student learns to respect rules in general and develops habits of self-control and restraint.<sup>6</sup> Student activities provide many specific opportunities for students to develop and enhance these socialization skills.

The role of student activities should be continuously evaluated by the school principal, activity sponsors, students, and the community. The recent "back-to-basics" movement has emphasized more core curriculum courses and the necessity for improved test scores. One natural ramification of this process has been an examination and reevaluation of the role of student activities. This process has produced a number of policy changes designed to emphasize academics and regulate student participation in activities. Since 1984, many states have enacted legislation concerning participation in student activities. These include the following:

1. West Virginia requires a student to maintain a "C" average in order to participate in student activities.
2. Florida requires that a student maintain a 1.5 grade point average, pass five subjects each grading period, and not miss more than nine days of school per semester in order to participate in school activities.
3. Idaho requires that a student must attend at least 90 percent of scheduled classes and be marked absent if out of class for a student activity in order to participate in school activities.
4. Texas requires that student activities be restricted to after school hours. A "no pass, no play" rule bars students from activities for six weeks if they receive one failing grade.<sup>7</sup>

A recent report, "The First Year of the 'C' Average Policy," published by the District of Columbia Public Schools, summarizes the relationship between the back to the

---

<sup>6</sup> Durkheim, p. 149.

<sup>7</sup> "Activities and Academics: The Big Debate" The Practitioner, Vol, XII, No. 3, February 1986, p. 2.

basic movement and student activities.<sup>8</sup> The report focused on the effects of the required "C" average policy for participation in student activities. Findings were that after one year the grade policy had no consistent effect on grade patterns. Another important finding was that only 39 percent of the students in the high schools participated in student activities, and after-school jobs were cited as the major reason for non-participation. Of the students responding who were non-participants, 72 percent had grade point averages below 2.0 and over half worked at after-school jobs.

Thus, a contradiction seems to exist. Although the importance and value of extra-curricular activities seem to be established, some states have enacted rules that seemingly will restrict from the activities those who will most benefit from them.

#### Overview of Current Study

The history of student activities and studies of student activity impact on the high school curriculum span more than seven decades. This study focused on the student activities program in selected North Carolina high schools for the 1987-88 and 1988-89 school years.

The study was implemented to determine the levels of student involvement in activities and student leadership roles in various activities in these high schools. The significance of school size, and socio-economic status, ethnic origin, gender, and employment of students on participation and leadership activities was examined through both quantitative and qualitative methods.

A representative group of seniors was surveyed in each school, and interviews were conducted with high school principals and assistant principals, club and activity sponsors, and coaches. Participation records, the Principal's Monthly Attendance Report,

---

<sup>8</sup> Randy E. Demaline and Ruth J. Palmer, "The First Year of the 'C' Average Policy" District of Columbia Public Schools Report, October, 1987, pp. 26-27.

and school yearbooks were studied from each high school. The resulting data describe the student activities program in high schools of different sizes and identify those students who participated in student activities.

### Statement of Problem

The problem of this study is to determine the key factors influencing participation in student activities in selected North Carolina high schools. The study is specifically concerned with the following questions in the selected North Carolina schools.

1. What is the relationship between school size and student participation in student activities?
2. What is the relationship between student employment and participation in student activities?
3. What is the relationship between gender and participation in and leadership of student activities?
4. What is the relationship of the socio-economic status of students and participation in student activities?
5. What is the relationship of ethnic origin and participation in and leadership of students activities?

### Background of the Problem

The following information provides perspective on the development of this study . Lindsay (1984) presented a conceptual model dealing with school size, high school social participation, and young adult social participation. Lindsay viewed high school social participation as an outcome influenced by the students' socio-economic status, academic ability, gender, and socialibility as well as external factors such as curriculum placement and rank in class.<sup>9</sup> The study presented here examined the relationships of these factors in levels of participation and assumption of leadership roles in student activities in a select group of North Carolina public high schools.

---

<sup>9</sup> Paul Lindsay, "High School Size, Participation in Activities, and Young Adult Social Participation: Some Enduring Effects of Schooling", Educational Evaluation and Policy Analysis, Vol. 6, Spring 1984, p. 76.

**Socio-Economic Status:** To what extent is socio-economic status a factor in participation and leadership roles in student activities in selected North Carolina high schools? One of the focuses of this study was to address this issue.

Some research has shown that socio-economic status is strongly correlated with measures of academic achievement.<sup>10</sup> White, using meta-analysis techniques, examined almost 200 studies and found socio-economic status only weakly correlated ( $r = .22$ ) with academic achievement. This study will examine the relationship between socio-economic status and participation and leadership in student activities.

As one step in the data collection, the students were asked questions about the occupations of their parents, the composition of their family, and their own employment status. The information provided was discussed with school administrators and guidance counselors at the school to determine the socio-economic status of each student. Students were placed in one of the socio-economic classes described by noted sociologist, Joseph Kahl in The American Class Structure.

**School size:** To what extent is the size of the school related to the level of student participation and leadership in student activities in North Carolina high schools?

According to Barker and Gump in Big School, Small School, (1964) the differences in schools, based on size, are so significant as to suggest a different way of student life in small and large schools.<sup>11</sup> The Barker and Gump study was based on participation records in Kansas high schools over two decades ago, showed that students of small high schools were significantly more active in student activities than students in large high schools. The researchers provided evidence of greater participation in school

---

<sup>10</sup> Karl W. White, "The Relations Between Socio-economic Status and Academic Achievement," American Psychological Association Yearbook, 1982, p. 461.

<sup>11</sup> Roger Barker and Paul Gump, Big School, Small School, p. 74.



activities in small high schools. The current study investigates if this pattern may hold true for North Carolina high schools. Students from each size high school in North Carolina were surveyed using a version of the basic instrument developed for the Barker and Gump study.

Ethnic Origin and Gender: To what extent are ethnic origin and gender factors related to participation and leadership in student activities in North Carolina high schools? To what extent are minorities involved in leadership roles in student activities in North Carolina?

According to Rodgers (1974), a dramatic reduction in the involvement of black students in student activities occurred from 1964 to 1974.<sup>12</sup> This decade marked the elimination of the segregated high school of the mid-sixties to the "desegregated" school of the mid-seventies. Rodgers' concerns were that black students were less involved in activities and were less involved in significant leadership roles in the desegregated schools than they were in the segregated schools.

In dealing with this aspect of the problem, the student survey, yearbook analyses, interviews with administrators and sponsors were used to ascertain minority involvement and leadership in student activities.

Student Employment: To what extent is involvement in student activities affected by student employment in North Carolina high schools? A recent report, "The First Year of the 'C' Average Policy," indicates a dramatic increase in student employment and a corresponding decline in involvement in student activities.<sup>13</sup> The survey inquires about part-time and full-time employment during the student's high school career and poses the

---

<sup>12</sup> Fredrick A. Rodgers, The Black High School and Its Community, p. 70.

<sup>13</sup> Demaline and Palmer, p. 16.

specific questions 1) Has employment affected your participation in student activities? 2) To what extent? 3) Comment on how it has affected your involvement.

### Significance of the Study

Numerous studies have provided conflicting results in attempting to evaluate the impact of student activity programs. The pattern of participation in activities and the degree of participation seem to be changing dramatically. The role of part-time employment seems to be redefining secondary education for many students, not only academically but also in terms of their involvement in student activities. This study which follows presents information on student employment patterns in North Carolina high schools not previously available. This study also presents new information on participation patterns by socio-economic status, ethnic origin, and gender in North Carolina public schools.

This study analyzes and describes current participation patterns in selected North Carolina high schools and should assist school administrators in identifying trends. As American society continues to change, school administrators must recognize the changes and provide the responses to keep the schools as effective as possible.

### Purpose of the Study

The purpose of the study is to identify, describe, and determine the impact of student activities in selected North Carolina high schools. Analysis of the data provides statistical descriptions of the student activities patterns in the selected high schools. The study should provide information for school administrators and activity sponsors on participation patterns in student activities. Gender, ethnic origin, socio-economic status, student employment, and school size are variables examined at each school.

### Delimitations and Limitations of the Study

This study is delimited to eight North Carolina public high schools selected for this study and examines the extra-curricular activities of regular senior English classes for the

year 1988-89. Various school records were used to portray the total school activities program and all students involved for the 1987-88 school year. Academically gifted students, students with learning disabilities, students identified as educable mentally handicapped are not included. Due to the need for specific types of schools (size, rural/urban, etc.), the study employed a purposive sample of schools. The students who participated were selected from predetermined groupings. Thus any generalizations from this study to other groups must be made with care.

#### Assumption

Since the amount of time devoted to different student activities and the involvement of the student vary, all the student activities will be weighted the same for this study, regardless of the amount of time devoted to the activity by the student.

#### Design

This study was descriptive. The researcher's intent was to define and describe conditions as they existed and ex post facto to study relationships between dependent and independent variables. Results should help school personnel and policy makers understand better the role of extra-curricular programs.

#### Definition of Terms

Non-participant is a student with no involvement in any extracurricular activity during his/her high school career.

Participant, is a student who has had involvement in extracurricular activities during his/her high school career.

Socio-Economic Status is defined using descriptors by Joseph A. Kahl in The American Class Structure.<sup>14</sup> These descriptors were provided to administrators and

---

<sup>14</sup> Joseph A. Kahl, The American Class Structure, p. 67.

counselors to aid in determining the socio-economic status of students.

Student Activities, extracurricular activities, often called co-curricular activities, are spheres of action requiring student time and interest in addition to academic class work. These activities include clubs, athletics, student government, music, and employment.

### Organization of the Remainder of the Study

Chapter II is a review of the literature, beginning with a chronological study of the development of student activities in American secondary schools in the early part of this century and the literature describing that development. The review continues with the impact of Elbert Fretwell, the father of student activities, and the evolvement of student activities from the 1920's through the 1980's. The review focuses on factors associated with student participation in student activities and examines a number of studies on the various factors. Finally, the review examines recent trends and legal issues relating to student activities.

Chapter III, Methodology, describes the research methods used. Chapter IV utilizes the structured oral interview and historical research to portray each school and its student activities program. Using a review of available school records, principals' reports, state reports, and yearbooks, participation patterns in student activities at each school are examined. Salient characteristics of each student activities program are described. The description of student activities at the eight schools, with unique features emphasized should provide information to the school administrator on the important functions which these activities occupy in the high school. Chapter V contains an analysis of the data, which were provided by surveying 35 to 45 students at each school providing, a total sample of 372 students. The sample at each school is analyzed as well as the total sample for participation patterns. Descriptive statistics are examined for each school as well as for the sample. Chapter VI provides the summary and conclusions.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The present student examined the relationship of school size and the socio-economic status, family status, ethnics origin, gender, and employment of students on extent of participation and leadership involvement in student activities in selected North Carolina high schools. The study was condcuted in 1987-1989.

#### General Background and Trends

This chapter traces the development of student activities in secondary schools from their beginning early in this century to the present. However, it is important to examine why students participate in study activities. There are forces which motivate students to belong to extra-curricular organizations. Since the earliest times the United States has been a complex and interdependent society, making it necessary for most people to work in an organization. Abraham Maslow developed a theory of motivation in 1943<sup>1</sup> that could be used in explaining the need to participate. Maslow's hierarchy of needs states that man's needs--psychological, safety, love, esteem, and self-actualization--motivate all behaviors. As the lower-level needs are relatively satisfied, they become less directly motivating for behavior, one is motivated mainly by the next level of unsatisfied need. The primary source of satisfaction for love, or social needs has been the family. But the American family is undergoing dramatic change. The family unit is much smaller than in past generations, and is many cases non-existent. The school has been expected to fill many of the needs once met by the family. Family members tend to turn to outside associates for

---

<sup>1</sup> A. H. Maslow, "A Theory of Human Motivation," Psychological Review, Vol. 50, No. 4, July 1943, pp. 370-396.

recreation, affection and affiliation. Thus the schools and school activities may fill a void in the lives of developing children.

Student activities have not always been a part of the secondary school curriculum. Until the early part of this century, student activities were dismissed as frivolous by professional educators and as unnecessary by parents. This attitude did not change overnight. As recently as the 1940's and 1950's student activities were viewed as unnecessary. An interview with William Peek, Associate State Superintendent, reveals the attitude of a North Carolina community toward student activities.

In 1946 I became principal of Marshall School in Madison County. It was a union school, grades 1-12. It was located in an isolated mountain community and the folks felt the school should stick to the fundamentals. They felt anything else was pretty much a waste of time. As principal that year I taught a course in journalism. The kids loved it, the class included production of the yearbook and a memographed school newspaper. This was my first experience with a student activity and was one I felt was most beneficial to the students. There was indeed a mixed bag of reactions from the community. Some parents felt it gave the kids too much freedom; however, other parents supported it. Overall it was more positive than negative.<sup>2</sup>

Student activities have slowly evolved over the decades to their current level of significance in the school curriculum. By the 1920's, two developments fostered the growth and acceptance of student activity programs. The National Education Association (NEA) formulated a report on the Seven Cardinal Principles of Secondary Education in 1917-1918. Activities related to the worthwhile use of free time, character development, and health were viewed as appropriate goals for schools. The Commission on the Reorganization of Secondary Education Association of the NEA stated that education should equip the individual to secure from his leisure, the recreation of body, mind and spirit, and the enrichment and enlargement of his personality. The Commission stated that this objective called for the ability to utilize the common means of enjoyment, such as

---

<sup>2</sup> Interview with Dr. William Peek, Associate State Superintendent, North Carolina Department of Education, July 7, 1988.

music, art, literature, drama, and citizenship, together with the fostering in each student of one or more special vocational interests.

The Commission reported that heretofore the American high school had given little attention to these objectives. The schools had so exclusively sought intellectual discipline that they seldom utilized literature, art, and music in order to evoke any emotional response and produce positive enjoyment. The Commission also stated that school personnel had failed to organize and direct the social activities of young people as they should. It suggested that one of the surest ways to prepare pupils for the constructive use of leisure in adult life was by guiding and directing their use of leisure in youth; therefore, the school should provide adequate recreation and assist proper agencies in the community in accomplishing this goal.<sup>3</sup>

A result of the report, with its new view of the role of the school, was a new educational structure. Charles W. Elliot of Harvard led the movement to split the curriculum into required courses and widely varied electives from which the student might choose. The required curriculum was trimmed, retaining only those subjects considered of value to all students, such as mathematics, linguistics and science subjects. The goal was to meet the interests and needs of as many young people as possible. The first curriculum was the classics, the second curriculum was practical courses; student activities came to be called the third curriculum. Generally an activity was classified as a student activity if it was voluntary, approved and supervised by a member of the staff, and carried no credit toward graduation. In 1924, Cox suggested that a better name than extracurricular activities was needed; he suggested "co-curricular" student activities, and co-curricular activities became widely used and remains popular<sup>4</sup> through the present time.

---

<sup>3</sup> Gerald Lee Gutek, An Historical Introduction to American Education, p. 97.

<sup>4</sup> Robert W. Frederich, Student Activities in American Education, p. 304.

In summary, between 1890 and 1920, a new kind of high school education developed, one consistent with the American way of life and its pragmatic philosophy. The Kingsley Report of 1918 repudiated the classical high school curriculum. From 1918 until the 1960's, this new philosophy of education gave rise to all types of course offerings and a variety of student activities.<sup>5</sup> The 1980's have been dominated by reform movements, curricular and extracurricular activities have been evaluated for effectiveness.

In 1917, Elbert K. Fretwell introduced the first course devoted to the study of student activities at Columbia University. These efforts helped bring about a change in the attitude of educators toward such activities as student councils, forensics, dramatics, and athletics as a part of the school activities program.<sup>6</sup>

Fretwell made a major contribution in 1931 when he suggested the "Seven Sign-Posts" of student activities. They were:

1. The school shall develop a constructive program of extracurricular activities. Fretwell suggested there had been too much of a laissez-faire attitude toward both curriculum and extra curricular activities in the school.
2. The constructive plan of extracurricular activities shall grow out of the life of the school. This idea requires the school to be alert, and responsive to the pupil's needs.
3. The constructive plan shall recognize that the pupil is a citizen of the school. As a citizen, the pupil has rights, duties, privileges, and obligations.
4. Teachers shall accept, wholeheartedly, the responsibility of developing the school's activities.
5. Extracurricular activities shall be supervised. There should be evaluation by teachers and pupils.
6. Intelligent public opinion shall be developed. Parents must have the opportunity to understand the work of the school.
7. The principal is responsible for the implementation of student activities and these

---

<sup>5</sup> Frederich, p. 92.

<sup>6</sup> Ronald E. Gholson and Robert L. Buser, Co-Curricular Activity Programs in Secondary Schools, p. 2.



ramifications.<sup>7</sup>

The subject of student activities involved a number of issues. Much of the literature focused on the value of and on the management of extracurricular activities. As early as 1926, Harrison Wilds indicated the value of extracurricular activities as training for life that might not be available in the regular classrooms.<sup>8</sup> McKown (1929) stated the contributions of extracurricular activities in the development of citizenship. McKown believed that the regular school curriculum offered few opportunities for the development of good citizenship and desirable social ideals. His view was that the extracurricular program was the only program of the school that offered opportunities for students to practice social skills and develop good habits of citizenship. He called for the school to develop a laboratory for citizenship and to create a climate which the student would encounter in later life.<sup>9</sup> This idea was supported by a number of writers in later years as they expounded the notion of preparing students to meet the realities of life that cannot be provided by the regular classroom.

In their research, Miller, Moyer, and Patrick identified many functions of a student activities program. Student activities provided opportunities for the pursuit of established interest and the development of new interest. Student activities educated and produced effective citizens through experiences that stressed leadership, fellowship, cooperation, and independent action. They also contributed to the moral and spiritual development of students as well as contributing to the mental and physical health of students. They provided for social development and gave the student opportunities for social interaction that otherwise would not exist.<sup>10</sup>

---

<sup>7</sup> Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools, pp.12-16.

<sup>8</sup> Harrison Wilds, Extra-Curricular Activities, p. 4.

<sup>9</sup> Henry C. McKowan, Extra-Curricular Activities, pp. 2-5.

<sup>10</sup> F. A. Miller, J. H. Moyer, and R. B. Patrick, Planning Student Activities, pp.11-13.

Findings indicate that student activities enrich classroom experiences and, in some instances, explore new areas that may ultimately be incorporated into the curriculum. Three general results are frequently derived from school activities. First are individual outcomes by which the individual learns to use leisure time in a productive manner, learns responsibility, and learns how to participate. Second are social outcomes, through which students develop democratic group responsibility, increase social contacts, and practice positive human relationships. Third are the civic outcomes, as the students learn the need for cooperation and understanding between races and differing socio-economic levels. These three outcomes are important for the student and essential to an understanding of American democracy.<sup>11</sup>

#### Size Of The School

In their 1964 study, Barker and Gump found that seniors of smaller schools participated in more extracurricular activities than seniors of larger schools by almost a 2 to 1 margin. They obtained their data from the participation records of 218 high schools in Kansas belonging to the Kansas State High School Activities Association. The yearbooks of 36 of the 218 schools were randomly selected to provide further data for their study. The relative availability of assemblies, classes, and the activities was an important influence on individual participation. They found the differences in the participation almost negligible in the small schools and more diverse in the larger school. The academically marginal students were expendable in the larger schools while in the smaller schools the marginal students were critically necessary for the maintenance of extracurricular programs. Barker and Gump suggested that the size of school should be an important consideration

---

<sup>11</sup> Ellsworth Tompkins, Extra-Curricular Activities for all Pupils, p. 54.

for administrators in that the schools should remain sufficiently small so that all students are needed for their enterprises.<sup>12</sup> Barker and Gump stated:

There is clear evidence of greater participation in school activities by small school students than by large school students in public records available to us. The differences were so great as to suggest not only that they were statistically significant differences but that they pointed to a different way of student life in a small and large school.<sup>13</sup>

A large school provides a somewhat larger number and wider variety of non-class activities than a small school, but in spite of specific large school advantages in a variety of settings, the small school makes the same general kinds of activities available to its students. Moreover, the small school provides for students a higher proportion of settings which has the following consequences for the students' participation in activities:

- a. Students from small schools participate in the same number of settings commonly regarded as extracurricular as do students from large school students.
- b. Students from small schools participate in a wider variety of extracurricular activities than do the students in a large school.
- c. A much larger portion of small school students hold positions of importance and responsibility.
- d. Finally, small school students hold responsible and central positions in a wider variety of activities than do students in a large school.<sup>14</sup>

In a 1967 study, Williams interviewed 120 students, including well adjusted and poorly adjusted students, to determine their participation in extracurricular activities. The poorly adjusted students in the small schools felt as much obligation to participate as the well adjusted students. In the larger schools, the poorly adjusted students felt little obligation to participate in extracurricular activities.<sup>15</sup>

---

<sup>12</sup> Robert Barker and Paul Gump, Big School, Small School, p. 93.

<sup>13</sup> Barker and Gump, p. 74.

<sup>14</sup> Barker and Gump, pp.92-93.

<sup>15</sup> Edwin P. Williams, "Sense of Obligation to High School Activities as Related to School Size and Marginally of Students," Child Development 38 (4) (December 1967): 1255.

Kleinert, in a 1969 study, substantiated these findings. His examination of sixty-three Michigan high schools found more participation by students in the smaller schools.<sup>16</sup>

The size of school seems to be an important factor in determining the level of student participation in student activities. Crain and Mahard examined extracurricular activities in 194 randomly sampled Southern high schools and they reported that student participation was higher in smaller schools.<sup>17</sup>

"The Census of Secondary School Course Offerings, Enrollments and Co-Curricular Activities in 1976-77" by the Illinois Office of Education offers some insight in the relationship between school size and participation in extracurricular activities. The number of activities varied widely according to the size of the school. The number of class-related activities ranged from 25 in the smaller schools to 62 in the larger school and athletic offerings ranged from 20 to 48. Student activity offerings increased appreciably, depending upon school size, in athletics, service, and social related activities. Offerings in drama, honors, music, publications, governance, and cheerleading did not appreciably change with school size.

There was a diminishing relationship between activities offered and school size when schools exceeded 500 students. Schools with as many as 1,700 students offered only a few more activities than did schools in the 500 to 1,700 student range. The study validated many of the previous studies, showing that participation in student activities was

---

<sup>16</sup> John E. Kleinert, "Effects of High School Size on Student Activity Participation," NASSP, Vol. 53, March 1969, p. 34.

<sup>17</sup> Robert C. Crain and Rita E. Mahard, The Role of Now Academic Activities in High School, p. 137.

inversely related to school size. By far the most popular activities were athletics and sports related activities.<sup>18</sup>

The following are some of the specific findings from the study:

1. Female participation exceeded male participation in all activity categories except for athletics and hobby related activities. The extent of female participation over males was highest in drama, honors, service, cheerleading, publications, and social related clubs. Females also exceeded males in participation in student government.
2. Females in smaller schools participated more extensively in athletics and music than those in the larger schools.
3. Females account for slightly more than one third of the participants in athletics. Bowling, badminton, volleyball, softball, and field hockey were sports dominated by females, while males dominated basketball, football, baseball, wrestling, golf, cross country, and soccer.
4. The ratio of students participating in activities decreased as school size increased. For example, in the small schools, 92% of the students participated in athletic activities, while in the largest schools only 34% of the students participated athletic activities.<sup>19</sup>

Robert Serow (1979) analyzed student participation where the size of the school was a consideration. Serow found that students from low socio-economic settings and with low academic performance were far less likely to be involved in student activities. He stated that school activity programs were far more likely to be used by the middle and upper class students. Serow argued that student activities needed to be analyzed critically because in many instances tax dollars were being used to subsidize the after-school activities of the relatively affluent.<sup>20</sup>

---

<sup>18</sup> Ronald L. Gholson and Robert L. Buser, "Student Activities: A Guide for Determining who is Participating in What," NASSP Bulletin, 65, May 1981, p.45.

<sup>19</sup> Gholson and Buser, pp. 476-47.

<sup>20</sup> Robert C. Serow, "The High School Extra-Curricular: Cui Bono?," NASSP Bulletin, 63 (426) April, 1979): 91.

Collins, in a 1979 Texas study of involvement in extra-curricular activities by exceptional students (learning disabled and mentally handicapped), found no difference in the involvement of these students based on the size of the school. It did appear that the principals of small schools and special education directors demonstrated a more positive perception of exceptional student involvement in extra-curricular activities. Collins suggested involving the special education directors in the planning of extra-curriculum programs in order to provide input that could increase the involvement of exceptional students. He also suggested that high schools should examine their present extra-curricular activities to determine if the needs of exceptional students were being met and to explore ways of increasing participation for these students. In addition to including exceptional students in the regular extra-curricular activities whenever practical, consideration should be given to the possibilities of providing special activities that would also meet the needs of these students.<sup>21</sup>

#### Socio-Economic Status

In 1939, Wright examined participation rates of various socio-economic groups in extracurricular activities offered in a high school of 1,480 students. Using Edward's Occupation Classification, Wright defined six socio-economic classes in the school based on parental occupations. These six were (1) professional; (2) proprietors, managers and officials; (3) clerks and secretaries; (4) skilled workers and supervisors; (5) semi-skilled workers; (6) unskilled workers. Wright used questionnaires concerning means of family support to classify students into the appropriate socio-economic group. A variety of methods was used to determine the extent of student participation in extracurricular

---

<sup>21</sup> David L. Collins, "Perceptions of Texas High School Principals and Special Education Directors in Regard to the Participation of Mentally Retarded and Learning Disabled Student in Extra-Curricular Activities," pp. 90-91.

activities: a survey of student activities in progress; review of school newspaper and yearbook, and student questionnaires.<sup>22</sup> Wright reported that students from low socio-economic groups generally did not participate in student activities. His findings indicated that socio-economic status was a prime factor in determining student participation. He also concluded that the occupational level of the parents had a significant influence on the participation and leadership roles of students involved in extracurricular activities, with those students from the higher socio-economic status levels being much more active. Students from families in the lower socio-economic classes were less likely to participate in the social experiences of high school.

Rehberg and Schafer in a 1968 study examined male athletic participation in conjunction with plans to attend college. They found the relationship strongest for boys from low socio-economic status families, indicating that athletic participation strongly influenced future plans.<sup>23</sup> Spady provided reinforcement in his 1970 study which reported that boys from lower socio-economic status families who participated in athletics tended to have higher educational aspirations.<sup>24</sup>

Otto (1975) examined 340 male students from one county. Using activity participation, family socio-economic status, mental ability, and academic achievement as independent variables, he studied education, occupation and income attainment of the students. Using multiple regression techniques he found that extracurricular participation

---

<sup>22</sup> David Wright, Student Participation in Extra-Curricular Activities. Unpublished Thesis. Urbana: University of Illinois, 1939.

<sup>23</sup> R. A. Rehbert, and W. E. Schafer, "Participation in Interscholastic Athletics and College Expectations", American Journal of Sociology, 73, pp.732-740.

<sup>24</sup> W. G. Spady, "Lament for the Letterman: Effects of Peer Status and Extra-Curricular Activities on Goals and Achievement", American Journal of Sociology, 75, pp.670-702.

increased education goal attainment by 9% over the other variables. A positive relationship between activity participation and all three dependent variables was found.<sup>25</sup>

In 1984 Feltz and Weiss studied 934 senior girls from four high schools. They examined female participation in athletics, service activities, and socio-economic status as related to their scores on the American College Test. Using analysis of covariance, Feltz and Weiss found that those who participated only in athletics had the lowest scores. High socio-economic status and participation in more than five activities were positively related to high ACT scores.<sup>26</sup>

### Ethnic Origin

In a 1969 study, Hall and Gentry using sixteen southeastern desegregated high schools found that black students in desegregated settings demonstrate less participation in extracurricular activities than do whites. They also found, that black females tend to participate in activities at a rate greater than black males.<sup>27</sup>

Crain and Mahard in their 1973 study of 194 southern high schools, reported that extracurricular participation in racially mixed schools was generally influenced by race. The study established that participation rates among black students were considerably lower than participation rates of white students. This was found to be consistent regardless of the racial composition of the school.<sup>28</sup>

---

<sup>25</sup> L. B. Otto, "Extracurricular Activities in the Educational Attainment Process: "Rural Sociology, pp. 162-176.

<sup>26</sup> D. C. Feltz and M. R. Weiss, "The Impact of Girls' Interscholastic Sport Participation in Academic Orientation.", Research Quarterly for Exercise and Sport, 55, pp. 332-339.

<sup>27</sup> Morrill M. Hall and Harold W. Gentry, "Isolation of Negro Students in Integrated Public Schools," The Journal of Negro Education, Vol. XXXVIII, Spring, 1969, p. 156.

<sup>28</sup> Robert L. Crain and Rita E. Mahard, The Role of Non-Academic Activities in the High School, p. 128.



Picou and Curry also found that athletic success appeared to have significant influence for facilitating higher levels of educational aspiration for black youths. They found in their 1974 report that black students appeared to aspire for success in academic areas due to their desire to participate in athletics.<sup>29</sup>

The Fort Wayne Urban League conducted a survey in 1977 to obtain perceptions of high school students on school desegregation and the effects of desegregation on all elements of education, including extracurricular activities. The study of six high schools indicated that black students participated in fewer extracurricular activities at school.<sup>30</sup>

Collins' 1978 study was to determine how the Supreme court's decision to desegregate schools affected the social relationship between black and white students. His study was based on findings from a Memphis, Tennessee, high school of 500. Collins was particularly interested in student participation in extracurricular activities with respect to race. He found specific patterns of involvement: black students as a percentage were more active in sports; white students were more active in organizations relating to student governance.<sup>31</sup>

Fredrick Rodgers in The Black High School and its Community examined the black high schools in North Carolina for the 1963-1964 school year and compared them to the desegregated schools of 1972-1973. His major sources of information for the 1963-1964 data were the Biennial Report of the Superintendent, Educational Directory 1963-1964, and

---

<sup>29</sup> J. Steven Picou and Evan W. Curry, "Athletic Success as a Facilitator of Adolescents' Mobility Orientations: A Black-White Comparison," paper presented at the Southern Sociological Society Annual Meeting, Atlanta, Georgia, April 1974, p. 131.

<sup>30</sup> Fort Wayne Urban League, "What High School Students Think of Desegregation," Integrated Education, Vol. XV, No. 6, November 1977, p. 131.

<sup>31</sup> Thomas W. Collins, "Reconstructing a High School Society After Court Ordered Desegregation," National Institute of Education, 1978. (Department of Health, Education, and Welfare), Washington, D. C.

North Carolina State Department of Public Instruction Final Enrollment Tally for the 1963-1964 Scholastic Year. He also interviewed principals and superintendents, used questionnaires and compared yearbooks produced by the segregated black schools and the integrated schools of 1972-1973. Rodgers found that, "There has been a qualitative change in the depth and breadth of the type of extracurricular activities black youth experience in desegregated schools."<sup>32</sup>

Rodgers selected six senior high schools to examine the involvement of black students in extracurricular activities for the 1972-1973 school year. He found in each of the schools that black participation in student activities was less than white participation. He also found in each of the schools a number of activities that did not include black students. Rodger concluded that blacks in desegregated high schools do not receive an equal share of the experiences and exposure provided by extracurricular activities.

Peng, Dunteman, and Fetters in a report of the high school class of 1972 had findings contrary to those reported by Rodgers. They found that more blacks than non-blacks tended to participate in extracurricular activities, excluding the honorary clubs; however, their study was based on a look at national data, while Rodgers was concerned with one Southern state.<sup>33</sup>

### Gender

Most of the studies have used male samples and athletic participation. The following studies used female examples. In a 1931 study, Pound found that student

---

32 Frederick A. Rodgers, The Black High School and Its Community, p. 70.

33 Samuel S. Peng, George H. Dunteman, and William B. Fetters, "The National Longitudinal Study of High School Class of 1972: Selected Results of the Base-Year and the First follow-up Surveys," Paper presented at the American Educational Research Associate Annual (59th) Meeting, Washington, D. C., April 1975, pp. 8-9.

activities were of great value to teachers in helping with the adjustment problems of high school age girls.<sup>34</sup> While fewer studies have been conducted concerned with female participation than with male participation, Landers, Feltz, Obermeies, and Brouse, in a 1978 study, reported that one group of females who participated in both athletics and service activities scored significantly higher than national averages on the verbal SAT.<sup>35</sup>

Snyder and Spreitzer in a 1977 study did a random sample of 1042 female athletes from Ohio high schools. They examined female athletes as well as female athletes with musical involvement as to their educational expectations. They found that the female athletes with musical involvement had higher expectations than any other group in the sample.<sup>36</sup>

Feltz and Weiss in a 1984 study sampled senior girls from four high schools. They examined female participation in athletics and service organizations as related to academic aptitude. They found that the female athletes had the lowest scores of the groups sampled. They also found that high socio-economic status and participation in more than five activities were positively related to high ACT scores for the females.<sup>37</sup>

### Student Employment

Employment has an effect on the amount of involvement in student activities. Hammonds (1970) found that the level of academic achievement may be significantly lower among working students than among the non-working ones. However, the data was not

---

<sup>34</sup> Oliva Pound, Extra-Curricular Activities of High Schools Girls, p. 3.

<sup>35</sup> D. L. Landers, D. C. Felta, G. E. Obermeies, and T. R. Brouse, "Socialization via Interscholastic Athletics: Its Effect on Educational Attainment.", Research Quarterly, 49, 475-483.

<sup>36</sup> E. E. Snyder and E. Spreitzer, "Participation in Sports as Related to Educational Expectations Among High School Girls.", Sociology of Education, 50, pp. 47-55.

<sup>37</sup> D. L. Feltz and M. R. Weiss, "The Impact of Girls' Interscholastic Sport Participation on Academic Orientation.", Research Quarterly for Exercise and Sport., 55, pp. 332-339.

conclusive that the time element in part-time employment is the cause of lower achievement.<sup>38</sup>

Powell, Farror, and Cohen describe the dilemma found in the modern high school regarding employment in their 1985 book The Shopping Mall High School.

A common complaint is that high schools have lost some of their competitive edge for students' time and attention. "Schools has ceased to be the focus of their lives," teachers often say of students. "They have other things to do. Part-time employment, in particular, enables students to work in malls and purchase the goods sold there. Scheduling afternoon classes is often difficult." A lot of our kids," and administrator explained, really have no reasons to work other than that they just want a car, or they want something special. They insist on attending school only half a day. "They look at you and demand that you approve their half-day schedule." Such students often regard high school, not paid employment, as their real part-time job.<sup>39</sup>

Large numbers of teenagers have jobs after school on weekdays. In several schools the researchers reported that paid employment was "universal." It is not unusual for these students to work over 20 hours per week and many of the students work 40 hours. Many of these students regard school as just another part-time job. This trend has really gained popularity among students since 1960.

"Between 1960 and 1978, the promotion of students who worked part-time increased by roughly one-third. By the end of the 1970's roughly half of all high school students reported that they worked part-time. Many reported that their paid labor left only a little time for school work."<sup>40</sup>

This is in stark contrast to earlier generations. Fretwell's 1931 publication, Extracurricular Activities in Secondary Schools does not address the issue of student employment. Considered the definitive early work on student activities, it illustrates that

---

<sup>38</sup> Wayne A. Hammond, "Scholastic Achievement and Part-Time Employment, Clearing House, 44 (April 1970): pp. 455-456.

<sup>39</sup> Arthur G. Powell, Eleanor Farror, and David K. Cohen, The Shopping Mall High School, pp. 9-10.

<sup>40</sup> Powell, Farror, and Cohen, p. 298.

part-time student employment was not a major consideration in extracurricular issues in the 1920's and 1930's. Most students in that era did not stay in school if they were working, and in many cases education was painfully given up to subsidize the family income. Only in the past 20 years has working after school for personal consumer purchases become a major factor in participation in student activities.

### Athletics

As early as 1930, 29 percent of the student activities in 82 junior high schools were related to athletics. American secondary school athletic programs are characterized by elaborate equipment, organization, and facilities. In most states, physical education is mandated by law. The dividing line between the credit curriculum and the extracurricular is often unclear. Except as specific sports form a part of the required physical education program, the bulk of the athletic program is in the extracurricular area.

Athletics developed in schools as an extracurricular activity. The students were satisfied with an active release from the forced inactivity of the classroom. By the 1950's, athletics were an established tradition in secondary schools. In 1954, the Educational Policy Commission concluded: "We believe in athletics as an important part of school physical education program. We believe that the experience of playing athletic games should be part of the education of all children and youths who attend school in the United States."<sup>41</sup>

Athletics involved schools from different communities; therefore, regulations were needed that extended beyond the limits of a given school so that uniformity and standards for play and safety could be ensured. Widespread abuses in athletic programs were the stimulus for developing a formal system to govern issues such as game rules and

---

<sup>41</sup> Educational Policies Commission, School Athletics: Problems and Policies, (National Educational Association, 1954), p. 3.

eligibility. The athletic conference which involved a number of schools within commuting distance was first to emerge in an effort to regulate athletic competition between schools. As athletic interest grew, it became apparent that state organizations would be needed to maximize the benefits of athletics for young people.

By 1920, state athletic organizations were reported in 29 states. Eleven states met in Chicago in 1922 and developed the National Federation of State High School Athletic Associations.<sup>42</sup>

The philosophy of the National Federation is expressed in the following statement:

Interscholastic athletics shall be an integral part of the total secondary school educational program which has as its purpose to provide educational experiences not otherwise provided in the curriculum, which will develop learning outcomes in the area of knowledge, skills, and emotional pattern and will contribute to the development of better citizens. Emphasis shall be upon teaching "through athletics in addition to teaching the "skills" of athletics.

Interschool athletics shall be primarily for the benefit of the high school students who participate directly and vicariously in them. The interscholastic activity program shall exist mainly for the value which it has for students and not for the benefit of the sponsoring institutions. The activities and contest involved shall be psychologically sound by being tailored to the physical, mental, and emotional maturity levels of the youth participating in them.

Participation in interscholastic activities is a privilege to be granted to those students who met the minimum standards of eligibility adopted cooperatively by the schools through their state associations and those additional standards established by each school for its over students.<sup>43</sup>

The question of how participation affects scholastic achievement has not received a conclusive answer. The literature does not present a conclusive case in either direction. Jerold Klingbeil reviewed the literature of 41 studies from 1903 to 1932 dealing with

---

<sup>42</sup> Charles A. Forsythe and Irvin A. Keller, Administration of High School Athletics, (Englewood Cliffs, N.J.,: Printice, Hall ), p. 15.

<sup>43</sup> Brice B. Durbin (dir.), National Federation of State High School Association, 1982-83 Handbook, Kansas City, MO, 1982, pp. 14. 15.

athletic participation in high schools and colleges. He found that the evidence indicated that athletes achieved at a lower rate than non-athletes, but the findings were not statistically significant.<sup>44</sup> Kemp, in a 1956 review of studies found no difference in athletes and non-athletes in intelligence, nor could he find any evidence of a difference in the scholastic achievement of the two groups.<sup>45</sup>

Schafer and Armer found that the students least likely to succeed academically profit most from sports participation. They found that although athletics might conflict with some of the educational objectives of the school, they do not interfere with academic achievement for athletes. Participation in athletics appear to slightly enhance success in academic achievement.<sup>46</sup>

Bender (1978) focused on females, the broader range of extracurricular activities, and the age of the students. He found that males were more active in sports, but girls participated more in clubs, activities and community groups. He found a significant positive relationship between academic achievement and all types of extracurricular activities for both sexes, and that perceived parental expectations were more highly associated with participation than the students' own expectations.<sup>47</sup>

Jomills found that students attached greater significance to athletics than did teachers, while teachers placed greater importance on academic excellence than did

---

<sup>44</sup> Jerold C. Klingbeil, "Athletic Participation and the Academic Success of College Freshmen", (M.S. Thesis, University of Wisconsin, 1967), p. 20.

<sup>45</sup> Paul Clement Kemp, "A Study of Academic Achievement of Non-Successful and Successful Athletes", (M. A. Thesis, State College of Iowa, 1956), p. 20.

<sup>46</sup> Walter E. Schafer and J. Michael Armer, "On Scholarship and Interscholastic Athletics," In Sport: Reading from a Sociological Perspective, p. 223.

<sup>47</sup> David S. Bender, "Extra-Curricular Activities and Achievement Orientation of Adolescent Males and Females," paper presented at the Annual Meeting of the American Educational Research Association, Toronto, March 1978, p. 1.

students. Jomills reported that 65% of the students and 53% of the teachers felt that the development of athletics was a highly worthwhile objective to be pursued by their high school; however, the same students felt that administrators and teachers placed a greater emphasis on athletics than they did themselves.<sup>48</sup>

In a 1968 study, Schafer and Armer found that athletes obtained better grades than non-athletes. Athletes were slightly above average in grade point average and non-athletes were slightly below average. They found that participation in interscholastic athletics kept boys in school, because the high prestige that athletes receive motivates the males to stay in school. Athletes who are potential dropouts associate and identify more with graduation-oriented boys more often than non-athletes who are potential dropouts. Some males stay in school solely to participate in athletics. Athletes who are potential dropouts are likely to get encouragement and guidance are from coaches and others, while non-athletic potential dropouts are less likely to receive this same type of help.<sup>49</sup>

### Taxonomy

The extent of student activities will be related to the size of the school, tradition, student-faculty interest and community expectations. Gholson and Boser developed the following taxonomy of student activities:

1. Governance related. These are activities through which students participate in the management and direction of the school. Examples include student council, student

---

<sup>48</sup> Henry Braddock Jomills, II, "Academics and Athletics in American High Schools: Some Fathers Considerations of the Adolescent Subculture Hypotheses," (Baltimore, Maryland, The John Hopkins University, May 1979), pp. 11-14).

<sup>49</sup> Walter E. Schafer and J. Michael Armer, "-Athletics Are Not Inferior Studnets," Transaction 6 (November 1968), pp. 24-26.



senate, inter-club council, class officers and student-faculty-administrator-parent advisory groups.

2. **School publications.** These include the yearbook, newspaper, literary magazine, and involve participation in journalism and photography clubs.

3. **Honors related.** These activities that acknowledge individual student achievement in academics or school service. Organizations would include National Honor Society, Beta Club, Key Club, Quill and Scroll, and Foreign Language Honor Societies.

4. **Speech/Drama related.** These activities are performances oriented, such as class plays, school plays, debate clubs, the National Forensics League, the National Thespian Society; as well as those that support production activities such as stage, sound, and lighting crews.

5. **Music related.** These activities are performance or leisure oriented, activities such as band, orchestra, chorus, ensembles, drum-bugle corps, pep band, special singers, color/honor guards, twirler, musical productions.

6. **Athletic and Sports related.** These include individual and team sports, interscholastic, and intramural sports. Included are activities such as basketball, golf, aquatics, volleyball, baseball, football, soccer, track, letter clubs and intramurals.

7. **Cheerleading and Pep Club related.** These are activities related to supporting athletic activities.

8. **Special Event Days.** These activities include special school assemblies, awards programs, Baccalaureate, commencement, prom, pageants, festivals, trips, tours.

9. **Social related.** These are activities that are designed to develop the socialization skills and the personal interests of students, which include dance, recreation, YMCA, YWCA, Hi-Y, and Y-Teens.

10. **Hobby and leisure related.** These activities are designed for personal interest that are primarily avocational in nature; such as photography, chess, skiing, auto, riding, music, Judo-Karate, and roller skating.

11. **Service related.** These are activities that have as a primary purpose serving the needs of the school and society. They involve working with or in audiovisual, library, student patrol, the National Junior Red Cross, serving as student assistants, ecology, model United Nations, and service to the aging.

12. **Class related.** These activities that are primarily subject, school, and career oriented rather than hobby, leisure, school service, or the arts oriented. Examples include science, social studies, mathematics, diversified occupations, student nurses, Future Business Leaders of America, Distributive Education Clubs of America, Future Homemakers of America and Home Economics Related Occupations, Future Farmers of America, human relations, environment-ecology, Voice of Democracy Clubs, language clubs, and future nurses' clubs.<sup>50</sup>

Researchers have reached a variety of conclusions regarding student activities. There is not a clear consensus regarding the participation or lack of participation in student activities as it relates to academic achievement. It is not possible to draw specific conclusions because the various studies were in a variety of different schools, with a variety of research designs looking at many different issues relating to student activities.

### Recent Issues

Student activities, as they are now widely labeled, have also been called extracurricular activities and co-curricular activities. The name change reflects a change in the status of these activities over the years and a change in the views and philosophy of

---

<sup>50</sup> Ronald E. Gholson and Robert L. Buser, Cocurricular Activity Programs in Secondary Schools, pp. 7-9.

educators toward these activities. This view reflects a move away from the notion that the curriculum was only the teaching of the "three R's." As Dale Brubaker points out in his book, Curriculum Planning, the curriculum is defined as all those experiences a person has in a setting. "This includes all of the interactions among persons as well as the interactions between persons and their physical environment."<sup>51</sup> This definition certainly includes all the various student activities provided for and available to secondary school students. The fact that student activities are included in the learning process can be argued as appropriate for as Brubaker pointed out,

Learning is what occurs when a person makes sense out of what he encounters or experiences in interacting with self, others, and the environment. In some cases there is an apparent change in the person's behavior due to participation in the learning process, whereas in other instances a seed is simply planted that may lead to change at a later time.<sup>52</sup>

The growth of student activities has not been without criticism or problems. The educational debate is not about whether or not to have student activities. Rather it is about the role of student activities and the extent that student activities should be pushed or encouraged. Munde, writing in the National Association of Secondary School Principals Bulletin, raises some relevant questions about the role of student activities in secondary schools in general and about the emphasis on athletics in particular. One major consideration is the cost of athletic programs on the school as a percent of the local school budget. Following are some examples of the cost of an athletic program:

1. The cost to field players. The typical amount spent to fully suit up a player for football is \$350.00. This amount is increasing at a dramatic rate. Because of the liability assumed by football helmet manufacturers, the typical high school football helmet cost

---

<sup>51</sup> Dale Brubaker, Curriculum Planning, p. 2.

<sup>52</sup> Brubaker, p. 3.

almost \$100.00. Millions of dollars are spent on equipment alone each year. The cost at a typical high school for new and re-furbished football equipment can be upward of \$8,000.00 per year.

2. Travel is a built-in expense. The typical high school has at least one activity bus at a cost of around \$30,000 and the approximate cost to operate the bus is \$1.50 per mile. A routine game involving one hundred miles of travel amounts to approximately \$200.00 in total travel cost of the school.

3. The salaries paid to coaches for their coaching jobs is another consideration. Supplements in North Carolina range from \$1,500.00 to in excess of \$10,000 for coaching high school football. This is in addition to the state teaching salary. The scheduling of student athletes to the coaches for athletic purposes is another hidden cost. MundeZ states that in a large high school with a faculty of 100 teachers, as many as four teaching positions may be used to subsidize the athletic program at a cost of approximately \$72,000 per year. This practice may also place an additional burden on regular classroom teachers by making their total teaching load heavier.

4. Many school systems give their athletic teams meal allowances. The range is from \$3.00 to \$5.00 per student for out of town trips. If several trips are made in a year, a school system may end up spending more money on meals than for academic instructional supplies for the student.

5. Insurance, training supplies and equipment, the maintenance of the athletic fields and facilities, payment of officials, police, and ushers add millions of dollars nationally to the athletic budget.<sup>53</sup>

---

<sup>53</sup> Roy MundeZ, "Athletics, How Much?" NASSP BULLETIN, pp. 60-61.

These figures do not imply that athletics should be abolished. Athletics are beneficial to many student and have taught many relevant lessons and values to our young adults. The issues is whether, in the attempt at better and more competitive programs, the true purpose of athletics and the primary function of the school may have been forgotten. For instance, can the argument realistically be made that there are not enough funds to purchase computers for schools when the typical school can field from 15 to 30 varsity and junior varsity athletic teams?

Mundez argues that it is time to question our basic values. "When does keeping a student out until 11 p.m. for basketball become justifiable when it is at the expense of the next day's academic performance? Can we honestly say that we have no professional growth money for our teachers when we pay all coaches in the district to attend coaching school?" 54

Mundez makes some recommendations for curbing the growth of athletic competition at the high school level. His first recommendation is that intramural athletic programs replace all but the varsity and junior varsity levels of competition. This would give more students the opportunity to participate and would eliminate travel time for younger students. A second recommendation is the elimination of athletic periods from the schedule. Students needing to satisfy physical education requirements would enroll in regular physical education classes. This could create a more equitable teaching load for all teachers. Third, the athletic program should be given the same financial consideration as other extracurricular programs. Cutting back on athletic expenditures would make additional revenues available for academics.<sup>55</sup>

---

54 Mundez, p. 62

55 Mundez, p. 63.

Much of the concern about athletics has also been expressed about other student activities. Bands, choirs, drill teams, student councils, language clubs, vocational clubs, cheerleading teams, computer clubs, National Honor Society, and other organizations have been formed to accommodate the wide variety of individual interest. Many students join clubs not because they are interested in the function of the club, but rather because they can participate in field trips, parties, and other fun activities. Often these clubs use part of the regular day to carry out activities. Possibly there should be a limit on the number of clubs in which a student can participate.

Another activity that may merit examination is the junior-senior prom. Gone are the days when the gym was decorated and the cost was kept minimal. Currently fund raising for the prom may begin in the ninth grade. Eleventh grade students spend a vast amount of time raising funds for the prom. The typical prom now costs from \$5,000 to \$20,000 depending on how much the class has to spend. This figure does not include the great personal expense and sacrifice that students and parents must make in order for the student to attend the prom. The typical rental price for tuxedo and paraphernalia is close to \$100.00. If a young man takes a date, the cost associated with the ritual may slip to well over \$200.00 per couple. Many of the young women spend from \$175.00 to \$500.00 for their outfits.

The fund-raising aspect of all extracurricular activities may be considered another negative side of the issue. All the extracurricular activities need funds in order to function. These funds are usually obtained through such events as candy sales, magazine sales, fruit sales, doughnut sales, jewelry sales, car washes, and other projects. On many occasions class time is used to distribute the product, collect money, count and receipt money and take care of all the other details associated with fund raising. Often a class or special

group, such as the band, is dismissed from class to listen to a sales representative from a professional fund-raising firm try to motivate them to higher levels of sales achievement.

Class disruptions of the instructional process include trips to athletic tournaments, field trips, pep rallies, club trips, class ring sales, and others. Often these activities are done during the day simply because students are unwilling to do them after school or on their own time, or because they may conflict with some other scheduled practice. Certainly these activities are important, but administrators must critically evaluate them, and, as Munde suggested, restructure extracurricular activities to create a climate in which academic achievement is truly the primary goal.<sup>56</sup>

Moderation is the key word in dealing with student activities. Certainly the elimination of student activities is absurd. The basis for student activities are well founded in theory and practice. The National Study of School Evaluation, Evaluative Criteria, cites the need for a student activities program,

"A school's objectives cannot be met solely through the formal courses of study. The student activities program is generally the major means of fulfilling those objectives that are not adequately served by regular classroom instruction. Typically, student activities are characterized by extensive student participation in both planning and implementing of these activities.

Experiences in the student activities program are designed to help meet the leisure, recreational, social, and emotional interests, and needs of all students. These experiences also provide opportunities for self-directed specialization in areas of the curriculum of particular interest to individual students.<sup>57</sup>

In looking at the student activities program the Southern Association of Colleges and Schools evaluates eleven areas.

---

<sup>56</sup> Munde, p. 64.

<sup>57</sup> Southern Association of Colleges and Schools, Evaluative Criteria, p. 757.

1. **Activities offered.** The number of students participating, the nature of the organization, and the extent of the student activity offerings and the general nature of the program.

2. **Student participation in school governance.** The school should provide an opportunity for all students to participate in a representative, democratically functioning form of governance.

3. **Performances and Assemblies.** Ample opportunity should be provided by the school for student participation in school assemblies.

4. **School Publications.** Attention is given to developing a sense of responsibility on the part of students for the content and presentation of publications.

5. **Music Activities.** A variety of extra class music activities should be made available to students.

6. **Drama and Speech Activities.** Schools should provide opportunities for students to write and produce their own dramatic productions.

7. **Social Life and Activities.** Schools should make space available for informal and small group social activities.

8. **Athletics (Interscholastic and Intramural)** Equal opportunities are provided for all students to participate in the athletic program.

9. **School Clubs.** Schools organize clubs in response to student need and interest. Membership in clubs is open to all who are qualified to participate.

10. **Financing Student Activities.** The school has an over-all plan for school control of the finances of all student activities.

11. **Special characteristics of the student activities program.** Is the student



activities' program consistent with the philosophy and objectives of the school.<sup>58</sup>

Students also place a high value on participation in student activities. In 1984, a National Association of Secondary School Principals study, The Mood of American Youth, reported that more than 80 percent of the students polled participated in some form of school related activity.<sup>59</sup>

As a result of A Nation At Risk and similar studies, some states are looking at academic requirements for participation in student activities. Maryland requires a "C" average to participate. In Texas, the Select Committee on Public Education recommended stringent requirements on academic performance as a condition of participation. The debate is not a new one, since many of the proposals came about as a way to prevent abuses mentioned earlier in athletics. Gradually, eligibility requirements have begun to be applied to other activities. Some question the need for eligibility rules. Most student activities are aimed at enhancing education. Eligibility requirements may end up unfairly punishing students who could be helped by club activities.

Should a student be expected to maintain a pre-established grade point average to participate? Following are some of the arguments against participation:

If a student is not passing or maintaining a certain grade point average, he/she should not be allowed to participate and represent the school.

If a student is failing academically, he/she should be spending time on studies.

The withdrawal of participation will "motivate" the student to raise his or her grades in order to participate.

---

<sup>58</sup> Southern Association of Colleges and Schools, pp. 259-276.

<sup>59</sup> National Association of Secondary School Principals, Mood of American Youth, Reston, Virginia 1984.

If a person is not a "good citizen," the privilege of participating should be withheld as only good citizens should be representing the school.

Arguments for participation include that the activity may be the motivation needed to get the student to meet responsibilities. The withdrawal from the activity may remove the motivation for the student to stay in school. Limiting membership or participation by grade- point average may only result in a form of discrimination which is contrary to the democratic principle of American education. Students may choose to avoid more difficult classes so they can maintain their eligibility.

According to The Mood of American Youth survey, student grades are not jeopardized by involvement in students activities. In fact, student activities attract students with the highest grades, and students with low grades are less likely to participate in activities. Yet participation may motivate students to stay in school and help students raise their grades.

The American College Testing Service surveyed college graduates for factors that could be used to predict success in later life. The survey looked at four predictors:

- Major achievement in student activities
- High grades in high school
- High grades in college
- High scores on college entrance examinations

The only factor that had a positive correlation with success in later life was achievement in student activities.<sup>60</sup>

The College Board, distributors of the Scholastic Aptitude Test (SAT), examined that test for accuracy in predicting success after college. Virtually no correlation was found between high scores on the SAT and success in life. The College Board study found

---

<sup>60</sup> Ronald G. Joekel, "Student Activities and Academic Eligibility Requirements," NASSP BULLETIN, October 1985, pp. 3-7.

that youngsters who had many hobbies, interests, and jobs or who participated in student activities were most likely to be successful in later life. Studies by Edwards in 1967, Eidsmore in 1964, Phillips and Schafer in 1971, suggested that participation in activities has been associated with better academic performance. Laughlin in 1978, reported elevated grade point averages during the particular time or season when the student was participating. Students involved in student activities report benefits of leadership, self-actualizations, useful skills, social, emotional development and motivation as benefits of student activities.<sup>61</sup>

Finn (1989) presented models based on much of the research about why students drop out of school. The first model was called the "Frustration - Self-esteem Model" and is shown in Figure 1.

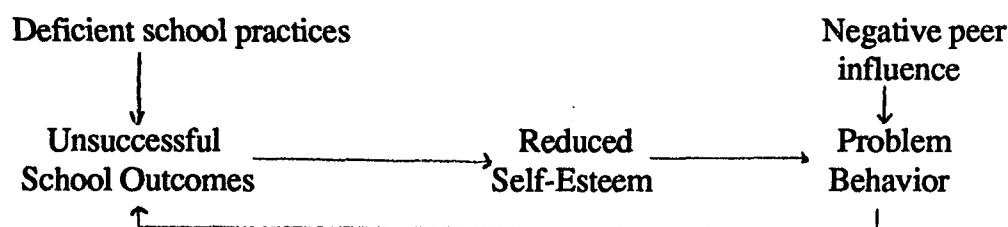


Figure One

The student behavior becomes the focus of attention, reducing educational opportunities. The youngster tends to withdraw or is removed from participation in the school environment.<sup>62</sup> In order to break the cycle, the school personnel must look at a number of almost impossible options; increasing the students' performance, the students self-esteem and overcoming resistance by the student and other external factors. This

---

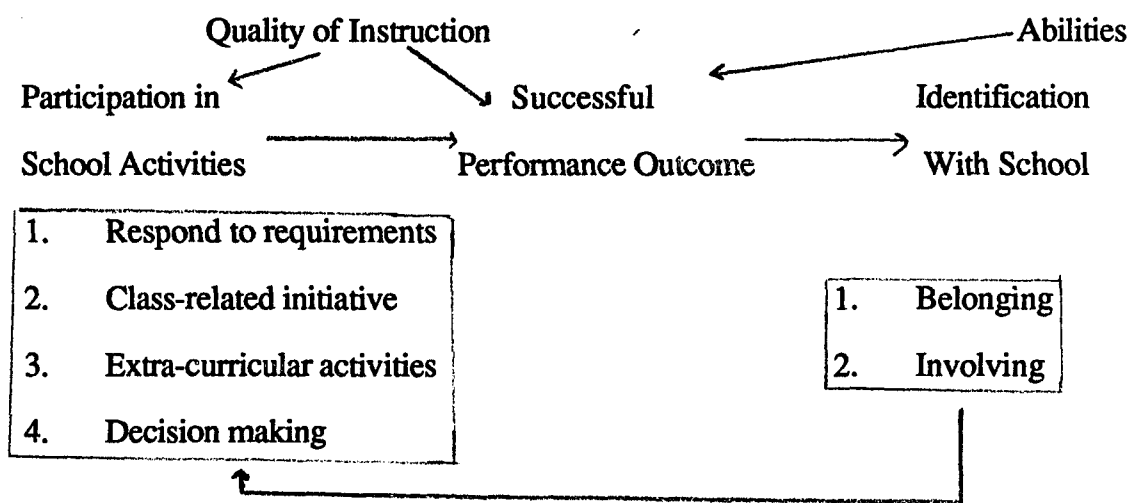
<sup>61</sup> Jokel, pp. 8-9.

<sup>62</sup> Jeremy D. Finn, "Withdrawing from School," Review of Educational Research In Press. Scheduled for Fall, 1989 (Article, p. 13).

model does not suggest the specific school practices that may need to be changed, however much of the research indicates that efforts have not been successful.

Finn distills from the research another model that may hold promise; a model based on active student participation in school and school activities and the concomitant feeling of identification with the school.

Finn presents the Participant-Identification Model in Figure 2. The basic premise is



that participation in school activities is essential in order for positive outcomes, including the students' sense of belonging and support of school goals.

This model shows promise of providing administrators and teachers with an understanding of the role of student activities.<sup>63</sup> Business and industry are making major thrust in the area of serving the total needs of the employees including attention to Maslow's concepts of social and esteem needs. Examples are such things as company sponsored teams, clubs, services, and education opportunities. School systems may need to consider the "extras" as motivating factors to enhance participation and belonging.

<sup>63</sup> Finn, p. 29.

In 1989, Holland and Andre reviewed research on participation in student activities. They found that participation is correlated with a wide range of desirable outcome including higher levels of self-esteem and feelings of control over one's life, higher educational aspirations, higher academic ability and grades among males, lower delinquency rates, and greater involvement in political and social activity as young adults. Holland and Andre state that participation may lead students to acquire new skills, develop better attitudes, and receive social rewards. They also found a reverse relationship between school size and participation in both urban and rural areas particularly among lower SES students.<sup>64</sup>

#### Legal Aspects

Student activities have been a vital part of the total school offering for over 60 years. During this time the courts have supported education in this area. In 1932, the Utah Supreme Court said, "It is the aim of modern education to expand the educational system so as to keep the interest and employ the energy of school children during their leisure time."<sup>65</sup> An issue to be examined is exclusion from student activities and due process. If a student cannot be expelled or suspended from school without some due process, then the question arises as to whether a student can be excluded from a portion of the educational program without due process. For example, can a student be suspended from a team without notice or opportunity to present his/her side of the story at a hearing? The courts have almost unanimously stated that only total exclusion from the educational process requires any sort of notice, hearing and due process of law. Thus, a student dropped from

---

<sup>64</sup> A. Holland and T. Andre. "Participation in extracurricular activities in secondary school: What is known, what needs to be known?" Review of Educational Research, 57, pp. 437-466.

<sup>65</sup> Beard vs. Board of Education, 16, p. 2d 900 (Utah, 1932), p. 3.

an athletic team or a student prohibited from participating in some other activity is not afforded, as a matter of federal law, any right to due process.

Courts have determined a student has a constitutional right to due process only when there is interference with some constitutionally protected right. No prohibited right generally exists to participation in student activities, so no due process is required for removal from activities. The basic concept of due process of law involves notice of charges and the opportunity for a hearing. Courts have generally held that a principal or coach must only tell the student what the punishment is and why, and allow the student to explain his or her side of the story before a penalty takes effect.

The courts have further ruled that principals have extensive control over students involved in student activities. Except in cases where basic fundamental conditional rights are involved, student challenges to administrative decisions are usually unsuccessful. Athletic and activity associations have enjoyed similar freedom to control their own business. Sometimes courts will review or reverse the rules of athletic associations. The case of Bunger v Iowa High School Athletic Association illustrates this point. The association mandated a six week period of athletic ineligibility for an athlete charged with consumption or possession of alcoholic beverages or who was in a vehicle in which alcoholic beverages were contained.

During summer vacation William Bunger was a passenger in a car stopped by a highway patrolman. While other teenagers in the car pleaded guilty to possession of beer, Bunger pleaded not guilty. The charges were eventually dropped. Bunger followed the required procedure, reported the incident and was declared ineligible for the first six weeks of the football season.

Bunger claimed that the association did not have the legal authority to establish the beer rule. He argued that the state constitution and statutes delegated control of public

education to the legislature and local boards and that it could not be re-delegated to the athletic association. The Iowa Supreme Court agreed that Iowa law had established a procedure whereby the association rules could be promulgated under the rule-making authority of the state board of public instruction. Other rules of the association had followed the process for legal authenticity, but the good conduct and beer rule had not followed the process; therefore, the rule was invalid.

Bunger also claimed that the rule was not a reasonable rule. The rule affected behavior beyond the school's authority to control. The court recognized that schools were justified in extending the authority of the school board in rules governing the behavior of athletes; however, the court found that a penalty for merely being in the presence of alcohol, beyond the school year, with no evidence of illegal or improper use, went too far.

66

School administrators are also required to provide athletic opportunities that are separate, but as equal as possible, and to allow mixed team competition when ability earns such a position. Judicial challenges to prohibit discrimination based on a participants' sex are common and not likely to disappear in the near future. One of the early cases in this area of concern was Reed v Nebraska School Activities Association in 1972. Reed brought a successful suit in federal court because she was not allowed to play on the all-male golf team in a school where no female golf team existed. Reed's case was built on a denial of equal protection of the laws guaranteed by the Fourteenth Amendment. Associations and local school boards countered that this was not a matter for the federal courts; that males would dominate the teams and girls would be subjected to a high risk of injury. In cases

---

66 Bunger vs. Iowa High School Athletic Association, 197 N. W. 2d. 555 (Iowa, 1972).

involving non-contact sports and especially where no separate but equal teams for girls existed, the courts have generally settled these controversies in favor of the plaintiffs.<sup>67</sup>

In an Illinois case, a sixth grade girl was prevented by athletic conference rules from participating on a boys' basketball team. Evidence was provided indicating that equal funding and facilities were provided for the girls' team. The girl, however, was capable and wanted to play on the boy's team so she could face better competition and develop her own skills. She argued that she was denied equal protection of the laws. The courts disagreed, concluding that no such deprivation occurred because the state had a rational basis for the separate teams. The state's goal was maximizing female participation in athletics. The girl argued that her opportunities to participate were denied, but the court noted that seeming unfairness to one plaintiff must not itself cause the rule to be invalidated. The court also considered that the athletic association rules expressly permitted two teams and the exclusion of girls from contact sports.<sup>68</sup>

Another issue to be considered is the participation of handicapped student in athletics and activities. The Rehabilitation Act of 1973 included a provision popularly referred to as "Section 504":

No otherwise qualified handicapped individual in the United States, as defined in section 706 (6) of this title, shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.<sup>69</sup>

A 1982 New York case tested Section 504 in regard to a handicapped student's participation in a field trip. The student had serious, congenital physical handicaps that necessitated a full-time aide and special transportation during the regular school day. In

---

<sup>67</sup> Reed vs. Nebraska, 341, F. Supp. 842 (S.D. California, 1976).

<sup>68</sup> O'Connor vs. Board of Education 645 F. 2d 578 (7th Cir. 1981).

<sup>69</sup> John L. Strobe, Jr., School Activities and the Law, p. 17.



considering the student's request to participate in a school sponsored trip to Spain, the school board determined that the student would have to have an aide accompany her to deal with the physical handicaps. The family expressed an unwillingness to provide the aide and the board refused the student's request to participate. The federal court indicated that while Section 504 might create demands for the regular school program, it did not necessarily place similar burdens on the school system for all school related activities or for portions of a particular activity. The court also dealt with the issue of whether this program had received federal financial assistance. The court concluded that even though the students were paying a substantial portion of the cost of the trip, the school district that planned and sponsored the program was a general recipient of federal financial aid, although none was directly used toward this activity.<sup>70</sup>

When constitutional rights are not related to the decision or policy, the school boards are more likely to be supported by the courts. An Ohio school band was invited to participate in festivities connected with the Orange Bowl, during Christmas vacation. Expenses were to be completely borne by the band booster club. The school board refused to approve the trip, based on a board policy prohibiting long, expensive, out of state trips. The court found no constitutional right violated in the board's refusal to permit the trip. The court dismissed the plaintiffs' complaint without a trial.<sup>71</sup>

The courts have been reluctant to interfere with the policies and decisions of school officials. In Fowler v. Williamson, 1978, the principal refused to allow a student to participate in the graduation ceremony because a previously posted dress code was not adhered to. The courts found that the student had no constitutional right to walk across the stage, although he had met the graduation requirements and was entitled to his diploma.

---

70 Wolff vs. South Colonie Central School District, 534 F. Supp. 758 (N.D. N.Y. 1982).

71 Park Hills Music Club, Inc. vs. Board of Education, 512 F. Supp. 1040 (S.D. Ohio 1981).

The courts have consistently ruled that participation in the graduation ceremony is not a constitutional right.<sup>72</sup>

The courts have also supported principals in the application of rules against drinking alcoholic beverages or using drugs during co-curricular activities. A fair procedure to arrive at judgments and impose the penalties is important, as is evidence that the students had prior knowledge of the rules. The courts have supported provisions for internal administrative review opportunities. Admission of guilt by the student not only makes the administrator's job easier, but also reduces the legal expectation relating to investigation.

The application of a rule is only part of the possible legal challenge. The extent of the penalty may also be challenged. Penalties have ranged from complete removal, of the student from school, to long term suspensions from extracurricular activities, and the prohibition of a student to be a candidate for student council office. Courts have been reluctant to second-guess school officials over the extent of the penalty. In most cases, however, the plaintiffs do not even raise legal challenges to the extent of the penalty.

Buhlman v. Board of Education illustrates the belief that good administrative rules make good law. A hockey coach discovered his players smoking marijuana and drinking beer during a weekend trip. The coach confronted each team member and all except one admitted they had been drinking or smoking. The coach and athletic director decided to take action on the following Monday and the parents were informed. On Monday the principal, assistant principal, athletic director, and hockey coach investigated the incident. They found that the rules and penalties were known by each of the athletes as they had been read and explained by the coach to the athletes.

---

<sup>72</sup> Fowler vs. Williamson, 448 F. Supp. 498 (W.D. N. C. 1978).

The following day the principal notified each team member in writing that he would be suspended from the hockey team for six weeks. Several parents offered the principal some alternatives for consideration. The principal indicated that he would consider their suggestions under advisement, but ultimately stood by his original decision.

In a Fourteenth Amendment process due process analysis, the court concluded that probably no protected property right was involved in participating in extracurricular activities. The court indicated that it would consider what, if any, due process ought to be given. The court further concluded that if any due process had been constitutionally required, it had surely been given by school officials. The coach's process was fair, the principal's process was also fair and appropriate under the circumstances. The plaintiff's complaint was dismissed.<sup>73</sup>

The First Amendment protects the rights of speech, press, assembly, petitioning the government, no establishment of religion, and free exercise of religion. Also, the rights of free association and privacy have been found by the courts to be implied in the words and spirit of the amendment. In the 1962-1963 session, the United States' Supreme Court ruled that the First Amendment prohibited the recitation of the Lord's Prayer and reading from the Bible in the public schools.<sup>74</sup>

During the 1980's, suits have challenged school board policies or decisions that have not allow religious activities, rather than suits to stop such activities. In two cases, Johnson<sup>75</sup> and Brandon<sup>76</sup> that issue was a student request to organize voluntary prayer

---

<sup>73</sup> Bulman vs. Board of Education, 436 N. Y. S. 2d 192 (Supt. Ct. 1981).

<sup>74</sup> Engel vs. Vitale, 370, U. S. 421, (1962).

<sup>75</sup> Johnson vs. Huntington Beach Union School District, 137 Cal. Rpt. 43 (California App. 1977).

or Bible study groups and be recognized as official school activities. The groups desired to hold voluntary meetings either before, during or after school, with or without faculty supervision. In both cases, the school boards refused to grant permission or recognition.

The student's argument rested on the free exercise of religion clause provided in the First Amendment. The suit was not successful as no evidence was offered to convince the courts that the students lacked other facilities or opportunities for exercising their religious beliefs. Also, the court feared that in the school setting, the existence of such organizations would pressure the less orthodox to conform, or that approval would indicate a stamp of approval on such activities.

In several cases the courts concluded that the secular purpose of the activities was acceptable under the First Amendment, however, both courts concluded that the answer to the second and third questions made the clubs unconstitutional. Because there was no obvious reason the clubs' existence other than to advance religion. The courts have found that where public school buildings are used for student activities, faculty supervision is necessarily required and results in excessive governmental entanglement with religion.<sup>77</sup>

Another First Amendment case which relates to the issue of student activities developed when students challenged the superintendent's decision not to allow the school to present the play Pippin. Although changes had been made in the script, the superintendent concluded that the play placed too great an emphasis on the sexual behavior of the main character and the moral positions the play endorsed. Students claimed a constitutional right to participate in the play under the First Amendment.

---

76 Brandon vs. Board of Education, 635 F 2d 971 (2nd, Cir. 1980), Cest denied, 454, U. S. 1123 (1981).

77 Strobe, p. 29.

The court ruled that dramatic speech was not of the same nature as protected political speech, therefore, students had no right to select the content of other courses or make curriculum decisions and they had no right to choose a particular play to be presented. It further concluded that curriculum decisions were to be decided by educators and the school board. Also the court was concerned that if the play were presented, the school would be seen as approving the behavior to which the board objected.<sup>78</sup>

In regard to publications, the discussion of legal principles starts with the First Amendment and the Tinker case established that students do not shed their constitutional rights when they enter the school house door. The freedom to express their views is a right that must be protected by public school officials even though speech and press freedom may be limited in some cases. The Supreme Court has never taken a case directly relating to publication and distribution by high school students; however, the following arguments about student publications have been upheld in the courts:

1. A school newspaper is a forum for the dissemination of ideas and is a peaceful, traditional method of expressing them.<sup>79</sup>
2. The general authority of the school board over curriculum does not apply to student publications as they are a public forum and are not official publication or statement of the school system.<sup>80</sup>
3. Anticipated disagreement over content from parents, teachers, administrators, board members, or other students is not a valid basis for limiting publications or

---

<sup>78</sup> Seyfried vs. Walton, 512 F. Supp. 235 (D. Del. 1981) Aff'd, 668 2nd 214 (3rd Cir. 1982).

<sup>79</sup> Zuker vs. Panitz, 299 F. Supp. 102 (S.D. N.Y. 1969).

<sup>80</sup> Gambino vs. Fairfax County School Board, 564 F 2d 157 (4th Cir. 1977).

distribution.<sup>81</sup>

4. Restrictions on time, place, and manner of distribution are allowable, however, such policies must not be so vague as to be misunderstood and the restrictions must specifically spell out the process for securing approval for distribution, must include an appeal process, and must be even-handedly applied to all.<sup>82</sup>
5. A decision to eliminate the publication and distribution of all student publications to avoid one undesirable publication is not an acceptable solution.<sup>83</sup>
6. While school authority over students may sometimes extend to activities off campus, efforts to control publications published off campus and distributed before or after school off campus are probably beyond school authority.<sup>84</sup>

The courts are highly receptive to protecting freedom of the press as compared to other kinds of student behavior. The bases of this attitude by the courts is the longstanding view that securing approval prior to publication and distribution from governmental authority is highly disfavored. The general rule in this country is to allow publication and distribution and respond after the fact.

In summary, forbidding a student to participate in student activities is viewed as a form of discipline less drastic and possibly even more effective than other disciplinary alternatives. Principals are justified, in most cases, in relying on their legal right to use this form of punishment. Exceptions usually come in two areas: when the punishment is

---

<sup>81</sup> Shanley vs. Northeast Independent School District, 462 F. 2d 960 (5th Cir. 1972); Thomas vs. Board of Education, 607 F. 2d 1043 (2nd Cir. 1979).

<sup>82</sup> Fujishima vs. Board of Education 460 F. 2d 1355 (7th Cir. 1972); Koppell vs. Levine, 347 F. Supp. 456 (E.D. N.Y. 1972).

<sup>83</sup> Pliscou vs. Holtville Univerfied School District 411 F. Supp. 842 (S.D. California 1976).

<sup>84</sup> Scoville vs. Board of Education 425 F.2d (10th Cir. 1970).

applied discriminably, and when the court concludes that exclusion from activities will be a substantial harm to the student. The issue in most court cases is not the extent of the punishment. In the majority of cases, the courts have found that non-academic activities are not vital to education and deprivation of them is not a significant loss.

Some guidance is available to North Carolina principals from a 1979 Guilford County case.<sup>85</sup> A junior high school student who attended a school athletic function was accused of stealing a wallet. After a careful examination, which included talking with the boy and his father, the principal suspended the student from school for ten days and barred him from all after-school activities for the remainder of the year. The student sued, claiming that suspension for this length of time (four months) without a school board hearing violated his right to due process. Since it was clear the principal's investigation satisfied due process requirements for the short (10 days or fewer) suspension, the question for the court was whether the suspension from extracurricular required additional due process. The federal district judge noted that the matter had never been decided in this state. The judge held that a student had no separate property interest in extracurriculars. He did state that extracurricular activities are part of the total educational process, so that under some circumstances, exclusion from all outside activities for a lengthy period might require due process.<sup>86</sup>

In the 1950's two cases, Parrish and McGrath<sup>87</sup> established the view that school boards and administrators possess broad authority to assign teacher to duties outside the

---

<sup>85</sup> Pegram vs. Nelson, 469 F. Supp. 1134 (MDNC 1979).

<sup>86</sup> Anne M. Dellinger, North Carolina School Law: The Principal's Role., pp. 52-55.

<sup>87</sup> Parrish vs. Moss 106, N.Y.S., 2d, 557, (Sp. Term, 1951); McGrath vs. Burkhard, 280, p. 2d, 865, (Calif. App., 1955).

regular academic setting. The cases established that teachers were not hourly employees and that their duties included school responsibilities beyond the classroom. The board is not required to pay additional compensation for such assignments and the assignments may occur outside the regular school day.

Teachers may be reasonably assigned to supervise students' meetings, social events and coaching intramurals. The fact that these events might occur on Saturdays, in the evenings, or during holidays did not diminish the boards authority to make such assignments. There are tasks that are outside reasonable concept of teaching duties, established by Parrish and McGrath. Assignments to perform janitorial tasks, police duties, or school bus driving are not included as reasonable assignments. The assignments should be reasonable in number and equally distributed among the staff.

### Staffing

Staffing supervision positions for student activities is becoming a major problem for principals. Several factors contribute to this situation: Title IX has created the need for an expanded women's athletic program, faculties have matured at many schools and tend to be less active, or less interested in student activities. There are a number of important considerations in developing a job description for a sponsor or supervisor. Some factors to consider are:

1. **Student Contact Hours.** The actual number of hours during which the sponsor will be directly responsible for the students. For coaches this includes practice time, dressing time, game time, and travel time.
2. **Preparation and Planning.** This is time spent on the activity not involving the supervision of students.
3. **Weekend and Holiday Involvement.** Besides the time involved, certain activities



require involvement of the advisors on weekends and holidays and puts in additional hours at that time.

4. **Instructional and Organizational Skill.** A subjective category based on the preparation an individual must have to capably direct the activity and the skill necessary to organize, instruct, and conduct the activity.
5. **Student -Advisor Ration.** The number of student participants each advisor supervises.
6. **Equipment and Materials Management.** The amount of equipment the advisor must look after.
7. **Exposure and Expectations.** The ability of the sponsor to carry out public relations functions and to maintain acceptable levels of performance from club members.
8. **Travel supervision.** The advisor must organize all details associated with travel by the activity.
9. **Supervision of Adults.** Many activities require the supervision of other adults, either fellow staff members or parents.<sup>88</sup>

### Summary

The development of student activities has a rich and interesting history. The relationship of student activities and the regular curriculum has often reflected the various political and educational reforms. Student activities have been held in high regards; student activities have been dismissed as frivolous and meaning less. However, a consistent factor regardless of political swings or educational reforms has been the high regard and affection students hold for student activities.

---

<sup>88</sup> Bleche, "Compensating Teacher for Extra-Curricular Activities: NASSP Bulletin, October 1980, pp. 81-82.

### CHAPTER III

### METHODOLOGY

#### Introduction

This study examines the extent of student participation in activities and leadership of student activities in eight North Carolina public high schools. The researcher considered the relationships involved in student participation in and leadership of school activities and selected variables related to the students. A variable that has often been included in the study of student activities participation and leadership is their relationship to the size of the school. The current study which examines this variable in relationship to the socio-economic status, the gender, the ethnic origin, and the employment status of the students. The study separates student activities into two major categories, 1) student activities and 2) athletics, and examines student participation and leadership involvement during the four-year high school career of the class of 1989.

Following is a brief summary of studies already accomplished in the area of student activity involvement. For more detailed description of these and other studies which influenced the choice of variables used in this study see Chapter II, the Review of Related Literature.

Feltz and Weiss in 1984 studied girls engaged in activities and compared the more active and less active girls by standard test scores. Spady in 1970 compared boys in athletic and service activities with boys who participated in only one type of activity. He reported that boys involved in both had higher aspirations and attainments. Other reports by Otto in 1975 and 1976 and Otto and Alvin in 1977 indicated that activity correlated with

education attainment. Burbach (1972) reported athletic and service activities involvement was positively correlated with students feeling more powerful and in control.

The study examined the following questions using data gathered at each participating school.

1. What is the relationship between school size and student participation in student activities?
2. What is the relationship between student employment and participation in student activities?
3. What is the relationship between gender and participation in and leadership of student activities?
4. What is the relationship of the socio-economic status of students and participation in student activities?
5. What is the relationship of ethnic origin and participation in and leadership of student activities?

Table 1 summarizes the characteristics of the study.

### Study Design

The study is descriptive, comparative, and ex-post facto. There is no attempt to generalize the results, but the study of relationships will give rise to further questions, hypotheses, ideas for improvement and perhaps a descriptive model. The study of each school constitutes a case study of that school's participation of students for the time span of this study.

### Selection of the Schools

The public high schools in this study were selected from the membership of the North Carolina Athletic Association, which divides the high schools of North Carolina into four categories, based on the size of the school, for athletic competition. The 4-A schools have an average enrollment of 1350 students, the 3-A schools have an average enrollment of 970 students, the 2-A schools have an average enrollment of 680 students, and the 1-A schools have an average enrollment of 360 students.

The study plan was to select two schools from each classification with the goal of determining if there was a relationship between the size of the school and participation in

Table I

## Characteristics of the Study

<u>Sample</u>	<u>Analytic Techniques</u>	<u>Independent Variables</u>	<u>Dependent Variables</u>
"regular" senior English students from 8 North Carolina Public high schools in 1989	Percentages; Pearson Product-Moment Correlation Coefficient; Descriptive Statistics: Mean, Standard deviation, Standard error, Variance	Size of School Socio-economic status of the student Gender of the student Ethnic origin of the student Employment of the student	Extent of participation in activities Extent of leadership in activities

student activities in North Carolina public schools. Several schools were selected from each classification, based on the student population they served. The discussion of the high schools includes statistics and sociological findings that will be explained in detail later in this chapter. Following is the list of all the schools considered for the study, beginning with the largest schools:

**The 4-A Schools:**

**Douglas Byrd High School - Fayetteville, N.C.**

**Hoke County High School - Raeford, N.C.**

**North Davidson High School - Welcome, N.C.**

**Grimsley High School - Greensboro, N.C.**

**Pinecrest High School - Southern Pines, N.C.**

**Lumberton High School - Lumberton, N.C.**

**Southeast Guilford High School - Greensboro, N. C.**

The principal of each school was contacted to explain the study. Permission was sought to visit the campus, survey activity sponsors and students, and review school records. All of the schools, except Pinecrest High School, were visited. Preliminary investigations of the racial composition of the school, student activity programs and cooperation of the school administration were weighed in selecting the final two schools for the study. The two 4-A schools chosen were Grimsley High School, Greensboro, N.C., and Lumberton Senior High School, Lumberton, N.C. Following is a description of the two schools selected.

Grimsley High School, one of four large urban high schools in the Greensboro City Schools system, with an enrollment of 1615 students, is the largest high school included in the study. The school is 34% minority and serves a diverse population ranging from lower class to some of the most exclusive upper class neighborhoods in Greensboro.

The school has the following socio-economic composition: lower class, 25%; middle class, 25%; upper/upper middle class, 50%. The Grimsley population is probably more affluent than most schools in North Carolina; however, the diverse ethnic and socio-economic mix is typical of the 4-A school in North Carolina.

Lumberton Senior High School, the only high school in the Lumberton City Schools' system, has an enrollment of 888 in grades 10, 11, and 12 and serves the ethnically diverse community of Lumberton, N.C. The ethnic composition of Lumberton Senior High School in October, 1988, was as follows: American Indian, 13.3%; Asian Americans, .6%; Hispanics, .1%; Black, 36.7%; and White, 49.3%. The socio-economic mix of the school was as follows: lower class, 10%; working class, 40%; middle class, 25%; and upper/upper middle, 25%. Lumberton High School has a diverse population and may be considered an example of the high schools serving the smaller urban centers of North Carolina, it was the only 10-12 high school included in the study.

These two schools had as diverse a population and socio-economic mix as any of the 4-A schools considered. They were much more diverse in student ethnic composition than Southeast Guilford High School, North Davidson High School, or Hoke County High School. Additionally, the School administrations were cooperative in making school records, teachers, and students available.

The 3-A schools considered for inclusion in the study were:

T. W. Andrews High School - High Point, N. C.

Central Davidson High School - Lexington, N.C.

Eastern Randolph High School -Ramseur, N. C.

Lucy Ragsdale High School - Jamestown, N. C.

Southern Guilford High School - Greensboro, N. C.

Trinity High School - Trinity, N. C.

**Walter Williams High School - Burlington, N. C.**

Two of the principals however, voiced a reluctance to participate. The following high schools were visited for a preliminary study of the school characteristics and feasibility of being included in the study: T. W. Andrews High School, Central Davidson High School, Lucy Ragsdale High School, and Southern Guilford High School.

Following is a description of and rationale for the two 3-A schools selected:

Central Davidson High School, Lexington, N. C., serves a suburban-rural mix of 979 students. The school has a minority population of 8.7% and is 43.4% middle class. The school is relatively homogeneous, which is not untypical of many of the large urban high schools in North Carolina. It was included in the study because it does represent a student population often found in North Carolina.

Lucy Ragsdale High School, Jamestown, N. C., serves an urban-suburban student population, including Jamestown, N. C., and some neighborhoods of High Point, N. C. Ragsdale High School had a minority enrollment of 344 with the following socio-economic mix for the 1988-89 school year: lower class, 10%; working class, 30%; middle class, 35%; and upper/upper middle, 25%. It was chosen because it had as much diversity in its student population as any 3-A high school considered.

The 2-A schools considered were:

Albemarle High School - Albemarle, N. C.

Ledford High School - Thomasville, N. C.

Southwestern Randolph High School - Asheboro, N. C.

Randleman High School - Randleman, N. C.

After contact with the principals and a preliminary visit, Lexington High School and Southwestern High School were chosen for the study.

Southwestern Randolph High School, Asheboro, N.C. has a student population that is 3% minority. Although this is lower than the state average, the minority population is highest in the urban areas and in Eastern North Carolina. Southwestern Randolph High School has the following socio-economic mix: lower class, 10%; working class, 60%; middle class, 25%; and upper/upper middle class, 5%. The socio-economic mixture reflects diversity in this area of consideration. Southwestern Randolph is typical of the smaller suburban, rural high schools in central North Carolina.

Lexington High School is the only high school serving the Lexington City Schools' system. The 899 students reflect the diversity of the small city which the schools serves. Lexington High School has a minority population of 44% and the following socio-economic mix: lower class, 25%; working class, 55%; middle class, 15%; upper/upper middle, 5%. Lexington High School is representative of the small urban high schools found in many of the smaller towns in North Carolina.

The 1-A classification represents the smallest high Schools in North Carolina. The following 1-A schools were considered for the study:

Chatham Central High School - Bonlee, N. C.

Denton High School - Denton, N. C.

East Montgomery High School - Biscoe, N. C.

North Moore High School - Robbins, N. C.

Orrum High School - Orrum, N. C.

Following contact with the principals and an initial visit, the following two schools were selected:

Denton High School, Denton, N. C., serves a homogeneous small community. It has an enrollment of 361 students in grades 9-12, with no minority students. Denton High



School student body has the following socio-economic stratifications: lower class, 20%; working class, 40%; middle class, 20%; and upper middle class, 20%.

Orrum High School, located in rural Robeson County in eastern North Carolina, serves 324 students and has the following racial composition: American Indians, 16%; Blacks, 33%; and Whites, 51%. The socio-economic status of the Orrum students is lower class, 23%; working class, 50%; middle class, 25%; and upper middle class, 2%. The two 1-A high schools represent two situations common to North Carolina high schools.

Denton is a rural, homogeneous community; Orrum is a rural ethnically diverse community.

The schools were selected based on the characteristics mentioned above, as well as the willingness of the school principals to make available school records, and provide access to activity sponsors and students for surveys and interviews.

In retrospect, some problems with the selection of these schools developed as the study progressed. Following are concerns the reader should be aware of that may limit conclusions made from the study:

1. The schools selected did not include the largest or smallest public high schools in North Carolina. Several high schools in North Carolina have more than 2,000 students. Grimsley with 1,615 students is in the top 10% of large high schools in North Carolina. Neither did the study include the smallest high school, Ocracoke High School, which has less than 60 students. The two 1-A schools included in the study are typical of the small schools found in North Carolina. This is, however, an important consideration, in that school size was one of the independent variables of the study.
2. Five of the eight high schools in the study were relatively close to the same size. This came about because the North Carolina High School Athletic Association had not reclassified schools in four years. Over the four-year period the schools had experienced varying changes in population.

Following are the eight schools and their September, 1988, enrollments:

4-A	Grimsley High School	1,616	Grades 9-12
-----	----------------------	-------	-------------

4-A	Lumberton Senior High School	888	Grades 10-12
3-A	Ragsdale High School	991	Grades 9-12
3-A	Central Davidson High School	979	Grades 9-12
2-A	Lexington High School	899	Grades 9-12
2-A	Southwestern Randolph High School	766	Grades 9-12
1-A	Denton High School	361	Grades 9-12
1-A	Orrum High School	324	Grades 9-12

The eight high schools represented the diverse ethnic populations, socio-economic stratifications, and urban-rural mix found in North Carolina. As a group, the schools represent North Carolina public high schools well enough to support the independent and dependent variables in the study. In Chapter IV, the eight high schools are described and an in depth examination of their student activity program will be presented. The high schools are compared as to their common characteristics, and the unique features of each school are illustrated.

#### Selection of Students

The students were selected to represent the typical students found in North Carolina public high schools. Many of the previous studies in this area have focused on one segment of the student population. For example, in 1987, Feltz and Weiss focused their study on females from four high schools; in 1977, Synder and Spreitzer used a random sample of female athletes from Ohio high schools for their study; numerous studies have been completed using male athletes, including that of Schenudel in 1965, and Landers and Landers in 1978.

The "best and brightest" students often are the most active in student activities, holding most of the elective offices and leadership positions. One criticism of much of the research in the field is that the conclusion is often made that participation in student

activities is related to success in later life and to the attainment goals. The criticism in some cases centers around the students measured, these participating in and filling leadership positions in the activities.

The intent of this study is to describe the participation and leadership of the typical student found in North Carolina public high school. The study does not include or focus on the top achieving students because that factor may tend to skew study results.

In the public high schools under consideration, seniors are usually divided into four types of English classes. The best and brightest students qualify for "Academically Gifted" or "AG" English. As seniors they may take "Advanced Placement" English which has the possibility of college credit. Under North Carolina Guidelines, only about 5% of the students are rated as "AG." At the other end of the spectrum are the "exceptional" or "remedial" English classes. These classes serve the lowest achieving students in the class and are often taught well below grade level standards. Only one study was found concerned with the participation of remedial and handicapped students in student activities. Collins (1978) examined the perceptions of principals and exceptional directors toward handicapped student participation in Texas. Although the actual amount of participation of these students was not reported, Collins did report on the reaction of the administration to inclusion of these students in student activities. He concluded that participation levels were very low or non-existent for these students.

The great majority of students are found in the two middle categories: the "College Placement" or "English CP" class, which serves all the students intending to go to college, and the "Regular" or "Basic" English classes, which serve the seniors usually planning to enter the work force or go into the military. Students in these two kinds of classes are the focus for this study since the make-up of these classes comprises about 95% of the student population in most public high schools. For example, at Orrum High School 100% of the

seniors were in the CP English or Regular English classes. All of the schools in this study reported that more than 95% of their students were in these classes.

The students were selected from the senior English classes at all the high schools. In all of the schools, at least two classes were sampled, one "CP" and one "Regular". At Orrum High School, these two classes included all the students in the school. The classes at all the other schools were selected from the master schedule, and in the judgment of the principal and guidance counselors, were representative of the typical students in the school. Students were then selected from the classes as a representative sample of the ethnic composition of the school. All students in the classes had the possibility of being selected. In some schools, the English class reflected the ethnic composition of the school and the entire class was surveyed.

The students were given a Student Activities Survey: (see Appendix A) and read the following directions: This survey is to determine the participation of students in extra-curricular activities (clubs, athletics) in several North Carolina high schools. We are trying to determine the amount of participation by students and whether student employment affects participation.

If you participated in the following school activities, mark the circle "Yes" and circle the years participating. If you did not participate, mark "No". Under the time per month column, indicate the approximate amount of time on average you devote to the activity per month. Under the Performance Information column, list any offices held or projects participated in.

The survey also asked about demographic information on the student, as well as student employment and parent occupations. The principal and guidance counselor at each school were consulted to determine the socio-economic status of each participant.

This information was considered vital because it has been widely believed that SES is strongly correlated with measures of academic achievement.<sup>1</sup> White, using meta-analysis techniques, examined almost 200 studies and found SES only weakly correlated ( $r=.22$ ) with academic achievement. This study also examines the relationship between

---

<sup>1</sup>Karl R. White, "The Relations Between Socio-economic Status and Academic Achievement" American Psychological Association Yearbook, 1982, p. 461.

SES and participation and leadership in student activities. In consultation with school leaders, students from the high schools in this study were placed in one of the following SES categories described by noted sociologist, Joseph Kahl:

**The Upper/Upper Middle Class:** The rich and powerful with money, position and tradition: and/or college educated, successful professional and business people, leaders in the community.

**The Middle Class:** The less affluent professionals, small business people, and semi-professionals, who value education and may be active in community affairs.

**The Working Class:** The semi-skilled workers and hourly wage earners; they may not have finished high school nor value education and have less participation in community functions.

**The Lower Class:** Those employed at menial jobs or none at all with little interest in education, poor housing or family life unstable, have little or not community involvement.<sup>2</sup>

The SES and student employment variables were determined as a result of information obtained from the survey. No information was available from each individual at the school that would provide this information before administering the survey.

The following is a list of the schools sampled, enrollment and sample size at each school. Note that the enrollment is total school enrollment. The sample included only students in grade 12.

	<u>Enrollment</u>	<u>Senior Class Size</u>	<u>Sample Class Size</u>
Orrum High School	324	58	58
Denton High School	361	67	34
Southwest Randolph High	776	163	54
Lexington High School	899	195	38

<sup>2</sup>Joseph A. Kahl, The American Class Structure, New York: Holt, Rhinehart and Winston, 1961), pp. 187-216.

Central Davidson High	979	198	39
Ragsdale High School	991	201	50
Lumberton Senior High	888	284	44
Grimsley High School	1615	396	55

In this study, several conditions were imposed on the researcher by the school administrations at each school. There was concern that the survey might interrupt the normal instructional process. The sample was developed with the cooperation of the schools. The survey took about ten minutes to complete during the English class. Chapter V presents the results of an analysis of the data gathered from the 372 seniors in the sample. These data portray the extent of the participation and leadership of the class of 1989.

With the limitation on the sample in mind, the researcher conducted some qualitative research on the entire student population at each of the high schools to provide context data. This research included all the students at each high school. The Principal's Monthly Report, the North Carolina Public Schools Annual Report, Southern Association of Colleges and Schools (SACS) accreditation reports, and school yearbooks were used to determine the extent of participation and leadership at each school. Chapter IV presents a summary of these findings at each school, as well as results of structured oral interviews conducted with each principal (Appendix B) and with activity sponsors (Appendix C) at each school.

Data from the principal and sponsor interviews, as well as the above mentioned records, were used to describe the school and the student activities program. The school yearbook and North Carolina Public Schools Annual Report provided the information on "Student Activity Participation and Leadership Patterns". This report is based on all students at the school. The remaining portion of Chapter IV reports results from individual

interviews. Students were selected at random for an interview from those students who had completed the student activity survey. Twenty percent of the students completing the survey were interviewed at each school. Students were asked to explain their answers and verbalize their responses. The students explained in more detail the survey information they had provided. During the oral interviews, students were asked to explain in more detail the information they had provided on the survey. During the oral interviews, students were much more precise about the amount of time they devoted to activities. Students' interview responses were noted on the Student Activity Survey by the interviewer.

The final portion of each school section in Chapter IV presents the results of interviews with activity sponsors, using the structured oral interview sheet (see Appendix C). In summary, Chapter IV presents a description of each school's activities program; the make-up of student activity participation and leadership for the entire school for the 1987-88 school year; and the results of interviews with students and activity sponsors.

Chapter V presents an analysis of the data based on the students sampled at each school. Results in Chapters IV and V combine to present a picture of student activities at each school over a two-year period.

#### Survey Instrument (Quantitative measurement)

The survey instrument format in Appendix A was developed by Barker & Grump in 1964 and Barker and Hall in 1964 to measure the extent of activity participation. Otto in 1975 and 1976 used a similar instrument in determining student activities participation. Feltz and Weiss in 1988 used a similar instrument to determine activity participation and family socio-economic status. Burbach used a similar instrument to determine activity participation, leadership positions, extent of participation, and gender. The survey was modified to reflect the student activities and athletic activities offered in all North Carolina

public high schools. All activities listed in the North Carolina Public Schools Annual Report 1986-87 were included.

Activity offerings included on the survey were verified by an associate state superintendent for secondary education and the director of secondary schools from the State Department of Public Instruction. The athletic activities were verified by the executive director of the North Carolina High School Athletic Association. The instrument was further validated by review by two University of North Carolina at Greensboro professors. Final validation of the instrument and feedback were provided by 56 activity sponsors and six schools administrator at two public high schools.

The instrument asked the student to answer "Yes," if the student participated in the school activity, and "No," if the student did not participate. The student was also asked to report the year/years (Freshman, Sophomore, Junior, and Senior) that the student participated. In another column marked "Amount of time per month," the student was asked to indicate the approximate amount of time the student devoted to the activity. The student was also asked to list any leadership positions on special projects in which the student had participated as part of the activity.

Students were also asked to provide information on his/her experience involving student employment. The students were asked to report the number of years they had been employed, whether it was full-time, part-time, or summer employment, and to supply the number of hours they worked per week. The students were asked to report if they felt that student employment affected this area. Students were give the opportunity to write in additional comments on their employment and its affect on their lives.

The final portion of the instrument was designated "student profile". The student was asked to respond regarding age, sex, ethnic, origin, number of brothers and sisters. Other questions asked about the family; with whom the student lived, and the parents'



occupation. The information provided in the student profile was used to ascertain the gender, ethnic origin, and socio-economic status of the student.

### Data Analysis Steps

Upon completion of all the surveys at the eight schools, the data were entered into a micro-computer using the Statview 512 statistical package. The following categories were developed for each school and for the total sample: (See appendix for each school).

Gender: Male, Female

Employment Status: employed students, students not employed

The following categories were developed for the entire sample:

Socio-economic Status: Lower, Working, Middle, Upper Middle/Upper

Ethnic Group: Black, White, American Indian, Asian

For each of the categories, the extent of activities participation, the number of leadership positions, the extent of athletic activities and the number of leadership positions in athletic activities were reported. If the student in the category was employed, the number of hours the student worked was also reported.

For each of the groups mentioned above the variables were calculated using the following descriptive statistics: Mean, standard deviation, standard error, variance, variance coefficient, and range.

The Pearson Correlation Coefficient was calculated for the sample based on the number of hours the student reported being employed and the correlational relationship with participation and leadership in student activities. These findings are reported in Chapter V.

### Qualitative Measurements

A combination of qualitative and quantitative were utilized based on interviews, review of records, and on site visits. The principal at each high school was interviewed.

The principal survey shown in Appendix B was used as the outline for the interview. In all the interviews, the principal expanded far beyond the stated questions in providing information about the student activities program at the school. At each school, the principal provided the Principal's Year End Report for 1987-88. The report validated the information asked during the principal's interview concerning the ethnic composition of the school and the participation level in student activities. Since there is not a standardized method in practice in North Carolina to report on student employment, each principal was asked to estimate the extent of student employment at their school. At all eight schools, principals underestimated the percent of students employed full or part-time as determined by the student surveys at their schools.

The principals also were asked to provide the principal's monthly attendance report, the most recent Southern Association accreditation report, and the most recent (1988) school yearbook. These documents were procured at each school and used to compile the student activities program at each school described in Chapter IV.

The principals were asked to identify a number of activity sponsors. A minimum of 15 activity sponsors were interviewed at each school using the sponsor's survey shown in Appendix C as the basis for a structured oral interview. This interview started with the number of years' experience the sponsor had with the activity. The sponsor was asked about the membership size of the activity, the general socio-economic makeup of the organization, and how this differed from the general school population. The sponsor was asked to estimate the ethnic composition of the activity and the ethnic composition of the leadership of the activity. Sponsors were also asked to estimate the number of students in their activity who were employed. Other questions concerned the funding for the activity, the major projects of the activity, and the number of hours per month the sponsor devoted to the activity.

The final questions pertained to the motivation of the sponsor and the remuneration received. The findings of these interviews, representing a cross section of the activity sponsors at their school, are presented in Chapter IV.

#### Written Records

Various types of records were reviewed in each school. Every public high school in North Carolina is required by statutes to keep accurate and detailed information on various aspects of the instructional and extra-curricular programs. The Principal's Year-End Report summarizes the promotion rate and the dropout rate, lists graduates, and lists membership in all student activities. The following sections of the Public School Annual Report were used in gathering data for the description of the student activities programs in Chapter IV:

##### **Section 8.0 Athletics.**

The report shows the number of students in the school participating in interscholastic athletics. It does not include intramurals.

##### **Section 9.0 Activities and Club**

The report shows the number of students in the school participating in activities and clubs. The activities are defined on the form as "non-credit offerings" outside the curriculum.

The Student Information Management System (SIMS) is used in the public high schools in North Carolina to keep attendance records and demographic information. A report of membership by grade, ethnic origin, and gender was used at each school to determine these variables. The reports lists students by sex and by the following ethnic groups: American Indian, Asian, Hispanic, Black, and White.

The school yearbook was used to determine membership in the various student activities by gender and ethnic origin. Activity participants and leadership position were counted by gender and ethnic origin. In some cases, these figures were verified by the activity sponsor. In some of the yearbooks, the officers of various clubs and organizations

were not pictured; therefore, the activity sponsors were contacted directly to get the information on the gender and ethnic origin of the activity officers.

The tallies from all of these sources were combined to create the tables on "Student Activity Participation and Leadership Patterns" for each school presented in Chapter IV.

CHAPTER IV  
THE STUDENT ACTIVITIES PROGRAM  
IN SELECTED  
NORTH CAROLINA HIGH SCHOOLS.

Following is a presentation of the findings based on an examination of the student activities program in eight North Carolina public high schools. The information came from interviews with principals and activity sponsors, student survey responses, school records, and yearbook analysis. All schools are described according to those characteristics they have in common as well as those features of their student activities program that are unique. The goal of this chapter is to provide a panoramic view of student activities in selected North Carolina High Schools.

Orrum High School

Orrum High School is located in rural Robeson County approximately twenty miles southwest of Lumberton. With an enrollment of 324 students in 1987-88 it is typical of the 1-A schools found in the rural areas of North Carolina. It has a large sparsely populated attendance zone. Many of the families are engaged in agriculture with tobacco being the primary focus of the farming efforts. A number of people commute for employment to the nearby towns of Fairmont or Lumberton.

The school has made significant improvements in the last three years. The principal cites the following examples:

1. The school was selected as a site of the Ti-In satellite network, that is made available to the small high schools in North Carolina to enhance and broaden curriculum offerings. This allows the school to add several new courses to the curriculum through television instructions.

2. Last year, three of the five Teaching Fellowship winners from the entire Robeson County system came from Orrum High School.

3. There is an active and growing Parent-Teacher-Student Association (PTSA) organization at the school.

4. The school is actively involved in computerized administration procedures. The school has fully incorporated the North Carolina Student Information Management System for attendance accounting, report cards, record-keeping, and has utilized the IBM-PC for evaluation, record-keeping and analysis of data.

5. Several landscaping projects are making the campus a warmer and more interesting place for students.

About 43% of the students qualify for free lunch and 17% qualify for reduced lunch. In an interview, the principal provided the information about the high school. He estimated the socio-economic status (SES) of the school as follows:

Lower Class	23%
Working Class	50%
Middle Class	25%
Upper/Upper Middle Class	2%

The principal believed that about 85% of the students participated in student activities. He felt the highest level of participation came from the middle class students. In contrast, he stated that about 24% of the students participated in athletics and that participation reflected the socio-economic makeup of the school.

The principal stated that only about 10% of the students worked either full or part-time, because of the isolated setting of the school and the lack of job opportunities. The principals believed that most of the working students came from the working-class SES group.

The principal provided the following social composition of the school:

	<u>Composition</u>	<u>Participation</u>
American Indian	16%	50%
Black	33%	20%
White	51%	50%

In his opinion, about one half the American Indians and Whites participated in student activities but only about 20% of the Blacks participated. The principal stated that efforts were being made to involve more of the minority students but that traditionally they had not been active in the athletic program.

The student activities program at Orrum High School is an integral part of the overall education process, including all clubs, performances, assemblies, school publications, school government, honor groups, speech activities, music activities, social life activities, and interscholastic athletics. If students meet the requirements, they may participate in any of the clubs, organizations, and athletic programs at the school. Some the clubs are a direct result of classroom activities; therefore, enrollment in the subject is a prime requirement. Other requirements deal with physical ability and/or academic achievement. The following description of the student activities program at Orrum High School is derived from interviews with the principal, activity sponsors, The Southern Association ten-year accreditation study, and the school yearbooks.

Because of the large attendance district and difficulty students encounter in returning to school at night, the club activities are held during the regular school day on a rotating basis. Each Wednesday the homeroom period is extended and the scheduled clubs are allowed to meet for twenty minutes. By this method, all the clubs are able to meet once per month during the regular school day. This method seems to work well as participation rates for the student body and leadership opportunities are extremely high at Orrum High School.

The presidents or club sponsors of the individual clubs may schedule additional meetings. Interscholastic sports practices are held in accordance with regulations and policies established by the conference and the State of North Carolina High School Athletic Association. Some groups meet daily as a scheduled class. Of the 30 clubs, organizations, student groups, and athletic-related teams at Orrum High School, there are:

2 School governance organizations

3 Honor groups

4 Student services

5 Career-related

4 Subject-related

1 Hobby-related

11 Athletic-related

The school governance organizations in which students participate in are the Student Council and the PTSA. Each club has an elected group of officers to provide students with a working example of the democratic process, to teach the values of responsibility and integrity in government, to insure good student-teacher relationships, and to give students a voice in issues and policies affecting them.

There are three honor groups: the National Honor Society, Marshals, and the Quiz Bowl team. The National Honor Society is open to all who have good characters and have demonstrated academic excellence. Marshals are the top seven grade-point average students from the junior class. The Quiz Bowl Team is a group of selected students competing with other school teams in the county. The competition is based on world, state, and local issues.

The student-service activities include the publication of a school newspaper, and a yearbook, the utilization of students as office assistants; and the employment of students as



bus drivers. Office assistants are trained by the school secretaries to assist in clerical duties. The bus drivers are responsible for transporting students to and from school. The bus drivers must have good driving records, adequate grades, and the ability to control the behavior of both elementary and high school students.

The career-related clubs and organizations are the Career Exploration Club of North Carolina (CECNC), the Future Business Leaders of America Club (FBLA), the Future Farmers of America Club (FFA), the Future Homemakers of America Club, and the Future Teachers of America Club (FHA). The CECNC is designed to insure that each student becomes aware of the many careers available to him. Each year the club participates in the district and state conventions. The FBLA is designed for students interested in any type of business career. One project the members of the FBLA are responsible for is a reception for the secretaries on National Secretaries Day. The FFA is used as an intercurriculum activity to develop leadership and give students a chance for personal achievement through contests and individual awards within the organization. It is one of the most recognized clubs on campus because of the number of awards and achievements won by the individual students and by the chapter on a local, state, and national level. This club operates a school farm and greenhouse and produces items to sell to support the club's financial needs. The goal of the FHA is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement. The FTA is designed to expose students to the teaching careers available to them. The club's school projects are to sponsor the Teacher of the Year reception and to plan activities for National Teachers Day.

Subject -related clubs are the French Club, the Library Club, the Monogram Club, the Music Club, and the Science Club. The French Club visits a French restaurant during the school year. The Library Club visits hospitals and nursing homes to read stories and

present books to the patients. The club sponsors a Miss Orrum High School Beauty Pageant and sells homemade suckers and candy apples as fund-raisers. Members of the Library Club also attend meetings on the local level. The Monogram Club members include all students who participate in a varsity sport. The Music Club is new this year but has plans for a number of projects. The Science Club is designed for students interested in science related subjects. This club is responsible for the yearly Science Fair.

Weight-lifting is the only hobby related club. Students who participate in interscholastic athletics are encouraged to join.

The interscholastic athletics program is based upon principles and policies established by the Robeson County Board of Education and its executive offices. Athletics is governed by the regulations established by the North Carolina Athletic Association of which Orrum High School is a member. The boys' and girls' teams have competed in local, district, and state playoffs. Orrum is very proud of its girl's basketball team which won the state championship title in 1983-84 and 1984-85.

Special student activities scheduled throughout the school year include the athletic banquet, the awards ceremony, homecoming week, the Junior-Senior Prom, the Science Fair, FFA Banquet, CECNC Banquet, the Miss Orrum High Pageant, Book Fair, Bloodmobile Day, Indian Heritage Week, National Teachers Day, visiting cultural groups, class ballgames, graduation, and dances. These types of activities are designed to enhance positive attitudes and behavior patterns in students. They could further advance individual talents or give opportunities to develop talent in beginners. Students are given an opportunity to express themselves in a way that is quite different from the regular classroom activities and environment. Student activities at Orrum are designed to aid each student in developing into a well-adjusted individual who will become a productive and contributing member of the society in which he or she lives.

There are 21 clubs active at Orrum High School, and they have an average membership of 26 students. The average club has 7.9% of the student body as members. The largest club on campus is the FFA with 116 participants, 35.8% of the entire study body at Orrum High School is active in this club. The smallest organization is the Marshals with only seven members representing 2.1% of the student body.

Orrum High School fields four major athletic activities. The average athletic activity has 36 students participating or 11% of the total student body participating. The most popular athletic activity is football with 63 students participating, this represents 19.4% of the student body. Over 38% of the males at Orrum High School participate in football.

Table 1 presents participation and leadership patterns for Orrum High School derived from the school yearbook and verified by the activity sponsors. Participation and leadership patterns at Orrum High School reflect the ethnic composition of the high school. Minority students demonstrate less participation and leadership in the governance and honor-related activities and the most participation and leadership in the career-related activities.

The entire Senior class at Orrum High School was given the Student Activity Survey. Some individual survey responses and comments from the oral interviews follow.

Respondent number one is a 17 year old white female, classified as middle class. Her father is employed as an insurance agent and her mother is a secretary,;she lives with both parents. The respondent participated in seven student activities as a Freshman and Sophomore, however, in her Junior year she only participated in three and only two as a Senior. She has worked part-time 20 to 30 hours per week since her Sophomore year and feels that her employment affected her participation. She stated, "I don't have time for school activities." The respondent did not indicate any leadership positions or experience in student activities.

Table 1**Student Activity Participation and Leadership Patterns at Orrum High School.**

<u>Activity Category</u>	<u># of Activities</u>	<u>Ethnic Origin % of Participation</u>	<u>Gender % of Participation</u>	<u>Leadership Positions</u>	<u>Ethnic Origin % of Leadership Positions</u>	<u>Gender % of Leadership Positions</u>
Governance	2	Black - 15.7 American Indian - 15.7 White - 68.6	Female - 89.4 Male - 10.6	8	Black - 20.0 American Indian - 0.0 White - 80.0	Female - 80.0 Male - 20.0
Honor	3	Black - 25.5 American Indian - 0 White - 74.5	Female - 49.0 Male - 51.0	6	Black - 0.0 American Indian - 0.0 White - 100.0	Female - 50.0 Male - 50.0
Student Services	4	Black - 21.0 American Indian - 10.0 White - 69.0	Female - 76.0 Male - 24.0	16	Black - 18.0 American Indian - 13.0 White - 69.0	Female - 35.0 Male - 65.0
Career Related	5	Black - 37.5 American Indian - 7.2 White - 55.3	Female - 59.6 Male - 40.4	24	Black - 42.3 American Indian - 11.4 White - 46.3	Female - 67.0 Male - 33.0
Subject Related	4	Black - 16.0 American Indian - 2.9 White - 81.1	Female - 49.5 Male - 51.5	22	Black - 12.3 American Indian - 10.0 White - 7.7	Female - 64.0 Male - 36.0
Hobby Related	1	Black - 43.0 American Indian - 8.6 White - 0	Female - 0.0 Male - 100.0	0*	Black - 0.0 American Indian - 0.0 White - 0.0	Female - 0.0 Male - 0.0
Athletic Related	11	Black - 40.7 American Indian - 9.4 White - 49.9	Female - 48.0 Male - 52.0	24	Black - 39.3 American Indian - 11.0 White - 49.7	Female 40.9 Male - 59.1
				<u>Totals - 106</u>	Black 31.1 American Indian - 11.3 White - 57.5	Female - 52.8 Male - 47.2

\*Teacher directed, no leadership position

Respondent number two is a 17 year old white female middle class student. She lives with both parents. Her father is a supervisor and her mother a secretary. She respondent has been involved in 14 activities while at Orrum High School. However, she too has cut back on her involvement her Junior and Senior years, working 25 to 40 hours per week as a cashier. The cut back was necessary because she was unable to attend practices and meetings at night. The respondent was a cheerleader in the 9th, 10th, and 11th grades and served as Junior Varsity Chief and Varsity Chief. She did not participate in cheerleading as a Senior, estimating that cheerleading required about 40 hours per month involvement.

Respondent number three is an 18 year old American Indian living with his mother. The mother is unemployed and the family was classified in the "lower" socio-economic class. The respondent has worked either part-time or full-time since the tenth grade. He is currently working 40 hours per week as a cook and expressed that his work greatly interfered with involvement in student activities. He stated, "It is very hard for a student to participate in activities and work a part-time job." He has been a member of seven activities while in high school and has held leadership roles in three activities. As a Senior, the respondent participated in football and put in approximately 55 hours per month practicing, playing and was one of the Captains during his senior year.

Respondent number four is a 17 year old black female living with both parents. She is classified as working class, her father is a mechanic and mother works in a sewing plant. She does not work during the school year, and during her high school career she has been involved in ten different activities and held four leadership positions.

Respondent number five is an 18 year old white female living with her mother. The respondent worked part-time as a Freshman and Sophomore, approximately 35 hours per week. She was involved in 15 activities and had 13 leadership positions during her high

school career. The respondent felt that work had interfered with her involvement in student activities, "If I had not worked I probably would have gotten involved in a lot of others clubs and activities."

The student activities and athletics in the high school would not be possible without the interest and commitment of the sponsoring teachers. The principal in each high school was asked to provide a cross section of activity sponsors to reply to a "Sponsors Survey." Following is some of the information provided by these surveys at Orrum High:

Teacher A sponsors the Science Club at Orrum High School. He has served as sponsor for six years and receives no supplement for this work. Why does he sponsor the activity? "I try to get students involved in science." The major project of this activity is the annual science fair.

Teacher B has sponsored the yearbook for five years and receives a \$300 supplement. She estimates the amount of time required for the yearbook at about 60 hours per month, 20 hours in class and spends about 40 hours per month outside of class working on the activity. The yearbook staff is chiefly white, middle class in composition. Revenues for the activity come from yearbook sales, advertisements, and candy sales. She serves in this capacity because she was assigned by the principal.

Teacher C is the cheerleading sponsor and has served in the capacity for one and a half years. She made the following statement about the amount of time spent on the activity,

I like the girls; but it is too much for one person and you can burn out. I was asked (by the principal) and I guess I'm conscientious enough to work hard so the girls will be prepared and be proud of themselves. We put in, during football season, two practices and one game per week or about 36 hours per month. During basketball, we put in about two practices and two games per week or 68 hours per month. During the summer we practice two weeks - eight hours per day plus four nights as well as one week in Raleigh at Cheerleading Camp.

Teacher D sponsor the FFA. It is one of the largest and most active clubs at Orrum High School. In responding to the question, "Why do you sponsor the activity?" Teacher

D states, "This activity is an integral part of our classroom instruction." The sponsor considers the SES composition of the club as primarily lower class. Major club activities include pursuing chapter awards, school and inter-school content, camping, leadership school, district rally, state conventions, proficiency awards, annual chapter banquet, and chapter meetings. Teacher D has sponsored this activity for 19 years.

Teacher E sponsors the National Honor Society. The club has 11 members who are characterized as middle class. The club is considered the most prestigious at Orrum and the teacher stated, "I enjoy being involved with the students." Most club projects are of a service nature, including a Christmas Food and Toy Drive for the needy.

#### Denton High School

Denton High School is located in the small community of Denton, North Carolina in the rolling hills of the Uwharrie Mountains in southern Davidson County. Denton's economic base is several small manufacturing plants and one large textile plant. Many residents commute the 25 or more miles to jobs in Thomasville, Lexington, and High Point. Denton High School's 361 students reflect the homogeneous, close knit community it serves. During the 1988-89 school year, Denton High School will close its doors and move to a new building located three miles north of town. The new school will be known as South Davidson although there will not be any change in the school attendance district.

An interview with the principal revealed much about the composition of Denton High School. Using the descriptions provided by Kahl, the principal characterized the socio-economic status of the Denton student body as follows:

Lower Class	20%
Working Class	40%
Middle Class	20%
Upper/Upper Middle	20%

He stated that about 75% of the students participated in student activities and about 50% participated in the athletic program. The principal felt that about 35% of the students worked at part-time or full-time jobs and that most of these students came from working class families.

Denton High School is able to offer a diverse curriculum. The Ti-In satellite network is a regular part of the course offerings and Denton is totally involved in the Student Information Management System of computerized student accounting.

There are 25 organizations active at Denton High School. They have an average membership of 33 students, or 9% of the student body participation in each activity. The largest activity is the Students Against Drunk Driving (SADD), 23.5% of the students at Denton High School are members. The smallest activity is the High Q team with 1.6% of the students participating.

Denton High School sponsors 12 athletic activities. The athletic activities average 21 students or 5.7% of the student body participating. Table 2 presents participation and leadership patterns for Denton High School derived from the school yearbook and verified by activity sponsors. Since Denton High School has no minority students, ethnic origin is not included. Females held 63.3% of the leadership positions in activities at Denton High School.

Thirty-four seniors from Denton High School responded to the student activities survey. The following are some individual responses and comments:

Respondent number one is a 17 year old, white, middle class male living with both parents. His father owns a sports store and his mother is manager of a hosiery mill. He has participated in five activities during his high school career; however, as a senior he is active only in The Vocational and Industrial Club (VICA) and is the club Vice President.



**Table 2****Student Activity Participation and Leadership Patterns at Denton High School**

<b><u>Activity Category</u></b>	<b><u>Activities Number of Activities</u></b>	<b><u>Percent of Gender Participation</u></b>	<b><u>Leadership Positions</u></b>	<b><u>Percent of Gender Leadership Positions</u></b>
Governance	1	Female - 72.3 Male - 27.7	3	Female - 66.7 Male - 33.3
Honor	1	Female - 50.0 Male - 50.0	4	Female - 100.0 Male - 0.0
Student Services	2	Female - 63.0 Male - 37.0	8	Female - 75.0 Male - 25.0
Career Related	4	Female - 53.0 Male - 47.0	23	Female - 60.9 Male - 39.1
Subject Related	4	Female - 8.0 Male - 32.0	16	Female - 71.0 Male - 29.0
Hobby Related	1	Female - 36.4 Male - 63.6	3	Female - 0.0 Male - 100.0
Athletic Related	12	Female - 58.0 Male - 42.0	6	Female - 66.0 Male - 34.0

He works part-time 30 hours per week as a mechanic and states that work effects his participation "quite a bit".

Respondent number two is a 17 year old white, middle class female who lives with both parents. Her father is a school principal and her mother a teacher. She has been active in student government for four years and has served as a class officer for three years. She lists the activities and amount of time spent on them monthly:

Student Government	8 hours per month
Yearbook	26 hours per month
Newspaper	10 hours per month
FBLA	1 hour per month
FTA	1 hours per month
Science	1 hours per month
Monogram	1 hour per month
Drama	30 hours per month

Some of the activities include class time or are part of the regular daily schedule. During her high school career, the respondent has been involved in 16 activities and held 12 leadership positions. She has chosen not to work, stating that activities and school work take all her available time.

Respondent number three is an 18 year old white, working class, female. She lives with both parents. Her father operates a bandsaw in the furniture industry and her mother is a press operator. She has been involved in four activities at Denton High School and works 30 hours per week as a clerk, but she does not feel that work has interfered with her participation in activities.

Respondent number four is a white, working-class female living with her mother, a mill worker. She has participated in seven activities at Denton High School. She has played volleyball for four years and this year served as co-captain. She has worked part-time at different jobs and works 25 to 30 hours per week.

Respondent number five is a 17 year old, white, working-class female living with both parents, who work in the furniture industry. She has participated in nine activities at

Denton High School, but is only participating in two as a senior. She works 20 hours per week in a hosiery mill and feels that work interferes with her participation in activities. She states, "Work requires most of my time."

The following are replies by activity sponsors to surveys and interviews at Denton High School.

Teacher A has been the athletic director at Denton for the past eight years and for the past six years he has also served as athletic trainer. He devotes 60 hours per month to these activities and receives a supplement of \$750 as athletic trainer and \$1,200 as athletic director. He is the only person on the staff qualified to serve as athletic trainer.

Teacher B sponsors the FHA, and spends a minimum of 15 to 20 hours per month on the activity. She states, "Not only is it an important part of the home economics curriculum, but it gives young people many additional opportunities to gain knowledge and experiences beyond the classroom setting that help develop leadership skills and improve self-esteem." The main projects of the club include participation in proficiency competitions, member/parent activities, and raising funds for equipment purchases. The teacher does not receive a supplement.

Teacher C sponsors the varsity cheerleaders. She devotes about 30 hours to the activity and receives a "slight" supplement. She states, "I wanted to work with cheerleaders while I didn't have any children and had the time to devote."

Teacher D sponsors the Beta Club. She devotes about eight hours per month to the activity and does not receive a supplement.

Teacher E sponsors the Quiz Bowl team. She devotes about 11 hours to the activity during December and January and does not receive a supplement. Why does she sponsor the activity? She states, "I like encouraging academics. This is fun and challenging."

### Southwestern Randolph High School

Southwestern Randolph High is a school of 776 students in a transitional area located approximately seven miles southwest of Asheboro, North Carolina, a small city of 25,000. The area is being commercially developed and is gradually moving from a rural to a more suburban setting. According to the principal the student population has the following composition based in the Kahl Descriptors:

Working Class	60%
Middle Class	25%
Lower Class	10%
Upper Middle	5%

The student body is 97% white and 3% black, and the principal estimates that approximately 40% of the seniors work. Following are the clubs and criteria for being a club member at Southwestern Randolph High School:

**Art Club:** Students must have 85 average in art and submit a drawing for consideration for membership. Membership requests are voted on by club members and new members must be initiated.

**Beta Club:** This club requires an overall average of 90 for juniors and seniors. All students must have faculty approval. There is a fee for membership into National Beta Club, and annual dues are required.

**Debating Club:** Students must have keen interest in speaking and debating. Students should also have an above average grade in English. Recommendation by an English teacher is required.

**Distributive Education Clubs of America (DECA):** It is suggested that all Distributive Education students become a member of DECA since the club's activities are co-curricular and are a vital part of the Distributive Education program.

**Fellowship of Christian Athletes (FCA):** The Fellowship of Christian Athletes is an organization of young men and women who believe in Christian principles and fellowship.

**French Club:** Students must be taking or have completed French II.

**Future Business Leaders of America (FBLA):** Students must be interested in business and taking a business course.

**Future Farmers of America (FFA):** Any student who is taking an agriculture course may join FFA.

**Future Teachers of America (FTA):** Students must have an overall average of 85 and an interest in becoming a teacher. Projects are centered around honoring teachers. A small fee is required for membership.

**Inter-Club Council:** This council is composed of the presidents of all clubs, plus the executive committee of the student government. The club coordinates inter-club activity.

**Junior Beta Club:** This club consists of freshman who have a overall average of 93 after the first semester, and sophomores who have maintained the average.

**Library Club:** Students must be an active student library assistant. Members are encouraged to join the State and District library clubs.

**Monogram Club:** This club is restricted to students who have won a varsity letter in athletics.

**Science Club:** The Science Club is open to students who have an interest in science and maintain an overall B average.

**Spanish Club:** The Spanish Club requires that a student must be taking or have completed Spanish II and have (or had) a C average in Spanish .

**Vocational Education Honor Society:** This club is organized to recognize and honor students who have excelled in areas of vocational education.

Vocational Industrial Clubs of America (VICA): Students must be taking one of the following courses: Industrial Cooperative Training (ICT), bricklaying construction industries, or cabinet making.

Activities at Southwestern Randolph are scheduled during the school day. Homeroom is extended for 30 minutes for the activity period. The activities meet once per month. This practice allows many of the students living in remote areas of the school district to participate in school activities.

There are 26 clubs active at Southwestern Randolph High School. The clubs average 45 members, which represents an average of 5.7% of the student body participating in each club. The largest club is the Future Farmers of America; 17.9% of the students at Southwestern Randolph High School are members. There are nine athletic activities average 31 students participating per activity.

Table 3 presents participation and leadership patterns for Southwestern Randolph High School. The data was collected from the school yearbook and verified by activity sponsors. Blacks make up 3% of the population at Southwestern Randolph High School and hold 1.2% of the leadership positions in the school. Females hold 66.2% of the leadership positions at the school.

Although Southwestern Randolph High School activities meet during the school day for 30 minutes once per month, some of the students still considered their work to interfere with participation in activities. The following are selected student survey responses from Southwestern Randolph High School:

Respondent number one is a 17 year old white, working-class female. Her father drives a truck and her mother works in the furniture industry. She has been involved in three activities while at Southwestern; Beta Club, Junior Civitians, and DECA. She works full-time as a sewer, sometimes working as many as 45 hours per week. She stated that

**Table 3****Student Activity Participation and Leadership Patterns at Southwestern Randolph High School.**

<u>Activity Category</u>	<u># of Activities</u>	<u>Ethnic Origin % of Participation</u>	<u>Gender % of Participation</u>	<u>Leadership Positions</u>	<u>Ethnic Origin % of Leadership Positions</u>	<u>Gender % of Leadership Positions</u>
Governance	2	White - 100.0 Black - 0.0	Female - 71.0 Male - 29.0	6	White- 100.0 Black - 0.0	Female - 83.4 Male - 16.6
Honor	2	White - 100.0 Black - 0.0	Female - 65.5 Male - 34.5	9	White - 100.0 Black - 0.0	Female - 67.0 Male - 33.0
Student Services 75	1	White - 97.3 Black - 2.7	Female - 73.0 Male - 27.0	4	White - 100.0 Black 0.0	Female - Male - 25
Career Related	6	White - 93.6 Black - 6.4	Female - 60.8 Male - 39.2	20	White - 95.7 Black - 4.3	Female - 47 Male - 53
Subject Related	5	White - 100.0 Black - 0.0	Female - 58.4 Male - 41.6	18	White - 100.0 Black - 0.0	Female - 75 Male - 25
Hobby Related	1	White - 87.5 Black - 12.5	Female - 83.3 Male - 39.7	4	White - 100.0 Black - 0.0	Female - 100 Male - 0
Athletic Related	9	White - 97.8 Black - 2.2	Female - 42.0 Male - 58.0	4	White - 100.0 Black - 0.0	Female - 50 Male - 50

work had definitely affected her participation in student activities. She expressed, "I had no time. It is extremely hard to work and go to school and keep grades up."

Respondent number two is a 17 year old, working class female who lives with her mother. Her mother is employed in the hosiery mill. The student has been active in four club activities and two athletic activities during her high school career, playing basketball and softball for four years. She devotes approximately 30 hours per month to athletic activities during the season, yet still finds time to work part-time. She feels that work prevents her from doing her best in her school work and she notes that she is always tired.

Respondent number three is a 17 year old, middle-class male living with both parents. His father is manager of a country club and his mother is a bookkeeper. He has been in nine club activities and held three leadership positions and has participated in three athletic activities. The student also works part-time 16 hours per week and does not feel that it interferes with student activities.

Respondent number four is an 18 year old white, middle-class, male living with both parents. His father is a postal clerk and his mother is in management. He has participated in nine activities during his high school career, four of which were associated with the band and music enrichment. He was a leader in all these activities. The student has worked part-time as a fast food employee for the past three years, working from 15 to 25 hours per week. Although he has been active, he feels that work has curtailed some of his involvement. He comments, "After-school activities take a commitment that students who work are not able to make. I would play sports, but I have to work for my car, insurance, and other necessities."

A summary of interviews with selected sponsors at Southwestern Randolph High School follows:



Teacher A has sponsored the FBLA for 18 years. She notes that about half the members of her club work part-time. The club meets one hour per month. The teacher receives no supplement. Why does she sponsor the activity? She "loves it."

Teacher B has sponsored the FFA club for five years. The club is the largest at Southwestern with 187 members. The teacher observes that the socio-economic status of the club members is probably a little lower than the general school population. There are two Blacks, one American Indian, and 185 Whites in the club. The sponsor estimates that 100 of the club members work part-time. He devotes about 30 to 50 hours per month to the club and does not receive a supplement. He states, "I was in this club during high school. In this club, I see students develop leadership qualities that they may not develop anywhere else. The students in this organization enjoy the contest and proficiency awards and the fellowship which come from meetings and leadership rallies."

Teacher C has sponsored DECA for eight years. She does not receive a supplement. The major projects of the club include helping needy families, visiting rest homes, and the Employer-Employee Banquet. Teacher C states, "I believe that DECA is a very important part of the Marketing program. DECA allows the student to role play what they have learned through the classroom work."

Teacher D is the golf coach at Southwestern Randolph High School. He states that the SES of the participants is much higher than the general population of the school. During this season, he spends 60 hours per month on the activity and receives a coaching supplement. He said, "I like to work with young people and I also like golf."

Teacher E has sponsored the Fellowship of Christian Athletes (FCA) for four years. The activity is a popular one with 147 members. There are eight black members and 139 whites. The club sells sweatshirts and candy and its major project is providing a scholarship. The sponsor devotes about two hours per month to the activity and does not

receive a supplement. He said, "I enjoy working with the organization. It is a club that meant a lot to me during my years at college."

Teacher F is the varsity baseball coach. He spends about 72 hours per month during the season on the activity and receives a supplement. He says, "I enjoy coaching baseball!" He also coaches girls tennis and during the fall spends about 60 hours per month coaching that activity. He receives a \$300 supplement. When asked why he coached he replied, "Not for the money!"

Teacher G is the cheerleading sponsor. This activity requires about 48 hours per month for six months of the school year, and she receives a \$300 per year supplement. Some of the major fund raising activities include selling candy and spirit buttons but the major function is to increase school spirit at games, pep rallies, and competitions. The sponsor states, "I thoroughly enjoy the activity and the contact with the students."

### Lexington High School

Lexington High School is the only high school in the Lexington City Schools system. It is currently a "2-A" size school with a student population of 899 students. Lexington High School reflects the diversity of the small city it serves.

Lexington has several manufacturing plants and many small business enterprises; there are also numerous banks and commercial establishments. As the county seat it is base for the many county services and bureaucratic organizations. The school has the following socio-economic groups using the Kahl descriptions:

Lower Class	25%
Working Class	55%
Middle Class	15%
Upper/Upper Middle	5%

The school also has diverse ethnic population. According to the principal, the ethnic population is as follows:

Black	44%
White	56%

Lexington High School has a total of 49 clubs and the average membership per club is 29 students. The clubs average serving 3.1% of the student body. Additionally, there are 9 athletic activities, they average 38 students per activity.

Table 4 presents participation and leadership patterns for Lexington High School. The data were collected from the school yearbook and verified by activity sponsors. Blacks held 22.5 percent of the leadership positions at Lexington High School. Females held 60% of the leadership positions. There were six clubs with no Black members and two clubs with no White members.

Following are selected student responses from the students activity survey given at Lexington High School:

Respondent number one is an 18 year old, middle class, white male living with both parents. His father is a Fire Department Captain. The student has been involved in nine activities during his career at Lexington High School, and this year is president of the Future Teachers of America. He works 15 hours per week at a department store and does not feel that his work interferes with participation in student activities.

Respondent number two is a 17 year old, black working class, female living with both parents. Her father is a machine repairman and her mother is a supervisor. The respondent works about 35 hours per week but does not believe that the work interferes with participation in activities. She has been active in two clubs during her high school career, FBLA and the Career Education Club. The respondent voiced concern that some of the clubs were not open to everyone, "If clubs had no strong restrictions on applications maybe they would have more people in them."

**Table 4****Student Activity Participation and Leadership Patterns at Lexington High School.**

<b>Activity Category</b>	<b># of Activities</b>	<b>Ethnic Origin % of Participation</b>	<b>Gender % of Participation</b>	<b>Leadership Positions</b>	<b>Ethnic Origin % of Leadership Positions</b>	<b>Gender % of Leadership Positions</b>
Governance	1	Black - 31 White - 69	Female - 72.4 Male - 27.6	5	Black - 60 White - 40	Female - 80 Male - 20
Honor	2	Black - 13 White - 87	Female - 43 Male - 57	4	Black - 0 White - 100	Female - 50 Male - 50
Student Services	9	Black - 26.4 White - 73.6	Female - 51 Male - 49	36	Black - 12 White - 88	Female - 65 Male - 35
Career Related	8	Black - 49 White - 51	Female - 65 Male - 35	35	Black - 34.5 White - 64.5	Female - 62.7 Male - 37.3
Subject Related	8	Black - 13.3 White - 86.7	Female - 67.8 Male - 32.2	22	Black - 9.9 White - 91.1	Female - 74.2 Male - 25.8
Hobby Related	12	Black - 36.8 White - 63.2	Female - 68.4 Male - 31.6	18	Black - 20.5 White - 79.5	Female - 55 Male - 45
Athletic Related	9	Black - 52.8 White - 47.2	Female - 46 Male - 54	4	Black - 50 White - 50	Female - 25 Male - 75

Respondent number three is a 17 year old working class female living with her mother. Her mother is employed sharpening saws and has four other children. The student has been involved in seven activities during her high school career and has held two leadership positions. She played volleyball for four years and served as Co-Captain her senior year. She works 24 hours per week selling newspaper subscriptions over the telephone and states that working affects her participation, "a lot, I can't play as many sports, or go to a lot of club meetings."

Respondent number four is an 18 year old middle-class female. She lives with her father, a general sales manager. She has been active in 13 activities during high school and she has been a cheerleader for four years. She states that cheerleading takes every spare moment. She also works 40 hours per week at a restaurant and feels that this greatly interferes with her participation in student activities.

Following are selected sponsor responses from Lexington High School:

Teacher A is the DECA sponsor at Lexington High School. She has had 15 years experience sponsoring DECA. This year the DECA Club is sponsoring a monthly project. They include:

- A Crime Prevention Project
- Free Enterprise Project
- Business Management Project
- Needy Family Project
- Chapter Activities Project
- Teacher and Administrative Appreciation Banquet
- Employees Appreciation Banquet

The sponsor states, "DECA provides a co-curricular, integral part of the students' development of leadership and management skills in marketing, merchandising, and management. It increases student motivation, self-esteem and employability and instills civic responsibility in these future citizens."

The 42 members of the club all work at part-time jobs. The role of the distributive education cooperative curriculum is to provide work experience for the students. The students average working about 20 hours per week.

Teacher B sponsors the High IQ team at Lexington High School. She spends about ten hours per month with the team and does not receive a supplement. The members of the team are middle and upper middle-class students and the entire team is white. The teacher serves because she was asked by the principal and enjoys working with the students.

Teacher C sponsors the International Student Union for Peace, a new club just started for the 1988-89 school year. The club promotes world peace and learns about other cultures. The teacher does not receive a supplement and sponsors the club because she is interested in promoting peace and the students asked her to sponsor the club.

Teacher D sponsors the Field and Stream Club at Lexington High School. The club has 21 white members and four black members. There are no officers, dues, or projects. The main function of the club is reflected in the sponsor's statement, "Show me a kid that fishes and I'll show you a kid with something to do for life!" "A sportsman is seldom a delinquent."

Teacher E sponsors the Fellowship of Christian Athletes. The club has ten black and 30 white members. The sponsor devotes about four hours per month to the club and does not receive a supplement. She says, "I think it is important to have a Christian Organization on our campus."

An administrator shared the goals of the student activities program at Lexington High School:

1. To provide an opportunity for students to participate in one or more aspects of the school life outside the classroom.
2. To meet the leisure, recreational, social, and emotional needs of the students.
3. To compliment and enrich classroom activities.

4. To develop a desirable social attitude.
5. To develop cooperation among social and ethnic groups within the student body.

#### Central Davidson High School

Central Davidson High School is a 3-A school of 979 students located in west Davidson County approximately ten miles south of Lexington. Central Davidson High School serves the rural areas of central Davidson County as well as the suburban areas south of Lexington. The school has an excellent reputation for academics and student activities. The principal has emphasized academic achievement and efforts are being made to strive for excellence in academics.

The principal provided some detailed demographic information of his student body. In terms of family income the student body is distributed as follows:

Under \$7,000	3.7%
\$7,000 - \$10,000	3.6%
\$10,000 - \$15,000	11.2%
\$15,000 - \$20,000	19.6%
\$20,000 - \$25,000	18.5%
Above \$25,000	43.4%

The racial composition of the school is as follows:

Asian American	3.0%
American Indian	1.3%
Black	4.4%
White	91.3%

In many ways Central Davidson typifies the high school envisioned by the consolidation movement begun in North Carolina in the early 1960's. With approximately 1,000 students it has the numbers necessary to offer a diverse curriculum.

The administration allowed a detailed examination of the athletic activities budget. The athletic program at Central Davidson High School consists of 17 athletic teams with 236 athletes participating. The total expenditures for the athletic program for the 1987-88 school year was \$43,168.48. (See Appendix D) Total income from the athletic program

amounted to \$26,147.77. (See Appendix E). Seventeen thousand dollars in additional funds were provided by the general fund of the school. This means approximately \$72 was added to the athletic fund for each student participating. The administration and coaches at Central Davidson High School argue that this is an excellent investment in the young people of the community. It is generally accepted by administrators that high school athletic budgets in North Carolina do not pay their own way and most receive dollars from the school general fund and the Local Education Agency in order to operate. In summary, The Central Davidson High School is not unique in its athletics budget but provides an accurate example of the athletic expenditures of a typical North Carolina high school.

Central Davidson High School has 38 clubs with an average membership of 49 students. Table 5 presents participation and leadership patterns for Central Davidson High School. The data was collected from the school yearbook and verified by activity sponsors. Minority participation and leadership positions at Central Davidson High School are consistent with the minority population.

Following are selected responses to the student activity interview from Central Davidson High School:

Respondent number one is a star athlete at Central Davidson High School. During his career at Central he played football for four years and estimates he spent about 100 hours per month on that activity during the season. He played basketball as a freshman and devoted about 40 hours per month during the season to that activity. During his Junior and Senior years he switched to wrestling during the winter season and devoted about 50 hours per month to that activity. The student also participated in track and estimates he spent about 40 hours per month during the spring to that activity. The respondent is a black, working class, 18 year old male living with both parents. He has been active in six other



**Table 5****Student Activity Participation and Leadership Patterns at Central Davidson High School.**

<b>Activity Category</b>	<b># of Activities</b>	<b>Ethnic Origin % of Participation</b>	<b>Gender % of Participation</b>	<b>Leadership Positions</b>	<b>Ethnic Origin % of Leadership Positions</b>	<b>Gender % of Leadership Positions</b>
Governance	1	Black - 8.1 White - 91.9	Female 71.4 Male - 28.6	4	Black - 0 White - 100	Female - 50 Male - 50
Honor	2	Black - 5.8 White - 94.2	Female - 71.4 Male - 28.6	8	Black - 0 White - 100	Female - 75 Male - 25
Student Services	3	Black - 0 White - 100	Female - 65.2 Male - 34.8	8	Black - 0 White - 80	Female - 75 Male - 25
Career Related	8	Black - 7 White - 93	Female - 56.2 Male - 43.8	32	Black - 12 White - 88	Female - 59 Male - 41
Subject Related	6	Black - 5.5 White - 94.5	Female - 65.9 Male - 34.1	22	Black - 1.3 White - 98.7	Female - 80 Male - 20
Hobby Related	1	Black - 0 White - 100	Female - 77.7 Male - 22.3	4	Black - 0 White - 100	Female - 75 Male - 25
Athletic Related	17	Black - 5.5 White - 94.5	Female - 47.8 Male - 52.2	8	Black - 10 White - 90	Female - 40 Male - 60

activities and this year serves in leadership positions in two of them. He has also worked part-time as a cook at a fast food restaurant averaging about 30 hours per week. He feels work has kept him from participating in many activities.

Respondent number two is an 18 year old white, middle-class female. She has participated in three activities at Central Davidson during her high school career. As a freshman she devoted 30 to 40 hours per month to the Color Guard. Perhaps her most meaningful activity has been HOSA, Health Occupation Students of America. The respondent has devoted from 10 to 12 hours per month to the club as a Junior and Senior. This coordinates well with her part-time job where she works 15 or more hours per week as a nursing assistant. The respondent feels that work interferes with her participation slightly. However, she states, "I could work and play sports, but I personally would rather work."

Respondent number three is an 18 year old working-class, white, female living with both parents. She has devoted the following amounts of time to student activities during her high school career:

Six hours per month to Thespians as a Sophomore.  
 Twenty-seven hours per month to Drama as a Freshman, Sophomore, and Senior.  
 Seven hours per month to chorus as a Sophomore.  
 Twenty hours per month to Jaycees as a Freshman.  
 Thirty hours per month as a library assistant as a Senior.  
 Eighteen hours per month to FBLA as a Junior.

The student works 33 hours per week during the summer at a nursery, but is not working during the school year.

Respondent number four is a white, working-class female living with both parents. She has devoted the following amounts of time to activities during her high school career:

Forty hours per month to Drama her Sophomore, Junior and Senior years.  
 Thirty hours per month in chorus for four years.  
 Twenty-five hours a month as a library assistant her Junior year.  
 Twenty-five hours per month with Future Teachers of America as a Sophomore.  
 Two hours per month with the French Club as a Senior.

The student works 20 to 30 hours per week as a Senior. She feels that employment has affected her involvement in activities, "I'm involved with drama. I had play practice one night and worked the next. It makes me less active in clubs."

Following are selected responses from activity sponsors at Central Davidson High School:

Teacher A sponsors the drama group at Central Davidson High School called "The Central Playmakers". The members devote over 20 hours per month or more to the activity during productions. From February through April, the members devote about 24 hours per week to drama. Funds are raised through car washes, work projects, Homecoming King contest, and "Ghost grams". The teacher receives a supplement of \$100 per year. Her reason for sponsoring the activity? "I have a personal interest in the performing arts and the desire to instill an appreciation and capability for performance on the part of students."

Teacher B coaches the men's track team. He devotes about 40 hours per month during the season to the activity and receives an \$800 supplement.

Teacher C is the Band Director. He devotes more than 100 hours per month to band activities and receives a supplement.

Teacher D sponsors the HOSA club at Central Davidson High School. She does not receive a supplement. The club is related to the Health Occupations curriculum, has 52 members and she spends about 8 to 10 hours per month on club activities.

### Ragsdale High School

Ragsdale High School is located in Jamestown, North Carolina, a suburban community located between High Point and Greensboro. Ragsdale has a student population of 991 students from a variety of SES and ethnic backgrounds. The school has a reputation for excellence in both academics and student activities. According to the principal the ethnic population of Ragsdale is as follows:

Minority	24%
White	76%

Ragsdale serves many middle class neighborhoods, in addition to students from working-class areas and public housing projects. The principal provided the following description of the socio-economic status of his school using the Kahl descriptors:

Lower Class	10%
Working Class	30%
Middle Class	35%
Upper/Upper Middle	25%

Ragsdale High School has 29 activities with an average membership of 39 students. The school fields 12 athletic teams with an average of 38 students participating.

Table 6 presents participation and leadership patterns for Ragsdale High School. The data was collected from the school yearbook and verified by activity sponsors. Minority students hold 22% of the leadership positions at Ragsdale High School. Twenty-one of the 49 seniors surveyed at Ragsdale felt that work interfered with their involvement in student activities. Following are selected student responses pertaining to work and student activities:

Respondent number one is an 18 year old, black, middle-class female. Her father is a carpenter and her mother is a teacher. She has been involved in 14 activities during high school and as a senior she is involved in seven different activities. She works 38 hours per week as a waitress and feels that work greatly interferes with her involvement in activities. She states, "Students shouldn't have jobs if they interfere with other responsibilities; your first priority should be school."

**Table 6****Student Activity Participation and Leadership Patterns at Ragsdale High School.**

<u>Activity Category</u>	<u># of Activities</u>	<u>Ethnic Origin % of Participation</u>	<u>Gender % of Participation</u>	<u>Leadership Positions</u>	<u>Ethnic Origin % of Leadership Positions</u>	<u>Gender % of Leadership Positions</u>
Governance	1	Black - 5.2 Asian/American - 5.2 White - 89.6	Female - 68.4 Male - 31.6	4	Black - 25 Asian/American - 0 White - 75	Female - 50 Male - 50
Honor	2	Black - 6.6 Asian/American - 9.4 White - 84.0	Female - 59 Male - 41	12	Black - 0 Asian/American - 7.2 White - 92.8	Female - 66.7 Male - 33.3
Student Services	2	Black - 11.0 Asian/American - 0 White - 89	Female - 89 Male - 11	4	Black - 0 Asian/American - 0 White - 100	Female - 75 Male - 25
Career Related	4	Black - 12.8 Asian/American - 0 White - 87.2	Female - 59 Male - 41	18	Black - 16 Asian/American - 0 White - 84	Female - 67 Male - 33
Subject Related	6	Black - 5.5 Asian/American - 2.3 White - 92.2	Female - 52 Male - 48	22	Black - 4.9 Asian/American - 4.9 White - 91.2	Female - 56 Male - 44
Hobby Related	2	Black - 4.3 Asian/American - 4.3 White - 91.4	Female - 37 Male - 63	4	Black - 0 Asian/American - 0 White - 100	Female - 0 Male - 100
Athletic Related	12	Black - 32.7 Asian/American - 3.3 White - 64.0	Female - 47 Male - 53	4	Black - 25 Asian/American - 0 White - 75	Female - 25 Male - 75

Respondent number two is a 17 year old, white, middle-class male. His father is an engineer and mother is a homemaker. He has been involved in two activities during his high school career. He works 30 hours per week as a mailroom clerk and feels that work has greatly reduced his participation in student activities.

Respondent number three is a 17 year old middle class female. Her father is an airlines station manager and her mother is involved in research for a large company. She has been involved in eight different activities including cheerleading and spends an average of about 20 hours per month during the school year on cheerleading. The student works 15 hours per week in retail sales. She feels that work greatly influences her participation. She says, "You have certain priorities and you go from there. You can't do two things at once."

Respondent number four an 18 year old senior, "Although work has caused me to miss some school activities, I'll sacrifice that for the much needed money."

Respondent number five works 25 hours per week. "I don't have as much time to devote to my homework as I did in the past. I guess it's something that I will have to learn to deal with."

Respondent number six spent over 100 hours per month on football during the season. He was also involved in eight other activities including basketball, wrestling, and track. He decided to give up wrestling and track his senior year for a part-time job which takes 25 hours per week.

Respondent number seven, a 17 year old female states, "The only way my job has affected my participation is that I can't give as much time as I'd like to my clubs. As it is, I pull many all nighters trying to get things done."

Respondent number eight said: "I got better grades when I was working. Budgeted my time better."

Respondent number nine said: "Now that I work part-time, I have no time to be in any clubs! I have no time period! I hate my job. I can't do as much volunteer work as before."

Respondent number ten noted, "I would participate in more student activities but I need extra money for cars and dates."

The following replies are from activity sponsors at Ragsdale High School:

Teacher A sponsors the yearbook. She and the twenty-four students spend about 20 to 30 hours per month on the activity. The yearbook staff sells advertisements, yearbooks, and conducts other fund raisers to provide funds for the activity. The teacher finds the activity interesting and her reward is working with the students.

Teacher B sponsors the student government at Ragsdale High School and has done so for several years. The organization's main activities are Homecoming and the Prom. The sponsor and members spend about two hours per month on the activity and the sponsor receives a supplement. The sponsor states, "Everyone needs to assume some responsibility beyond the classroom."

Teacher C sponsors the T. V. News team. The 21 members of the activity spend about 12 hours per month on the activity. The organization produces a weekly news program for the school and tapes special school events. She does not receive a supplement and considers it part of her job as media coordinator.

Teacher D sponsors the Juniorettes at Ragsdale High School. The all female club sponsors a number of service projects including Spirit Week, helping a needy family at Christmas and hosting the Teachers Tea. The club averages about five hours per month on activities. The sponsor states, "I enjoy working with teenagers and being involved in their activities."

Grimsley High School

Grimsley High School is a large, urban high school of 1615 students serving the northwest quadrant of Greensboro, North Carolina. Grimsley High School has a long and proud tradition. In the 1950's Grimsley was known as Greensboro Senior High and served as the only high school for white students in Greensboro. With urban expansion the school is now one of four 4-A schools serving the city of Greensboro. Grimsley High School serves some of the old, established, prestigious neighborhood, some middle-class areas and some areas of low-income housing.

There are a principal and three assistant principals to help administer the needs of the students. The principal gave the following description of the socio-economic classes at Grimsley High School:

Lower Class	25%
Middle Class	25%
Upper/Upper Middle	50%

The schools racial makeup is 34% minority, 66% white.

Grimsley High School's size and diversity contrast a great deal with 1-A and 2-A North Carolina high schools. Grimsley has a very diverse student body with extreme income ranges. Some of the students come from the most influential and wealthy families in Greensboro while others come from homes at the poverty level.

Because of its size, Grimsley High School has 46 clubs with an average membership of 39 students each. There are athletic teams in 12 sports, each sport averages 51.58 students participating.

Table 7 presents participation and leadership patterns for Grimsley High School. The data were collected from the school yearbook and verified by activity sponsors. Minority students makeup 34% of the student body at Grimsley High, they hold 14.4% of the elected student activity offices. Females hold 64.4 percent of the elected offices at Grimsley High School.



**Table 7****Student Activity Participation and Leadership Patterns at Grimsley High School.**

<u>Activity Category</u>	<u># of Activities</u>	<u>Ethnic Origin % of Participation</u>	<u>Gender % of Participation</u>	<u>Leadership Positions</u>	<u>Ethnic Origin % of Leadership Positions</u>	<u>Gender % of Leadership Positions</u>
Governance	4	Black - 15.3 White - 84.7 Asian/American - 0	Female 53.6 Male - 46.4	41	Black - 16.6 White - 83.4 Asian/American - 0	Female - 58 Male - 42
Honor	3	Black - 8 White - 90 Asian/American - 2	Female - 64 Male - 36	12	Black - 0 White - 100 Asian/American - 0	Female - 75 Male - 25
Student Services	10	Black - 6.5 White - 92.5 Asian/American - 1	Female - 50 Male - 50	38	Black - 0 White - 100 Asian/American - 0	Female - 50 Male - 50
Career Related	8	Black - 32 White - 68 Asian/American - 0	Female - 71 Male - 29	34	Black - 17 White - 83 Asian/American - 0	Female - 65 Male - 35
Subject Related	6	Black - 4 White - 94 Asian/American - 2	Female - 59 Male - 41	26	Black - 5 White - 95 Asian/American - 0	Female - 70.5 Male - 29.5
Hobby Related	3	Black - 10.6 White - 89.4 Asian/American - 0	Female - 60.5 Male - 39.5	8	Black - 12.5 White - 87.5 Asian/American - 0	Female - 70.2 Male - 29.8
Athletic Related	12	Black - 28.8 White - 70.2 Asian/American - 1.0	Female - 46 Male - 54	4	Black - 0 White - 100 Asian/American - 0.0	Female - 50 Male - 50

Student employment does not depend on the SES of the parents as exemplified by some of the responses at Grimsley High School. Following are selected student responses from Grimsley:

Respondent number one is a 17 year old, white, upper middle class, male. His father is an executive and his mother is a librarian. He works part-time at a television station in Greensboro and feels that it interferes with student activities. He has been involved in five activities during high school.

Respondent number two is a white, 17 year old, upper-middle class female. Her father is a plant controller and mother is an office administrator. She works part-time, 20 hours per week, as a sales associate at a local department store. She feels that her work interferes with participation in student activities. During her high school career, she has participated in 11 activities including the National Honor Society.

Respondent number three is a 17 year old, white, upper-middle class female. Her father is a division president of a large international company. She works 15 hours per week as a waitress and feels work has interfered with her involvement in activities. She has participated in three activities during her high school career.

Respondent number four is a black, middle class, female. Her father is an engineer and her mother is a homemaker. She works 20 hours per week as a waitress and does not feel that her work has affected her participation. She has participated in two activities during high school. She feels that school activities are boring and of little interest.

Activity sponsor responses at Grimsley High School focus on "Why do you sponsor the activity?"

Teacher A sponsors the Computer Club, "I love working with computers."

Teacher B sponsors Student Council, "As media specialist, I lack the close contact with students that the classroom teacher has. This gives me a way of getting to know students on a one-to-one basis and fostering better relationship with the student body."

Teacher C sponsors Students Against Drunk Driving (SADD), "I felt it was a good cause."

Teacher D sponsors the Art Honor Society, "I am a very active (state officer) member of the National Art Education Association which sponsors Art Honor Society - I believe in promoting art and rewarding artists."

Teacher E sponsors the History Club, "Assigned without consulting me. I wasn't even notified. This organization has not met this year."

Teacher F sponsors the Key Club, "I was told to sponsor it."

Teacher G sponsors the Spanish Club, "I enjoy the student who shows an interest in Spanish; I do this to offer "non-athletes a chance to do some activities."

Teacher H sponsors the Yearbook, "I enjoy working with students in an extracurricular area because I get to see a different side of them and they of me. I also find it to be rewarding for the staff and me to share the distribution of the final product of a year's work."

Teacher I sponsors the Exchangettes, "The activity is assigned to me."

Teacher J sponsors the National Honor Society, "I was asked to do so by a former principal. Since most students are very cooperative and easy to work with in N. H. S., I enjoy sponsoring the group and prefer it to other possible assignments."

Teacher K sponsors the Academic teams, "I enjoy it and feel that I'm helping students in an activity that is important to them."

Teacher L sponsors the Jayettes, Inter-Club Council, "I enjoy it."

Teacher M sponsors the Golf Team, "I love the sport and enjoy helping the young

golfers."

Teacher N sponsors the Cheerleading, "I enjoy it and I fill a need for the school."

Teacher O sponsors the French Club, "To extend exposure of French language and culture beyond the classroom."

Teacher P coaches the Boys' Basketball, "It fulfills me and I think I help the students."

Teacher Q sponsors the Civinettes, "I was asked by the students and have continued this job through the years. I enjoy the contact and involvement with the students."

#### Lumberton Senior High School

Lumberton Senior High School serves the small city of Lumberton, North Carolina, and is the only high school in the city system. The system has a total of 4,200 students and 888 of them attend the high school. The 1988-89 year will be the final year of the existence of Lumberton City Schools as a Local Education Agency. The system will merge with four others system in Robeson County for the 1989-90 school year to create one consolidated school system.

Lumberton Senior High School has the most diverse ethnic population of any of the high schools surveyed. The ethnic composition of the school in October, 1988, was as follows:

	<u>No.</u>	<u>Percent</u>
American Indian:	118	13.3
Asian/American	6	.6
Hispanic:	1	.1
Black:	325	36.7
White:	438	49.3

The school is one of the focal points of the community; the campus is well kept and impressive. The large, spacious hallways have a high gloss that reflects the hard work and pride of the administrators and entire staff.

The principal gave the following SES composition of the school:

Lower Class	10%
Working Class	40%
Middle Class	25%
Upper/Upper Middle	25%

The principal feels that the middle and upper middle class students tend to dominate student activities participation and leadership roles. One of his goals is to promote more participation by the other SES groups. He is especially concerned with promoting more involvement by the American Indians in the student population.

The following description of the student activities program at Lumberton Senior High School comes from interviews with the principal, activity sponsors and activity descriptions from the school handbook.

The Lumberton Senior High School student activities program is designed to meet the needs of all ethnic groups. School clubs, as well as community-sponsored clubs, are instrumental in establishing fair representation of all races in Robeson County. All school clubs provide an equal-opportunity membership regardless of race, sex, or creed, and help to provide learning experiences for a student's future in society. It is felt that through these activities the individual is allowed to grow in leadership responsibilities. The 52 clubs available at Lumberton High School reflect vocational, traditional, and community interests.

The Student Council strives to involve students in a better-working government for Lumberton Senior High, its faculty, its leaders, and its students. Meetings are held as needed and decisions and recommendations are carried out in a democratic manner. Officers are elected as mandated in the school constitution that provides for petitioning, if standards are met by the petitioners, and election through student voting. Concerns of the school body are carried out through this organization. Humanitarian projects, such as

providing for the needy at Thanksgiving and Christmas, are carried out by the officers and representatives.

Student representation on the student council has undergone little change in the past 20 years. However, for the 1988-89 school year, it was felt that a more adequate and fair representation was needed. With the help of the principal and student council officers,, voting representation was changed from election precincts in the tenth, eleventh, and twelfth grades to a more consistent ratio of one white, one black, one Indian and one at-large candidate per grade level. The current student leadership felt this change would provide equitable representation of the student body.

In recent years the Student Council has been responsible for the introduction of the Students Against Driving Drunk (SADD) organization and the Pep Club. These additions reflect the flexibility of the school in providing new clubs and organizations as they are needed.

Lumberton High School student government provides many opportunities for student participation.

Following is the Student Government Calendar of events for the 1987-88 school

year:

September-	Class Officer Elections Student Council Representative Elections Homecoming Sponsors for Classes
October-	Open House Homecoming Parade Homecoming Activities at Pregame and Half-Time (The crowning of the Homecoming Queen) Halloween Contest for Teachers
November-	Thanksgiving Canned Food Drive Delivery of Foods to Needy Superlative Elections
December-	Christmas Present Drive for Needy Christmas Tree for School Secret Santas for Teachers
February-	Valentine Sweetheart Boredom Break Basketball Game
March-	The Talent Show
April-	Student Council Officer Elections
May-	Student Council Inductions and Awards Program

Lumberton High School has 52 clubs with an average membership of 35 students.

There are 11 athletic programs averaging 33 students.

Table 8 represents participation and leadership patterns for Lumberton High School. The data was collected from the school yearbook and verified by activity sponsors. Blacks account for 36.7% of the student population and hold 22.6% of the leadership positions in student activities. American Indians account for 13.3% of the student population and hold 7.3% of the leadership positions in student activities. Asian-American make up .6% of the population and account for .8% of the leadership positions. Whites make up 49.3% of the population and hold 69.3% of the leadership positions. Females hold 70.9% of the leadership positions at Lumberton Senior High School.

Following are selected student responses at Lumberton Senior High School:

Respondent number one is a white, middle class, female. Her father is a postal employee and her mother is a teacher. She has been very active in student activities.

Following is a summary of her high school activities and the amount of time per month she devoted to the activity:



**Table 8****Student Activity Participation and Leadership Patterns at Lumberton High School.**

<u>Activity Category</u>	<u># of Activities</u>	<u>Ethnic Origin % of Participation</u>	<u>Gender % of Participation</u>	<u>Leadership Positions</u>	<u>Ethnic Origin % of Leadership Positions</u>	<u>Gender % of Leadership Positions</u>
Governance	1	Black - 27.4 Asian/American - 0 American Indian - 13.6 White - 59.0	Female - 77.2 Male - 22.8	27	Black - 35.2 Asian/American - 0 American Indian - 13.6 White - 51.2	Female - 65 Male - 35
Honor	4	Black - 8.5 Asian/American - 2.7 American Indian - 0 White - 88.8	Female - 71 Male - 29	16	Black - 16 Asian/American - 3.4 American Indian - 0 White - 80.6	Female - 63 Male - 37
Student Services	12	Black - 7.6 Asian/American - 0 American Indian - 15.0 White - 77.4	Female - 73 Male - 27	40	Black - 13 Asian/American - 0 American Indian - 20 White - 67	Female - 54 Male - 46
Career-Related	8	Black - 23.2 Asian/American - 0 American Indian - 18.2 White - 58.6	Female - 53.7 Male - 46.3	38	Black - 26 Asian/American - 0 American Indian - 13 White - 61	Female - 51 Male - 49
Subject-Related	10	Black - 10.5 Asian/American - 1.5 American Indian - 1.6 White - 86.4	Female - 67 Male - 33	32	Black - 30 Asian/American - 0 American Indian - 2 White - 68	Female - 60 Male - 40
Hobby-Related	6	Black - 6.2 Asian/American - 0 American Indian - 4.3 White - 89.5	Female - 71.4 Male - 28.6	22	Black - 7 Asian/American - 0 American Indian - 5 White - 88	Female - 80 Male - 20
Athletic-Related	11	Black - 40.0 Asian/American - 2 American Indian - 7.5 White - 50.5	Female - 48 Male - 52	4	Black - 25 Asian/American - 0 American Indian - 25 White - 50	Female - 25 Male - 75

<u>Activity</u>	<u>Year</u>	<u>Hours Per Month Spent on Activity</u>
Student Government	Freshman	2
	Sophomore	
	Senior	
*Newspaper	Junior	20
	Senior	
*Journalism	Junior	20
	Senior	20
*Drama	Sophomore	22
*Chorus	Freshman	20
Office Assistant	Freshman	20
Student Against Drunk Driving	Senior	2
Future Business Leaders of America	Freshman	3
	Junior	
French Club	Senior	2
*Health Occupations	Freshman	20
Pep Club	Junior	8
	Senior	(Vice President) 10
Dance	Freshman	24
Prom Committee	Junior	6
Juniorettes	Senior	4
Penny Bunch	Senior	30
Mascot	Senior	4
Track (Manager)	Sophomore	30 (during season)
Wrestling (Manager)	Sophomore	30 (during season)
Volleyball	Senior	60 (during season)
Softball	Junior	45 during season

\*Part of regular instructional curriculum.

This student is an example of the very active student; a few are found in each school. She works during the summer in retail sales, but does not work during the school year.

Respondent number two is a 17 year old, white, male. His father manages a store and his mother is a nurse. He has been involved in five activities during high school and made the following statement about student activities: "I think that students should be in as many activities as they want as long as it doesn't interfere with school work, because it makes going to school more exciting and a better learning experience. You learn

to work with people, help others, take more responsibility, which are necessary for a productive life." He works 15 hours per month and feels that it does not interfere with activities.

Respondent number three is an 18 year old, white male. His father is a factory worker and his mother is a teacher. He has been active in eight clubs during his high school career and has participated in a number of athletic activities as follows:

<u>Activity</u>	<u>Year</u>	<u>Time Per Month Spent on Activity During Season</u>
Soccer	Freshman	24
	Sophomore	24
	Junior	28
	Senior	28
Football	Senior	30
Wrestling	Freshman	60
Track	Senior	40
Golf	Sophomore	16
	Junior	
Baseball	Freshman	90
	Sophomore	
	Senior	

He worked 25 hours per week during his Freshman, Sophomore, and Junior years but quit working before his Senior year. He make the following comment: "I quit work during school because of sportsand now I'm getting a scholarship. You have all your life to work, but only a few years to enjoy high school and take part in athletics. You should do all you can and not wonder 'What If.'"

Respondent number four is a 17 year old, American Indian. His father builds mobile homes and his mother is a knitter. He has participated in the following activities during high school:

<u>Activity</u>	<u>Year</u>	<u>Hours Per Month Spent on Activity</u>
Homeroom Officer	Freshman	5
Math Club	Freshman	20
ROTC	Sophomore	20
Computer Club	Freshman	12
American Indian Student Association	Freshman	4
	Sophomore	
	Junior	
	Senior	
Rifle Team	Sophomore	30
Football	Sophomore	60

He has worked part-time 20 hours per week as a junior and senior and feels that it affected his involvement in activities "a lot."

Respondent number five is a 17 year old, black male. His father is a foreman and mother a factory worker. He had the following experiences at Lumberton Senior High:

<u>Activity</u>	<u>Year</u>	<u>Hours Per Month Spent on Activity</u>
Color Guard	Junior	15
	Senior	25
Library Assistant	Freshman	7
Future Business Leaders of America	Sophomore	3
	Junior	
Distributive Education Clubs of America	Senior	2
Science Club	Freshman	5
ROTC	Sophomore	26
	Junior	35
	Senior	35
Computer Club	Freshman	10
Prom Committee	Freshman	10
Rifle Team	Sophomore	15
	Junior	15
	Senior	15
Track	Freshman	10

He has worked part-time his Sophomore, Junior, and Senior years and averages about 28 hours per week. He feels that the work affected participation in activities "a lot."

Following are selected responses of activity sponsor at Lumberton Senior High School:

Teacher A sponsors Student Council at Lumberton Senior High. She spends about 30 to 50 hours per month working with this very active group. She does not receive a supplement, but says, "I love working with students, especially in government." She has been sponsor for six years. Following are the major projects at Lumberton during the year:

Class Officer Elections  
 Student Representation Elections  
 Sponsor Elections  
 Homecoming Queen Elections  
 Homecoming Activities A. Parade  
   B. Game Activities  
 Open House  
 Student Orientation  
 Halloween Contest for Teachers  
 Thanksgiving Canned Food Drive  
 Christmas Drive for Elderly  
 Christmas Party for Faculty  
 Student Government Conference  
 Talent Show  
 Basketball Game for Non-Athletes  
 Senior Superlative Elections  
 Valentine Dance  
 Spring Officer Elections  
 Best All Round Senior Boy/Girl  
 Teacher of the Year  
 Slide Show for Year  
 Closing Assembly Program

Teacher B sponsors the Leo Club and devotes about 15 hours per month to the activity. His motivation: "Because students need a non-academic/non-athletic interest club to express their service needs. To serve society is a worthy cause and integrity and character equals a truly better world."

Teacher C is the ROTC instructor at Lumberton. He sponsors the following extracurricular activities in conjunction with his instructional duties:

ROTC Color Guard	28 hours per month
ROTC Rifle Team	35 hours per month
ROTC Drill Team	25 hours per month

These groups represent the school at many parades and other activities. The teacher does not receive a supplement for these activities.

Teacher D sponsors the Pep Club. He does not receive a supplement and devotes about 10 to 15 hours per month to the activity. (Why?) He states: "Because I love working with young people and I feel that teachers should work for the 'whole' school program, which is academic, social, and physical. Also, it sets an example for students and teachers in terms of a truly professional attitude toward the world of work. The idea that you go beyond what is required - for your own self-respect, self-worth, and self-dignity. The idea is to be a contributor - not just a consumer."

Teacher D summarizes the attitude of many teachers toward their sponsorship of student activities. Student activities would not be an important factor without the interest and dedication of the teacher sponsors.

## CHAPTER V

### RESULTS OF ANALYSIS OF DATA

The study population was 372 students from the eight selected North Carolina high schools described in Chapter IV. The study analyzed the effects of the independent variables (size of the school, gender, employment, socio-economic status, ethnic origin) on the dependent variables (number of activities participated in, number of leadership roles in activities, number of athletic activities participated in, number of leadership roles in athletics).

Table 1 presents demographic information on the sample for each school included in the study.

Respondents reported the number of student activities and the number of athletic activities they had participated in at least once during their high school careers. For the sample, the mean for student activities participation was 4.76 activities per student. Involvement in student activities ranged from no participation in any activities to participation in 20 activities during the high school career. Students reported the number of leadership roles in student activities during their high school career. The mean reported was .78 leadership roles per student. Several students reported no leadership roles in student activities and one student reported 13 leadership roles during the high school career. The students averaged .97 athletic activities during their high school career. Participation in athletics ranged from zero to a maximum of four different athletic activities during high school. Leadership opportunities in athletic activities averaged .10 per student, reflecting the very few leadership positions available to students in the athletic activities.

TABLE 1  
 DEMOGRAPHIC CHARACTERISTIC OF THE SAMPLE  
 POPULATION BY SCHOOL  
 (IN PERCENTAGES)

<u>Characteristic</u>	<u>Orrum</u>	<u>Denton</u>	<u>S. W. Randolph</u>	<u>Lexington</u>
<u>Ethnic Origin</u>				
Black	40.35	0	0	34.28
American Indian	17.54	0	0	0
White	42.10	100	100	65.71
Asian/American	0	0	0	0
<u>Gender</u>				
Female	57.63	47.05	46.30	49.47
Male	47.36	52.95	53.70	60.58
<u>Socio-Economic Status</u>				
Lower	27.09	0	0	17.64
Working	38.18	41.93	64.70	35.29
Middle	32.72	58.06	33.33	35.29
Upper/Upper				
Middle	0	0	1.97	8.82
<u>Family Status</u>				
Lives with:				
Parents	68.42	84.84	68.51	67.56
Mother	22.86	9.09	22.22	29.73
Father	3.50	3.03	7.40	2.70
Neither	5.26	3.03	1.85	0



TABLE 1 continued  
 DEMOGRAPHIC CHARACTERISTIC OF THE SAMPLE  
 POPULATION BY SCHOOL  
 (IN PERCENTAGES)

<u>Characteristic</u>	<u>Central Davidson</u>	<u>Ragsdale</u>	<u>Grimsley</u>	<u>Lumberton</u>
<u>Ethnic Origin</u>				
Black	2.63	20	32	20.45
American Indian	0	0	0	15.90
White	97.37	80	68	61.35
Asian/American	0	0	0	2.27
<u>Gender</u>				
Female	41.02	60.41	58.18	59.09
Male	58.98	39.59	41.82	40.91
<u>Socio-Economic Status</u>				
Lower	10.81	0	2.08	4.54
Working	62.16	21.27	10.41	18.18
Middle	27.02	68.08	72.91	75.00
Upper/Upper Middle	0	10.64	14.58	2.27
<u>Family Status</u>				
Lives with:				
Parents	79.48	76.59	59.25	79.54
Mother	12.82	17.02	33.33	18.18
Father	2.56	4.25	3.70	0
Neither	5.12	2.12	3.70	2.27

The study was concerned with five key questions. The following sections will report on the findings of this study relative to each question.

### School Size

What is the relationship between school size and participation and leadership in student activities? The schools in the sample were selected with the size of the school as a consideration for the study. The schools ranged in size from Orrum High School with an enrollment of 324 students to Grimsley High School with an enrollment of 1615 students. The North Carolina High School Athletic Association places all the high schools in North Carolina in a size category for athletic competition. Two schools from each size category are included in the study. Table 2 presents data on participation and leadership patterns for all the schools.

A Spearman Rank Correlation based on school size and participation in student activities was calculated at  $-.62$  for the eight schools in the sample.

The smallest and largest schools represent the differences in participation patterns, based on the size of the school.

### Student Employment

What is the relationship between student employment and participation and leadership in student activities?

Several recent research studies concerning student employment were reported in Chapter II. These studies reported that student employment seemed to be a major factor in student performance in school. This study found that 75.5% of the students in the sample reported that they were employed. The modal number of hours worked per week was 20 to 25; eight percent of the students reported working 40 or more hours per week.

Table 3 presents employment information reported by the students at each school.

**Table 2**

Involvement and leadership in student activities by school size (in mean number of activities and leadership roles).

<u>School/Enrollment</u>	<u>Sample Size</u>	<u>Participation in Student Activities</u>	<u>Leadership Roles-Student Activities</u>	<u>Athletic Participation</u>	<u>Athletic Leadership</u>
Orrum 324	58	5.35	1.30	.63	.19
Denton 361	34	6.91	.64	.85	.02
Southwest Randolph 776	54	4.00	.42	1.03	.14
Lexington 899	38	4.13	.65	1.31	.13
Central Davidson 979	39	2.82	.23	.48	0
Ragsdale 991	50	5.06	.85	1.22	.08
Lumberton 888	44	6.90	1.68	1.34	.09
Grimsley 1615	55	3.43	.40	.92	.09

**TABLE 3**  
**EMPLOYMENT CHARACTERISTIC OF THE SAMPLE POPULATION**  
**BY SCHOOL**  
**(IN PERCENTAGES)**

<u>Employment</u>	<u>Orrum</u>	<u>Denton</u>	<u>S. W. Randolph</u>	<u>Lexington</u>	<u>Central Davidson</u>	<u>Ragsdale</u>	<u>Grimsley</u>	<u>Lumberton</u>
Yes	52.64	81.82	90.56	91.89	76.32	89.36	79.59	84.22
No	47.36	18.18	9.44	8.11	23.68	10.64	20.41	15.78
<b>Student perception of employment affecting participation in student activities</b>								
Yes	24.07	35.48	41.51	40.0	40.55	56.52	50.00	58.33
No	75.92	64.51	58.49	60.0	59.45	43.48	50.00	41.67

Orrum High School students reported less employment than any other group sampled. The rural setting, lack of job opportunities, and depressed economic conditions of Robeson County may account for the low employment rate reported. Lexington High School students reported that more than 91% of them work, the highest rate found in the sample. This may reflect the availability of job opportunities in a city experiencing growth. Student perceptions of employment affecting participation were highest in the urban areas and larger schools.

Table 4 presents the employed and non-employed students in regard to their participation and leadership in student activities.

Employed students showed slightly more participation in student activities than nonemployed students, however they reported fewer leadership roles and less athletic participation and leadership.

One of the primary questions of this study was, "Does student employment affect participation in student activities?" The Pearson Correlation Coefficient was calculated to determine the degree of relationship between the independent variable, employment, and the dependent variable, participation in student activities. For the sample (N=372) the correlation coefficient was  $-.02$ . The inverse relationship indicates that as one of the variables increases, the other decreases. This would confirm the prediction that student employment has a negative effect on participation in student activities, however, the coefficient was extremely weak ( $.02$ ) it indicates the conclusion can not be validated from this sample.

Table 5 presents involvement and participation patterns for the employed students in the sample as well as the Pearson Correlation Coefficient for the relationship between number of hours employed and participation in student activities.

TABLE 4

Participation by employed and nonemployed students (in mean number of activities and leadership roles)

<u>Status of Student</u>	<u>No.</u>	<u>Participation in Student Activities</u>	<u>Leadership Roles-Student Activities</u>	<u>Athletic Participation</u>	<u>Athletic Leadership</u>
Employed	281	4.76	.72	.91	.10
Non-Employed	70	4.60	.44	1.02	.11
No response	21				

**Table 5**

Correlational relationship between number of hours employed and mean participation in student activities, involvement and leadership in student activities for employed students, (in mean number of activities and leadership roles).

<u>Number hours Employed</u>	<u>No.</u>	<u>Pearson Correlation Coefficient</u>	<u>Participation in Student Activities</u>	<u>Leadership Roles-Student Activities</u>	<u>Athletic Participation</u>	<u>Athletic Leadership</u>
0 - 10	52	.06	5.56	1.02	1.34	.18
10 - 20	95	.01	5.94	.99	.98	.11
20 - 30	96	-.01	4.78	.79	1.10	.09
30 - 48	93	.04	2.96	.49	.65	.04
Non-respondents: 3.6						

For most of the students in the sample, employment did not prove to be a factor in determining levels of participation and leadership. The correlational relationships determined by the study are weak and no conclusion may be made about the existence of a relationship between employment and participation in student activities. However, as the number of hours per week students work increase there is a dramatic decrease in participation in student activities.

### Gender

What is the relationship of gender on participation and leadership in student activities? The study was concerned with any difference in participation based on the sex of students. Table 6 presents the data on participation and leadership by gender. Females averaged 1.5 more activities during their high school career and held leadership roles by a 2 to 1 margin. Males were more active in athletic activities. Denton High School had the most active females in the sample, averaging 7.43 activities per student. Lumberton High School males were the most active, averaging 6.77 activities per student. In each school in the sample, the females were more active in student activities than the males. Females also averaged more leadership roles in student activities. See the appendix for a complete listing of the data on gender for each school.

### Socio-economic Status

What is the relationship of the socio-economic status of students on participation and leadership in student activities? Another variable proving to influence participation and leadership in student activities was the socio-economic status of the students. The identification and assigning of socio-economic class status was a difficult task. The respondents were asked to provide information on the family unit - if they lived with both parents, one, or neither. The researcher met with the school principal and guidance counselor and using the provided information and the Kahl descriptors determined the



**Table 6**

Involvement and leadership in student activities by gender (in mean number of activities and leadership roles).

<u>Gender</u>	<u>No.</u>	<u>Participation in Student Activities</u>	<u>Leadership Roles-Students Activities</u>	<u>Athletic Participation</u>	<u>Athletic Leadership</u>
Females	189	5.50	1.04	.77	.10
Males	179	4.00	.51	1.18	.10
Non-respondent:	4				

socio-economic class of the student. Due to the complex nature of society, the variety of job titles, and the diverse family unit situations, it was not easy to assign a socio-economic status to the students. The easiest group to identify was the "Upper/Upper Middle". There were 17 students assigned to the category. The second most clearly defined group was the "Lower" group. These were students who because of the economic conditions of the family and neighborhood were relatively easy to identify. There were 29 students in the category.

The guidance counselors and principals tended to put most of the students in the "Working" and "Middle Class" categories. There were three major factors separating the two categories. The working class job description tended to be associated with "blue collar" jobs. The highest educational level completed by the head of the working class families was usually high school. The neighborhood was usually identified as a "working class" neighborhood. The demographic line in the sample between "Working class and "middle" class was not clearly defined. The sample included 126 students labeled "working" class and 173 students labeled "middle" class. The middle class parents were identified as having a college education, "white collar" employment, more civic involvement, and living in "middle class" neighborhoods.

Table 7 indicates that the students identified as Lower class reported far less participation in student activities and athletic activities. There was also marked contrast in the leadership roles for these students when compared to the other groups in the sample. The Middle and Upper Middle class students reported the most participation and leadership in student activities.

### Ethnic Origin

What is the relationship of ethnic origin and participation and leadership of student activities? Since Brown v. Board of Education in 1954, there has been much concern

**Table 7**

**Involvement and leadership in student activities by socio-economic status, (in mean number of activities and leadership roles).**

<u>SES</u>	<u>No.</u>	<u>Participation in Student Activities</u>	<u>Leadership Roles-Student Activities</u>	<u>Athletic Participation</u>	<u>Athletic Leadership</u>
Lower Working	29	2.44	.37	.48	0
Middle	126	4.41	.55	.86	.07
Upper Middle/ Middle	174	5.43	1.01	1.22	.15
Non-respondents	17	5.70	1.29	1.00	.59
	26				

about the inequity of opportunity in public schools. As pointed out in Chapter II, many researchers have been concerned about lack of opportunities for minority students in the schools. This study was to examine the participation patterns in student activities by minority students in the North Carolina high schools.

Table 8 presents participation and leadership patterns based on the ethnic origin of the students. Minority students reported less participation in student activities in all the schools included in the sample. For the sample, Black and American Indian students averaged almost one less activity when compared to White participation rates. The sample showed the most equitable levels of participation for the ethnic groups in athletic participation.

#### Time devoted to student activities

Students in the sample high schools report a great deal of time devoted to student activities. Students were asked to estimate the amount of time they devoted to each activity on a monthly basis on the student activities survey. Response to this portion of the survey was inconsistent, few students chose to report the requested information. The responses were so inconsistent that it was not possible to determine a concise pattern of time devoted to student activities. Because of the lack of information and inconsistency, time devoted to activities was not included as a variable in the study. Forty-three percent of the students provided information on the amount of time devoted to student activities. One respondent devoting more than 100 hours per month to football during the season. Other respondents reported they belonged to activities that did not meet at all during the school year. The sample averaged 9.6 hours per month devoted student activities.

Chapter five presents the most salient findings from the data collected for the study. The appendix includes descriptive statistics for each school on both the independent and dependent variables.

**Table 8**

Involvement and leadership in student activities by ethnic origin, (in mean number of activities and leadership roles).

<u>School/Ethnic Origin</u>	<u>N</u>	<u>Participation in Student Activities</u>	<u>Leadership Roles-Student Activities</u>	<u>Athletic Participation</u>	<u>Athletic Leadership</u>
<b>Orum</b>					
Black	23	4.69	1.17	.34	0
American Indian	10	2.90	.30	.50	.10
White	23	7.13	1.87	.95	.83
<b>Denton</b>					
Black	0				
American Indian	0				
White	34	6.91	.64	.85	.03
<b>Lexington</b>					
Black	12	2.91	.50	1.41	.09
American Indian	0				
White -	23	4.65	.78	1.13	.13
<b>Southwestern Randolph</b>					
Black	0				
American Indian	0				
White	54	4.00	.42	1.03	.14
<b>Central Davidson</b>					
Black	0				
American Indian	0				
White	39	2.82	.23	.48	0
<b>Ragsdale</b>					
Black	9	4.39	0	1.22	0
American Indian	0				
White	36	5.16	1.02	1.17	.11
<b>Grimsley</b>					
Black	16	2.25	.18	.50	.06
American Indian	0				
White	34	3.88	.47	1.05	.11
<b>Lumberton</b>					
Black	9	4.66	1.55	1.22	.22
American Indian	7	6.14	1.71	.71	0
White	27	7.63	1.59	1.59	.07
<b>Totals</b>					
Black	70	3.80	.74	.84	.05
American Indian	17	4.23	.88	.58	.05
White	268	5.00	.78	.78	.12

Non-respondents: 17

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

This study examined student participation in the student activities programs at eight selected North Carolina high schools. The purpose was to describe the student activities program and look at several variables affecting participation. On-site visits, interviews with administrators and activity sponsors, and school records were used to portray the activities program for the different size schools. A sample of 372 students was selected from the "regular" senior English classes to respond to a Student Activities Survey. The demographic responses on the surveys were verified by the school administrators. The sample was intended to be representative of the population of average students in the eight high schools.

The literature reviewed in Chapter II revealed the diversity and evolving stature of student activities over the past 65 years. There was little consensus concerning the benefits of participation in student activities, and few researchers have studied this topic extensively. The studies were different in focus, covering a variety of topics concerned with student activities over than six decades, making comparisons difficult. A review of research by Holland and Andre (1987) provided a useful summary of the literature. The following questions were examined in this study and are accompanied by the findings.

#### School Size

What is the relationship between school size and student participation in student activities? Participation patterns generally followed the findings of previous studies. Students from the smallest schools averaged 5.35 activities per student compared to 3.43 activities per student from the largest schools in the study. The students from the smaller

schools averaged almost two additional activities per student during their high school career. This trend is apparent in comparing the smallest schools in the sample with the largest. Orrum High School, enrollment 324 students, averaged 5.35 activities per student; Denton High School, enrollment 361, averaged 6.922 activities per student. The largest school, Grimsley High School, enrollment 1,615, averaged 3.436 activities per student. Leadership roles averaged 1.3 per student at Orrum High School compared to an average of .4 at Grimsley High School. Students in the small schools were found to be more active in student activities with higher participation rate than those found in most of the larger schools.

It must be noted, however, that it is possible for a large high school to provide the student activity opportunities to keep the participation levels high. Lumberton Senior High School had a participation rate of 6.9 activities per student, possibly the result of the long term commitment in the school and community to involve the three ethnic groups in activities and leadership roles. In summary, there was higher participation rates at the small schools. However, it is possible for the larger schools to match those rates if involvement in student activities is a priority of the school administration.

#### Student employment

What is the relationship between student employment and participation in student activities? Every school principal interviewed under-estimated the number of students employed and the number of hours the students work. The sample indicated 75.5% of the students worked either full or part-time jobs in addition to being full-time students. The average number of hours worked was 21.8 per week. The Pearson correlation coefficient was calculated to determine if a relationship existed between the number of hours worked and participation in student activities. The values found were so low as to indicate that no relationship existed for this sample. However, 144 students, or 51.2% of the employed

students responded that they felt employment affected their participation in student activities.

### Gender

What is the relationship of gender on participation in and leadership of student activities? For the sample females averaged 5.5 activities per student, males averaged 4.0 activities per student. In both the sample and the yearbook survey females were more active in participation and leadership roles. Females averaged 1.04 leadership roles per student, males averaged .514 leadership role per student.

### Socio-economic status

What is the relationship of the socio-economic status of students on participation in student activities? Socio-economic status proved to be a salient consideration in determining participation and leadership in student activities. Those students determined to be in the "Lower" class averaged participating in 2.4 activities during their high school career. "Working" class students averaged 4.4, "Middle" class students averaged 5.4 and "Upper Middle" class students averaged 5.7. Leadership roles were dispersed the same way "Lower" class students averaged .379 leadership roles per student, "Working" class students averaged .556 leadership roles per student, "Middle" class students averaged 1.00 leadership roles per student, and "Upper Middle" class students averaged 1.29 leadership roles per student.

### Ethnic Origin

What is the relationship of ethnic origin and participation in and leadership of student activities? In this sample, Whites tended to be the most active in student activities with an average of five activities per student. American Indians averaged 4.2 activities per student and Blacks 3.8 activities per student. The leadership roles for the three ethnic



groups were similar. However, in many cases the leadership roles for minority students was limited to ethnic clubs which did not include a cross section of the student population.

The following conclusion are made based on the data and the experiences of the study. The evidence from this study indicates that the sponsor is the most influential factor in determining the success of an activity. In the interviews with principals, sponsors, and students it became apparent that the motivation and enthusiasm of the sponsor was crucial in determining the activity level of the organization.

School administrators play an important role in the implementation and administration of student activities in North Carolina high schools? In the schools studied all the administrators stated an interest in and support of student activities. The most supportive principals had found alternate sources of funds to provide additional activities and sponsors for activities. The average administrator devoted a great deal of time and energy to implementing the student activities program in his school.

The conclusions of this study relate specifically to the eight schools of the study, however, these findings may be applicable to students in similar North Carolina high schools. These conclusions are as follows:

Females tend to be more active in student activities than males.

Females hold more leadership positions in student activities than males.

Males are most active in athletic activities.

Minority students are not as active in student activity participation as white students.

Minority students hold an equitable number of leadership positions, however, many of the positions of leadership are in ethnic clubs.

Socio-economic status is the clearest determining factor in levels of student activity participation.

The study does not clear up contradictions relating to the student activities program and the findings tend to be inconclusive, however, they do provide information on student activities in North Carolina high schools.

Recommendations:

Based on this study the following recommendations are made to school level administrators.

1. It is recommended that the principal become familiar with participation patterns in the schools' activities and devise strategies for involving groups that are under represented
2. It is recommended that principals monitor student employment as it affects school performance and participation in student activities and devise strategies to keep employed students participating in student activities.
3. It is recommend that principals locate creative new funding sources to provide supplements to all activity sponsors.
4. It is recommended that the principal divide the school into smaller groups to stimulate activities participation and make male students feel more a part of the school.

Need for Further Research:

This study has created additional questions related to student activities and the following areas are recommended for further research:

1. Why are females more active in student activities?
2. Why do students at small schools participate at a higher level?
3. Why are minority students less active in student activities?
4. What is the overall effect of student employment?
5. How can minority students and the low socio-economic students be included in student activities?

The student activities program is an important part of the total school program. For many students it is the reason they remain in school. Further research is needed to make sure the student activities program is provided on an equitable basis for every student.

### Postscript

After two years involvement with the topic of student activities in high schools it became apparent that student activities are the most meaningful part of the total curriculum for many students. I make this statement with two major issues in mind. As school administrators we are being asked to significantly reduce the drop-out rate in North Carolina and to become more accountable for the educational outcomes of our students.

The focus of this study was on two classes, the class of 1988 and the class of 1989. These students were studied after graduation or in their senior year. It became apparent after many conversations and interviews with these students that the total student activities program was the number one factor in keeping some of these students in school. Many of the school students rated specific activities as the most relevant experience of their high school career.

Administrators must develop strategies for getting students involved in activities earlier in their school career. Bureaucratic barriers need to be broken down as we make school a more inviting place for students.

The following suggestions are made for high school administrators:

1. Give ninth grade students the opportunity to get involved in athletics and club activities. This may mean creating new teams and activities, but it will be worthwhile if the student remains in school.
2. Give underclass men more leadership opportunities. Why not officers at each grade level for clubs? Many students voiced frustrations and alienations about never being considered for a leadership role.

3. Promote opportunities for involvement and leadership by students throughout the school organization. Because of tradition in many high schools, the seniors are very selfish about sharing the leadership of clubs and organizations. Administrators must devise ways of providing leadership opportunities for underclass men.

4. Encourage innovation and the development of new activities by teachers. The enthusiastic teacher is the key to a successful activity.

5. Be innovative with the school's daily schedule. The administrator may be able to create time during the school day for clubs to meet occasionally.

6. Realize that by involving students in activities and promoting opportunities for leadership administrators are reducing the impersonal bureaucracy of the public high school.

## BIBLIOGRAPHY

- "Activities and Academics: The Big Debate," The Practitioner XII: Number 3, February, 1986.
- Barker, Roger, and Gump, Paul, Big School, Small School, Palo Alto, California, Stanford University Press, 1964.
- Brubaker, Dale L., Curriculum Planning, Glenview, Illinois: Scott, Foresman and Company, 1982.
- Bleckel, A. E., "Compensating Teachers for Extra-Curricular Activities," NASSP Bulletin, October, 1980.
- Bender, David S., "Extra-Curricular Activities and Achievement Orientation of Adolescent Males and Females," paper presented at the annual meeting of the American Educational Research Association, Toronto, March, 1978.
- Collins, David L., "Perceptions of Texas High School Principals and Special Education Directors in Regard to the Participation of Mentally Retarded and Learning Disabled Student in Extra-Curricular Activities," University of Texas, Austin, Texas, 1971.
- Collins, Thomas W., "Reconstructing a High School Society After Court Ordered Desegregation," National Institute of Education, 1978, (Department of Health, Education, and Welfare), Washington, D. C.
- Crain, Robert L., and Mahand, Rita E., The Role of Non-Academic Activities in the High School, unpublished paper, National Opinion Research Center, 1973.
- Dellinger, Anne M., North Carolina School Law: The Principal's Role, Chapel Hill: Institute of Government, 1981.
- Demaline, Randy E., and Palmer, Ruth J., "The First Year of the 'C' Average Policy," Washington: District of Columbia Public Schools Report, October, 1987.
- Durhkeim, Emile, Moral Education, New York: Free Press, 1961.
- Durbin, Brice B., (director), National Federation of State High School Associations, 1982-83 Handbook, Kansas City, MO., 1982.
- Educational Policies Commission, School Athletics: Problems and Policies, (National Education Association, 1954), p. 3.

- Feltz, D. C., and Weiss, M. R., "The Impact of Girls' Interscholastic Sport Participation on Academic Orientation." Research Quarterly for Exercise and Sport, 55, 1984.
- Finn, Jeremy D., "Withdrawing from School" State University of New York, Buffalo, N.Y., 1988.
- Fort Wayne Urban League, "What High School Students Think of Desegregation," Integrated Education, Vol. XV, No. 6, November 1977.
- Forsythe, Charles A., and Keller, Irvin A., Administration of High School Athletics, 6th ed., (Englewood Cliffs, N. J.: Prentice Hall).
- Frederick, Robert W., Student Activities in American Education New York: The Center for Applied Research in Education, Inc., 1965.
- Fretwell, Elbert K., Extra-Curricular Activities in Secondary Schools, Boston: Houghton Mifflin Company, 1931.
- Fretwell, Elbert K., Extra-Curricular Activities in Secondary Schools, New York: Houghton Mifflin Company, 1931.
- Holland, Alyce and Andre, Thomas, "Participation in Extra-curricular Activities in Secondary School: What is know, What needs to be known?," Review of Educational Research, 57, 1987.
- Gholson, Ronald E., and Buser, Robert L., "Student Activities: A Guide for Determining Who is Participating in What," NASSP Bulletin, May 1981.
- Gholson, Ronald E., and Buser, Robert L., Co-Curricular Activity Programs in Secondary Schools, NASSP Reston, VA., 1983.
- Guttek, Gerald Lee, An Historical Introduction to American Education, New York, Thomas Y. Crowell Co., 1970.
- Hall, Morrill M., and Gentry, Harold W., "Isolation of Negro Students in Integrated Public Schools," The Journal of Negro Education, Vol. XXXVIII, Spring, 1969.
- Hammond, Wayne A., "Scholastic Achievement and Part-Time Employment," Clearinghouse 44, (April, 1970).
- Lander, D. M., Feltz, D. L., Obermeier, G. E., and Brouse, T. R., "Socialization via Interscholastic Athletics: Its Effect on Educational Attainment," Research Quarterly, 49, 1978.
- Jennings, Wayne and Nathan, Joe, "Startling, Disturbing Research on School Program Effectiveness," Phi Delta Kappan, 88: p. 589. (March, 1977).
- Joekel, Ronald B., "Student Activities and Academic Eligibility Requirements". NASSP Bulletin, October, 1985.

- Jomills, Henry Braddock, II, "Academic and Athletics in American High Schools: Some further Considerations of the Adolescent Subculture Hypotheses," (Baltimore, Maryland: The John Hopkins University, Center of Social Organization of Schools, May, 1979).
- Kahl, Joseph A., The American Class Structure, New York: Holt, Rhinehart and Winston, 1961.
- Kemp, Paul Clement, "A Study of Academic Achievement of Non-Successful and Successful Athletics," (M. A. Thesis, State College of Iowa, 1956).
- Kleinert, John E., "Effects of High School Size on Student Activity Participation," NASSP Bulletin Vol. 53, March, 1969, p.34.
- Klingbeil, Jerold L., "Athletic Participation on the Academic Success of College Freshmen," (M S. Thesis, University of Wisconsin, 1967).
- Landers, D. M., Feltz, D. C., Obermeies, and Rouse, T. R., "Socialization via Interscholastic Athletics: Its Effect on Educational Attainment", Research Quarterly, 49.
- Lindsay, Paul, "High School Size, Participation in Activities, and Young Adult Social Participation: Some Enduring Effects of Schooling, " Educational Evaluation and Policy Analysis, 6:1, Spring, 1984.
- Lindsay, Paul, "The Effect of High School Size on Student Participation, Satisfaction, and Attendance," Educational Evaluation and Policy Analysis, 4:1, Spring, 1982.
- Maslow, A. H., "A theory of Human Motivation" Psychological Review, Vol. 50, No. 4, July, 1943.
- McKown, Henry C., Extra-Curricular Activities, New York: The Macmillan Company, 1929.
- Miller, F. A., Moyer, J. H., and Patrick, R. B., Planning Student Activities, Englewood Cliffs, N. J.: Prentice Hall, 1956.
- Mundez, Roy, "Athletics, How Much?", NASSP Bulletin, Vol. 63, April 1979.
- National Association of Secondary School Principals, Mood of American Youth, Reston, Virginia: NASSP Press, 1981.
- National Study of School Evaluation Evaluative Criteria, fifth edition, Falls Church, Virginia, National Study of School Education, 1978.
- North Carolina Public Schools Annual Report, Volume II, North Carolina Department of Public Instruction, Raleigh, NC, 1987.
- Otto, L. B., "Extracurricular Activities in the Educational Attainment Process.", Rural Sociology, 41, 1975.

- Peck, William, Associate State Superintendent, North Carolina Department of Education Interview, July 7, 1988.
- Peng, Samuel S., Dunteman, George H., and Fetters, William B., "The National Longitudinal Study of the High School Class of 1972: Selected Results of the Base-year and the First Follow-up Surveys", paper presented at the American Educational Research Associates Annual (59th) Meeting Washington, D. C., April, 1975.
- Picou, J. Steven and Curry, Evan W., "Athletic Success as a Facilitator of Adolescents' Mobility Orientations: A Black-White Comparison," paper presented at the Southern Sociological Society Annual Meeting, Atlanta, Georgia, April, 1974.
- Powell, Arthur G., Farror, Eleanor, and Cohen, David K., The Shopping Mall High School: Winners and Losers in the Educational Marketplace, Boston: Houghton Mifflin Company, 1985.
- Pound, Oliva, Extra-Curricular Activities of High School Girls, New York: A. S. Barnes and Company, 1931.
- Purdy, Ralph D., A Critical Look at the High School by Former Students, Oxford, Ohio: Miami University School of Education, 1971.
- Rehbert, R. A. and Schafer, W. E., "Participation in Interscholastic Athletics and College Expectations.", American Journal of Sociology, 73, 1968.
- Rodgers, Frederick A., The Black High School and Its' Community, Lexington, Massachusetts: D. C. Heath, 1975.
- Schafer, Walter E. and Armer, J. Michael, "Athletes are Not Inferior Students," Transaction 6, (November, 1968), pp. 21-26.
- Schafer, Walter E. and Arman, J. Michael, "On Scholarship and Interscholastic Athletes," In Sport: Reading From A Sociological Perspective, Edited by Eric Dunning. Toronto: University of Toronto Press, 1972.
- Serow, Robert C., "The High School Extra-Curricular: Cui Bono?", NASSP Bulletin, 63, 426, (April, 1979): 91.
- Snyder, E. E. and Spreitzer, E., "Participation in Sports as Related to Educational Expectations Among High School Girls.", Sociology of Education, 50, 1977.
- Spady, W. G. "Lament for the Letterman: Effects of Peer Status and Extracurricular Activities on Goals and Achievement.", American Journal of Sociology, 75, 1970.
- Strope, John L., Jr., School Activities and the Law, Reston, Virginia: The National Association of Secondary School Principals, 1984.
- Tompkins, Ellsworth, Extra-Class Activities for All Pupils, Washington: Federal Security Agency, Office of Education, 1950.



- White, Karl R., "The Relations Between Socio-Economic Status and Academic Achievement," American Psychological Association Yearbook, 1982.
- Williams, Edwin P., "Sense of Obligation to High School Activities as Related to School Size and Marginality of Student," Child Development, 38 (1), (December, 1967): 1255.
- Wilds, Harrison, Extra-Curricular Activities, New York: The Century Company, 1926.
- Wright, David, Student Participation in Extra-Curricular Activities, Unpublished Thesis, Urbana: University of Illinois, 1939.

## YEARBOOKS

Central Davidson High School, Lexington, NC, 1989.

Denton High School, Denton, NC, 1988.

Grimsley High School, Greensboro, NC, 1988.

Lexington High School, Lexington, NC, 1988.

Lumbertson High School, Lumberton, NC 1988.

Orrum High School, Orrum, NC, 1988.

Ragsdale High School, Jamestown, NC, 1988.

Southwestern Randolph High School, Asheboro, NC, 1988.

## TABLE OF CASES

- Beard vs. Board of Education 16, p. 2d 900 (Utah, 1932), p. 3.
- Brandon vs. Board of Education, 635 F.2d 971 (2nd. Cir. 1980), 454 U. S. 1123 (1981).
- Buhlman vs. Board of Education, 436 N. Y.S. 2d 192 (Sup. Ct. 1981).
- Bunger vs. Iowa High School Athletic Association, 197 N. W. 2d. 555 (Iowa, 1972).
- Engel vs. Vitale, 370, U. S. 421, (1962).
- Fowler vs. Williamson, 448 F. Supp. 498 (W.D.N.C. 1978).
- Fujishima vs. Board of Education, 460 F.2d 1355 (7th Cir. 1972).
- Gambino vs. Fairfax County School Board, 564 F.2d 157 (4th Cir. 1977).
- Johnson vs. Huntington Beach Union School District), 137 Cal. Rpt. 43 (California App. 1977).
- Koppell vs. Levine, 347 F.Supp. 456 (E.D.N.Y. 1972).
- McGrath vs. Burkhard, 280, p. 2d. 865, (Calif. App., 1955).
- O'Connor v. Board of Education, 645 F 2d 578 (7th Cir. 1981).
- Park Hills Music Club, Inc. vs. Board of Education, 512 F. Supp. 1040 (S.D. Ohio 1981).
- Parrish vs. Moss 106, N. Y. S., 2d, 557, (Sp. Term, 1951).
- Pegram vs. Nelson, 469 F. Supp. 1134 (MD NC 1979)
- Pliscou vs. Holtville Unified School District, 411 F. Supp. 842 (S.D. California 1976).
- Reed vs. Nebraska, 341, F. Supp. 842 (S. D. California, 1976).
- Seyfried vs. Walton, 512 F. Supp. 235 (D. Del. 1981) Aff'd, 668 F. 2d 214 (3rd Cir. 1982).
- Scoville vs. Board of Education, 425 F. 2d (10th Cir. 1970).
- Shanley vs. Northeast Independent School District, 462 F.2d 960 (5th Cir. 1972).

Thomas vs. Board of Education, 607 F.2d 1043 (2nd Cir. 1979).

Wolff vs. South Colonie Central School District, 534 F. Supp 758 (N.D.N.Y. 1982).

Zuker vs. Panitz, 299 F.Supp. 102 (S.D.N.Y. 1969).

APPENDIX A  
**STUDENT ACTIVITIES SURVEY**

Name \_\_\_\_\_ School \_\_\_\_\_

This survey is to determine the participation of students in extra-curricular activities (clubs, athletics) in several North Carolina high schools. We are trying to determine the amount of participation by students and if student employment affects participation.

If you participated in the following school activities mark the circle "Yes" and circle the years participating. If you did not participate mark "No". Under time per month indicate the approximate amount of time on average you devote to the activity per month. Under Performance Information list any offices held or projects participated in.

<u>Activity</u>	<u>No</u>	<u>Yes</u>	<u>Year</u>				<u>Time Per Month</u>	<u>Performance Information</u>
			<u>Fr.</u>	<u>So.</u>	<u>Jr.</u>	<u>Sr.</u>		
Student Government	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Class Officer	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Homeroom Officer	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Marshal	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
National Honor Society	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Beta Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Quiz Bowl	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
High Q	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Yearbook	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Newspaper	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Creative Writing	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Journalism Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Photography Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
National Forensic League	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Thespian	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Drama	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____

<u>Activity</u>	<u>No</u>	<u>Yes</u>	<u>Year</u>				<u>Time Per Month</u>	<u>Performance Information</u>
			<u>Fr.</u>	<u>So.</u>	<u>Jr.</u>	<u>Sr.</u>		
Band/Marching Band	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Orchestra	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Chorus	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Color Guard	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Flag Corp.	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Junior Civitans	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Jaycees	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Key Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Kiwanis Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Anchor Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
International	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Library Assistant	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Office Assistant	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Model U. N. Team	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
SADD	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
FBLA	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
DECA	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
VICA	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
FFA	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
FHA	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
FTA	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Spanish Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
French Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Math Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Science Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Art Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Health Occupations	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Horticulture	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Career Ed.	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Monogram Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Pep Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Bus Drivers	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____

<u>Activity</u>	<u>No</u>	<u>Yes</u>	<u>Year</u>				<u>Time Per Month</u>	<u>Performance Information</u>
			<u>Fr.</u>	<u>So.</u>	<u>Jr.</u>	<u>Sr.</u>		
Auto	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Dance	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Black Awareness	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Fellowship Christian Athletics	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Bible Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Computer Club	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Prom Committee	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
_____	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
_____	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
_____	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
_____	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
<b><u>ATHLETICS</u></b>								
Cheerleader	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Cross Country	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Soccer	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Football	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Swimming	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Basketball	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Indoor Track	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Wrestling	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Track	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Golf	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Tennis	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Baseball	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Volleyball	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
Softball	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
_____	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____
_____	No	Yes	Fr.	So.	Jr.	Sr.	_____	_____

<u>Student Employment</u>					<u>Job Description</u>	
<u>Part Time</u>	No	Yes	Fr.	So.	Jr. Sr.	_____
<u>Summer</u>	No	Yes	Fr.	So.	Jr. Sr.	_____
<u>Full Time</u>	No	Yes	Fr.	So.	Jr. Sr.	_____
Number of hours working per week _____						
Has employment affected your participation in student activities?				<u>Yes</u>	<u>No</u>	
How much? _____						
Comments _____						
_____						
_____						

**Student Profile**

Age \_\_\_\_\_ Sex \_\_\_\_\_ Ethnic Origin \_\_\_\_\_

Number of brothers and sisters \_\_\_\_\_

Are you living with parents?       Both       Mother       Father       Neither

Parents Occupation \_\_\_\_\_

(Father)      (Mother)



**APPENDIX B**  
**STUDENT ACTIVITIES SURVEY**

**PRINCIPAL SURVEY**

Name \_\_\_\_\_ School \_\_\_\_\_

1. Describe the socio-economic status (SES) of your school (total 100%) using the following identifiers:

Lower \_\_\_\_\_  
 Working \_\_\_\_\_  
 Middle \_\_\_\_\_  
 Upper/Upper Middle \_\_\_\_\_  
 Comments \_\_\_\_\_

2. What percent of your student body participate in athletics? \_\_\_\_\_  
 by social class:

Lower \_\_\_\_\_  
 Working \_\_\_\_\_  
 Middle \_\_\_\_\_  
 Upper/Upper Middle \_\_\_\_\_  
 Comments \_\_\_\_\_

3. What percent of your student body participates in extra-curricular activities? \_\_\_\_\_  
 by social class:

Lower \_\_\_\_\_  
 Working \_\_\_\_\_  
 Middle \_\_\_\_\_  
 Upper/Upper Middle \_\_\_\_\_  
 Comments \_\_\_\_\_

4. What percent of your student body works at a full or part-time job \_\_\_\_\_  
 by social class:

Lower \_\_\_\_\_  
 Working \_\_\_\_\_  
 Middle \_\_\_\_\_  
 Upper/Upper Middle \_\_\_\_\_

4. What percent of your student body works at a full or part-time job \_\_\_\_\_  
by social class: (cont.)

by ethnic origin:

Black \_\_\_\_\_

White \_\_\_\_\_

American Indian \_\_\_\_\_

Asian/American \_\_\_\_\_

5. What is your school's racial composition?

6. What percent of your students participate in athletics?

by ethnic origin:

Black \_\_\_\_\_

White \_\_\_\_\_

American Indian \_\_\_\_\_

Asian/American \_\_\_\_\_

7. What percent of your students participate in other extra-curricular activities?

ethnic origin:

Black \_\_\_\_\_

White \_\_\_\_\_

American Indian \_\_\_\_\_

Asian/American \_\_\_\_\_

8. What percent of your students hold leadership roles on athletic teams by

ethnic origin:

Black \_\_\_\_\_

White \_\_\_\_\_

American Indian \_\_\_\_\_

Asian/American \_\_\_\_\_

9. What percent of your students hold leadership roles in extra-curricular activities by

ethnic origin:

Black \_\_\_\_\_

White \_\_\_\_\_

American Indian \_\_\_\_\_

Asian/American \_\_\_\_\_

10. What special features make your school unique in regard to student activities?

APPENDIX C  
STUDENT ACTIVITIES SURVEY

SPONSORS SURVEY

Name \_\_\_\_\_ School \_\_\_\_\_

Activity \_\_\_\_\_

1. How many years have you sponsored this activity?
2. How many members in your activity?
3. A. Estimate the socio-economic status of your club members \_\_\_\_\_  
\_\_\_\_\_

B. Does it differ from the socio-economic status of the student body?  
\_\_\_\_\_

4. Activity - by ethnic origin

Black \_\_\_\_\_

White \_\_\_\_\_

American Indian \_\_\_\_\_

Asian/American \_\_\_\_\_

5. Leadership roles in activity by ethnic origin. (List officers and ethnic origin)

Officers 1987-88

Officers 1988-89

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Number of students in your activity who work part-time \_\_\_\_\_
7. How are funds for your activity \_\_\_\_\_
8. Major projects of the activity \_\_\_\_\_
9. How many hours do you devote to the activity per month? \_\_\_\_\_
10. Supplement? \_\_\_\_\_
11. Why do you sponsor the activity? \_\_\_\_\_

## APPENDIX D

## ATHLETIC EXPENSES 1987-88 AT CENTRAL DAVIDSON HIGH SCHOOL

EXPENSES

Clinics	\$	374.86
Coaching Supplements		11,700.00
Officials and Booking		4,363.00
Athletic Equipment		14,857.68
Police Protection		835.00
Electricity		1,239.01
Insurance		330.00
Tournament and Playoff Expenses		145.06
Dues and membership and Fees		735.00
Field Maintenance (Paint, Chem., Fert.)		1,961.92
Hardware		501.94
Maintenance and Repair		411.10
Pre-game meals		1,296.40
Medical Supplies		844.05
Banquet Expenses		717.31
Trophies		773.09
Film		113.50
Wrestling Coach		200.00
Davidson County Board of Education		203.54
Printing		7.50
Western Guilford Playoff		102.70
Lawn Mowers		592.60
Monogram Awards		537.70
Gasoline		33.67
Recruitment of Coaches (Travel)		190.86
Flowers		100.99
Total:	\$	43,168.48

## APPENDIX E

ATHLETIC PROGRAM INCOME 1987-88 AT CENTRAL DAVIDSON  
HIGH SCHOOL

Football - \$16,430.00		
Scrimmage Games	\$	433.00
North Stanly		2,493.00
(JV) East Davidson		405.00
West Stanly		2,560.00
(JV) West Davidson		172.00
East Surry		1,962.00
(JV) Andrews		193.00
(JV) Asheboro		215.00
Trinity		5,785.00
(JV) High Point Central		156.00
Ragsdale		2,056.00
 Basketball - \$4,630.00		
(JV) North Davidson	\$	73.00
West Davidson		741.00
(JV) West Davidson		51.00
North Davidson		484.00
 Basketball - \$4,630.00		
North Stanly		221.00
(JV) North Stanly		126.00
East Davidson		461.00
Mt. Pleasant		418.00
(JV) Mt. Pleasant		77.00
(JV) Trinity		260.00
Asheboro		260.00
(JV) Andrews		22.00
(JV) High Point Central		44.00
(JV) Ragsdale		45.00
Trinity		317.00
(JV) Ragsdale		48.00
(JV) Asheboro		23.00
Andrews		221.00
High Point Central		410.00
Ragsdale		540.00

**ATHLETIC PROGRAM INCOME 1987-88 AT CENTRAL DAVIDSON  
HIGH SCHOOL (cont.)**

<b>Other Income</b>		
<b>Volleyball</b>	<b>\$</b>	<b>120.00</b>
<b>Wrestling</b>		<b>176.00</b>
<b>Baseball</b>		<b>1,246.00</b>
<b>Banquet</b>		<b>885.00</b>
<b>Cokes</b>		<b>1,591.00</b>
<b>Contributions</b>		<b>1,069.77</b>
<b>Total Income</b>		<b>26,147.77</b>
<b>General Fund</b>		<b>17,000.00</b>
<b>Grand Total</b>	<b>\$</b>	<b>43,147.77</b>

## APPENDIX F

## Descriptive Statistics for the sample.

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
21.801	12.136	.693	147.277	55.665	307
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	48	48	6693	190983	65

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
4.708	3.379	.176	11.415	70.865	370
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	16	16	1764	12622	2

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.786	1.583	.082	2.506	201.414	369
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	13	13	290	1150	3

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.973	1.152	.06	1.327	118.403	370
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	360	840	2

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.103	.398	.021	.158	385.239	368
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	38	62	4

## APPENDIX G

## Descriptive Statistics for employed students

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
25.449	8.879	.548	78.836	34.89	263
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
4	48	44	6693	190983	18

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
4.769	3.368	.201	11.328	70.581	281
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	18	18	1340	9562	0

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.720	1.471	.088	2.164	202.627	281
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	13	13	204	754	0

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.911	1.079	.064	1.164	118.468	280
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	255	557	1

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.1	.394	.024	.155	392.749	279
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	28	46	2



## APPENDIX II

## Descriptive Statistics for non-employed students

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
0	0	0	0	•	44
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	0	0	0	0	27

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
4.6	3.127	.374	9.78	67.984	70
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	16	16	322	2156	1

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
9.13	1.849	.221	3.417	196.054	70
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	12	12	66	298	1

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.029	1.274	.152	1.622	123.834	70
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	72	186	1

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.114	.435	.052	.19	381.05	70
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	8	14	1

## APPENDIX I

## Descriptive statistics for Lower SES sample

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
16.036	16.893	3.192	285.369	93.663	28
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	48	48	505	16813	1

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
2.440	1.785	.331	3.185	72.891	29
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	8	8	71	263	0

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.379	1.015	.188	1.03	267.504	29
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	5	5	11	33	0

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.440	.91	.169	.828	202.937	29
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	13	29	0

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
0	0	0	0	0	28
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	0	0	0	0	1

## APPENDIX J

## Descriptive statistics for working SES sample

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
23.061	12.805	1.194	163.97	55.527	115
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	47	47	2652	79850	11

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
4.413	2.755	.245	7.588	62.426	126
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	12	12	556	3402	0

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.556	1	.089	1.001	180.08	126
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	6	6	70	164	0

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.805	1.134	.101	1.286	131.071	126
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	109	255	0

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.071	.259	.023	.067	361.994	126
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	1	1	9	9	0

## APPENDIX K

## Descriptive statistics for middle SES sample

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
21.71	10.759	.918	115.755	49.557	138
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	44	44	2996	80902	37

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
5.437	3.75	.284	14.062	68.975	174
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	18	18	946	7576	1

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.006	1.028	.148	3.717	191.687	174
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	13	13	175	819	1

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.127	1.164	.089	1.356	103.303	173
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	195	453	2

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.188	.522	.04	.272	334.177	173
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	27	51	2

## APPENDIX L

Descriptive statistics for upper middle SES sample  
Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
16.909	5.243	1.581	27.491	31.008	11
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
11	27	16	186	3420	6

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
5.700	3.46	.839	11.971	60.637	17
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
1	16	15	97	745	0

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.204	1.993	.483	3.971	153.976	17
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	7	7	22	92	0

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1	1.173	.284	1.375	117.26	17
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	17	39	0

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.059	.243	.059	.059	412.311	17
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	1	1	1	1	0

## APPENDIX M

**Descriptive statistics for black students in the sample  
Number of hours employed per week**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
19.070	12.927	1.683	167.119	65.695	59
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	40	40	1161	32539	11

**Number of student activities**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
3.6	2.991	.357	8.945	78.705	70
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	12	12	266	1628	0

**Number of leadership positions**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.743	1.224	.146	1.498	164.767	70
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	5	5	52	142	0

**Number of Athletic activities**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.843	1.002	.12	1.004	118.877	70
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	59	119	0

**Number of leadership positions, Athletics**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.056	.235	.028	.055	406.066	69
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	1	1	4	4	1

## APPENDIX N

## Descriptive statistics for white students in the sample

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
22.800	11.804	.775	134.664	51.555	224
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	48	48	5042	143520	45

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
5.007	3.428	.209	11.753	68.462	268
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	18	18	1342	9858	1

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.78	1.672	.102	2.794	214.341	268
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	13	13	209	909	1

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.907	1.178	.072	1.383	118.506	267
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	265	631	2

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.12	.443	.027	.196	369.496	267
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	32	56	2

## APPENDIX O

**Descriptive statistics for American Indian students in the sample  
Number of hours employed per week**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
19.438	17.08	4.27	291.729	87.872	16
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	40	40	311	10421	1

**Number of student activities**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
4.235	3.113	.755	9.691	73.503	17
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	10	10	72	460	0

**Number of leadership positions**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
8.02	1.616	.392	2.61	183.106	17
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	6	6	15	55	0

**Number of Athletic activities**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
8.88	.939	.228	.882	159.687	17
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	10	20	0

**Number of leadership positions, Athletics**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.059	.243	.059	.059	412.311	17
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	1	1	1	1	0



## APPENDIX P

## Descriptive statistics for Asian students in the sample

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
25	.	.	.	.	1
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
25	25	0	25	625	0

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
13	.	.	.	.	1
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
13	13	0	13	169	0

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
5	.	.	.	.	1
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
5	5	0	5	25	0

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
0	.	.	.	.	1
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	0	0	0	0	0

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
0	.	.	.	.	1
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	0	0	0	0	0

## APPENDIX Q

## Descriptive Statistics for the females in the sample

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
20.452	12.163	.971	147.929	59.468	157
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	47	47	3211	88749	32

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
3.507	3.658	.266	13.379	66.472	189
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	16	16	1040	8238	0

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.048	1.857	.135	3.45	177.295	189
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	13	13	198	856	0

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.778	1.074	.078	1.152	138.026	189
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	147	331	0

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.01	.38	.028	.144	377.601	189
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	19	29	0

## APPENDIX R

**Descriptive Statistics for the males in the sample**  
**Number of hours employed per week**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
23.213	11.986	.979	143.659	51.633	150
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	48	48	3482	102234	30

**Number of student activities**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
4.000	2.89	.216	8.354	72.157	179
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	14	14	717	4359	1

**Number of leadership positions**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.514	1.177	.088	1.386	229.062	179
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	8	8	92	294	1

**Number of Athletic activities**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.10	1.208	.091	1.459	102.384	178
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	210	506	2

**Number of leadership positions, Athletics**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.107	.419	.032	.176	390.721	177
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	19	33	3

## APPENDIX S

**Descriptive statistics for Orrum High School**  
**Number of hours employed per week**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
14.836	15.14	2.041	229.213	102.045	55
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	40	40	816	24484	3

**Number of student activities**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
5.351	3.508	.465	12.303	65.552	57
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	15	15	305	2321	1

**Number of leadership positions**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.304	2.199	.294	4.833	168.653	56
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	13	13	73	361	2

**Number of Athletic activities**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.632	.957	.127	.915	151.489	57
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	36	74	1

**Number of leadership positions, Athletics**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.198	.644	.086	.415	328.061	56
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	11	25	2

## APPENDIX T

**Descriptive statistics for for Denton High School  
Number of hours employed per week**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
21.867	12.247	2.236	149.978	56.785	30
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	40	40	647	18303	4

**Number of student activities**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
6.012	2.999	.514	8.992	43.385	34
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
2	16	14	235	1921	0

**Number of leadership positions**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
6.47	2.116	.363	4.478	327.028	34
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	12	12	22	162	0

**Number of Athletic activities**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
6.53	1.184	.203	1.402	138.819	34
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	29	71	0

**Number of leadership positions, Athletics**

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.029	.171	.029	.029	583.095	34
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	1	1	1	1	0

## APPENDIX U

## Descriptive statistics for Southwestern Randolph High School

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
23.98	11.189	1.598	125.187	46.659	49
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	45	45	1175	34185	5

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
4	2.613	.358	6.83	65.337	54
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	11	11	216	1226	0

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.426	.944	.128	.891	221.573	54
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	23	57	0

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.037	1.258	.171	1.584	121.343	54
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	56	142	0

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.146	.408	.055	.166	275.279	54
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	2	2	8	10	0

## APPENDIX V

## Descriptive statistics for Lexington High School

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
26.129	11.902	2.138	141.649	45.55	31
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	47	47	810	25414	7

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
4.132	3.458	.801	11.955	83.688	38
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	16	16	157	1091	0

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
6.58	1.361	.221	1.853	206.897	38
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	7	7	25	85	0

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.316	1.233	.2	1.519	93.675	38
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	50	122	0

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.135	.347	.057	.12	256.472	37
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	1	1	5	5	1

## APPENDIX W

## Descriptive statistics for Ragsdale High School

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
22.925	8.213	1.299	67.456	35.826	40
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	40	40	917	23653	10

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
3.001	3.733	.533	13.934	73.753	49
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	13	13	248	1924	1

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.887	1.5	.214	2.25	175	49
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	5	5	42	144	1

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.824	1.085	.155	1.178	88.627	49
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	60	130	1

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.082	.449	.064	.202	549.929	49
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	3	3	4	10	1



## APPENDIX X

## Descriptive statistics for Central Davidson High School

## Number of hours employed per week

Mean	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
21	14.383	2.431	206.882	68.492	35
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	48	48	735	22469	4

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
2.821	1.819	.291	3.309	64.495	39
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	8	8	110	436	0

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
2.31	.485	.078	.235	209.985	39
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	2	2	9	11	0

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
4.07	.97	.155	.941	199.076	39
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	19	45	0

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
0	0	0	0	.	39
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	0	0	0	0	0

## APPENDIX Y

## Descriptive statistics for Grimsley High School

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
21.024	5.669	.945	32.142	26.961	36
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
11	35	24	757	17043	19

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
3.436	2.679	.361	7.176	77.957	55
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	14	14	189	1037	0

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
4	.873	.118	.763	218.369	55
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	22	50	0

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
0.27	1.052	.142	1.106	113.401	55
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	51	107	0

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
0.01	.348	.047	.121	382.971	55
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	2	2	5	7	0

## APPENDIX Z

## Descriptive statistics for Lumberton High School

## Number of hours employed per week

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
20.000	9.81	1.782	96.232	36.376	31
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	44	35	836	25432	13

## Number of student activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
0.009	3.627	.547	13.154	52.494	44
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	15	15	304	2666	0

## Number of leadership positions

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.002	1.902	.287	3.617	113.088	44
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	8	8	74	280	0

## Number of Athletic activities

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
1.341	1.275	.192	1.625	95.074	44
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	4	4	59	149	0

## Number of leadership positions, Athletics

Mean:	Std. Dev.:	Std. Error:	Variance:	Coef. Var.:	Count:
.001	.291	.044	.085	319.884	44
Minimum:	Maximum:	Range:	Sum:	Sum of Sqr.:	# Missing:
0	1	1	4	4	0